



## School Professional Development Plan (PDP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Freehold Borough School District	Freehold Intermediate School	Ronnie Dougherty	July 2021 - June 2022

### 1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	By June 2022, 80% of the teachers in ELA will use diagnostic and summative data to inform classroom instruction regardless of learning environments (100% Remote Learning or Hybrid Learning), as evidenced by agendas, walkthroughs, observation and PLC collaborative time	Teachers Student Subgroups	<ul style="list-style-type: none"> <li>Based on most recent NJSLA, current benchmark data, district assessments and report card grades, it is evident that students struggle with reading comprehension and close reading of complex informational texts in the areas of Social Studies and Science. Standards RH1 (Literacy in History/Social Studies) and RST (Literacy in Science and Technical Subjects) are particularly challenging to the subgroups of Special Education and Black students.</li> </ul>
2	By June 2022, 80% of the teachers in math will use diagnostic and summative data to inform classroom instruction regardless of learning environments (100% Remote Learning or Hybrid Learning), as evidenced by agendas, walkthroughs, observation and PLC collaborative time.	Teachers Student Subgroups	<ul style="list-style-type: none"> <li>Based on historic NJSLA/PARCC and benchmark data, SWD and black students do not have adequate skills in the areas of computation and integers. There are inadequate interventions in place for students who do not master the learning objective during initial instruction.</li> <li>Of the 6 accountable subgroups, 3 did not meet their state established progress targets.</li> </ul>
3	By June 2022, 100% of staff will participate in focused activities to increase positive relationships with student families and members of the community to reduce barriers and accelerate the academic and personal growth of students regardless of learning environments (100% Remote Learning or Hybrid Learning)	Teachers Principal	<ul style="list-style-type: none"> <li>Based on surveys and local data, families of students who are struggling academically and/or socially are not consistently active partners in the educational process and do not consistently work together to reduce barriers and accelerate the academic and personal growth of students.</li> </ul>

## 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> <li>• Examine and interpret student performance data (e.g.) NJSLA, benchmarks, and teacher assessment, final ELA grades, including the performance of SWD and black students, in Grades 6, 7, and 8.</li> <li>• Interpret student benchmark performance data to identify additional students in need of interventions and targeted instruction and to track the progress of students receiving interventional practices and targeted interventions.</li> <li>• Conduct additional and focused walkthroughs in classes of ELA teachers identified as needing additional professional development in such areas as common core instruction, best instructional practices, and targeted interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule PLC time for teacher to regularly review formative and summative assessment data to identify and track the progress of students who are two or more years behind grade level in reading including SWD and black Students.</li> <li>• Secure a literacy specialist to demonstrate model lessons for teachers focused on alignment with NJSLS, instructional rigor, and higher order thinking questions.</li> <li>• Evaluate walkthrough trends, focused walkthrough findings, and formal observations to determine baseline data concerning ELA instructional practices in general education, inclusion, and special education classes.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Conduct additional and focused walkthroughs in classes of Math teachers identified as needing additional professional development in such areas as common core instruction, best instructional practices, and targeted interventions.</li> <li>• Examine and interpret student performance data (e.g.) NJSLA, benchmarks, and teacher assessment, final Math grades, including the performance of SWD and black students in Grades 6, 7, and 8.</li> <li>• Interpret student benchmark performance data to identify students SWD and black students in need of interventions and additional targeted instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate walkthrough trends, focused walkthrough findings, and formal observations to determine baseline data concerning math instructional practices in general education, inclusion, and special education classes.</li> <li>• Schedule PLC time for teachers to meet with the math/SE coach to review data and plan interventions for struggling math students, including SWD and black students who struggle.</li> <li>• Secure a Math /Special Education specialist to demonstrate model lessons for teachers focused on alignment with NJSLS, instructional rigor, higher and order thinking questions.</li> <li>• Identify struggling teachers in need of Corrective Action Plan or additional support and follow NJDOE procedures for teachers in CAP.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Staff will participate in focused activities to increase positive relationships with student families and members of the community to reduce barriers and accelerate the academic and personal growth of students.</li> <li>• Conduct PLC meeting focused on sharing strategies with colleagues and planning for implementation and reviewing data from surveys. Teachers will share at least one activity that supports parent involvement.</li> <li>• Collect and analyze data from activity and monitor lesson plans and walkthrough for implementations of strategies that support</li> </ul>	<ul style="list-style-type: none"> <li>• Provide constructive feedback, support, for implementation of activities that increase positive relationships with families and member of the community.</li> <li>• Provide PLC time for teachers to interpret data, share results, and plan interventions strategies to address the individual needs of families including families with students with disabilities and black students.</li> </ul>

