



Palmyra High School Professional Development Plan (PDP) 2020-2021

| District Name | School Name | Principal Name | Plan Begin/End Dates |
|-------------------------|---------------------|----------------|------------------------|
| Palmyra School District | Palmyra High School | Lisa Sabo | Sept. 2021 – June 2022 |

1: Professional Learning Goals

| No. | Goal | Identified Group | Rationale/Sources of Evidence |
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| 1 | Build capacity of all teachers to support the district’s goal of facilitating a culture of academic growth and achievement for all students, specifically focusing on measurable improvement in the areas of math and language arts and specifically in those subgroups where an achievement gap has been identified. | Teachers, principals/ supervisors, Data Coordinator | <ul style="list-style-type: none"> ● The district strategic plan has identified this to be its core academic goal, so it should be a primary focus of the district’s professional development plan. ● Annual review of NJSLA assessment data has raised concerns about student growth and achievement, specifically continual growth for all and addressing the achievement gap for select subgroups. ● As a comprehensive school within the new ESSA program, the district’s Annual School Plan focuses on academic achievement, specifically in these two areas. |
| 2 | Continue to build capacity of all staff to develop resources, activities, and environments that facilitate improved student success through social-emotional learning as well as synchronous and asynchronous strategies. | Teachers, principals/ supervisors, Social Worker | <ul style="list-style-type: none"> ● Feedback from staff, students, and parents suggest room for improvement in our learning practices. ● Strengths and weaknesses identified from remote/hybrid learning have shown ways to build on our traditional learning practices by integrating asynchronous learning components, while also supplementing remote/hybrid models for future use as needed. ● Research shows that the quality of school climate contributes to academic outcomes as well as the personal development and well-being of students which leads to improved attendance. Some students may require additional support this year due to the COVID-19 outbreak and inconsistencies of last school year. |
| 3 | Build the capacity of the staff to cultivate a more inclusive climate and culture that is embodied by respectful interactions, understanding and appreciation of diversity, a conscious | Teachers, principals/ supervisors | <ul style="list-style-type: none"> ● District discussion as a result of initiatives and needs has identified a need for increased diversity training and efforts. Students in underrepresented subgroups may be experiencing a less relevant and meaningful educational experience and this may negatively impact their attendance, behavior, participation, and achievement. |



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| | effort to support traditionally underrepresented subgroups, and increased inclusivity in general. | | <ul style="list-style-type: none"> • Achievement, attendance, and behavior data suggests room for improvement that may align to one or more demographic subgroups, which implies a possible need to address equity in programming. • District and ASP goals aim to improve attendance and decrease chronic absenteeism for all students, including targeted subgroups. |
| 4 | Build capacity of all staff to engage in continuous growth that is meaningful to their specific role by offering multiple avenues for learning, including job-embedded, collaborative PL practices, online options, and traditional opportunities. | Teachers and principals/supervisors | <ul style="list-style-type: none"> • Review of survey data from prior years supports that the differentiation of professional development options is preferred by the staff. • Staff feedback is positive in response to our internally facilitated conferences with a combination of mostly internal and a select few external presenters on key topics. Staff has also been increasingly positive about new online opportunities as a more flexible and personalized means of professional growth. • Feedback has shown that the district can improve in its efforts to support the professional learning of specialists as well as teaching staff. |

2: Professional Learning Activities

| PL Goal No. | Initial Activities | Follow-up Activities (as appropriate) |
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| 1 | <ul style="list-style-type: none"> • Offer professional training on strategies regarding meaningful integration of technology use to support and extend student learning. • Provide training and support in data analysis for local, district, and state data so teachers can work to target and improve areas of need. Train teachers on how to collect, analyze, and use a variety of data through internal sessions, teacher coaches, and external consultants. • Offer professional growth activities that better support the staff's ability to differentiate instruction and incorporate remediation, intervention, and enrichment opportunities where appropriate for students. | <ul style="list-style-type: none"> • Building schedules will allow for time and support so that school-based collaborative teams can develop aligned instructional units, activities, and assessments that better address any possible gaps for students and courses. • District and building leadership will support teachers in efforts to practice computer-based assessments, not only to continue to increase comfortability with NJSLA style of testing but more so to improve teachers' ability to gather specific targetable data for interventions and support. |
| 2 | <ul style="list-style-type: none"> • Offer professional training on strategies regarding meaningful integration of technology as well as culturally responsive teaching workshops. | <ul style="list-style-type: none"> • Offer professional growth activities that better support the staff's ability to differentiate instruction and incorporate remediation, |



