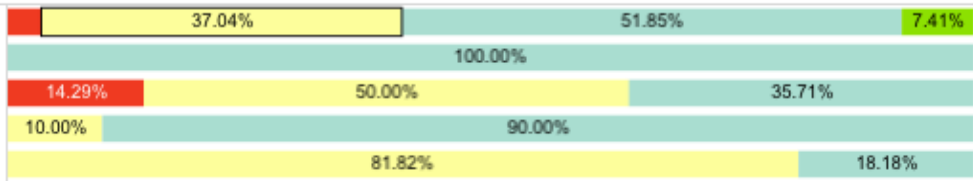




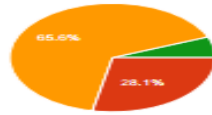
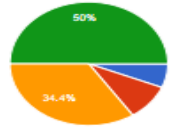
School Professional Development Plan (PDP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Orange	Heywood Avenue School	Faith Alcantara	Sept 2016 – June 2017

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence																																				
1	<p>By June 1, 2017, 33% of tenured teaching staff and 25% of 2nd and 3rd year non-tenured teaching staff will increase the degree to which their 'enacted curriculum' (the daily curricular experience of students within the instructional setting exemplified by the actual curricular content that students engage in within the classroom) is reflective of standards-based teaching and learning; employing the Readers and Writers Workshop model in all grade levels, K – 7. This goal will be measured by a 'sustained and marked' increase in the following performance indicators as compared to 2015-2016 end of year summative evaluation results and as documented in 2017 end of year summative evaluation results.</p> <p>1a: Demonstrating Knowledge of Content and Pedagogy, 1d: Demonstrating Knowledge of Resources, 1e: Designing Coherent Instruction, 3b: Using Questioning and Discussion Techniques, and 3d: Using Assessment in Instruction</p>	All ELA Teachers	<ul style="list-style-type: none"> Based upon staff observations, Domain 1 and 3 indicates a need for professional development in this area pertaining to the ELA content area (See chart below) Building administrators conducted classroom walk-throughs. Evidence collected by administration confirmed a need for professional learning in this area. (See chart on left) An analysis of the 2015 School Progress Profile report states that school-wide student proficiency was 32%; however we did not meet student growth targets. (See ESEA state report.) <p>Domain Score Distribution</p>  <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="width: 60%;">Academic Achievement Indicators</th> <th style="width: 10%;">Schoolwide Performance</th> <th style="width: 15%;">Peer Percentile</th> <th style="width: 15%;">State Percentile</th> </tr> </thead> <tbody> <tr> <td>English Language Arts/Literacy Met or Exceeded Expectation</td> <td style="text-align: center;">32%</td> <td style="text-align: center;">46</td> <td style="text-align: center;">16</td> </tr> <tr> <td>Math Met or Exceeded Expectation</td> <td style="text-align: center;">22%</td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> </tbody> </table> <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;">Student Growth Indicators</th> <th style="width: 10%;">Schoolwide Performance</th> <th style="width: 10%;">Peer Percentile</th> <th style="width: 10%;">Statewide Percentile</th> <th style="width: 10%;">Statewide Target</th> <th style="width: 10%;">Met Target?</th> </tr> </thead> <tbody> <tr> <td>Student Growth on Language Arts</td> <td style="text-align: center;">46</td> <td style="text-align: center;">44</td> <td style="text-align: center;">30</td> <td style="text-align: center;">35</td> <td style="text-align: center; background-color: #008000; color: white;">YES</td> </tr> <tr> <td>Student Growth on Math</td> <td style="text-align: center;">44</td> <td style="text-align: center;">47</td> <td style="text-align: center;">30</td> <td style="text-align: center;">35</td> <td style="text-align: center; background-color: #008000; color: white;">YES</td> </tr> <tr> <td></td> <td style="background-color: #cccccc;"></td> <td style="text-align: center;">46</td> <td style="text-align: center;">30</td> <td style="background-color: #cccccc;"></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	English Language Arts/Literacy Met or Exceeded Expectation	32%	46	16	Math Met or Exceeded Expectation	22%			Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?	Student Growth on Language Arts	46	44	30	35	YES	Student Growth on Math	44	47	30	35	YES			46	30		100%
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<p>2</p>	<p>By June 2017, teachers and administration will build capacity of all teachers in developing and implementing strategies to improve designing coherent instruction, designing student assessments, using questioning and discussion techniques and using assessment in instruction with a 10% increase in the effective scoring distribution range as evidence from an average score of 2.88 for component 1E, 2.82 for component 1F, 2.92 for component 3B and 2.99 for component 3D based upon observation data through the observation tool.</p>	<p>All instructional staff</p>	<ul style="list-style-type: none"> • Teacher survey (administered in May 2016) revealed a need for skill building in questioning and differentiating instruction in learning by this group. (See chart below) • An analysis of SY15-16 aggregate teacher observation data indicated that teachers need professional learning in Domain 1 and Domain 3 components. (See chart below) • Building administrators conducted classroom walk-throughs. Evidence collected by administration confirmed a need for professional learning in this area. <p>Questioning</p>  <table border="1"> <tr> <td>1. I ask my students questions, but I tend to answer the questions myself or I am looking for one particular answer.