School Professional Development Plan (PDP) Template

District Name	School Name	Principal Name	Plan Begin/End Dates
Orange Public School	Rosa Parks Community School	Dr. Debra Joseph-Charles	September 2023 – June 2024

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	By June 2024, 100 % of RPCS staff will improve their understanding and implementation of SEL strategies and Restorative practices by completing 15 hours of Comprehensive PD in these areas. This PD will be provided by administrators, school counselors, and outside vendors.	All Instructional Staff	• There is a need for comprehensive training on SEL and restorative practices for all staff. Staff has not received extensive support in recognizing and addressing students' need for emotional support. • Goal 3 of the ASP plan addresses SEL. The connection between these two documents (PDP and ASP) will guide and support the work at RPCS this year. • During the 2022-2023 school year, student attendance improved over that experienced in the previous 2 school years. On average 95% of students attended school regularly. There is a need for teachers to be aware of how to identify and respond to children who are in need of social and emotional support. **Monthly Attendance:** 93%, 92%, 95%, 94%, 94%, 95%, 93%, 95%, 96% Staff attendance continued to be spotty as staff dealt with person and family illness and other situations. • Student relationships also improved with student detentions and suspensions decreasing to levels that were less than 1% and there were months with no incidences of student misbehavior.

| 2 | By June 2024, 100% instructional staff at RPCS will become versed in the core 4 of the blended learning instructional model- flexible resources and tools, targeted instruction, data driven decision making and student reflection and ownership instruction by engaging in PD opportunities, regularly and routinely using multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs. | All Instructional Staff | • During the 2022-2023school year, the residual effects of learning gaps/loss continued to be manifested in our student performance. It continues to be vital during the 2023-2024 school year to provide intentional, targeted, and focused support to students in all subject areas (ELA, Math, Science, Social Studies, and specialty subjects).
• The new staff (hired after 2018) have not received comprehensive training in BL and as such are experiencing difficulty in implementing all aspects of the model with fidelity- using data to drive instruction, technology integration, student collaboration, and catering for students' choice/voice. Due to the implementation of the district's remote instructional model, shortened instructional periods and lack of attendance during afternoon small-group sessions did not allow for addressing students' individual needs.
• ASP Goal 1 addresses effective instruction. BL incorporates the strategies that support effective instruction. For example, the delivery of differentiated learning opportunities where teachers take factors into account (a variety of learning styles, interests, and abilities) when planning and delivering instruction.
• Various staff members struggle with collecting anecdotal notes during teacher-guided small group practice. The anecdotal notes provide evidence that students' needs are being met and on a constant basis.
• BL affords teachers the opportunity to regularly and routinely use multiple instructional strategies and multiple response strategies that actively engage and meet student individual learning needs. This is central to strategies that support effective instruction.
Data
• Of teachers trained on BL in 2015 only 4 members are still at RPCS. There are currently, 31 teachers who need to be trained.
• As per data collected, teachers who engaged in Blended Learning practices realized 80-100% of their students meeting their growth goals. |

3	By June 2024, 100% of staff at RPCS will increase their use of student assessment (formative and summative) and demographic data to make instructional decisions as is evidenced by the completion of at least 15 hours of professional development, evidenced in lesson planning, and quarterly grade level data reviews.	All Instructional Staff	- CPT/SLC minutes, Administrative walkthrough data and School's Performance data indicate that there is a need to refine teachers' use of data to make instructional decisions. - An analysis of observation data shows the following: 5% Partially Effective, 80% Effective, 11% Highly Effective, and 4% did not have enough evidence to be assessed. Although 80% of staff were Effective, building trends gathered during weekly walkthroughs demonstrated a lack of student monitoring through formative and summative assessments. - ASP plan goal 2 addresses the use of data to make instructional decisions in order to ensure that students make gains in their performance. - Traditionally, the focus is on ELA and Math. However, all subject areas staff will be required to use student assessment data to make instructional decisions (ELA, Math, Science, Social Studies, and specialty subjects).

