



## Professional Development Plan – Park Avenue School

District Name	School Name	Date
Orange Board Of Education	Park Avenue School	June 3, 2018
Principal Name	Chief School Administrator/Designee Name	Plan Begin/End Dates
Dr. Myron Hackett	Ronald Lee, Interim Superintendent of Schools	July 1, 2018– June 30, 2019

### 1: Professional Learning Goals

PL Goal No.	Professional Learning Goals	Rationale/Sources of Evidence
1	Building capacity in the area of data and assessment will increase the teacher’s ability to make sound and education decisions, improve instructional rigor in the learning environment and ultimately prepare students for academic success with the New Jersey Student Learning Standards.	<ul style="list-style-type: none"> <li>Analysis of teacher observation(s), and teacher walkthrough data revealed that at least 50% of teachers need to improve instructional rigor in the learning environment using concrete and meaningful data.</li> <li>Analysis of the school’s CPT minutes revealed that K-7 teachers need to continue to strengthen conversations around meaningful data and the development of clear action plans.</li> <li>Analysis of the teacher’s data binders revealed that K-7 teachers need to continue to review and triangulate different data points to inform instruction both whole group and individual.</li> </ul>
2	To effectively strengthen the implementation of MTSS – Multi-Tiered Systems of Support by ensuring Blended Learning periods are used with fidelity, appropriate interventions are being maximized and major components are documented in lesson plans, walkthroughs and observations.	<ul style="list-style-type: none"> <li>This goal aligns with the school’s ASPS plan to ensure all subgroups are provided the appropriate interventions to ensure student mastery of the NJSLs.</li> <li>An analysis of the schoolwide PARCC data revealed that only 30.3% of the student population were proficient on the ELA Assessment and 23.4% of the student population were proficient on the Math Assessment.</li> </ul>
3	To continue to effectively strengthen all aspects of the Balanced Literacy Program by providing additional professional development to all certificated staff to build content knowledge and instructional delivery.	<p>This goal aligns with the district’s priority of sustaining the districts adopted literacy initiatives.</p> <p>This goal will be measured by a 'sustained and marked' increase in the following performance indicators as compared to 2018 end of year summative</p>



		<p>evaluation results and as documented in 2018 end of year summative evaluation results:</p> <p>1a: Demonstrating Knowledge of Content and Pedagogy,</p> <p>1e: Designing Coherent Instruction,</p> <p>3a: Communicating with Students</p> <p>3b: Using Questioning and Discussion Techniques,</p> <p>3c: Engaging Students in Learning</p> <p>3d: Using Assessment in Instruction</p>
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**2: Professional Learning Activities**

PL Goal No.	Professional Learning Activities	Begin/End Dates
1	<ul style="list-style-type: none"> <li>All teachers will participate in school and district sponsored learning activities.</li> <li>Teachers will routinely bring artifact evidence to staff and common planning meetings, which must support the critical attributes for effective practice in this area.</li> <li>District Departmental Professional Development.</li> <li>Grade Level Teams to present data monthly to administration and peers to raise the level of meaningful conversations around data.</li> <li>On-Going Data Binders/School Data Warehouse/Spreadsheets.</li> </ul>	July 1, 2018 – June 30, 2019
2	<ul style="list-style-type: none"> <li>All teachers will participate in a school PLC with the professional book “Multi-Tiered Systems of Support”</li> <li>All teachers will participate in school and district sponsored learning activities, including the Google Classroom PLC.</li> <li>Teachers will routinely bring artifact evidence to staff and common planning meetings, which must support the critical attributes for effective practice in this area.</li> <li>District Departmental Professional Development.</li> <li>Grade Level Teams to present data monthly to administration and peers to raise the level of meaningful conversations around data.</li> </ul>	July 1, 2018 – June 30, 2019
3	<ul style="list-style-type: none"> <li>Teachers will bring artifact evidence to staff and common planning meeting, which must support the critical attributes for effective practice in this area.</li> </ul>	July 1, 2018– June 30, 2019



	<ul style="list-style-type: none"> <li>• District Departmental Professional Development.</li> <li>• Working coaching sessions</li> </ul>	
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**3: Essential Resources**

PL Goal No.	Resources	Other Implementation Considerations
1	<ul style="list-style-type: none"> <li>• Administration to provide training and follow-up support.</li> <li>• Staff meetings and District PD dedicated to training and alignment work.</li> <li>• Designated time for administrators to collaborate and share solutions to meet goals of PDP.</li> <li>• Designated grade level teams for data conversations.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback loop to inform training and ongoing refinement (e.g., surveys, conversations in teams).</li> </ul>
2	<ul style="list-style-type: none"> <li>• Professional learning Material</li> <li>• Access to the Google Classroom</li> <li>• Staff meetings and PD sessions dedicated to training and alignment work</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback loop to inform training and ongoing refinement (e.g., surveys, conversations by teams)</li> </ul>



<b>3</b>	<ul style="list-style-type: none"> <li>• Focused common planning meetings for collaborative teams to reflect on artifact evidence of effective practice and share successes of impact on student learning.</li> <li>• Ensure teachers' access to videos, webinars, and online communities via the <a href="http://www.teachingchannel.org">www.teachingchannel.org</a> and the LEARN videos for Danielson.</li> </ul>	<ul style="list-style-type: none"> <li>• Administration to recommend teachers to model lessons.</li> <li>• Principals/evaluators should identify teachers who must view model lessons by colleagues.</li> <li>• Make plan for tracking student progress to assess impact of new teaching strategies.</li> </ul>
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**4: PDP Progress Summary**

PL Goal No.	Mid-year PDP Progress Report	Sources of Evidence	Review Date
1			
2			
3			

Signatures: Myron Hackett 6-3-2018  
Principal Signature

CSA/Designee Signature

Date