

Gloucester City School District Professional Development Plan

District Name	Superintendent Name	Plan Begin/End Dates
Gloucester City School District	Sean Gorman	July 1, 2024 to June 30, 2025

1: Professional Learning (PL) Goals			
PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	<p>Integrating Student, Teacher, Admin use of Technology Build the capacity of all teachers to integrate student use of technology in their classrooms to meet the needs of all learners.</p>	PreK-3	<ul style="list-style-type: none"> <input type="checkbox"/> 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 (40.5%), OnCourse(13.9%), Kami (19%), Pear Deck (16.5%), BrianPop Jr. (12.7%), Lexia (17.7%), Classwize (12.7%), online textbook resources (12.7%), EdPuzzle (8.9%), and Creative Curriculum Cloud (20.3%). <input type="checkbox"/> 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) <input type="checkbox"/> School and district leaders realize the importance of students using <input type="checkbox"/> technology as a vehicle to learning and have made a commitment to support teachers in this endeavor.

		<hr/> <p style="text-align: center;">4-8</p>	<ul style="list-style-type: none"> □ The professional development survey (administered April 2024) indicates a need for professional development in student use of technology. □ Teachers and school leaders have requested more professional development in the following areas during grade level meetings (the preferred mode for meetings), faculty meetings, PLC meetings and meetings organized in small groups (i.e Lion’s Hours): Google Suite (23%), Online textbook resources and tools (23%) Pear Deck (17%), Classwize (22%), iXL (31%), LinkIt (19%), Kami (12.5%), Brainpop (12.5%), Edpuzzle (19%), Raz-Kids (18.8%), Explore Learning (16.7%), OnCourse (29.2%), mClass-Amplify (16.7%), Promethean Board (29.2%), Delta Math (16.7%) Discovery Education (8.3%) and Lexia Power Up (16.7%). □ 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.
		<hr/> <p style="text-align: center;">9-12</p>	<hr/> <ul style="list-style-type: none"> ➤ The professional development survey (administered April 2024) 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 (46%), Online textbook resources (28%) Pear Deck (24%), Classwize (24%), IXL (28%), LinkIt. (18%), Kami (26%), Edpuzzle (38%), Albert (30%), OnCourse (30%). Our engineering department specifically would like training on CNC Routers and Laser Engraver. ➤ Teachers and school leaders have raised concerns regarding student use of technology during department meetings.

<p>2</p>	<p>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.</p>	<p>PreK - 3</p> <hr/> <p>4-8</p>	<p>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.</p> <ul style="list-style-type: none"> ➤ 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 . <ul style="list-style-type: none"> ➤ 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 and PIRT committees and the Child Study Team indicate a need for professional development in these areas. (41.8%) <ul style="list-style-type: none"> □ 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%).. <hr/> <p>➤ The professional development survey (administered April 2024) indicates the top priorities for professional development in the area of differentiated instruction include: using differentiated instruction to support struggling students (27.1%), student engagement (41.7%), and supporting advanced students (35.4). Teachers and school leaders also expressed</p>
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		<p style="text-align: center;">9-12</p>	<p>interest in learning more about how to infuse AVID Strategies (41.7%) and Responsive Classroom (22.9 %) in order to differentiate and improve instruction.</p> <ul style="list-style-type: none"> ➤ 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 UFLI, Heggerty and Oral Running Records. <hr/> <ul style="list-style-type: none"> ➤ Professional Development Survey (administered April 2024) indicates a desire for professional development regarding student engagement (52%). ➤ Professional Development Survey (administered April 2024) indicates a desire for professional development regarding supporting struggling students (76%). ➤ Professional Development Survey (administered April 2024) indicates a desire for professional development regarding Intervention Strategies (17%). ➤ Professional Development Survey (administered April 2024) indicates a desire for professional development regarding AVID Program including, but not limited to
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			<p>Socratic Seminar, Cornell Notes, Philosophical Chairs (24%).</p> <ul style="list-style-type: none"> ➤ Professional Development Survey (administered April 2024) indicates a desire for professional development regarding Supporting Advanced Students (20%) and Creating Small Groups (15%). ➤ Professional Development Survey (administered April 2024) indicates a need for professional development regarding the AVID program for freshman and sophomore, and other interested teachers. ➤ The professional development survey noted a need for continued exploration of mental health supports for students (42%). Social and mental health counselors are in the school under another federal grant. ➤ Supporting Struggling students was a priority within the professional development survey coming in with 76% of teachers and school leaders highlighting this topic as an area of need.
<p>3</p>	<p>New Jersey Student Learning Standards (NJSL) Build capacity of all teachers in understanding the increased rigor of the state standards and their impact on lessons, curriculum and state assessments.</p>	<p>PreK-3</p> <hr/> <p>4-8</p> <hr/> <p>9-12</p>	<p>The professional development survey (administered April 2024) indicates a need to increase the teacher and school leaders' knowledge of the NJSL standards and use these standards to ensure academic rigor. (59%)</p> <ul style="list-style-type: none"> ➤ The district and school have identified the need for professional development to increase the rigor in classrooms in order to meet the NJSL and their impact on lessons (57%), as well as correlating the standards to the curriculum and assessments (84%). <hr/> <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 NJSL standards and use these standards to ensure academic rigor. (62.5%) ➤ The district and school have identified the need for professional development to increase the rigor in classrooms to meet the NJSL and their impact on lessons (35.4%), as well as correlating the standards to the curriculum and assessments (62.5%). <hr/> <ul style="list-style-type: none"> ➤ The professional development survey (administered April 2024) indicates a

