

TEMPLATE FOR

.....

SCHOOL PROFESSIONAL DEVELOPMENT PLAN

2010 -2011

Please write all of your responses for the school professional development plan on the template. You will want to refer to the guidance document for an explanation of each of the sections in the plan and for a list of helpful tools and resources in the Collaborative Professional Learning in School and Beyond tool kit.

To begin typing in each section, place the cursor at the end of the last question in the section and hit enter/return key.

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

A. Reflection

Provide a narrative that reflects the committee's thinking on the following questions:

1. What were the positive aspects of previous professional development opportunities in the district or school that should be retained and replicated?
2. How did those opportunities address the needs of staff and enhance student learning?
3. Through previous evaluations of the professional development program, has the school been able to document how professional development is improving teacher practices and student learning? If yes, describe how the task has been accomplished.
4. How has previous professional learning been aligned to the district and school priorities and key initiatives and programs?
5. What challenges has the district or school faced in the past in providing professional development?
6. How will these challenges be addressed in this School Professional Development Plan?

Our school district is committed to providing content area articulation and cross curricular articulation throughout the school year. This has been very helpful for all staff. We are able to talk about the hot topics and district issues that pertain to this school year. The student needs and teacher needs are always addressed. The administration is involved in planning and meeting our needs for the current school year. From the articulation, the collaboration we created was helpful in providing the learning opportunities for our students to meet the state standards at each grade level. Cross grade level articulation helps to create a more balanced and cohesive curriculum.

This is our first year as a working school professional development committee. We are learning and trying new approaches in our delivery of Professional Development. Our committee is still developing and trying to create ways to document how professional development is improving student learning and teacher practices.

In addressing the challenges of the school and district, every effort has been made to align the professional development with curricular initiatives. This has and will be accomplished through summer training; job embedded training and professional development days for the entire district which have been added to the school calendar.

School Level Professional Development Planning Template

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

B. Needs Assessment

Provide the definition for question (1) and then describe the answers to (2) and (3) in narrative form:

1. What is the school's definition of student achievement? Please consider the following questions to guide your discussion: Is it high test scores on standardized tests? Is it improvement on local assessments? Or should the definition include other positive student outcomes such as confidence in academic and social situations, student responsibility for learning, or the ability to apply new skills to real life situations? What changes in student behavior are we trying to create? What will student success look like in our school? This definition should be developed with input from the entire faculty.
2. Include both the school-based performance data as well as other information identified as evidence of professional learning needs of staff. These might include formal and informal surveys of teachers, focus groups with teacher teams, team documentation of goals and outcomes, or other identified needs from other key stakeholders, including staff, students, parents and community members.
3. Provide a brief narrative of how the school committee is using school-based performance and other data to drive the professional development needs in the school. Be specific.

As a school, we have created an acronym to clearly state to our students what our expectations are in terms of their achievement. The acronym is: ACHIEVE

Aspire
Cooperate
Have enthusiasm
Inquire
Engage
Value learning
Excel

This student achievement goal is posted in each classroom and prominently throughout the entire school building. We reinforce this goal through our school Renaissance program. We recognized students during quarterly pep rallies for their achievement in all areas.

During our first year as a committee, we have drafted a survey that we will edit and use next year. At our workshops and articulations we have completed many informal teacher surveys to identify their needs and concerns. Parents have been involved in this goal as well. They are able to meet with administration monthly during the Parent Advisory Committee meeting. The PTA is very involved and supports our goal for achievement.

We are currently using a number of data resources to drive our professional development needs. These include state test scores, Learnia scores, Fountas and Pinnell benchmarking in reading and writing, Aimsweb and district created performance indicator common assessments.

School Level Professional Development Planning Template

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

C. Professional Development Goals for the School

1. List the school's established student learning goals and other learning needs. These should:
 - be based on school district goals;
 - be aligned to school improvement plans;
 - be based on an analysis of the Needs Assessment Data;
 - support enhanced student learning; and
 - be measurable and attainable.
2. List your school's professional development goals. These should be specific, measurable, achievable, relevant, and time-bound.
 - a. Specific: Be specific about what is to be accomplished
 - b. Measurable: Identify how the goal will be measured
 - c. Attainable: Ensure the capacity exists to accomplish the goal
 - d. Results Based: Identify the benchmarks and outcomes for the goal
 - e. Time-bound: Set a specific timeframe for completing the goal
3. Provide an explanation of how your professional development goals align with your school goals.

The Hess School student learning goals were developed to enhance instruction and improve student achievement in specific areas of learning and development.

Student Learning Goals PreKindergarten and Grade1: (Grade 1 *On the Horizons* special education)

- By June 2011, as the result of increased professional development and the implementation of differentiated instructional strategies in Language Arts Literacy, 80% of all first grade students will demonstrate grade level fluency in early literacy skills as measured by Aimsweb. This formative assessment will be administered to all first grade students in September, January and May during the 2010-2011 school year.
- By June 2011, all Pre-K students will take the ESI-R assessment for the purpose of identifying students in need of early intervention.

