



Warren E. Sooy, Jr. Elementary School Professional Development Plan (PDP)

| District Name | School Name | Principal Name | Plan Begin/End Dates |
|---------------|--------------------------------|----------------------|--------------------------------|
| Hammonton | Warren E. Sooy, Jr. Elementary | Kristina Erman, Ed.D | 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) | All | <ul style="list-style-type: none"> SGOs are a requirement of the NJDOE evaluation initiative for all teachers. This goal aligns with the district’s priority of preparing all educators to meet expectations of AchieveNJ regulations Writing SGOs is a relatively new process and teachers will need support to continue refining their skills in creating them. |
| 2 | <ul style="list-style-type: none"> Through our learning communities, build the capacity of all teachers to effectively prepare students for state (Common Core-aligned) assessments and our global society | All | <ul style="list-style-type: none"> State (Common Core-aligned) assessments are a component of the state’s educator accountability system for all teachers and focus on the areas of Math and Language Arts. It is important to utilize subject-area expertise within the building to build proficiency of all teachers in student readiness for state (Common Core-aligned) assessments. It is essential to assist students with acquiring critical thinking skills through the use of technology and inquiry-based learning opportunities. |
| 3 | <ul style="list-style-type: none"> Increase teacher knowledge base of current, research-based, effective instructional programs and/or methodologies through additional professional development and/or classroom visitations | All | <ul style="list-style-type: none"> Walk-through data reveals that the degree of incorporation of technology in instructional practices can be increased. Data analysis by DEAC and ScIP reveals that there is a need to incorporate the higher levels of Bloom’s Taxonomy during instruction. |



2: Professional Learning Activities

| PL Goal No. | Initial Activities | Follow-up Activities (as appropriate) |
|-------------|--|---|
| 1 | <ul style="list-style-type: none"> Teachers will collaborate within their PLCs to refine common, standards-aligned high-quality assessment in each department and/or grade level that can be used for both instructional purposes and for scoring SGOs. Teachers will collaborate to develop and utilize common formative assessments to track student progress toward attainment of course proficiencies and respective SGOs. | <ul style="list-style-type: none"> PLCs will propose guidelines, reflect on the quality of pre-existing assessments and revise as necessary to align with the NJDOE SGO Quality Rating Rubric and for use as common SGO assessments. 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"> Teachers will explore various methods and materials to provide instruction aligned to CCSS and which can be used to prepare students for State (Core-aligned) assessments. In their respective PLCs, teachers will discuss and collaborate to create and share lesson ideas that will differentiate learning experiences for their students. | <ul style="list-style-type: none"> Teachers will implement new strategies and lessons as discussed in the PLCs and gather evidence of student progress through data collection (e.g. student work products, observations of student engagement). Teachers will promote student readiness for state assessments by aligning standards, curriculum, lessons and assessments, and continually refining them. |
| 3 | <ul style="list-style-type: none"> PLC teams, grade levels and departments will share various ways to implement best practices/infusion of technology and inquiry-based learning to increase student achievement in STEM and cultural awareness. | <ul style="list-style-type: none"> Teachers will continue to meet in PLCs and collaborate on ways to promote high student engagement in learning aligned to the Common Core State Standards, STEM topics, and cultural awareness (e.g. through classroom visitations, infusion of technology, differentiated math and literacy centers) |



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 SGO trainings | <ul style="list-style-type: none"> Availability of personnel with expertise to support teachers Principal and/or supervisors advise teachers on needed revisions to SGOs Possible targeted interventions for struggling teachers |
| 2 | <ul style="list-style-type: none"> Principal/school leaders will provide all teachers with training and/or materials aligned to CCSS and State / Common Core-aligned assessments Administration will dedicate time for teachers to articulate between grade levels in preparation for State / Common Core-aligned assessments | <ul style="list-style-type: none"> Invite colleagues proficient in a specific area of instruction to grade level meetings and/or workshops to share best practices Utilizing performance assessments, running records, etc., monitor and track student progress to assess impact of instruction |
| 3 | <ul style="list-style-type: none"> Dedicated time for PLC teams to meet to reflect on research and share evidence of impact of practices on student learning Supervisors to provide training and follow-up support | <ul style="list-style-type: none"> Principal/school leaders should encourage teachers to view model lessons by colleagues Feedback should be analyzed through collection of exit tickets following in-service programs to refine training as necessary |



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 State / Common Core-aligned assessment results | TBD after review of State / Common Core-aligned assessment results |
| 3 | TBD after review of staff feedback | TBD after review of staff feedback |

Signature: _____
Principal Signature

Date