			<p>need to increase knowledge on correlating standards to assessments (82%).</p> <ul style="list-style-type: none"> ➤ 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. (74%). ➤ Professional Development Survey (administered April 2024) indicates a priority for professional development regarding incorporating standards in Lesson Plans (45%).
4	Data Analysis and Assessments Support teachers in creating rigorous assessments, analyzing assessment results, modifying instruction to meet student needs and reassessing to monitor growth.	PreK-3	<ul style="list-style-type: none"> <input type="checkbox"/> 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%) <input type="checkbox"/> Teachers have requested more time during common planning time, small <input type="checkbox"/> group workshops, and PLC meetings for the purpose of interpretation of data and adjusting of lesson plans based on data analysis.
		4-8	<ul style="list-style-type: none"> ➤ The professional development survey (administered in April 2024) indicates a desire to increase their knowledge of analyzing student data from common assessments (27.1%) and Link It data (35.4%) as a top priority. They would also like to increase their knowledge of how to use iXL diagnostic data (35.4%), Dibels/mClass (12.5%), NJSLA Data through Student Cohorts (22%) LETRS Spelling Screener (8.3%) and Oral Running Records (14.6%) to further drive instruction. ➤ Teachers have requested more time during common planning time, small group workshops, and PLC meetings for the purpose of interpretation of data.
		9-12	<ul style="list-style-type: none"> ➤ Professional Development Survey (administered April 2024) indicates a priority for professional development regarding Analyzing Student Data from Local/Common Assessments (42%). ➤ Professional Development Survey (administered April 2024) indicates a

			<p>desire to increase teacher overall knowledge regarding IXL Diagnostics (22%).</p> <ul style="list-style-type: none"> ➤ Professional Development Survey (administered April 2024) indicates a desire to increase teacher overall knowledge regarding NJSLA data for student cohorts (20%). ➤ Professional Development Survey (administered April 2024) indicates a desire to increase teacher overall knowledge regarding analyzing Linkit Data (18%). ➤ Professional Development Survey (administered April 2024) indicates a priority for professional development regarding analyzing Albert Data (16%).
<p>5</p>	<p>English Language Arts/Literacy Instruction Support teachers in increasing the level of rigor in English Language Arts/Literacy instruction in order to meet the New Jersey Student Learning Standards (NJSLS).</p>	<p>PreK-3</p> <hr/> <p>4-8</p>	<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. <hr/> <ul style="list-style-type: none"> □ The professional development survey (administered in April 2024) indicates a need for professional development to support struggling students (27.1%). □ 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

