

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	Jennifer Daubert	July 1, 2024 – June 30, 2025

1: Professional Learning Goals

PL Goal No.	Goal	Identified Group	Rationale/Sources of Evidence
1	<p>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.</p>	PreK-3	<ul style="list-style-type: none"> ➤ Teacher survey (administered April 2024) indicates another area of top priority for professional development as integrating student and staff use of technology. Specifically, the use of the Google Suite (30.2%), OnCourse(25.4%), Kami (17.5%), Pear Deck (14.3%)-BrianPop Jr. (19%), Lexia (13%), Classwize (10%), online textbook resources (11%), EdPuzzle (8%), and Creative Curriculum Cloud (20.3%), Promethean Board (30%), mCLASS/Amplify (22%), LinkIt (11%), iXL (19%), FunHub (27%). ➤ 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 using technology as a vehicle to learning and have made a commitment to support teachers in this endeavor.
2	<p>Differentiated Instruction Build the capacity of all teachers to differentiate instruction and engage all students in their classrooms.</p>	PreK-3	<ul style="list-style-type: none"> ➤ Teacher survey (administered April 2024) indicates the top priorities for additional professional development in supporting struggling students (71%), advanced students (33%) student engagement (32%), intervention strategies (43%) and dyslexia (18%), creating small groups (31%) and AVID strategies (14%) through differentiated instruction. Teacher and school leaders also expressed interest in learning more about AVID strategies and Responsive Classroom in order to differentiate and improve instruction. ➤ Teachers and school leaders have raised concerns regarding meeting the needs of all students during grade level meetings and PLC meetings, especially in student mental health. ➤ School leaders and special education

			<p>services have identified a need for differentiated instruction for students with learning disabilities such as dyslexia.</p> <ul style="list-style-type: none"> ➤ 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 these areas. ☐ Teachers expressed interest in learning more about the following topics: Differentiated instruction (48%), small group instruction (52%), intervention strategies (34%), and Responsive Classroom (40%).. ☐ 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 continuing professional development in Heggerty, Foundations Phonics (40%), Orton-Gillingham (21%), and UFLI (33%).
3	<p>English Language Arts/Literacy Instruction Support teachers in assisting struggling students.</p>	PreK-3	<ul style="list-style-type: none"> ➤ Teacher survey (administered April 2024) indicates a need for professional development to support struggling students (71%), correlating standards and assessments (84%). ➤ 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 small group instruction (52%) and student engagement (35%) during grade level meetings and PLC meetings and Lion's Hours. ☐ Teachers will continue to receive follow-up PD for Foundations (40%), Benchmark Advance (13%), Orton Gillingham (20%), UFLI (33%), Raz Kids (16%), and Lexia (16%). ☐ Teachers will use the appropriate social-emotional learning platforms to meet the needs of all learners.
4	<p>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).</p>	PreK-3	<ul style="list-style-type: none"> ➤ The professional development survey (administered April 2024) indicates a priority for professional development in infusing technology in classrooms (20.8%), Envision Math (17%), IXL (10%), and to increase basic fact retention (33%).

			<ul style="list-style-type: none"> ➤ Teachers have requested more professional development during small group workshops (75%), 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.	PreK-3	<ul style="list-style-type: none"> ➤ Teacher survey (administered April 2024) indicates a desire for support in using common assessments data to inform instruction (35%) oral reading records (10%), Dibels/mCLASS (30%), Linkit Data (14%), NJSLA data (14%), IXL Diagnostics (8%), LETRS Spelling Screener, Teaching Strategies Gold (16%) ➤ 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.
6	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.	K-3	<ul style="list-style-type: none"> ➤ The professional development survey (administered April 2024) indicates a need to increase the teacher and school leaders' knowledge of the NJSLs standards and use these standards to ensure academic rigor. (59%) ➤ 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 (57%), as well as correlating the standards to the curriculum and assessments (84%).

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Integrating Student use of Technology <ul style="list-style-type: none"> ➤ 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 model activities and lessons that incorporate student use of 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 	<ul style="list-style-type: none"> ➤ Instructional Supervisors will assist teachers with use of new software and technology (Explore Learning, Pear Deck, Classwize, Lexia, Studies Weekly, IEP software, IXL, Amplify, OnCourse, LinkIt, Promethean Board 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.

