GLOUCESTER CITY SCHOOL DISTRICT
Cold Springs School
Professional Development Plan

District Name	School Name	Principal Name	Plan Begin/End Dates
Gloucester City School District	Cold Springs School	Craig Speechley	July 1, 2021 – June 30, 2022

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 the use of technology by students in their lessons.	PreK-3	➤ Teacher survey (administered March 2021) indicates another area of top priority for professional development as integrating student and staff use of technology. Specifically, the use of the Google Suite (42%), OnCourse(31.9%), Kami (34.8%), Pear Deck (33.3%), Classworks (21.7%), Smoothwall (17.41%) and online textbook resources (23.2%), Creative Curriculum Cloud (18.8%) ➤ Teachers have requested more professional development in these areas during component and grade level meetings, faculty meetings and PLC meetings, meetings organized by small groups. ➤ 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 20-21 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 expansion/improvement. Professional development will be planned and implemented to build capacity and close the digital divide.

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 March 2021) indicates the top priorities for additional professional development in supporting struggling students (78.3%), advanced students (36.2%) student engagement (37.7%), intervention strategies (39.1%) and dyslexia (26.1%) through differentiated instruction. - Teachers and school leaders have raised concerns regarding meeting the needs of all students during grade level meetings and PLC meetings. - School leaders and special education services have identified a need for differentiated instruction for students with learning disabilities such as dyslexia. - Analysis of the types of interventions developed for student action plans by the I & RS, KIRS, and PIRT committees and the Child Study Team indicate a need for professional development in these areas. - Teachers expressed interest in doing a book study during PLCs that focus on topics such as Daily 5, Daily Café, Daily 3, Social-emotional learning, Collective Efficacy, The Knowledge Gap and Professional Conversations that improve instruction. - 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 and Wilson Reading Programs.
3	**English Language Arts/Literacy Instruction** Support teachers in assisting struggling students.	PreK-3	- Teacher survey (administered March 2021) indicates a need for professional development to support struggling students (51.22%). - Analysis of the types of interventions developed for student action plans by the I & RS, KIRS, 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 this area during grade level meetings and PLC meetings. - Teachers will continue to receive follow-up PD for Fundations.
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 March 2021) indicates a desire for professional development on infusing STEAM activities into the classroom (97.1%). - Teacher surveyed also have a need for professional development on a variety of instructional practices to increase basic

			fact retention (87%).
			➤ Teachers surveyed also indicated a need for professional development in 21st Century Learning (59.4%)
			➤ Teachers have requested more professional development during small group 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 March 2021) indicates a desire for support in using local assessments data to inform instruction (50.7%) and interpreting LinkIt data (10%).
			➤ Teachers have requested more time during common planning time, small group workshops, and PLC meetings for the purpose of interpretation of data and adjusting of lesson plans based on data analysis.

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. ➤ Book selections will include topics such as Daily 5, Daily Café, Daily 3, Collective Efficacy, The Knowledge Gap, and Professional Conversations that improve instruction during PLCs.	➤ 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 and Teaching Strategies GOLD Assessment Systems.
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/teachers will model activities and lessons that incorporate student and staff use of Google Classroom, the Google Suite, literacy and Math Programs.	➤ Instructional Supervisors will assist teachers with use of new software and technology (Reflex Math, Pear Deck, Classworks, 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 of technology, 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 to address the digital divide.

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 the Fundations and Benchmark Advance programs. ➤ Teachers will participate in Daily 5 and Café workshops by grade level. ➤ Teachers will receive professional development regarding data analysis to inform their instruction of English 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 through workshops, PLC meetings, co-teaching and modeling. ➤ Instructional Supervisors will continue to support the teachers in the use of 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
4	**Mathematics/STEAM** ➤ Instructional Supervisors/teachers will provide training in STEAM activities that assist teachers in meeting the needs of all students. ➤ 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, modeling 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. ➤ Instructional Supervisors will continue to support the teachers in the practice of meeting the needs of all their students through co-teaching and modeling.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	**Differentiated Instruction** ➤ LinkIt ➤ Engaged Instruction ➤ PLCs ➤ Common planning time ➤ Coaching ➤ Peer Observations ➤ Mentoring ➤ Additional in-house professional development opportunities ➤ District wide Book TBD	**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 ➤ Additional in-house professional development opportunities	**Possible additional outside professional resources include** ➤ Camden County Curriculum Consortium ➤ OnCourse ➤ LinkIt ➤ College of Professional and Continuing Education, Rowan University ➤ IXL, Lexia Core 5, Reflex Math and other blended learning programs ➤ 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	**Possible additional outside professional resources include** ➢ Fundations and Wilson Reading ➢ Camden County Curriculum Consortium ➢ OnCourse ➢ College of Professional and Continuing Education, Rowan University ➢ NJ Department of Education List of Providers ➢ Lexia Core 5 ➢ Starfall ➢ Classworks ➢ IXL ELA/Math

5	**Mathematics/STEAM** ➢ Coaching ➢ Common planning time ➢ Engaged Instruction ➢ Peer Observations ➢ PLCs ➢ Standards Solution ➢ Additional in-house professional development opportunities	**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 ➢ Extra Math ➢ Freckle (Science) ➢ Classworks
6	**Data Analysis and Assessments** ➢ LinkIt ➢ Engaged Instruction ➢ PLCs ➢ Common planning time ➢ Coaching ➢ Peer Observations ➢ Additional in-house professional development opportunities	**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

4: Progress Summary

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

Signature: _____*Craig Speechley*_____   _____7/22/21_____

Principal Signature   **Date**