		<p style="text-align: center;">9-12</p>	<p>grade-level meetings, PLC meetings, and Lion's Hours.</p> <ul style="list-style-type: none"> □ Teachers will continue to receive follow-up PD for Benchmark Advance, Oral Reading Records, Heggerty, UFLI, Orton Gillingham, and Lexia Power Up. □ The survey indicates that teachers and school leaders are struggling to find the benefits of the Study Sync program. Only 20% of the staff find the resources helpful for their English Language Arts Instruction. This is concerning and highlights our need to delve deeper into this resource and whether or not we continue with the implementation of it. □ Teachers expressed interest in learning more about how to infuse AVID Strategies (41.7%) into their literacy instruction. <hr/> <ul style="list-style-type: none"> ➤ The professional development survey (administered April 2024) indicates a need to increase knowledge on correlating standards to assessments (82%). ➤ 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. (74%). ➤ Professional Development Survey (administered April 2024) indicates a priority for professional development regarding incorporating standards in Lesson Plans (45%).
<p>6</p>	<p>Mathematics/STEM 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>	<p>PreK-3</p> <hr/> <p>4-8</p>	<p>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%).</p> <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. <hr/> <ul style="list-style-type: none"> ➤ The professional development survey (administered April 2024) indicates a priority for professional development in infusing technology in STEAM, Mathematics, and Science Classrooms (20.8%), utilizing Envision Math (25%) and iXL (31.3%), as well as increasing basic fact retention (41.7%).

		9-12	<ul style="list-style-type: none"> ➤ Staff have indicated a need for more hands-on experiments, lessons, and activities in the subject area of science to ensure better alignment with New Jersey Science Standards. ➤ Teachers and school leaders have requested professional development during small group workshops. (50%) <hr/> <ul style="list-style-type: none"> ➤ The professional development survey (administered April 2024) indicates that teachers and school leaders would like to focus on identifying/incorporating a variety of instructional practices that support math fact retention (24%), as well as ways to incorporate the IXL diagnostic (8%). ➤ The professional development survey (administered April 2024) also indicates a desire to infuse technology into STEM Mathematics/Science Classrooms (11%)
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2: Professional Learning Activities		
PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	<p>Differentiated Instruction</p> <ul style="list-style-type: none"> ➤ Engaged Instruction and other outside consultants will provide training in differentiated instruction and student engagement strategies that assist teachers in meeting the needs of all students. ➤ Teachers will participate in professional development that focuses on students with dyslexia. ➤ Teachers and school leaders will participate in initial Responsive Classroom training. ➤ Book selections to be determined but focused on topics such as Daily 5, Daily Café, Daily 3, Collective Efficacy, The Science of Reading, Professional 	<ul style="list-style-type: none"> ➤ Instructional Supervisors will assist teachers with data analysis of assessments to group students for differentiated and small group skills instruction (i.e. Pear Deck, iXL, Link It, Classwize, Lexia, Online textbook platforms and tools, IEP software, Explore Learning, Promethean Boards and Discovery Education). ➤ Collaborative meetings by grade level and subject areas to discuss effective student engagement activities. ➤ Instructional Supervisors will continue to support the teachers in the practice of student engagement and differentiated instruction through modeling. ➤ Lion Hours will be offered on the topics of AVID in order to delve deeper into the topics and use to differentiate instruction.

	<p>Conversations that improve instruction, and Communicating effectively with students.</p> <ul style="list-style-type: none"> ➤ Oral Reading Records Professional Development for ELA teachers ➤ 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"> ➤ Instructional Supervisors/Master Teacher will assist teachers with data analysis of the Teaching Strategies GOLD Assessment Systems. ➤ Technology department will assist teachers with student use of technology, Google Classroom, Chromebooks, Google Suite, Pear Deck, IXL, Linkit and Reflex Math and Kami. ➤ NJTSS- Attend all NJTSS Grant meetings and district followup meetings to meet the requirements of grant and to better instruction in the classrooms. ➤ Department meetings and Team Meetings by content area to discuss effective student engagement strategies as well as the infusion of technology in small groups and differentiated instruction activities. ➤ Instructional Supervisors, Teachers, and Principal are implementing effective literacy practices across Tier I, II, & III. Tier I is whole group model, Tier II is small group instruction model, and Tier 3 is intervention & skill specific.
2	<p>Integrating Student use of Technology</p> <ul style="list-style-type: none"> ➤ Teachers will participate in a series of presentations and activities designed to increase student use of technology in each content area. ➤ Teachers will participate in technology driven workshops to enhance their ability to use technology in their daily tasks. ➤ 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 student use of technology and any new software (such as Explore Learning, PearDeck, Classwise, Lexia, Albert, IXL, LinkIt, Online textbook platforms, Delta Math, Edpuzzle, Studies Weekly, IEP software.. ➤ Collaborative meetings by grade level and/or content area to share activities in small groups that promote the effective student use of technology. ➤ Technology department will assist teachers with student use of technology such as Google Classroom, Chromebooks, Google Suit, and Kami.

