Bowe School Professional Development Plan (PDP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Glassboro	**Thomas E. Bowe (4th – 6th grade)**	**Mr. Ryan Caltabiano**	**2017/2018**

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	To increase the staff capacity for cultural responsiveness through school climate, discipline, academic achievement, and increased participation in programs with our subgroup populations.	ALL	PARCC Subgroup Analysis, Reading levels, Discipline Referrals, I&RS and CST Referrals, participation in accelerated class and or programs.
2	To design, develop, and evaluate authentic learning experiences utilizing contemporary tools and resources to maximize content learning and develop skills at the appropriate SAMR model level, incorporating ISTE and NJDOE technology standards into curriculum.	ALL	Lesson plans, Curriculum, Lesson observation documentation, student performance, Professional development attendance and hours documentation, SAMR model tool, ISTE standards, NJDOE Technology Standards 8.1 and 8.2
3	To increase accountability and continuity of instruction in English Language Arts through the use of team developed common unit assessments in EdConnect as well as collaboratively developed, corresponding UBD units based upon the NJSLS, the PARCC ELA Framework, and the recently revised district curriculum.	ELA	Excerpted from Rick DuFour, Becky DuFour, and Bob Eaker: Team-developed common assessments are more efficient. Team-developed common assessments are more equitable. Team-developed common formative assessments are more effective in monitoring and improving student learning. Team-developed common formative assessments can inform and improve the practice of both individual teachers and teams of teachers. Team-developed common formative assessments can build the capacity of the team to achieve at higher levels. Team-developed common formative assessments are essential to systematic interventions when students do not learn. Reviews of accountability data from hundreds of schools reveal the schools with the greatest gains in achievement consistently employ common assessments, nonfiction writing, and collaborative scoring by faculty (Reeves, 2004)

4	To increase basic fact fluency utilizing Reflex Math	MATH	Extensive research has demonstrated the critical role of fact fluency in elementary school level mathematics and beyond (e.g., Isaacs & Carroll, 1999; Kail & Hall, 1997; Miller & Heyward, 1992; Royer et al, 1999; Woodward, 2006; Zentall 1990). In this research, mental chronometry – the precise measurement of the speed with which a student can recall a given fact -- is the typical method used to evaluate fluency. The importance of retrieval speed as a measure of fluency is underscored by studies that show it is a significant predictor of performance on standardized tests, including tests such as the SAT where calculator usage is permitted (Royer et al., 1999). Furthermore, the significance of fact retrieval speed as a predictor of performance is not limited to test items that directly assess computation – it predicts performance on math concept problems, word problems, data interpretation problems, and mathematical reasoning items as well. Research over the past decade has also shown, however, that many children in the United States never achieve sufficient proficiency with math facts, and those who do typically achieve it later than their peers in nations with higher mathematics achievement (Gersten et al, 2009; National Mathematics Advisory Panel, 2008). To address this issue, recent national curriculum standards and guidelines have highlighted automaticity with math facts as a core objective of elementary mathematics education, including: • NCTM's Curriculum Focal Points (2006) • National Math Advisory Panel's Core Principles of Math Instruction (2008) • Common Core Standards for Mathematics (2010) It is important to bear in mind that these organizations are not advocating automaticity as a substitute or replacement for conceptual understanding in mathematics. Rather, conceptual understanding and fact fluency are mutually supportive, and should not be seen as competing for class time (National Mathematics Advisory Panel, 2008).

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	*Cognitive Learning Goals* • Identify key components to integrating cultural sensitivity practices within the classroom • Identify cultural clashes that interfere with effective teaching and student engagement • Identify how cultural awareness leads to positive relationships with students of color *Behavioral Learning Goals* • Implement culturally responsive strategies across tiers • Modify instruction to create culturally relevant practices • Increase class-wide engagement with evidence-based, culturally relevant interventions *Affective Learning Goals* • Identify personal feelings surrounding culturally sensitive practices • Identify personal feelings about the need to create culturally relevant models • Identify personal feelings surrounding cultural clashes in the classroom and groups	Continue to use an *"RTI Guide to Improving the Performance of African American Students"* by Dwayne Williams to facilitate collaborative PLC. Provide PD opportunities, in conjunction with Dr. Brent Elder, as needed to teachers in both self-contained, inclusive, and regular education environments to best meet the needs of all students.

2	***Educational Technology Integration Goals*** • Identify SAMR model levels and implement corresponding digital learning activities • Facilitate and inspire student learning and creativity • Design and develop digital age learning experiences and assessments • Model digital age work and learning • Promote and model digital citizenship and responsibility • Engage in professional growth and leadership	Follow up activities will be provided by administration throughout the year.
3	• Grade Level ELA teams will develop common unit assessments in EdConnect beginning with Unit 1. • Grade Level ELA teams will develop corresponding UBD units (beginning with Unit 1) based upon the NJSLS, the PARCC ELA Framework, and the recently revised district curriculum for implementation in September.	Time and resources to develop assessments and units Newly revised ELA Curriculum PLC time for grade level teams to collaborate and disseminate ELA resources to staff.
4	• Make Reflex Math accessible to all incoming 4th, 5th, & 6th graders for "Summer Math". • Provide Reflex Math training for staff • Provide/require Reflex Math access for all students. Encourage home use.	Training Provided by Reflex Math Activities TBD based upon staff needs

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	• Providing staff with an *"RTI Guide to Improving the Performance of African American Students"* by Dwayne Williams to facilitate collaborative PLC.	• Scheduling of meeting times for PLC's • Establish grade-level PLCs with this focus • Provide funding/time for training.

2	• Rowan PDS Resources • Provide time for teachers to collaborate • Provide scheduling for classroom visitation	• Provide a block of time for training and choice of topic
3	• Provide staff collaboration & PD as needed	• Provide funding/time for training.
4	• Provide staff collaboration & PD as needed	• Provide funding/time for training.

4: Progress Summary 2016-2017

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	• To increase the staff capacity for cultural responsiveness through school climate, discipline, academic achievement, and increased participation in programs with our subgroup populations.	• Staff continued to read and implement strategies from "RTI Guide to Improving the Performance of African American Students" by Dwayne Williams. • Mr. Caltabiano brought Spencer Henry in for staff training in Positive Discipline Strategies. • Continued Building Men and Real Men Read Programs
2	• To increase student independent reading time both at school and at home as well as teacher conference time during the literacy block.	• Teachers implemented Home Reading Logs, Reading Incentive Programs, and Reader Response Journals. • Teachers continued to utilize the Reader's Workshop model which provides increased independent reading time for students in the classroom. • One class per grade level was awarded Top AR Reader Awards. This raised awareness of the importance of independent reading. • Staff monitored Accelerated Reader data: ○ Bowe Students read **7265** books and passed the AR tests on those books compared to 5291 books last year.

	• Familiarize all Mathematics teachers with the Eureka Math Program.	• Mr. Caltabiano provided valuable PD to link enhance staff familiarity of Eureka Math while linking instruction to PARCC Evidence Statements • Mr. Caltabiano also facilitated the creation of common grade level math assessments in EdConnect. • PD was also provided by fellow staff members at the direction of Mr. Caltabiano

Signature: _____ _____

       Principal Signature   **Date**