



**HORACE MANN COMMUNITY SCHOOL, NO. 6
BAYONNE, NJ
2022-2023 SCHOOL PROFESSIONAL DEVELOPMENT PLAN**

District Name	School Name	Principal Name	Plan Begin/End Dates
BAYONNE	Horace Mann	Dr. Catherine Quinn	July 1, 2022 – June 30, 2023

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	<p>To increase the staff’s awareness of Diversity, Equity and Inclusion (DEI) and efforts to be more inclusive.</p> <p>This professional learning provides continuous and new support to Bayonne’s 2021-2022 plan.</p> <ol style="list-style-type: none"> 1. Establish Culturally Responsive Classrooms 2. Continuation of Professional Learning Communities as a best practice for student achievement. 3. LGBTQ+ This history of disabled and LGBTQ persons shall be included in grades 6-8 curriculum. 	<p>Principal, Assistant Principal, Teachers, School Climate Team</p>	<p>It is proven that organizations focused on fostering an inclusive and belonging environment generate innovative ideas. Students educated in an environment of inclusion and welcoming thrive and are more willing to engage in classroom activities. The professional learning will focus on reinforcing previous DEI discussions and enhanced learning including expansion of BOE use of DEI E-Learning.</p>



<p>2</p>	<p>To continue to build and enhance a Gifted and Talented program to meet the needs of gifted and talented students in Horace Mann that maximizes each student’s potential and empowers individual achievement.</p>	<p>Principal, Assistant Principal, Teachers, Gifted & Talented/2E School Committee, School Data Team</p>	<p>Identify students that are Gifted and Talented</p> <p>The <i>N.J.A.C.</i> requires that students be compared to their chronological peers in the local school district.</p> <p>Use multiple measures to identify students.</p> <p>According to <i>N.J.A.C.</i> 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.</p> <p>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).</p> <p>Provide resources to stakeholders: https://www.nagc.org/resources-publications/resources-parents</p> <p>Provide ongoing Professional Development for teachers</p>
<p>3</p>	<p>Create common preparatory time for teachers. This common preparatory time will allow them time to share best practices.</p> <p>Monitor and support weekly Professional Learning Communities (PLC’s). Specific goals</p>	<p>All Certified Staff</p>	<p>An opportunity to work together and share best practices will improve student achievement. PLC’s can provide this opportunity to teachers.</p> <p>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.</p>



will be discussed during this weekly meeting.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<p>The DEI Professional Learning will support prior goals referenced above by:</p> <ol style="list-style-type: none"> 1. Delivering counteracting unconscious bias training to administrators in June 2021. 2. Delivering keynote address for Fall 2022. 3. Roll out of e-learning platforms. 	<p>Leveraging school level PLC's to have discussions on topics related to Diversity, Equity and Inclusion</p>
2	<p>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:</p> <ul style="list-style-type: none"> • 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. <p>We will continue to build our G&T/2E Committee and meet in June 2022 to discuss a criteria based on multiple measures to determine which students need G&T services.</p>	<p>In September of 2022 we will send out identification letters to students who need G&T Services.</p> <p>Teachers will meet in PLC's to create lessons and activities that meet the needs of ALL students including G&T.</p> <p>Walkthroughs will be conducted to ensure that the program is being implemented. Professional development for teachers and resources for parents</p>



3	<p>Support staff with no less than one common prep per week for educators to team up and share best practices.</p> <p>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.</p>	<p>Ensure that teachers are assigning students standard based online assessments.</p> <p>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.</p> <p>Create Schoology groups.</p> <p>Review the diagnostic results.</p> <p>Create learning plans</p> <p>Discuss student work in PLC's. Share resources via Schoology in PLC - "Groups."</p> <p>Read articles related to Analytic data to improve instruction in the classroom.</p> <p>Share best practices.</p>
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3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	The Diversity Advisors	Faculty Meeting Virtual Podcasts
2	ASCD Trifold – Understanding Differentiated Instruction by Carol Ann Tomlinson	REACH courses designed to provide enrichment and foster creativity to meet the needs of all learners including identified G&T students
3	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.

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1		



2		
3		

Signature: _____
Principal Signature

Date