		<ul style="list-style-type: none"> ➤ Instructional Supervisors and teachers will work collaboratively to incorporate successful strategies (learned during Spring 2020 remote learning experience) into daily classroom practices to address daily practice.
3	<p>New Jersey Student Learning Standards (NJSLS)</p> <ul style="list-style-type: none"> ➤ Engaged Instruction will provide training on the state standards in English Language Arts/Literacy. ➤ Engaged Instruction and other outside consultants will provide training in reading, phonics and writing across the curriculum. ➤ Instructional Supervisors will model activities and lessons that incorporate social-emotional learning standards. ➤ Instructional Supervisors/teachers will model activities and lessons that incorporate these standards and strategies. 	<ul style="list-style-type: none"> ➤ Collaborative meetings by grade level and/or content area to review standards based activities, lessons, and curriculum. ➤ Collaborative meetings by grade level and/or content area small groups to share activities that promote reading and writing across the curriculum. ➤ Instructional Supervisors will assist teachers with creating activities and lessons that incorporate these standards in Small Group Formats. ➤ Lion Hours will be offered on the topic to delve deeper into NJSLS. ➤ Department meetings in the content area to review standards based activities that incorporate technology. ➤ Department meetings in the content area to review standards based activities, lessons, and curriculum. ➤ Department meetings in the content area to share activities that promote reading and writing across the curriculum. ➤ School leaders will provide ongoing feedback to teachers as they create activities and lessons that incorporate these standards. ➤ Educational consultants and school leaders will support teachers in increasing rigor and incorporating best practices in their daily teaching.
4	<p>Data Analysis and Assessments</p> <ul style="list-style-type: none"> ➤ LinkIt, Engaged Instruction and other outside consultants will provide training on creating rigorous assessments, 	<ul style="list-style-type: none"> ➤ Collaboration during monthly meetings to infuse NJSLA like assessment questions into their lessons and create common assessments. The Albert platform will

	<p>analyzing assessment results, modifying instruction to meet student needs and reassessing to monitor growth.</p> <ul style="list-style-type: none"> ➤ Engaged Instruction and other educational consultants will provide professional development regarding the state assessments and embedding preparation into lessons for English Language Arts/Literacy and mathematics. ➤ Teachers will receive professional development regarding data analysis to inform their instruction. 	<p>continue to be used to increase rigor throughout the core subjects.</p> <ul style="list-style-type: none"> ➤ Teachers will reflect on the needs of their learners and make appropriate adjustments in questioning strategies. ➤ Teachers will reflect on the needs of their learners and make appropriate adjustments in their lesson plans and instruction. ➤ Teachers will work with their principles and administrative team to identify gaps in instruction or standards to address struggling learners. ➤ PLC building meetings will be specifically scheduled (teachers, staff, admin) to review student data to identify student needs.
<p>5</p>	<p>English Language Arts/Literacy Instruction</p> <ul style="list-style-type: none"> ➤ Engaged Instruction, Foundations and Wilson Learning 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 and UFLI. ➤ Teachers will receive PD in AVID- a district wide initiative. ➤ 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, departments and/or content area to discuss effective strategies and activities that support ELA/literacy instruction. ➤ Instructional Supervisors will continue to support the teachers in the use of Lexia ,Raz Kids, the Benchmark Advance Reading Program, and UFLI in the daily literacy block. ➤ 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 and outside consultants will support the teachers in the implementation of StudySync, Albert, NJSLA released items, AVID Weekly, and IXL. ➤ School leaders will assist with data analysis of ELA Link It data and common assessments (i.e. text selection). ➤ Instructional Supervisors/Master Teacher will assist teachers with data analysis of LinkIt, DIBELS and Teaching Strategies GOLD Assessment Systems and Oral Reading Records.

