



School Professional Development Plan (PDP) 2016-2017

District Name	School Name	Principal Name	Plan Begin/End Dates
Glassboro	J. Harvey Rodgers	Mr. Aaron Edwards	Sept. 2016-June 2017

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.	Kindergarten teachers	PARCC Subgroup Analysis, Reading levels, Discipline Referrals, I&RS and CST Referrals, participation in accelerated class and or programs, and participation in ACTs.
2	To research, increase and implement the use of technology during read aloud instruction.	Kindergarten teachers	In the 2015-16 PD survey, 45% of the staff selected technology as the area of need. Read Aloud is an instructional component in both grade levels. Sources of evidence include lesson plans, observation, presentation, walk-throughs, articles, books and in-services.
3	To build staff capacity to address students' social emotional and behavioral concerns for all students through counseling support.	Kindergarten teachers	Glassboro strategic plan indicates that counseling support is needed at the early childhood level. There is a need to increase in students' coping skills and decrease in off-task behavior.



2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<p>Opening day keynote address by Dwayne D. Williams</p> <p>Cognitive Learning Goals</p> <ul style="list-style-type: none"> • 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 <p>Behavioral Learning Goals</p> <ul style="list-style-type: none"> • Implement culturally responsive strategies across tiers • Modify instruction to create culturally relevant practices • Increase class-wide engagement with evidence-based, culturally relevant interventions <p>Affective Learning Goals</p> <ul style="list-style-type: none"> • 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 	<p>Providing staff with an “<i>RTI Guide to Improving the Performance of African American Students</i>” by Dwayne Williams to facilitate collaborative PLC. Plan time for chapter review at monthly PLC meetings.</p> <p>Culturally Relevant Reading and Writing Instruction</p> <p>Class-Wide Peer Tutoring (CWPT)- A Peer-Mediated Approach</p> <p>Communal/Cooperative Learning- A Peer Mediated Approach</p> <p>Total Participation Techniques (TPTs)</p>
2	<p>To increase the use of technology in read aloud instruction and focus on the following objectives:</p> <p>Within the text</p> <ul style="list-style-type: none"> • To acquire new vocabulary from listening and use in discussion • Follow the events of a plot and remember them after reading • Talk about characters, problems and events in a story • Notice and derive information from pictures <p>Beyond the Text</p> <ul style="list-style-type: none"> • Bring background knowledge to understanding characters and their problems • Predict what will happen next • Make connection between texts and their own life experiences 	<p>Demonstration videos on how to do various technology tasks (i.e. Powerpoint presentations)</p> <p>Collaboration days to observe teachers using hover cam during read aloud instruction</p> <p>Develop list of internet resources (i.e. PowerPoints, videos) to share with staff</p>



	<ul style="list-style-type: none"> Interpret the illustration About the text <ul style="list-style-type: none"> Recognize and identify some aspect of text structure, such as beginning and end Understand that an author wrote the book Have opinions about texts and state the basis for opinions	
3	Counselor will develop lessons that focus on character education and social skills to teach in Kindergarten.	Counselor will provide extension activities for staff to implement. Implement “Thinking like a Bulldog” Social Skills lessons provided by Mrs. Fordyce. Implement PBS role plays.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Providing staff with a copy of “ <i>RTI Guide to Improving the Performance of African American Students</i> ” by Dwayne Williams.	Schedule meeting time for monthly PLCs.
2	Lori Kaszupski, Kindergarten teacher; powerpoint presentations; youtube videos	Plan for monthly collaboration days.
3	Part-Time Counselor; Thinking like a Bulldog classroom social skills lessons provided by Amanda Fordyce that focus on: taking turns, interrupting, frustration, tattling; My Mouth is a Volcano by Julia Cook; Sharing and Taking Turns by Cheri J. Meiners; Zach Gets Frustrated by William Muchaly; A Bad Case of the Tattle Tale Tongue by Julia Cook	Schedule time for counselor to visit each classroom to teach lessons. Plan to implement “Thinking like a Bulldog” lessons during September and October. Schedule time for PBS role plays.



4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	Incorporate “Total Participation Techniques” to actively and cognitively engage all students in the learning process.	Monthly collaboration days allowed teachers to visit other classrooms to observe TPTs in action. Peer observation forms were filled out to indicate what was observed and what will be implemented in each classroom. Mrs. Kaszupski’s training at our May staff meeting explained ways to use TPTs as formative assessments. Individual Kindergarten teacher lesson plans indicate the individual TPTs that were implemented in each classroom.
2	To incorporate strategies that produce clear and purposeful conferences to address students’ individual needs and support good writers.	Attended Writer’s Workshop training with Jeanne Tribuzzi on June 22, 2015. Kindergarten teachers took anecdotal notes while conferencing with individual students. Teachers used notes to differentiated instruction based on needs of the students. Kindergarten teachers met with Mr. Edwards to continue to norm reference personal narrative samples of student work. Various areas of the assessment were critiqued and clarifications.
3	To promote fine motor development through direct instruction and literacy work stations.	Select Kindergarten teachers piloted the Size Matters handwriting curriculum from September 2015-December 2015 under the guidance of Beth Grygo, occupational therapist. Mrs. Grygo would visit classrooms once a week for push-in support. Mrs. Grygo created developmentally appropriate fine motor stations that were shared by all Kindergarten teachers.

Signature:

Principal Signature

Date