4	By June 2024, 100% of staff will engage in training to enhance their use of technology platforms to facilitate engaging and effective learning experiences as evidenced by their use of a variety technology platforms. Teachers must complete least 10 hours professional development opportunities to remain current with new developments in instructional technology.	All Instructional Staff	- Throughout the school year, professional development opportunities were provided to the staff to support their use of technology. Many staff members needed one-on-one assistance. - Based on walkthrough data, observation data, and lesson plan review on technology integration, some staff members did not use the technology platforms that were introduced to them in professional development due to their comfort level with technology integration. - Staff utilizes technology programs (iReady, Reading Plus, etc.), but lack technology integration as a platform for students to display understanding. Data: - Walkthrough trends and lesson plan feedback indicate that less than 40 of staff engaged in true technology integration during the planning and execution of their lessons. 60% of staff at RPCS received 3 or higher on Domain 3 in line with first bullet. - On RPCS technology needs survey more than 50% of staff noted they needed support with technology integration in the classroom.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	• Lead teachers and school counselors will be retrained on Restorative Practices • Research providers of PD both in district and externally for Restorative Practices and SEL. • Construct a schedule of PD opportunities for the lead teachers and school counselors to deliver staff PD and support on Restorative Practices and SEL. • Develop a system of monitoring Restoratives Practices and SEL by building level and district level administrators and supervisors. • Continue providing PD opportunities.	• Create and utilize a PD schedule and follow up activities to ensure that practice is aligned with the training received. • Convene monthly meetings with the support staff at RPCS to ensure that we are consistently working with students and families to provide adequate support. • Use homeroom and intervention/recess periods to engage students in Restorative Practices. During this time, staff members will have the opportunity to build relationships with students and students will have the opportunity to build relationships with each other. This process will promote a system wide culture of community.
2	• Construct a schedule of BL PD opportunities for delivery to staff, ensuring all processes are put in place in a timely manner. • Use Faculty Academy, CPTs/SLCs, and afterschool opportunities to deliver deliberate and effective training to staff in the core 4. • Develop an action plan to ensure that all components of the Core 4 are followed with fidelity. • Develop a system of monitoring including targeted and focused walkthroughs, peer visits to model classrooms, and time to debrief based on feedback.	• Utilize the system of monitoring to gather data on progress and areas in need of attention. • Use the model classrooms where teachers can observe the practice as they receive PD. • Design sacred time for discussion on what is working and what needs to be addressed. • Monitor all components of the Core 4; all subject areas staff will be required to engage in all components of the Core 4.
3	• Create a school level assessment schedule with timelines for collecting, analyzing, and planning based on data. • Use Faculty Academy, CPTs/SLCs, and afterschool opportunities to construct quarterly Unit Plans (with a focus on assessments) guided by the district's curriculum assessments/guides.	• Use Faculty Academy, CPTs/SLCs, and afterschool opportunities to monitor for use of strategies discussed and taught. • Construction and monitoring of progressive Data walls both by grade level and individual classroom. • Student notebooks display that the student keeps and monitors his/her data and reflections. There must be evidence of teacher

	• Develop a system of monitoring including targeted and focused walkthroughs with time to reflect and adjust instructional practices based on feedback. • Meet with grade levels and individual teachers to have quarterly in-dept data conversations. • Monitor and ensure teachers are having data conversations with students and parents. • The administrative team will share tailored readings, effective data analysis practices and conversations through the gradual release model (I Do, We Do, You Do).	discussion with students. • Teachers will communicate with parents regarding the student's academic level and progress in the classroom. Students can play an integral part in this process.
4	• Create and administer a PD survey to determine staff's expertise in using a variety of digital media applications/platforms. This will not be an anonymous survey. (there is a need to determine who needs PD and in what). • Analyze the data and categorize the needs. • Research PD opportunities-in person (if viable, webinars and virtual training sessions). • Mandate this as part of staff's individual PDP for SY2023-2024. • Track using Frontline. • Seek assistance from HR and the technology coordinator for training of secretarial staff in use of Word/Excel/ PowerPoint, setting up calendars, sending evites, Google Docs/Forms/Meets, inputting requisitions, typing professional style documents, setting up meeting platforms, etc.	• Difficulty of most staff in navigating the use of digital resources. • The technology coordinator will provide support to staff members needing assistance with instructional technology platforms during CPTs/SLCs and Faculty Academies. • Secretarial staff has improved their effective use of simple forms of digital platforms for effectively communicating, presenting material, performing daily tasks and be self-sufficient in being independent workers. • The current environment demands proficiency at the minimum, this is not the case for several members of staff.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	☐ Funding for PD if provided by external sources ☐ Support Staff (district level) to assist with monitoring ☐ Materials	
2	☐ Funding for PD if provided by external sources ☐ Support Staff (district level) to assist with monitoring ☐ Materials	
3	☐ Funding for PD if provided by external sources ☐ Support Staff (district level) to assist with monitoring ☐ Material	
4	☐ Funding for PD if provided by external sources ☐ Support Staff (district level) to assist with monitoring ☐ Material	

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
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2		

3	

Signature: _Debra Joseph-Charles_ _6/21/2023_

Principal Signature   Date