6	<p>Mathematics/STEM</p> <ul style="list-style-type: none"> ➤ Engaged Instruction and possible other outside consultants will provide training in mathematics strategies that assist teachers in meeting the needs of all students. ➤ Project Lead the Way teachers will provide training in STEM to assist teachers in meeting the needs of all students and the NJSLS. ➤ 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, departments and/or content area to discuss effective strategies and activities that support mathematics and STEM instruction. ➤ School leaders will continue to support the teachers in the practice of meeting the needs of all their students in STEM through co-teaching and modeling. ➤ Instructional Supervisors will continue to support the teachers in the practice of meeting the needs of all their students in mathematics and STEM through co-teaching and modeling. ➤ New STEM department started in the middle school to expose more students to STEM classes and feed STEM classes in the high school.
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3: PD Required by Statute or Regulation
State-mandated PD Activities
<ul style="list-style-type: none"> ➤ Alcohol, Tobacco, and Other Drug Prevention and Intervention ➤ Asthma ➤ Child Abuse Prevention ➤ Code of Student Conduct ➤ Concussion ➤ Drug Abuse Prevention ➤ Electronic Violence and Vandalism Reporting System ➤ Equity and Affirmative Action ➤ Handle with Care ➤ Harassment, Imitation and Bullying (HIB) ➤ Integrated Pest Management

- Interscholastic Athletic Head Injury Safety Training Program
- Intervention and Referral Services (I & RS)
- Mandatory Gang Awareness Training for School Administrators
- McREL Teacher Evaluation System Overview
- Potentially Missing/Abused Children Reporting (Department of Children and Families)
- Reading Disabilities (Dyslexia)
- Recognition of Substance Abuse
- Right to Know (Bloodborne Pathogens)
- School Safety
- Special Education Training
- Suicide Prevention

4: Resources and Justification

Resources

In District

- We have scheduled five and one half professional development days for in-district workshops.
- Throughout the year, additional times are dedicated to support professional learning:
 - Coaching
 - Mentoring
 - Monthly meetings after school
 - Peer Observations
 - School Improvement Panel (SciP)
 - Monthly 2-hour delay sessions for district wide PLCS
 - Weekly common planning time for some teams of teachers

Additional outside professional resources include

- Camden County Curriculum Consortium
- College of Professional and Continuing Education, Rowan University
- Project Lead the Way Engineering/Science
- Engaged Instruction, LLC.
- Global Compliance Network
- McGraw-Hill

- enVision Math
- Benchmark Advanced
- Houghton-Mifflin Harcourt
- Lexia
- LinkIt
- AVID
- OnCourse
- NJ Department of Education List of Providers
- SAVVAS/Pearson
- OnCourse
- Studies Weekly, Explore Science, Integrated Science
- Albert.io
- IXL Math/ELA
- UFLI
- Heggerty
- Orton Gillingham
- Delta Math, Discovery Education and mClass-Amplify

- A teacher survey (administered May 2024) indicates a need for additional professional development in the following areas:
 - Differentiated instruction
 - Data Analysis and assessments
 - English Language Arts/Literacy instruction
 - New Jersey Student Learning Standards
 - STEM
 - Student engagement
 - Student use of technology
- Based on the challenges of the NJ Student Learning Standards and Next Generation assessments the district understands the importance of increased rigor within the classroom.
- Instruction and professional development will be driven by an analysis of the following assessments:
 - State assessments
 - Benchmark assessments

- Teaching Strategies GOLD Assessment Systems
- SGO assessments
- Writing samples
- Pre and Post assessments
- Start Strong Data

➤ School leaders have conducted classroom walk-throughs and found evidence of a need for professional development in the areas listed above.

Signature: Sean Gorman
Superintendent

6/14/2024
Date

Signature: Kimberley Chiodi
Assistant Superintendent

5/24/2024
Date