



District Professional Development Plan

District Name	Superintendent Name	Plan Begin/End Dates
Orange Public Schools	Gerald Fitzhugh, II, Ed.D.	July 1, 2024 -June 30, 2025

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	Mathematics During the 2024-2025 school year, systems of support will be differentiated and tailored to meet the needs of individual teachers and administrators and focused on the development of mathematical knowledge for teaching and related strategies. Therefore, the goal is to leverage resources and professional development support to attain a 5 percentage point increase in the number of students scoring proficient as measured by the NJSLA for students in grades 4 – 8; Algebra I, II, and Geometry.	K-12 Mathematics Teachers Executive Director of STEM Focused Learning Supervisors of Mathematics Mathematics Coaches	2021-2022 NJSLA-M scores: Grade 3: 18.8% Grade 4: 17.5% Grade 5: 13.6% Grade 6: 15.1% Grade 7: 22.3% Grade 8: 11.1% Algebra I: 19.4% Algebra II: 72.7% Geometry: 80.0% 2022-2023 NJSLA-M Scores Grade 3: 17.8% Grade 4: 16.5% Grade 5: 15.8% Grade 6: 16.3% Grade 7: 19.3% Grade 8: 15.6% Algebra I: 16% Algebra II: 10% Geometry: 70% GPA Math: 24.3%



2	Science: During the 2024-2025 school year, the science department will continue to build, and sustain collaborations and partnerships to provide specific and focused professional development to support the teaching and learning of core science content, conceptual understanding, science and engineering practices and cross cutting concepts for Grades K-12 as outlined in the NGSS. Therefore, the goal is to leverage resources and professional development support to establish increased support systems so as to attain a 5 percentage point increase over 2024 scores on 2025 NJSLA science assessments in grades 5, 8, and 11. The state's results in the area of science in all grade levels suffered tremendously hence the district's decision to move to NJSLA aligned assessments.	K-12 science teachers Executive Director of STEM Focused Learning Science Supervisor STEM Supervisor Science/STEM Coaches	2021-2022 NJSLA-S scores: Grade 5: 8.0% Grade 8: 2.2% Grade 11: 16.7% 2022-2023 NJSLA-S Scores Grade 5: 11.3% Grade 8: 6.1% Grade 11: 12.6%



3	English Language Arts: During the 2024-2025 school year, English language arts (ELA) teachers and building administrators will participate in grade level band professional development, implement curricula and reading and writing strategies with fidelity, and administer diagnostics and benchmarks to inform data driven tier 2 instruction as measured by 100% participation in embedded professional development, a 15% reduction in Grade 3 students reading below grade level, a 10 point increase on the district average NJSLA writing score, and an overall 10% increase on the NJSLA-ELA for respective grade spans. There will also be a new ELA diagnostic assessment for grades 3-12; HMH MAPP will replace the HMH Growth Measure. All preschool instructional staff will participate in a series of PD sessions and support as it relates to the Creative Curriculum as determined to prepare our youngest learners with sound practices. The Creative Curriculum for Preschool, Guided Edition is a comprehensive, research-based curriculum that features hands-on investigations as a pathway to learning. Discover this top-rated, award-winning curriculum designed to ● harness the power of play, ● nurture the whole-child and individual skill progression,	LETRS Cohort III K-3rd grade ELA teachers who are new to the district Executive Director of Humanities ELA Supervisors ELA Coaches ESL/Bilingual Supervisor SE Supervisors Gr. 3-12 ELA teachers OHS & OPA VPs Bard Sequence Professor Preschool Teachers Preschool Paraprofessionals Early Childhood Support Staff Early Childhood Administrators and Directors	2021-2022 NJSLA - ELA scores: Grade 3: 25% Grade 4: 31% Grade 5: 34% Grade 6: 36% Grade 7: 40% Grade 8: 41% Grade 9: 33% Grade 11: 20% 2022-2023 NJSLA-ELA Scores Grade 3: 22.3% Grade 4: 31.4% Grade 5: 37.9% Grade 6: 33.2% Grade 7: 42.3% Grade 8: 44.8% Grade 9: 39.1% Grade 11: 60.1%
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	● seamlessly connect families to their children's learning, and ● support teachers every step of the way.		
4 Other Content Specific	● Continue to provide all teachers of ELL students with Sheltered English Instruction ● Provide Restorative Practices training to all instructional staff ● Continue to provide Digital Citizenship training to all staff to promote the responsible use of technology to learn, create and participate ● Expand the integration of technology in our curricula to enhance delivery of instruction and innovative content creation-potentially adding Rosa Parks Community School as a Verizon Innovative Learning School. ● Continue to provide content area embedded professional development, including strategies and methods for implementing content as well as re-establishing support in writing practices K-12. ● Implement training to create integrated standards based assessments that address interdisciplinary skills as well as content area NJSLS ● Continue to provide training and professional development for all NJDOE Mandated trainings ● Curriculum Writing over the summer months to be in alignment with state standards introduced in the areas of ELA and Mathematics by September 2024.	Continued data analysis to identify individual student needs, trends, school level trends, and grade level trends to revise activities as needed.	See above listed NJSLA Scores (Math, Science, and ELA from 2021-2023)