</td> <td>0</td> <td>0%</td> </tr> <tr> <td>2. I use different questioning techniques, but I usually do most of the talking.</td> <td>9</td> <td>28.1%</td> </tr> <tr> <td>3. I use different questioning techniques and the students engage each other in probing questions.</td> <td>21</td> <td>65.6%</td> </tr> <tr> <td>4. I have mastered questioning, consistently receive ratings of 4 in this area and am able to train others.</td> <td>2</td> <td>6.3%</td> </tr> </table> <p>Differentiated Instruction</p>  <table border="1"> <tr> <td>1. I know the term, but my lesson plans and practice demonstrate activities that are the same for each student.</td> <td>2</td> <td>6.3%</td> </tr> <tr> <td>2. I group students together, but the groups all receive the same activities and materials.</td> <td>3</td> <td>9.4%</td> </tr> <tr> <td>3. I list some differentiation methods in my lesson plans but they are generic and not based on individual data analysis.</td> <td>11</td> <td>34.4%</td> </tr> <tr> <td>4. My lesson plans and practice include a variety of activities and scaffolded materials that are developed based on careful data analysis of individual students.</td> <td>16</td> <td>50%</td> </tr> </table> <table border="1"> <tr> <td data-bbox="735 1031 1039 1282"> <p>1e: Designing Coherent Instruction Avg. Score = 2.88 No. of Observations = 90</p> </td> <td data-bbox="1039 1031 1333 1282"> <p>1f: Designing Student Assessments Avg. Score = 2.82 No. of Observations = 74</p> </td> <td data-bbox="1333 1031 1606 1282"> <p>3b: Using Questioning and Discussion Techniques Avg. Score = 2.92 No. of Observations = 91</p> </td> <td data-bbox="1606 1031 1879 1282"> <p>3d: Using Assessment in Instruction Avg. Score = 2.99 No. of Observations = 85</p> </td> </tr> </table>	1. I ask my students questions, but I tend to answer the questions myself or I am looking for one particular answer.	0	0%	2. I use different questioning techniques, but I usually do most of the talking.	9	28.1%	3. I use different questioning techniques and the students engage each other in probing questions.	21	65.6%	4. I have mastered questioning, consistently receive ratings of 4 in this area and am able to train others.	2	6.3%	1. I know the term, but my lesson plans and practice demonstrate activities that are the same for each student.	2	6.3%	2. I group students together, but the groups all receive the same activities and materials.	3	9.4%	3. I list some differentiation methods in my lesson plans but they are generic and not based on individual data analysis.	11	34.4%	4. My lesson plans and practice include a variety of activities and scaffolded materials that are developed based on careful data analysis of individual students.	16	50%	<p>1e: Designing Coherent Instruction Avg. Score = 2.88 No. of Observations = 90</p>	<p>1f: Designing Student Assessments Avg. Score = 2.82 No. of Observations = 74</p>	<p>3b: Using Questioning and Discussion Techniques Avg. Score = 2.92 No. of Observations = 91</p>	<p>3d: Using Assessment in Instruction Avg. Score = 2.99 No. of Observations = 85</p>
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<p>3</p>	<p>By June 2017, staff and administration will build capacity of all teachers in developing and implementing strategies to increase differentiation in learning to address the needs of all students with a 10% increase in the effective scoring distribution range as evidence from an average score of 2.88 for component 1E, 2.82 for component 1F, 2.92 for component 3B and 2.99 for component 3D based upon observation data through the observation tool.</p>	<p>All instructional staff</p>	<ul style="list-style-type: none"> • Teacher survey (administered in May 2016) revealed a need for skill building in differentiation strategies by the staff. (See chart below) • An analysis of SY15-16 aggregate teacher observation data indicated that teachers need professional learning in Domain 1 and 3. • See information provided for Learning Goal #1 and #2
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2: Professional Learning Activities

<p>PL Goal No.</p>	<p>Initial Activities</p>	<p>Follow-up Activities (as appropriate)</p>
<p>1</p>	<ul style="list-style-type: none"> • Content supervisors and building administration will provide training for all teachers in designing coherent instruction and assessments in ELA focusing in on questioning/discussion techniques and using 	<ul style="list-style-type: none"> • In collaborative teams, teachers will create lesson plans that focus on their instructional pedagogy, development and use of assessments and use of data to further guide their ELA instruction.



