Henry E Harris
Professional Development Plan
2022 - 2023

District Name	School Name	Assistant Principal Name	Plan Begin/End Dates
BAYONNE	Henry Harris	Maria Kazimir	**Sept 2022 - June 2023**

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Create common preparatory time for teachers. This common preparatory time will allow them time to share best practices. Monitor and support weekly Professional Learning Communities (PLC's). Specific goals will be discussed during this weekly meeting.	All certified staff members	An opportunity to work together and share best practices will improve student achievement. PLC's can provide this opportunity to teachers. A minimum of one common preparatory period for each grade level on a weekly basis will empower educators. This time will allow for the discussion of classroom strategies to enhance lesson plans. These Professional Learning Communities will also provide peer feedback to teachers. The goal of these PLC's will be to focus on improving student growth and achievement.
2	Reducing chronic absenteeism rates through the use of communication as well as student incentive programs. Staff will be involved with parent communication throughout the school year in an effort to increase student attendance. Students will be recognized for improved attendance through an attendance awareness program.	All certified staff members	All stakeholders must take responsibility in order to reduce chronic absenteeism. By creating awareness and recognizing positive improvements, we will continue to decrease absenteeism rates. Attendance is the biggest factor influencing students' success. Chronic absenteeism increases achievement gaps.
3	Create a Gifted and Talented program to meet the needs of gifted and talented students in Henry E. Harris	All certified staff members	Identify students that are Gifted and Talented

		The *N.J.A.C.* requires that students be compared to their chronological peers in the local school district.
School that maximizes each student's potential and empowers individual achievement.		Use multiple measures to identify students.
		According to *N.J.A.C.* 6A:8-3., district boards of education must make provisions for an ongoing K-12 identification process for gifted and talented students that includes multiple measures. Some examples might include, but are not limited to, the following: achievement test scores; grades; student performance or products; intelligence testing; and parent, student, and/or teacher recommendation.
		Ensure that the identification methodology is developmentally appropriate, nondiscriminatory, and related to the programs and services offered (e.g., using math achievement to identify students for a math program).
		Provide resources to stakeholders: https://www.nagc.org/resources-publications/resources-parents
		Provide ongoing Professional Development for teachers.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Support staff with no less than one common prep per week for educators to team up and share best practices. Attend workshops as well as online courses that give best practices on compelling proficient learning groups. Consult with associates on powerful measures they have executed.	Ensure that teachers are assigning students standard based online assessments. Ensure teachers attend PD to better understand and use analytics from different online learning platforms such as but not limited to IXL, , Schoology assessments, Khan Academy and HMH online resources. Use the diagnostics analytic to identify individual learning plans. Create Schoology groups. Review the diagnostic results.

		Create learning plans Discuss student work in PLC's. Share resources via Schoology in PLC - "Groups." Read articles related to Analytic data to improve instruction in the classroom. Share best practices.
2	To reduce the number of students that are chronically absent. In order for students to learn and achieve their fullest potential, it is critical that they are in school and engaged in the learning process. Research shows that student absences impact a child's ability to succeed in school. 1 In addition, there is evidence that chronic absenteeism from school is a primary cause of low academic achievement and a powerful predictor of a student's risk of dropping out of school. Source: https://www.nj.gov/education/students/safety/behavior/attendance/ImprovingAttendance.pdf 1 "10 Facts About School Attendance," Attendance Works 2 Balfanz, R. and Byrnes, V. (2012). The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools. Baltimore: John Hopkins University Center for Social Organization of Schools.	"Chronic Absenteeism" is defined in New Jersey's ESSA State Plan as the percentage of a school's students who are not present for 10 percent or more of the days that they were "in membership" at a school. Does not differentiate between excused or unexcused absences, simply 'not present' New Jersey School Performance Reports.
3	Students with gifts and talents perform—or have the capability to perform—at higher levels compared to others of the same age, experience, and environment in one or more domains. They require modification(s) to their educational experience(s) to learn and realize their potential. Student with gifts and talents: ● Come from all racial, ethnic, and cultural populations, as well as all economic strata. ● Require sufficient access to appropriate learning opportunities to realize their potential. ● Can have learning and processing disorders that require specialized intervention and accommodation. ● Need support and guidance to develop socially and emotionally as well as in their areas of talent.	Identify gifted students through a multi measured approach. Special strategies like acceleration and flexible ability grouping may need to be implemented. Walkthroughs will be conducted to ensure that the program is being implemented. Professional development for teachers and resources for parents.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Certificates of Professional Development (PD) Hours as required by the state of NJ as well as provided by BBOED. Implementation of DRA's and District Assessments.	Out of District Professional Development, In District workshops, and online workshops.
2	Review district-wide attendance data. Review school-level attendance data. Ensure attendance data is accurately entered and reports are produced, widely available, and regularly reviewed. Ensure that attendance expectations are clearly presented in school and district code of student conduct.	Make attendance an item for discussion in all school events including back-to-school back-to-school night, parent conferences and other opportunities to share goals with various stakeholders. Participate in Attendance Awareness Month activities while in school. Publicize attendance goals in ways that are accessible to all students, families and the community. Use Schoology online platform to inform stakeholders of the impact of missing school throughout the school year. Review results of School Climate Survey Review attendance policies. Review attendance works website. Provide recognition to individual students, rewards for students with excellent attendance, or improvement on attendance that reversed an at-risk trajectory and groups (i.e., classes with excellent monthly attendance) Promote effective school wide approaches to recognizing good and improved attendance. Reach out to frequently absent students to find out in a supportive manner why they are missing school and what would help them attend more regularly.
3	Creation of Gifted and Talented committee, policy, screening process, identification, multi-tiered approach, training, sharing of resources.	Follow stand guidelines: https://www.state.nj.us/education/genfo/faq/faq_gandt.htm

Signature: _____   _____

                            Principal Signature   **Date**