



Hammonton High School Professional Development Plan (PDP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Hammonton	Hammonton High School	Thomas Ramsay	July 1, 2015 / June 30, 2016

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Support teachers in creating and implementing high-quality Student Growth Objectives (SGOs).	All Professional Staff	<ul style="list-style-type: none"> SGOs are a requirement of the current evaluation initiative for all teachers. This goal aligns with the district's priority of preparing all educators to meet expectations of AchieveNJ regulations. Staff scores on NJDOE's SGO Quality Rating Rubric (as reviewed by SCIP/DEAC) indicated that teachers need to continue refining their skills in this area. As the DEAC identified a focus area in Writing Across the Curriculum, departments are encouraged to use assessments that include the creating and editing of academic writing.
2	Build capacity of all teachers in creating differentiated lessons infused with technology and a focus on higher-level intellectual engagement, enabling students to learn with technological supports and progress as 21 st century learners.	All Instructional Staff	<ul style="list-style-type: none"> Need for design of engaging instructional plans for students with the aid of recently acquired technological devices (Google Chromebook/Ipad). School is a designated Choice School with Technological Pathways to 21st-Century Professions. Lessons reviewed by the administrative staff through shared lesson plans and the classroom walk-through process revealed a need to differentiate instruction and incorporate instructional technologies. An analysis of walk-through data by SCIP/DEAC revealed a need to incorporate higher levels of Bloom's Taxonomy in instruction.



3	Build capacity of teachers instructing at-risk students and/or Readiness courses to increase student engagement in order to master learning objectives and perform successfully on state assessments.	Instructional Staff for At-Risk Subgroups	<ul style="list-style-type: none">• State assessments will be a component of New Jersey’s educator accountability system, with a focus on English Language Arts, Mathematics, and Science.• Specific sub-groups are targeted based on performance on past assessments• Teacher-provided input on Google Docs for student placement based on test scores, benchmark assessments, critical thinking skills, and overall performance in both Language Arts and Mathematics Readiness courses.
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2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> Teachers will continue to be trained in creating common, standards-aligned, high-quality assessments in each department that can be used for both instructional purposes and for scoring SGOs, incorporating Writing Across the Curriculum whenever appropriate Teachers will continue to collaborate in the development and utilization of formative assessments to track student progress toward attainment of course proficiencies aligned to teacher SGOs. 	<ul style="list-style-type: none"> PLC teams will propose guidelines, reflect on the quality of pre-existing assessments, and revise them as necessary to align with the SGO Quality Rating Rubric and for use as common SGO assessments. Content supervisors will provide follow-up support as needed for individual teachers and teams. Teachers will analyze students' expected vs. actual performance on assessments used for SGOs in order to establish more meaningful and appropriate targets.
2	<ul style="list-style-type: none"> PLC teams will discuss various ways to implement technologies in the classroom to help students meet learning goals. Teachers will research and/or experiment with technology-based products for either the Ipad or Google Chromebook. Teachers will revise instructional units to incorporate technology. In PLCs, teachers will collaborate to incorporate differentiated learning activities into daily lesson plans that also address higher-order thinking skills 	<ul style="list-style-type: none"> Teachers will invite PLC members through classroom visitations to offer feedback on their technology-infused instructional units. All teachers will have the opportunity to participate in a school-wide in-service on best practices, with concentration on innovative technology practices shared by colleagues. Teachers will implement aligned lessons and assessments and continually refine them in their respective teams. Content supervisors will continue to support teachers in putting learned skills into practice.
3	<p>Teachers of at-risk students will:</p> <ul style="list-style-type: none"> Participate in district-sponsored opportunities investigating ways to incorporate Writing Across the Curriculum focusing on readiness for state assessments while also promoting student engagement and achievement. Investigate various methods and materials to be used in a Readiness curriculum. Discuss and collaborate in PLCs to create cohesive units to be 	<p>Teachers of at-risk student will:</p> <ul style="list-style-type: none"> Engage in the classroom visitation process to observe model lessons that promote high student engagement in learning. Implement new strategies and collect evidence of impact (e.g. student exemplar work; observed levels of student engagement). Optional opportunities will be available to teachers who wish to participate in outside Professional Development sessions.



	implemented in Readiness courses.	
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3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<ul style="list-style-type: none"> Supervisors and school leaders to provide SGO trainings. Time for teachers to participate in full-day in-service SGO trainings. 	<ul style="list-style-type: none"> Availability of “specialists” to support teachers. Principals/supervisors advise teachers on needed revisions to SGOs. Possible targeted interventions for struggling teachers.
2	<ul style="list-style-type: none"> Content supervisors to offer supportive material for research. Teacher-led PD day dedicated to training and informing staff members about innovative new technologies. Dedicated time for collaborative teams to meet to refine and align lessons and assessments. 	<ul style="list-style-type: none"> Feedback from in-service exit tickets to refine training and identify teacher learning needs Teacher walk-through surveys.
3	<ul style="list-style-type: none"> Dedicated time for PLC teams to reflect on readings and share evidence of impact on student learning. Ensured teacher access to supplemental materials. 	<ul style="list-style-type: none"> Supervisors should recommend teachers to model lessons. Principals/school leaders should identify teachers who should view model lessons by colleagues. Design plan for tracking student progress to assess impact of new teaching strategies.



4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	<ul style="list-style-type: none">TBD after review of teacher SGO's.	<ul style="list-style-type: none">TBD after review of teacher SGO's.
2	<ul style="list-style-type: none">TBD after review of classroom visitations and walkthrough data.	<ul style="list-style-type: none">TBD after review of classroom visitations and walkthrough data.
3	<ul style="list-style-type: none">TBD after review of PARCC assessment results.	<ul style="list-style-type: none">TBD after review of PARCC assessment results.

Signature: _____
Principal Signature

Date