<p>2</p>	<p>Differentiated Instruction</p> <ul style="list-style-type: none"> ➤ 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 □ DIBELS/mCLASS Professional Development □ Teachers and school leaders will participate in initial Responsive Classroom training. <ul style="list-style-type: none"> □ NJTSS Grant admin and teachers will be trained on using data to drive instruction, identifying gaps in resources, and addressing Tier 1, Tier 2, and Tier 3 Strategies. □ Teachers and school leaders will participate in ongoing AVID training 	<ul style="list-style-type: none"> ➤ 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
<p>3</p>	<p>English Language Arts/Literacy Instruction</p> <ul style="list-style-type: none"> ➤ 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 participate in literacy training on UFLI ➤ 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 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 Foundations 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.
<p>4</p>	<p>Mathematics/STEAM</p> <ul style="list-style-type: none"> ➤ Teachers will participate in PLC meetings and small group workshops about STEAM activities across the curriculum. 	<ul style="list-style-type: none"> ➤ 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.
<p>5</p>	<p>Data Analysis and Assessment</p> <ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ 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.

6	New Jersey Student Learning Standards (NJSLS) <ul style="list-style-type: none"> ➤ Engaged Instruction will provide training on the NJSLS in English Language Arts/Literacy, Math, Social Studies, and Science. 	<ul style="list-style-type: none"> ➤ Teachers will collaborate during PLCs, 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 to delve deeper into NJSLS.
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3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Integrating Student and Staff use of Technology <ul style="list-style-type: none"> ➤ PLCs ➤ Common planning time ➤ Coaching ➤ Peer Observations ➤ Lions Hours 	Possible additional outside professional resources include <ul style="list-style-type: none"> ➤ Camden County Curriculum Consortium ➤ OnCourse ➤ LinkIt ➤ College of Professional and Continuing Education, Rowan University ➤ IXL, Lexia Core 5, Explore Learning, Studies Weekly, Raz-Kids, EdPuzzle, Classwise, Promethean Board, Kami ➤ NJ Department of Education List of Providers
2	Differentiated Instruction <ul style="list-style-type: none"> ➤ LinkIt ➤ Engaged Instruction ➤ PLCs ➤ Common planning time ➤ Coaching ➤ Peer Observations ➤ Mentoring ➤ Lions Hours ➤ Envision Math ➤ Responsive Classroom ➤ DIBELS 	Possible additional outside professional resources include <ul style="list-style-type: none"> ➤ Camden County Curriculum Consortium ➤ College of Professional and Continuing Education, Rowan University ➤ NJ Department of Education List of Providers ➤ OnCourse ➤ iXL Math/ELA
3	English Language Arts/Literacy Instruction <ul style="list-style-type: none"> ➤ LinkIt ➤ Engaged Instruction ➤ Consultants from Foundations/Wilson Learning ➤ PLCs ➤ Common planning time ➤ Coaching ➤ Peer Observations ➤ Mentoring ➤ Benchmark Advanced ELA ➤ AVID 	Possible additional outside professional resources include <ul style="list-style-type: none"> ➤ Foundations ➤ 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 ➤ UFLI

<p>4</p>	<p>Mathematics/STEAM</p> <ul style="list-style-type: none"> ➤ Coaching ➤ Common planning time ➤ Engaged Instruction ➤ Peer Observations ➤ PLCs ➤ Lions Hours 	<p>Possible additional outside professional resources include</p> <ul style="list-style-type: none"> ➤ Camden County Curriculum Consortium ➤ College of Professional and Continuing Education, Rowan University ➤ NJ Department of Education List of Providers ➤ OnCourse ➤ IXL ➤ Xtra Math ➤ Explore Learning ➤ Explore Science
<p>5</p>	<p>Data Analysis and Assessments</p> <ul style="list-style-type: none"> ➤ LinkIt ➤ Engaged Instruction ➤ PLCs ➤ Common planning time ➤ Coaching ➤ Peer Observations ➤ Lions Hours ➤ WIDA- ACCESS 	<p>Possible additional outside professional resources include</p> <ul style="list-style-type: none"> ➤ LinkIt ➤ Camden County Curriculum Consortium ➤ OnCourse ➤ College of Professional and Continuing Education, Rowan University ➤ NJ Department of Education List of Providers ➤ WIDA Model
<p>6</p>	<p>New Jersey Student Learning Standards (NJSLS)</p> <ul style="list-style-type: none"> ➤ Engaged Instruction ➤ Professional Learning Communities ➤ Common planning time- Monthly ➤ Coaching ➤ Peer Observations ➤ Mentoring ➤ Lions Hours 	<p>Possible additional outside professional resources include</p> <ul style="list-style-type: none"> ➤ Link It ➤ Camden County Curriculum Consortium ➤ NJ Department of Education List of Providers ➤ OnCourse ➤ Lexia ➤ iXL Math/ELA ➤ Envisions Math ➤ Benchmark Advance ELA ➤ Studies Weekly ➤ Explore Science ➤ Integrated Science ➤ McGraw Hill

4: Progress Summary

<p>PL Goal No.</p>	<p>Notes on Plan Implementation</p>	<p>Notes on Goal Attainment</p>
<p>1</p>		
<p>2</p>		
<p>3</p>		

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Signature: *Jennifer Daubert*
Principal Signature

 7/1/2024
Date