Student Learning Goals 2-5:

- During the 2010-2011 school year, the number of students in grades 3-5 who score below proficient in LAL (as indicated by the NJASK) will improve by 10%.
- During the 2010-2011 school year, all students will be delivered core content area lessons with technology integrated a minimum of 5 times per marking period.
- During the 2010-2011 school year, all students will participate in Learnia (Gr.3-5), or Aimsweb (Gr.2) a minimum of two times.

The Hess School professional development goals are derived directly from and aligned with the above student learning goals. These goals are:

Professional Development Goals:

- During the 2010-2011 school year, LAL teachers will continue training in the Readers' and Writers' Workshop model to develop a repertoire of teaching strategies.
- During the 2010-2011 school year, teachers will participate in technology integration turn-key sessions for the purpose of developing meaningful lesson plans.
- During the 2010-2011 school year, teachers will increasingly analyze data from Learnia and Aimsweb assessments to determine areas of student need and for the purpose of guiding instruction.

- During the 2010-2011 school year, staff will increasingly participate in PLCs across content areas for the purpose of analyzing data and determining student needs.

School Level Professional Development Planning Template

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

D. School Professional Development Opportunities

1. Describe the professional development structures and designs in the school. For instance, will professional development be offered for team based learning, online learning, workshops or other venues? Will partnerships be developed with universities, county colleges, and other educational organizations to support adult learning in the schools? Will schools partner grade levels or departments? How will teams look at student work or create common assessments together? How will teams be supported in observing the practices of other team members? How will learning opportunities for teachers address the needs of all student populations (ELL, Bilingual, Special Needs, G and T, etc.)? In this section describe the varieties of contexts in which professional development will be offered rather than a listing of trainings or a catalog of events.
2. What are some of the key NJ Core Curriculum Content Standard areas on which the school will focus their professional development?
3. Indicate the connection between student learning goals and the professional development within the school.
4. How will the school communicate the professional development plan to all staff members?

Our professional learning communities have been established this year based on commonalities such as content area, grade level and departments. Our school PD team has worked in conjunction with our district PD team to plan and implement PLC workshops. We have used the DuFour program to educate and train our teachers on the concept of PLC's and their value for students and teachers. This year our district has implemented iObservation, a web based job embedded PD tool, which provides teachers with tutorials on best practices that can be viewed and then used to improve instructional practices.

We have partnered with Columbia University, in New York City to receive PD training for our Language Arts teachers for the implementation of our Readers' and Writers' Workshop program. Teachers have attended workshops and training throughout the summer and school year. Our school district also provides the staff with paid hours for ETTC training in all types of curricular areas.

Teams of teachers have worked together to score the opened ended, short response questions for benchmarking in Math and Language Arts. Content area teachers also reflect on previous state student tests scores and track student achievement through the use of scatter plots.

One new school initiative this year has been to create "Data Partner" relationships between a homeroom teacher and a related arts teacher. Their goal as partners is to focus on the learning needs of the students they teach; to then provide them with activities and best practices that reinforce their skills in the varied interdisciplinary areas of their school day.

This year there has been an increased emphasis on the Language Arts NJCCCS because our school has shown a need for improvement due to NJ ASK scores from the previous year. This has been done through the school wide implementation of Balanced Literacy and the Readers' and Writers' Workshop Model, with many opportunities for professional development. Our school wide goal is to increase the reading, comprehension and writing levels of our students. There is a renewed focus in Science and Social Studies to address differentiated instruction through the use of leveled readers. This year Math teachers were encouraged to provide educational classroom environment that generates students working in small collaborative groups. In house PD training has been provided for those teachers.

The school professional development committee has and will continue to communicate and support the staff on the scheduled PD days, staff meetings and through electronic postings via our school computer network system.

School Level Professional Development Planning Template

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

E. Professional Development Resources

1. Include a description of time allocation and supporting resources needed to meet the professional development goals. Collaborative school teams can indicate how time for professional learning is created. For instance, is time provided for professional learning in interdisciplinary, grade level, or content area collaborative teams and staff meetings? Do teachers use planning time for collaborative professional learning? What resource materials and consultant expertise are provided for professional learning?
2. Identify the resources and structures in place in the school that demonstrate that the school community values and nurtures quality professional development for adult learners. These might include dedicated professional learning days or summer or after school opportunities.

Our school has chosen to mirror our PLC after the DuFour Model of Professional Learning Communities. Our school team attended a DuFour PD conference this past summer in Philadelphia. At the conference, we purchased a video training set, which has been used to turn key information to the staff throughout this school year. The school teams also participated in a four day HTSD PD Summit implemented in the summer of 2009.

The first avenue taken to improve the PD opportunities for staff in HTSD was accomplished by adding additional district wide PD days to our school calendar, bringing the total number of PD days to 5 full days and 4 two hour sessions (early dismissal). In addition to those days, the staff is required to attend monthly Common Planning meetings within their grade level/content area. At this time, our PLC groups have been established and are encouraged to meet bi-monthly.

