# Hammonton High School Professional Development Plan (PDP)

| District Name | School Name | Principal Name | Plan Begin/End Dates |
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| Hammonton | Hammonton High School | Thomas Ramsay | July 1, 2016 / June 30, 2017 |

## 1: Professional Learning Goals

| No. | Goal | Identified Group | Rationale/Sources of Evidence |
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| 1 | Encourage staff to seek out opportunities for individualized professional development to improve educational achievement and the climate of the school. | All Professional Staff | ● Review of staff surveys indicates need for varied and relevant Professional Development experiences based on professional assignment<br>● Demands of increasingly rigorous graduation requirements as well as proficiency requirements for other grade levels on PARCC assessments<br>● Need to engage students in the instructional setting by applying new strategies and technologies.<br>● Achievement of goal to be measured through review of individual PDPs at end of year |
| 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 while progressing as 21$^{st}$ century learners. | All Instructional Staff | ● Need for design of engaging instructional plans for students that incorporate available technologies<br>● School is a designated Choice School with Technological Pathways to 21$^{st}$-Century Professions.<br>● Lessons reviewed by the administrative staff through shared lesson plans and the classroom walkthrough process revealed a need to differentiate instruction and incorporate instructional technologies.<br>● Analysis of data by ScIP/DEAC revealed need to incorporate higher levels of student intellectual engagement (Bloom's Taxonomy) in instruction. |

| 3 | Build capacity of all 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 | • State assessments are a component of New Jersey's educator accountability system, with a focus on English Language Arts, Mathematics and Science.<br>• Specific sub-groups are targeted based on performance on past assessments.<br>• Teacher-provided input on Google Drive for student placement based on test scores, benchmark assessments, critical thinking skills and overall performance in both ELA and Math Readiness courses |
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## 2: Professional Learning Activities

| PL Goal No. | Initial Activities | Follow-up Activities (as appropriate) |
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| 1 | • Teachers will take on a more active role in deciding on and planning their professional development goals, outlining a pathway at the start of the school year.<br>• On a quarterly basis, the Professional Development PLC will share with staff a list of varied, locally-offered professional development opportunities (e.g. NJDOE- and ETTC-sponsored events) through email, handouts, and/or faculty meetings. | • Teachers will consult the list of possible off-campus workshops to attend<br>• Teachers and administrators will consider collaboratively which opportunities may be beneficial for professional growth of staff member.<br>• Progress towards personal goals and value of out-of-district PD experiences will be discussed at conferences.<br>• Staff members will share knowledge and skills with colleagues during in-service sessions and/or Best Practices events. |
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| 2 | • PLC teams will discuss various ways to implement technologies in the classroom to help students meet learning goals.<br>• Teachers will research and/or experiment with technology-based products, especially those for use with iPads or Chromebooks.<br>• Teachers will revise instructional units to incorporate technology.<br>• In PLCs, teachers will collaborate to incorporate differentiated learning activities into lesson plans that also address higher-order thinking skills | • Teachers will invite PLC members through classroom visitations to offer feedback on their technology-infused instructional units.<br>• All teachers will be asked to participate in a school-wide in-service on best practices, with concentration on innovative new technology practices shared through colleagues.<br>• Teachers will implement aligned lessons and assessments and continually refine them in their respective teams.<br>• Content supervisors will continue to support teachers in putting learned skills into practice. |

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| 3 | Teachers of at-risk students will:<br>● 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.<br>● Investigate various methods and materials to be used in the Readiness curriculum.<br>● Collaborate in PLCs to create cohesive units to be implemented in Readiness courses. | Teachers of at-risk student will:<br>● Engage in classroom visitation process to observe model lessons that promote high student engagement in learning.<br>● Implement new strategies and collect evidence of impact (e.g. student work products; observed levels of student engagement).<br>● Optional opportunities will be available to teachers who wish to participate in outside Professional Development sessions. |

## 3: Essential Resources

| PL Goal No. | Resources | Other Implementation Considerations |
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| 1 | ● Professional Development Committee will research new programs for available out-of-district PD and communicate them to the staff.<br>● Supervisors and school leaders to provide guidance in determination of applicable PD experiences. | ● Results from the 2015-16 PD staff survey<br>● Possible use of School Choice funds to provide department-specific professional development opportunities<br>● Availability of "specialists" to support teachers<br>● Possible intensive interventions for struggling teachers |
| 2 | ● Content supervisors to offer supportive material for research.<br>● Teacher-led PD day dedicated to training and informing staff members about innovative new technologies.<br>● Dedicated time for collaborative teams to meet to refine and align lessons and assessments. | ● Feedback from in-service exit tickets to refine training and identify teacher learning needs<br>● Teacher walk-through surveys<br>● Results from the 2015-16 PD staff survey |

| 3 | ● Dedicated time for PLC teams to reflect on readings and share evidence of impact on student learning.<br>● Ensured teacher access to supplemental materials. | ● Supervisors may recommend teachers to model lessons.<br>● Principals/school leaders may identify teachers who should view model lessons by colleagues.<br>● Design plan for tracking student progress to assess impact of new teaching strategies |
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## 4: Progress Summary

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| PL Goal No. | Notes on Plan Implementation | Notes on Goal Attainment |
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| 1 | ● TBD after review of PD Surveys and required PD reports | ● TBD after review of PD Surveys, PD Exit Tickets and results of teacher-administrator/supervisor conferences |
| 2 | ● TBD after review of classroom visitations and walkthrough data. | ● TBD after review of classroom visitations and walkthrough data. |
| 3 | ● TBD after review of PARCC assessment results. | ● TBD after review of PARCC assessment results. |

**Signature:** _____      _____

**Principal Signature**                                    **Date**