



School Professional Development Plan (PDP) Template

District Name	School Name	Principal (Assistant) Name	Plan Begin/End Dates
Orange Township Public Schools	John Robert Lewis Early Childhood Center	Dr. Cayce J. Cummins, Principal	September 1, 2024-June 30, 2025

1: Professional Learning Goals

No. 1	Goal	Identified Group(s)	Rationale/Sources of Evidence
1	<p>By June 2025, 80% of students will increase one GOLD level from baseline data in 8 out of the 16 areas Literacy and Language.</p> <ul style="list-style-type: none">• Notices and discriminates rhyme• Notices and discriminates alliteration• Notices and discriminates discrete units of sound• Applies phonics concepts and knowledge of word structure to decode text• Demonstrates knowledge of the alphabet• Identifies and names letters• Identifies letter-sound correspondences• Demonstrates knowledge of print and its uses• Uses and appreciates books and other texts• Uses print concepts• Interacts during reading experiences, book	<ul style="list-style-type: none">• Preschool Teachers• Preschool Paraprofessionals• Early Childhood Support Staff	<p>Language, literacy, and communication are inherently and intricately intertwined. Oral language is the foundation for understanding and mastering printed language. Children comprehend the words and ideas that others communicate to them. They gesture and speak to share their ideas with others. As they discover how the sounds of language work, and see speech sounds represented in print, children are ready and eager to learn how to read and write. The preschool years create the foundation upon which reading and writing skills are built.</p> <ul style="list-style-type: none">• GOLD anecdotes• Check point data period• Growth Report and Band Color Reporting• Letter & Number ID• Block Area Books• Dramatic Play Anecdotal Notes• Small group anecdotal notes• Work time anecdotal notes



	<p>conversations, and text reflections</p> <ul style="list-style-type: none"> • Uses emergent reading skills • Retells stories and recounts details from informational texts 		
2	<p>By June 2025, 75% of all preschool students will increase one GOLD level from the baseline in 6 out of the 9 SEL areas:</p> <ul style="list-style-type: none"> • Manages feelings • Follows limits and expectations • Takes care of own needs appropriately • Forms relationships with adults • Responds to emotional cues • Interacts with peers • Makes friends • Balances needs and rights of self and others • Solves social problems 	<ul style="list-style-type: none"> • Preschool Teachers • Preschool Paraprofessionals • Early Childhood Support Staff 	<p>Per the National Association of Education for Young Children, “Children’s social and emotional health affects their overall development and learning. Research indicates that children who are mentally healthy tend to be happier, show greater motivation to learn, have a more positive attitude toward school, more eagerly participate in class activities, and demonstrate higher academic performance than less mentally healthy peers (Hyson 2004; Kostelnik et al. 2015). Children who exhibit social and emotional difficulties tend to have trouble following directions and participating in learning activities. Compared with healthier peers, they may be more likely to suffer rejection by classmates, have low self-esteem, do poorly in school, and be suspended (Hyson 2004; Kostelnik et al. 2015). Thus, children’s social and emotional health is just as important as their physical health, and affects their capacity to develop and potential to lead a fulfilling life.</p> <p>Teachers can promote children’s social and emotional health in many ways, for example, by organizing a material-rich environment to stimulate social interactions among children. This article focuses on two of the most important practices: building trusting relationships and conducting intentional teaching.” NAEYC (2023)</p> <ul style="list-style-type: none"> • GOLD anecdotes: • Growth Report • Self-Portraits • Cozy Corners • Dramatic Play Anecdotal Notes



3	By June 2025, school-wide chronic absenteeism will decline from <u>36%</u> to <u>28%</u> , resulting in an <u>8%</u> decrease.	Preschool Teachers, Preschool Paraprofessionals, School Social Workers, and other relevant staff members	<p>Chronic absenteeism has a profound impact on student achievement. Children who do not come to school on a regular basis may not reap the benefits from a developmentally appropriate curriculum and may not gain critical foundational skills.</p> <p>In SY 2023-2024, 32 out of 88 or 36% of preschool children were chronically absent.</p>

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> • PD sessions in ELA • Staff meetings to review state standards in Language, Literacy and Communication as well as the KDIs • CPT meetings teachers will review student work and the developmental continuum in LLC to create appropriate lessons for all learners • On-going PD will be provided regarding LLC • Instructional coaches will provide one on one support in lesson planning regarding these concepts • Teachers' lesson plans will demonstrate focused, intentional and targeted activities in the LLC content area 	