Our school district provides hours for professional development during and after school through a partnership with the ETTC. Teachers are encouraged to use these hours for professional development. This can be completed on an individual basis and requires approval from the District Curriculum Office.

School Level Professional Development Planning Template

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

F. Ongoing Assessment and Evaluation of the School Professional Development Plan

1. What knowledge, skills or behaviors will educators learn as a result of the School Professional Development Plan and what evidence will you have to indicate staff has learned new skills?
2. What student data will be used to determine how these knowledge, skills or behaviors impacted student learning?
3. What additional data is needed to support the program evaluation process?
4. How will the School Professional Development Plan encourage job-embedded collaboration and what is the evidence to support this?
5. What data are needed to answer the evaluation questions? School teams should also use existing data from the school district such as student achievement results on standardized tests, but should also think about how to gain input about its relevance to teachers and whether it impacted their practice. For instance, the School Professional Development Committee might consider the following questions:
 - How might you consider holding focus groups to get teacher input on needed professional learning?
 - How might you conduct surveys of staff and stakeholders to get input on opportunities to offer?
 - How will you examine and tabulate individual evaluation forms from specific events or team meetings to determine usefulness of professional learning offered in the past that you might repeat for other staff?

As a result of the School Professional Development plan educators will learn to work cooperatively, and utilize student and teacher data through the use of scatter plots. This will be evidenced by staff attendance at workshop and training sessions, iObservation walkthroughs by administrators and reflection on and sharing of best practices with others. State test scores and data, Learnia, Aimsweb, benchmarking data and PI grids (common assessments) will be used to determine how all of this has impacted student learning. Surveys will also be created for staff, students and parents.

Job embedded collaboration will be encouraged through monthly PLC meeting times, as well as through scheduled grade level and content area PLC meetings. Evidence of this will be shown through the use of PLC binders which will contain sign in sheets and minutes from the meetings. Optional FOCUS groups could be held in the morning before school and/or integrated into the grade level or content area district wide articulations scheduled on the district professional development days. Surveys will be developed and used to monitor the value and usefulness of the professional development being offered, as well as to gain insight into the needs of the staff. The school based professional development committee will collect and keep track of the data and make adjustments in the planning for the school.

School Level Professional Development Planning Template

SECTION SCHOOL PLAN SUMMARY FOR DISTRICT PLAN

3

Each school is asked to complete a one page summary of key elements of their plan for inclusion in the district plan. Please provide a short narrative description for each of the sections of the plan:

1. Reflection: Identify key elements of previous professional development you will leverage in the new plan..
2. Needs Assessment: Submit the school definition of student achievement. Identify key findings from needs assessments.
3. Professional Development Goals: Identify the professional development goals connected to the student learning goals for the school/district.
4. Professional Development Opportunities: Identify the processes and structures the school will use to provide professional learning opportunities.
5. Professional Development Resources: Identify the resources that will ensure professional learning is ongoing.
6. Evaluation: Identify your goals for evaluation of your professional development in the first year.

The key elements of previous professional development opportunities included PLC training, content area and cross curricular articulations which provided collaboration to enhance the curriculum, workshops on the implementation of the LAL Readers' and Writers' Workshop model as well as the integration of technology in Mathematics, LAL, Science and Social Studies.

Our school and district acronym, ACHIEVE (as described in section 2B), informs students, parents and staff of our school goals for student achievement by providing a description of behaviors and habits of mind conducive to academic success. Teachers collaborate to identify specific student needs through the use of data analysis and horizontal and vertical articulation.

Professional development goals include:

- During the 2010-2011 school year, LAL teachers will continue training in the Readers' and Writers' Workshop model to develop a repertoire of teaching strategies.
- During the 2010-2011 school year, teachers will participate in technology integration turn-key sessions for the purpose of developing meaningful lesson plans.
- During the 2010-2011 school year, teachers will increasingly analyze data from Learnia and Aimsweb assessments to determine areas of student need and for the purpose of guiding instruction.
- During the 2010-2011 school year, staff will increasingly participate in PLCs across content areas for the purpose of analyzing data and determining student needs.

Professional development opportunities will include team-based collaboration, partnership with ETTC, vertical and horizontal articulation through team meetings, feedback from iObservations, instructional technology coaching, and turn-key sessions provided by teaching peers. The resources necessary to support these opportunities include common planning time, in-service professional development days, a job-embedded instructional technology integration coach, peer observations, and in-house workshops for staff.

Our goals for evaluation of our professional development will be through an end of the year survey addressing the effectiveness of the LAL Readers' and Writers' Workshop trainings, the need for further technology integration workshops, and the effectiveness of the data analysis that was completed during the year. In addition each PLC will complete a summary of their completed goals including the products created, their data analysis, and documented student progress.