	<p>assessment in instruction following the Readers and Writers Workshop model.</p> <ul style="list-style-type: none"> • All teachers will have the deliberate planning of using the Readers and Writers Workshop model lesson plan template. • Teachers will use various student data points to tailor instruction and development of assessments. 	<ul style="list-style-type: none"> • Teachers will participate in colleague walk-throughs to view Readers and Writers Workshop model in practice. • Teachers will review, analyze and use student assessment data more intentionally to make instructional decisions as evidenced by lesson plans, student artifacts and student performance on running records and unit assessments.
2	<ul style="list-style-type: none"> • Content supervisors and building administration will provide training and feedback for all teachers in designing coherent instruction, designing student assessments, using questioning and discussion techniques and using assessment in instruction . • All teachers will have technology training to increase the usage of technology devices and programs in their instructional and assessment practices. • Teachers will participate in a series of presentations and activities to increase awareness and understanding of student engagement to include but not limited to using the LEARN feature in TeachScape to complete the Professional Development Suite for Domain 1 and 3. 	<ul style="list-style-type: none"> • Teams will reflect on the student engagement during Common Planning Time. • Content supervisors and administration will provide follow-up support as needed for individual teachers and teams after observations and walk-throughs. • Visit colleagues' classes to observe model lessons that promote high student engagement in learning.
3	<ul style="list-style-type: none"> • Collaborate with Special Education teachers and General Education teachers to create lessons that promote and support differentiation. • Read and self-reflect on one or more recommended publications on effective differentiation strategies. • View and discuss with colleagues videos of model lessons that incorporate differentiation during CPT and Faculty Meetings. 	<ul style="list-style-type: none"> • Visit colleagues' classes to observe model lessons that promote differentiation in learning. • Implement new strategies and collect evidence (e.g., student work products; observed student engagement) of impact.



3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<ul style="list-style-type: none"> Content supervisors and building administration to provide training and follow-up support through the Faculty Meetings, District Professional Development days, Department meetings, and on-going professional development sessions will provide the training aspect through the use of TeachScape, TeacherTube, and TeachingChannel. Dedicated time for collaborative teams to develop and refine lessons and assessments. http://www.parcconline.org/samples/item-task-prototypes 	<ul style="list-style-type: none"> Feedback with lesson plans to inform training and ongoing refinement to teachers.
2	<ul style="list-style-type: none"> Technology Coordinator will provide training for technology integration during CPT, Faculty Meetings, and other appropriate times as necessary. Faculty Meetings will provide the training aspect through the use of TeachScape, TeacherTube, publications and TeachingChannel. 	<ul style="list-style-type: none"> Availability of content supervisors to support teachers. Possible intensive interventions for struggling teachers.
3	<ul style="list-style-type: none"> Dedicated time for collaborative teams to develop and refine lessons and assessments. Dedicated time for collaborative teams to reflect on readings and videos and share evidence of impact on student learning through differentiation. <p>Ensure teachers' access to videos, webinars, and online communities such as https://www.teachingchannel.org, www.teachscape.com, and www.teachertube.com</p>	<ul style="list-style-type: none"> Supervisors should recommend teachers to model lessons. Principals/evaluators should identify teachers who must view model lessons by colleagues. Make plan for tracking student progress to assess impact of new teaching strategies.

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	<ul style="list-style-type: none"> TBD and monitored by School Improvement Panel (SciP) during the 2014-2015 school year 	<ul style="list-style-type: none"> TBD and monitored by School Improvement Panel (SciP) during the 2014-2015 school year
2	<ul style="list-style-type: none"> TBD and monitored by School Improvement Panel (SciP) during the 2014-2015 school year 	<ul style="list-style-type: none"> TBD and monitored by School Improvement Panel (SciP) during the 2014-2015 school year



3	<ul style="list-style-type: none">• TBD and monitored by School Improvement Panel (SciP) during the 2014-2015 school year	<ul style="list-style-type: none">• TBD and monitored by School Improvement Panel (SciP) during the 2014-2015 school year
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Signature:

_____ **Principal Signature**

_____ **Date**