	<ul style="list-style-type: none">• Teachers will review the K standards in ELA to ensure that they are familiar with the skills children will be exposed to in kindergarten. This will ensure proper alignment• Teachers will use the newly created Preschool Curriculum Guide section of the LLC to help with lesson planning	
2	<ul style="list-style-type: none">• Coaches will use the Coaching with ECERS-3 book to guide and support teachers in creating and nurturing a positive classroom environment.• Coaches will use sections of the ECERS-3 tools with the instructional staff at the beginning of the school year to establish a baseline and will work on each identified area over the course of the school year to improve• ECERS-3 will be done in each classroom by the coaches – results will be shared with building administrators and a plan of action will be created, if necessary <p>Coaches will support teachers in identified areas of the ECERS-3 tool as needed</p>	
3	<ul style="list-style-type: none">• During Back-to-School night and family engagement events the Administrator, Counselor, and teachers will communicate high expectations to parents/guardians and the students about the importance of attendance.• When developing monthly calendar events, staff will schedule fun events on days that normally have poor school attendance• Attendance committee will meet each month and analyze monthly student attendance to identify students and reach out to families for action plans.• Attendance committee will run a report and administer rewards and incentives for 100% monthly attendance as well as most improved and those approaching 100%.	



	<ul style="list-style-type: none"> ● Acknowledgement of students who have excellent attendance and/or improved attendance through certificates, letters of acknowledgement, badges, or assemblies. ● Parents will receive written notification about student attendance reports as identified for those who are at risk for chronic absenteeism along with an action plan to support the family. 	
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3: Essential Resources

PL Goal No.	Resources	Follow-Up Activities (as appropriate)
1	<ul style="list-style-type: none"> ● PD sessions in ELA ● Staff meetings to review state standards in Language, Literacy and Communication as well as the KDIs ● CPT meetings teachers will review student work and the developmental continuum in LLC to create appropriate lessons for all learners ● On-going PD will be provided regarding LLC ● Teachers' lesson plans will demonstrate focused, intentional and targeted activities in the LLC content area ● Teachers will review the K standards in ELA to ensure that they are familiar with the skills children will be exposed to in kindergarten. This will ensure proper alignment. 	<ul style="list-style-type: none"> ● Turnkey information in a differentiated model for teachers who are experiencing needed support in scripting and utilization of anecdotal notes. ● Instructional coaches will provide one on one support in lesson planning regarding ELA concepts
2	<ul style="list-style-type: none"> ● SEL Literature from resources like CASEL.org and National Center for Healthy Safe Children ● Create monthly Self- Portraits ● Create/enhance Cozy Corners ● CPT focus on Lesson Planning Culturally Responsive & SEL activities 	<ul style="list-style-type: none"> ● Review for trends and patterns from Dramatic Play anecdotal notes ● Walk through reviews of monthly self portrait walls ● Instructional coaches will provide one on one support in lesson planning regarding SEL concept
3	<ul style="list-style-type: none"> ● During Back-to-School Night and family engagement events the Administrator, Counselor, and teachers will communicate high expectations to parents/guardians and the students about the importance of attendance. ● When developing monthly calendar events, staff will schedule fun events on days that normally have poor school attendance 	<ul style="list-style-type: none"> ● Parents will receive written notification about student attendance reports as identified for those who are at risk for chronic absenteeism along with an action plan to support the family.



	<ul style="list-style-type: none"> • Attendance committee will meet each month and analyze monthly student attendance to identify students and reach out to families for action plans. • Attendance committee will run a report and administer rewards and incentives for 90% monthly attendance as well as most improved and those approaching 90% on plans to support families • Attendance Plan 	<ul style="list-style-type: none"> • Acknowledgement of students who have excellent attendance and/or improved attendance through certificates, letters of acknowledgement, badges, or assemblies.
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4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	<ul style="list-style-type: none"> • Coaches and principals will provide relevant PD • Lesson plans that focus on LLC • Walk through results • CPT meetings • Read aloud techniques and strategies • PD on effective questioning strategies • GOLD data reports as well as student data reports 	
2	<ul style="list-style-type: none"> • Preschool Intervention Specialist (PIRS) resource support for staff and families • PIRS professional development for staff during staff meetings regarding SEL • Monthly SEL preschool articles within the weekly administrative newsletter • Cohort of teachers receiving targeted and specific professional development to build SEL toolbox skills and resources with the intention to turnkey to other faculty through modeling. 	
3	<ul style="list-style-type: none"> • PD for families on the importance of attending school everyday • PD for staff on the importance of attendance and the protocols for monitoring attendance • Schedule/calendar of planned events 	



	<ul style="list-style-type: none"> • Attendance incentives • Acknowledgement of students with excellent attendance and/or improved attendance • Written formed letters to families regarding chronically absent students and action plans to support families • Attendance Plan 	
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4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	https://www.sciencedirect.com/science/article/abs/pii/S0885200615000587 https://teachingstrategies.com/the-objectives-for-development-and-learning/ https://teachingstrategies.my.site.com/portal/s/article/What-are-the-GOLD-growth-ranges-in-the-Growth-Birth-Through-Third-Grade-Report-in-MyTeachingStrategies	
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Signature: *Cayce J. Cummins*
Principal Signature

June 24, 2024
Date