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| | <ul style="list-style-type: none">• Provide training and support in developing both asynchronous and synchronous lessons to share with students that can drive flexible learning.• Guidance Counselor and Social Worker developed and implemented lessons with targeted classes and students | <p>intervention, and enrichment opportunities where appropriate for students.</p> <ul style="list-style-type: none">• Facilitate small group and individual feedback, sharing, and support groups as teachers work to build stronger synchronous and asynchronous practices that do not coincide with formal teacher evaluation feedback processes.• The Guidance Counselors and Social Worker will develop/conduct lessons and activities throughout the year. |
| 3 | <ul style="list-style-type: none">• Facilitate/coordinate cultural competency training for all administrators that includes ways to address equity as well as ways to be more culturally aware and responsive.• Facilitate/coordinate training for a cadre of curriculum writers to be able to better develop curriculum from a lens of equity.• Facilitate/coordinate training for all staff in the fall on cultural competency and relevance in both curricular and instructional planning and processes. | <ul style="list-style-type: none">• Ongoing online professional development will be available in the areas of embedding greater levels of cultural competence in the curriculum and instruction.• Ongoing in-person/synchronous online group work for teachers to reflect on their instructional practices with peers, supervisors, and experts and work to improve where possible.• Facilitate research of best practices through book studies and small group discussions on how to build a more inclusive climate and culture that is embodied by respectful interactions, understanding and appreciation of diversity, a conscious effort to support traditionally underrepresented subgroups, and increased inclusivity in general. |
| 4 | <ul style="list-style-type: none">• Principals will provide teachers and specialist/support staff with support as outlined in each respective school's PDP. All school PDPs include a goal and school-wide professional learning activities aligned with this goal.• All staff will be offered multiple methods to pursue meaningful professional learning: several days of internal in-service sessions facilitated by internal and external presenters on key topics, unlimited online professional development courses and programs on a myriad of subjects and skills, and other possible avenues as they become available. | <ul style="list-style-type: none">• Online PD: Building/district leaders will guide staff through online learning by interacting through the online portal as available and connecting to online learning in professional discussions• Teachers and specialists will seek out external online professional development opportunities tied to their personal professional goals and will turnkey the information to interested peers or colleagues who would benefit from the information. |



3: Essential Resources

| PL Goal No. | Resources | Other Implementation Considerations |
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| 1 | <ul style="list-style-type: none"> Principals and supervisors will provide training and follow-up support Time allocated to training and alignment work Dedicated time for collaborative teams to refine aligned lessons and assessments (in available PD day time) Professional development funding needed to send staff to attend external training as well as building funding for substitutes while teachers attend workshops | <ul style="list-style-type: none"> Feedback loops for both teachers and administrators to continue to gather data on effectiveness and growth in these efforts Consistency of implementation in subject areas outside of Math and Language Arts as a support of the whole school initiative to integrate standards-based learning |
| 2 | <ul style="list-style-type: none"> Principals and supervisors will provide training and follow-up support Time for teachers to participate in training and collaboration activities to support post-secondary success for students Professional development funding needed to send staff to attend external training as well as building funding for substitutes while teachers attend workshops | <ul style="list-style-type: none"> Availability of principals and supervisors to support teachers Availability of external workshops for interested staff Dedicated time to work in small groups to measure effectiveness and outcomes of success-building efforts |
| 3 | <ul style="list-style-type: none"> Dedicated time for collaborative teams to reflect on various efforts and options to potentially impact climate and culture Ensure teachers' access to videos, webinars, and online communities that can provide support in aiming to affect positive interactions and attendance Professional development funding needed to send staff to attend external training as well as building funding for substitutes while teachers attend workshops | <ul style="list-style-type: none"> Principals/Evaluators should recommend teachers who can model lessons on best practices and identify teachers who would benefit from observing these peers. Availability of external workshops for interested staff Facilitation and support of teams to focus on attendance, positive interactions, and climate/culture |
| 4 | <ul style="list-style-type: none"> Available experts on relevance, rigor, and student choice. Availability of external workshops for interested staff Professional development funding needed to send staff to attend external training as well as building funding for substitutes while teachers attend. | <ul style="list-style-type: none"> Possible interventions/support needed for struggling teachers Availability of external workshops for interested staff Staff and administration may wish to review lesson plans and observations in teams to measure progress and impact |



Principal Signature: _____

Date: _____