2: Professional Learning Activities



PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1 Math	• Reinforce Content & Language Routines across all K -12 classrooms • Continue the use of Daily Anchor Tasks all K -12 classrooms • Continue use of viable digital content platforms to support personalized learning districtwide (e.g., iReady and Aleks) • Leverage the expertise of coaches and supervisors to train staff on Intervention Support based upon NJSLA performance targets • Implement a protocol for the continuous review of performance data to determine formats for revisiting non-mastered content. • Institute a cross-sectional analysis process to monitor teaching and learning in classrooms and districtwide. • Continue to institute a sustained professional development structure that engages all mathematics teachers as PLCs with a focus on facilitating Productive Struggle, Mathematical Discourse, Math Routines, and Task Analysis • Continue to Implement formative assessments across all grade levels with embedded training on NCTM's Principles to Action • Institute lessons learned from the district's At-Home learning model with regards to digitally enhanced instruction and virtual/blended supports • Continue Labsite program to foster collaboration amongst teachers as well as implementation of research-based best teaching practices	Continued data analysis to identify individual student needs, classroom trends, school level trends, and grade level trends to revise activities needed.
2 Science	• Provide all students with equitable access to rigorous curricula with the New Jersey Student Learning Standards – Science (NJSLS-S)-aligned instructional materials and assessments in all grade levels	Continued data analysis to identify individual student needs, trends, school level trends, and grade level trends to revise activities as needed.



	• Provide opportunities reflective of research and best practices for K-12 Science Students to engage with Scientific phenomena • Facilitate the implementation of NJSLS-S and STEM-focused instructional models • Support and advance the development and use of differentiated assessments (diagnostic, formative, summative, authentic) that measures Student achievements based on the NJSLS-S • Initiate, build, and sustain collaborations and partnerships to provide specific and focused professional development to support the teaching and learning of core Science content, conceptual understandings, Science and engineering practices and Cross Cutting concepts for Grades K-12 as outlined in the NJSLS-S. • Continue the alignment of Curricula with the NJSLS-S focus. • Expand, develop and support innovative opportunities for Students to Engage in Science instruction in an extended day setting through Science Fair Challenges, STEM nights, Robotics Clubs, and Summer Partnerships • Implement integrated, Standards-based common assessments that evaluate Student growth; conceptual understanding; Science and engineering skills. • Continue to develop teacher capacity for building Science content and pedagogical knowledge, translating standards to practice, and reflecting on pedagogical practices. • Continuing partnerships with organizations such as S2S and PLTW to expose our students to real world experiences, project-based learning, and practitioners in the fields of science and engineering • Continue Labsite program to foster collaboration amongst teachers as well as implementation of research-based best teaching practices	
3 ELA	• Professional development for ELA teachers in grades K-12 in the utilization of the diagnostic assessments	Continued data analysis to identify individual student needs, classroom trends, school level trends, and grade level trends to revise activities as needed.



	• Professional development and coaching support of Writing Folders in grades K-12 for teachers and administrators • Continued professional development and coaching support for grades 3-12 teachers and administrators on Writing Folders • Implementation and completion of LETRS course units 1-4 for Cohort IV of K-3 teachers who are new to the district • Continue implementation of Learning Ally (assistive technology for developing readers to gain access to complex text) • Continued professional development for grades K-12 in language dives in writing instruction • Continued professional development with Bard for grades 9-12 • Continued professional development for teachers on the new K-2 diagnostic assessments via Acadience • Implementation of Waggle as a blended learning platform in grade and continued implementation in grades K-2 • PD sessions in LLC • 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 • Instructional coaches will provide one on one support in lesson planning regarding these concepts • Lesson plans will demonstrate focused, intentional, and targeted activities in the LLC content area • K standards will be reviewed in ELA to ensure preschool teachers are familiar with the skills children will be exposed to in kindergarten. This will ensure proper alignment	
4 Other Content Specific	• Continue to provide all teachers of ELL students with Sheltered English Instruction • Provide Restorative Practices training to all teachers • Expand the integration of technology in our curricula to enhance delivery of instruction and innovative	Continued data analysis to identify individual student needs, trends, school level trends, and grade level trends to revise activities as needed.



