



Hammonton Middle School Professional Development Plan (PDP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Hammonton	Hammonton Middle School	Michael Nolan	July 1, 2015 / June 30, 2016

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	<ul style="list-style-type: none"> Support teachers in creating and implementing high-quality Student Growth Objectives (SGOs) reflecting high-quality assessment practices. 	All	<ul style="list-style-type: none"> SGOs are a requirement of the new evaluation initiative for all teachers. This goal aligns with the district's priority of preparing all educators for implementation of AchieveNJ regulations Staff scores on SGO quality based on district guidelines and the NJDOE SGO Quality Rating Rubric (as reported to SciP) indicated a need for teachers to refine their skills in this area. Data analyzed by SciP/DEAC indicated a need to build teacher capacity in development and implementation of high-quality assessments
2	<ul style="list-style-type: none"> Build the capacity of all teachers to create lessons with differentiated instruction infusing 21st-century technology to better engage students and thus manage student behavior. 	All	<ul style="list-style-type: none"> Newly acquired technological devices (e.g. Google Chrome/iPad) offer opportunities to enhance differentiation of instruction and increase the level of student engagement in the classroom. Heterogeneous classroom groupings require a greater need for Differentiated Instruction. Data analyzed by SciP/DEAC supports the need for professional development geared towards differentiated Instruction and student application of higher-order thinking skills.
3	<ul style="list-style-type: none"> Through learning communities, build capacity of all teachers to effectively use assessments in instruction including writing across the curriculum. 	All	<ul style="list-style-type: none"> Student performance on state assessments aligned to Common Core is a component of the state's educator accountability system for all teachers, with a focus on the areas of Math and Language Arts. Recognized need to utilize expertise of subject-area instructional staff within the building to build proficiency in student readiness for Common Core-aligned state assessments among all teachers. Data analyzed by SciP/DEAC indicated a need to address cross-curricular connections through writing to a greater extent



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 a common, standards-aligned high-quality assessment in each department that can be used for both instructional purposes and for scoring SGOs. Teachers will continue to be trained in using formative assessments to track students progress toward attainment of course proficiencies aligned to teacher SGOs through the option of Mastery Connect. 	<ul style="list-style-type: none"> Department/PLC teams will propose guidelines, reflect on the quality of pre-existing assessments and revise 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 and departments will discuss various ways to implement differentiated instruction and technology in the classroom. All teachers will incorporate differentiated instruction within the curriculum using technology, IDE, and other pedagogically sound theories of instruction with the goal of increasing the level of intellectual engagement among students. Teachers will participate in a district-sponsored workshop on Differentiated Instruction incorporating 21st-century technology to help increase the level of student performance on Common Core-aligned state assessments. 	<ul style="list-style-type: none"> Teachers will invite PLC and department members through classroom visitations to discuss and demonstrate highly effective methods of differentiated instruction. Content supervisors and teacher team leaders can provide follow-up support as needed for individual teachers and departmental teams. All teachers will be asked to participate in a school wide in-service on Differentiated Instruction with a concentration on implementing innovative technological practices as taught by colleagues, supervisors, or other qualified staff.
3	<ul style="list-style-type: none"> Teachers will participate in district-sponsored curriculum writing. Teachers will investigate various methods and materials to provide instruction aligned to CCSS and which can be used to prepare students for Common Core-aligned state assessments. Through the various PLCs in our building, teachers will discuss and collaborate to create lesson ideas that incorporate writing across the curriculum. 	<ul style="list-style-type: none"> Teachers will implement new strategies and lessons as discussed in the PLCs and gather evidence of impact through data collection. Teachers will participate in outside Professional Development sessions as needed or desired and share new ideas with colleagues.



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 in-service SGO training. Dedicated time for collaborative teams to refine and align assessments 	<ul style="list-style-type: none"> Availability of content area supervisors, administrators, and fellow PLC members to support teachers. Principals and supervisors advise teachers on needed revisions to SGOs. Additional training for struggling teachers.
2	<ul style="list-style-type: none"> Content supervisors to offer supportive material for research. Teacher-instructed PD day dedicated to training and informing staff members about new, innovative technologies. Dedicated time for collaborative teams to refine and align lessons and assessments. Opportunities for teachers to conduct classroom visits with peers 	<ul style="list-style-type: none"> Feedback from in-service exit tickets to refine training and identify teacher learning needs. Teacher walk-thru surveys. Discussions among all staff members during PLC or department meetings.
3	<ul style="list-style-type: none"> Principals/school leaders will provide all teachers with training and/or materials aligned to CCSS assessments. Principals/school leaders will dedicate time for various PLCs to collaborate, share effective practices, reflect on training and review materials. 	<ul style="list-style-type: none"> Students should take a practice on-line Common Core assessment to provide teachers with data for guiding instructional and possible curriculum changes. Principals/school leaders will design a plan for tracking student progress to assess the impact of new teaching strategies.



4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	TBD after review of teacher SGOs.	TBD after review of teacher SGOs.
2	TBD after review of classroom walkthrough data.	TBD after review of classroom walkthrough and evaluation data.
3	TBD at the end of the year and after administration of the actual state assessments.	TBD at the end of the year and after administration of the actual state assessments.

Signature: _____
Principal Signature

Date