



Optional School Professional Development Plan (PDP) Template

District Name	School Name	Principal Name	Plan Begin/End Dates
Orange Township Board of Education	Forest Street School	Ms. Yancisca Cooke	July 1, 2014-June 30, 2015

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Building capacity of all teachers (cross-content) in writing by utilizing the writing process, lesson plans and assessments with the Common Core Standards	K-2, 3-5,6 &7, Resource, ESL and Specialist	<p>By June 2014, <u>75</u>% of students' portfolios (ELA, SS, and Sci) in grades 1-7 contained 4-10 authentic writing samples from prewriting to publishing As evident:</p> <ul style="list-style-type: none"> • Classroom Portfolios (evident in all classrooms) • Increased on District Writing Assessments by 1.00 in Grades 1-7 • Collegal Walkthroughs (100% of classrooms had portfolios 1/29/14) • Monthly administrative check points (50-75% range from Nov.-June) <p>By June 2015, <u>90</u>% of student portfolios in grades 1-7 will contain a minimum 10 authentic writing samples from prewriting to publishing.</p>
2	Building capacity of all teachers (cross-content) in utilizing critical thinking questioning techniques to generate rigorous student lead discourse aligned with the Common Core Standards.	K-2, 3-5,6 &7, Resource, ESL and Specialist	<p>By June 2014, <u>50</u>% of formal observations indicated that teachers were challenged in utilizing critical thinking questioning techniques and student lead discussions. Evidence-based research indicates that critical thinking and questioning enhances student analytical abilities and real world application.</p> <ul style="list-style-type: none"> • District walkthroughs (3/10/14-1:4) • Collegal walkthroughs (3/26/14-5:15) • Formal and informal observations (Teachscape Avg. 3.01) • 2013-2014 Teachers survey (38%-Strategies for motivating and engaging) <p>By June 2015, <u>90</u>% of instructional staff will consistently utilizing critical thinking questioning techniques to generate rigorous student lead discourse.</p>



	<ul style="list-style-type: none"> • Peer visitations/feedback • CPT strategic planning • Monthly Math Chats (K-2, 3-5, & 6-7) 	<ul style="list-style-type: none"> • Peer visits
--	---	---

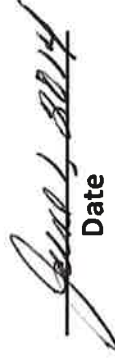
3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<ul style="list-style-type: none"> • Common Core State Standards • Master Teachers, Supervisors, administrators and peers • PD Days • CPT • Lucy Caulkins (Reader & Writer's Workshop) • Children's Literacy Initiative • SOLO, Read 180, Prentice Hall, Journeys, iRead, Systems 44 	<ul style="list-style-type: none"> • Vertical articulation • Intensive intervention (as needed) • PD geared towards argumentative writing and document analysis • PD on the conversion of scientific experiments to lab reports (research)
2	<ul style="list-style-type: none"> • Common Core State Standards • Master Teachers, Supervisors, administrators and peers • PD Days • CPT • Teachscape videos • Talk Moves-Lucy West • PD Days • Peer visitations • Blooms Taxonomy 	<ul style="list-style-type: none"> • Out of district PD



3	<ul style="list-style-type: none">• Throughout the year supervisors, master teachers and building administration will provide teachers with on-going professional development in the implementation of the mathematics curriculum, instructional best practices, checking for student understanding and application, and the use of assessment data.• Focused CPT meetings• Planned visitations from master teachers, supervisors and administrators for challenged teachers.	<ul style="list-style-type: none">• A 20% increase in student achievement on benchmark assessments in comparison from 2014 to 2015.• Lesson plans reflective of math curriculum, focused instructional practices, and re-teach lessons based on data.
----------	---	--


Principal Signature


Date