	content creation • Continue to provide content area embedded professional development, including strategies and methods for implementing content • Implement training to create integrated standards based assessments that address interdisciplinary skills as well as content area NJSLs • Provide health and safety training to CTE teachers instructing in designated hazardous programs to ensure the health and safety of students and teaching staff • Continue to provide training and professional development for all NJDOE Mandated trainings • Continue Anti-Bias Education in our Preschool program	
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3: PD Required by Statute or Regulation

State-mandated PD Activities
Dyslexia Suicide Awareness (2 hours every 5 years) Harassment, Intimidation, and Bullying (HIB) (2 hours every 5 years) HIB: District Policy



Recognition of Substance Abuse and Alcohol, Tobacco, and other Drug Prevention and Intervention School Safety and Security
Law Enforcement Operations Gang Awareness
Code of Student Conduct
Potentially Missing, Abused or Neglected Children School Safety Teams and Specialists
Electronic Violence and Vandalism Reporting System
Communicable Diseases
Use of a Nebulizer Asthma
Diabetic Student Health Plan
School Nurse Delegate for Glucagon Delegates for Epinephrine Administration
General Student Needs
Recognition Blood Borne Pathogens
Career and Technical Education
CPR/AED training
Lyme Disease
Interscholastic Athletic Head Injury Safety Training Program
Education Evaluation (Danielson, NJPEP)
Ethics, Law, Governance, HIB for school leaders
Bilingual Education In-service Training
Equity and Affirmative Action
Integrated Pest Management
Special Education Training
Preschool Training
Teacher Mentor Training
Family Education Rights and Privacy Act (FERPA)
Blood Borne Pathogens and Right to Know Intervention
and Referral Services
Social Emotional Learning and Restorative Justice Practices
Preschool Anti-Bias Education

4: Resources and Justification

Resources



1. Frontline: Resource Library
2. Voyager Sopris (LETRS)
3. Houghton Mifflin Harcourt/Springboard
4. Open Up Resources
5. Kendall Hunt
6. Illustrative Mathematics
7. Rutgers University Center for Mathematics, Science, and Computer Educations
8. Buck Institute for Education (BIE)
9. Pearson
10. Rutgers School of Public Health
11. Montclair State University
12. Creative Mathematics
13. Seton Hall University
14. Essex County Prosecutor's Office
15. Independent consultants
16. NJDOE CTE Department
17. The College of New Jersey
18. Rutgers School of Health Professions
19. i-Ready
20. ALEKS
21. NJDOE
22. Learning Ally
23. PLTW
24. MSUNER
25. Bank Street College
26. Dr. Helen Tinsley Institute for Multicultural Empowerment
27. Creative Curriculum Preschool Curriculum Developers
28. Waggle
29. Acadience
30. Cinema ED

Justification

1. Provides cost effective state-mandated trainings and individual teacher needs based on observations and walkthroughs
2. Sole provider for LETRS
3. Continue use of HMH curricular resources, grades K – 8/Sole provider of new resource: Springboard, grades 9 - 12



4. Cost-effective dynamic trainers for mathematics best practices
5. Cost-effective providers with proven success in technology, pedagogy, assessment, CCSS, and curriculum development
6. Cost-effective providers with proven national success in Project Based Learning
7. PARCC developer, NJSLS implementation, Sole provider for Our World Social Studies implementation
8. National Writing Project partnership
9. Proven success in mathematics content; PRISM grant partnership; CUSP grant partnership; WIPRO grant partnership: Woodrow Wilson grant partnership.
10. Cost-effective providers with proven success in job-embedded mathematics practices
11. On-going partnership with School of Education
12. Provides administrators and security guards with up-to-date gang awareness training
13. Vetted for content expertise in non-ELA and Mathematics subjects
14. Grant-mandated professional development
15. Cost-effective provider with proven success in STEM
16. Cost-effective providers with proven success in Health Sciences
17. Cost-effective providers with proven success in Graphic Arts and Filmmaking
18. Cost effective providers for sole-source mathematics blended learning for ELL students
19. Free professional development
20. Sole-source for SE reading blended learning
21. Cost-effective providers of engineering professional development
22. Montclair State University Partnership including free professional development sessions and Urban Educators Grant Partnership
23. Cost effective provider with proven success in Early Childhood Education
24. Provides cost effective state-mandated trainings
25. Cost-effective providers with proven success in Early Childhood Education

Signature:

Gerald Fitzhugh, II, Ed.D.
Superintendent Signature

June 14, 2024

Date