### 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<ul style="list-style-type: none"> <li>• Literacy Intervention Teacher</li> <li>• Reading Coach</li> <li>• Instructional Supplies: Supplemental, research-based Reading/English Language leveled Readers to supplement classroom libraries.</li> <li>• Extended Day Teachers (HW and Tutoring) Salaries</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduling of PLC time.</li> <li>• PLC interventions to take place.</li> <li>• Regular review of student data to inform instruction and targeted intervention.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Math Intervention Teacher</li> <li>• Special Education Coach</li> <li>• Instructional Supplies -Supplemental, research-based Mathematics Instruction Reference books, Supplemental researched-based common core aligned workbooks, Supplemental 4 function calculators</li> <li>• Extended Day Teachers (HW and Tutoring) Salaries</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduling of PLC time.</li> <li>• PLC interventions to take place.</li> <li>• Regular review of student data to inform instruction and targeted intervention.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Funding for PD Travel to after school training</li> <li>• PD supplies</li> </ul>	<ul style="list-style-type: none"> <li>• Specific PD needs of teachers</li> <li>• Trained and knowledgeable professionals to administer PD.</li> </ul>

## 4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	<ul style="list-style-type: none"> <li>• By Oct 2021, the first ELA benchmark assessments will be administered to total students, students with disabilities, and black students, in grades 6-8 and analyzed to determine student needs and instructional strategies.</li> <li>• By December 2021, 35% of total students, students with disabilities, and black students, in grades 6-8 will increase overall reading proficiency (drawing inferences, reading comprehension and academic vocabulary proficiency) by a minimum of 10% as evidenced by district benchmarks and unit assessments.</li> <li>• By February 2022, 50 % of total students, students with disabilities, and black students, in grades 6-8 will increase overall reading proficiency (drawing inferences, reading comprehension and academic vocabulary proficiency) by a minimum of 10% as evidenced by district benchmarks and unit assessments.</li> <li>• Additional notes will be entered here to help identify ongoing needs, necessary revisions to the plan and ideas for future planning cycles.</li> </ul>	<ul style="list-style-type: none"> <li>• Valid and reliable benchmarks in ELA have been attained and will be administered three times per year.</li> <li>• Additional notes will be entered here to help identify ongoing needs, necessary revisions to the plan and ideas for future planning cycles.</li> </ul>
2	<ul style="list-style-type: none"> <li>• By Oct 2021, the first Math benchmark assessments will be administered to total students, students with disabilities, and black students, in grades 6-8 and analyzed to determine student needs and instructional strategies.</li> <li>• By December 2021, 35% of total students, students with disabilities, and black students, in grades 6-8 will increase overall Math proficiency (the areas of computation and integers) by a minimum of 10% as evidenced by district benchmarks and unit assessments.</li> <li>• By February 2022, 50% of total students, students with disabilities, and black students, in grades 6-8 will increase overall Math proficiency (the areas of computation and integers) by a minimum of 10% as evidenced by district benchmarks and unit assessments.</li> <li>• Additional notes will be entered here to help identify ongoing needs, necessary revisions to the plan and ideas for future planning cycles.</li> </ul>	<ul style="list-style-type: none"> <li>• Valid and reliable benchmarks in math have been attained and will be administered three times per year.</li> <li>• Additional notes will be entered here to help identify ongoing needs, necessary revisions to the plan and ideas for future planning cycles.</li> </ul>

3	<ul style="list-style-type: none"> <li>• By October 2021 35% of staff will participate in focused activities to increase positive relationships with student families and members of the community to reduce barriers and accelerate the academic and personal growth of students.</li> <li>• By December 2022 of 50% staff will participate in focused activities to increase positive relationships with student families and members of the community to reduce barriers and accelerate the academic and personal growth of students.</li> <li>• By March 2022, 75% of staff will participate in focused activities to increase positive relationships with student families and members of the community to reduce barriers and accelerate the academic and personal growth of students.</li> <li>• By June 2022, 100% of staff will participate in focused activities to increase positive relationships with student families and members of the community to reduce barriers and accelerate the academic and personal growth of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Focused PLC time has been put in place for all teachers.</li> <li>• Additional notes will be entered here to help identify ongoing needs, necessary revisions to the plan and ideas for future planning cycles.</li> </ul>
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Signature:

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**Principal Signature**

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**Date**