



School Professional Development Plan (PDP) Template

District Name	School Name	Principal Name	Plan Begin/End Dates
Orange Public Schools	Orange Preparatory Academy	Ms. Carrie J. Halstead	July 1, 2023-June 30, 2024

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	English Language Arts: During the 2022-2023 school year, English language arts (ELA) teachers and building administrators will participate in grade level band professional development and implement curricula and reading and writing strategies with fidelity, as measured by 100% participation in embedded professional development, a 15% reduction in Grade 8 students reading below grade level (267 students 22/23 school year tested at below grade level at the beginning of the year), a 10 point increase on the average NJSLA-ELA score, and to attain a 5 percentage point increase in the number of students scoring proficient on the Reading and Writing Benchmarks.	Grade 8 ELA Teachers – All Grade 8 ELL Teachers Grade 8 SWD Teachers ELA Supervisor ESL/Bilingual Supervisor SWD Supervisor Principal Assistant Principals	2021-2022 NJSLA-ELA scores: Grade 6: 36% (23-24 SY Projected 8 th grade class) Grade 7: 40% (22-23 SY Current 8 th grade class) Grade 8: 41% (21-22 SY 8 th grade class) 2022 – 2023 NJSLA-ELA Scores: TBD 2022-2023 Benchmark II data HMH Reading Lexile Grade 8 (current 8 th grade class) Fall Proficiency: 21% Winter Proficiency: 51% Spring Proficiency: 59% Growth: 38% Writing Performance Task NJSLA simulated Grade 8 (current 8 th grade class) Fall Proficiency: 21% Winter Proficiency: 29% Spring Proficiency: 30% Growth: 9%



2	Mathematics: Learning gaps generating from interrupted and unfinished learning have created a need for reinforced support and accelerated instructional approaches. During the 2023-2024 school year, systems of supports will be differentiated and tailored to meet the needs of individual teachers and focused on the development of mathematical knowledge for teaching and related strategies. Therefore the goal is to leverage resources and professional development supports such to mitigate learning loss and to establish baselines using available data from the NJ Student Learning Assessments (Spring 2022) to attain a 5 percentage point increase in the number of students scoring proficient as measured by the 2024 NJSLA-Math for students in grade 8 and 2022-2023 Spring Diagnostic data to attain a 5 percentage point increase in the number of students scoring proficient as measured by the progress on the Spring 2023 iReady and NWEA assessments. It is important for students to be exposed to ECR's (Extended Constructed Response) and SCR's (Short Constructed Response) in mathematics to ensure students are able to work successfully through multi-tiered operations. Providing professional development for staff will be essential to this work.	Grade 8 Mathematics Teachers – All Grade 8 ELL Math Support Teachers Grade 8 SWD Teachers Executive Director of STEM Focused Learning Math Coach Principal Assistant Principals	2021-2022 NJSLA-M scores: Grade 6: 15.1% (23-24 SY Projected 8th grade class) Grade 7: 22.3% (22-23 SY Current 8th grade class) Grade 8: 11.1% (21-22 SY 8th grade class) Grade 8 Algebra I: 97% (21-22 SY 8th grade H. Alg. I students) 2022 – 2023 NJSLA-Math Scores: TBD 2022 – 2023 Spring Diagnostic Data (iReady): Grade 8 (current 8th grade class) Fall Proficiency: 4.4% Winter Proficiency: 13.4% Spring Proficiency: 30% Growth: 26% 2022 – 2023 Algebra I Spring Diagnostic Data (NWEA) Grade 8 (current 8th grade H. Algebra I students) Fall Proficiency: 95% Spring Proficiency: 97% Growth: 2% The source of the ECR's and SCR's will come from lesson plans and walk through analysis.
---	--	---	---



3	Science (STEM): Learning gaps generating from interrupted and unfinished learning have created a need for reinforced support and accelerated instructional approaches. During the 2023-2024 school year, the science department will 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 NGSS. Therefore, the goal is to leverage resources and professional development supports such to mitigate learning loss and to establish increased support systems using available data from the NJ Student Learning Assessments (Spring 2023) so as to attain a 5 percentage point increase over 2023 scores on 2023 NJSLA science assessments in grade 8.	Grade 8 Science Teachers – All Grade 8 ELL Science Support Teachers Grade 8 SWD Self-Contained Teachers Executive Director of STEM Science Supervisor STEM Supervisor Science/STEM Coaches Principal Assistant Principals	2021-2022 NJSLA-S scores: Grade 8: 2.2% (21-22 SY 8th grade class) 2018-2019 NJSLA-S scores: Grade 8: 5.3% Grade 5: 9% (23-24 SY Projected 8th grade class) 2022 – 2023 NJSLA-Science Scores: TBD 2022-2023 Inner Orbit Unit Benchmark Assessment Fall Proficiency: 6.5% Winter Proficiency: 11.4% Spring Proficiency: 23% Growth: 16 percentage points
---	---	--	---



4 Other Content Specific	During the 2022-2023 school year, systems of supports will be differentiated and tailored to meet the needs of individual teachers and focused on the development in content-specific area knowledge for teaching and related strategies. Therefore the goal is to leverage resources and professional development supports such to mitigate learning loss and to establish increased support systems using available to attain a 5 percentage point increase in proficiency over 2023 scores on 2024 NJSLA assessments in grade 8, reduce chronic absenteeism by at least 5% from the 2021-22 SY, and reduce suspension occurrences by 5%.	Targeted Grade 8 Teachers / Support Staff - Continued data analysis will occur to identify needs and trends to target staff, departments, and revise activities as needed.	2021-2022 NJSLA-S scores: See above ELA, Math, and Science 2022-2023 NJSLA-S scores: TBD 2022-2023 ELL ACCESS Scores: TBD 2022-2023 Student Attendance data: Average (YTD April) Total: 95% SWD: 95% ELL: 95% 2022-2023 Chronic Absenteeism data: (YTD April) Total: 6% SWD: 9% ELL: 2% 2022-2023 Suspension data: Monthly Average (YTD April) Total Population: 7% SWD: 2% ELL: 0%
---	--	---	--



2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1 ELA	• The Learner Active Technology Infused Classroom (LATIC) Training. Lead Teacher Cohort 2 summer training and continued turn key to all staff. Development and coaching support throughout the SY for Cohort 2 teachers. Continued development and coaching support for Cohort 1 teachers. • Verizon Innovative Learning School Program Implementation and development providing technology and digital skills need to succeed in the digital world. Staff will receive <i>extensive training, support, and the opportunity to engage in a unique, immersive curriculum to leverage technology in the classroom.</i> • Professional development for ELA teachers in the utilization of diagnostic assessments. • Continued professional development and coaching support in SiOP Sheltered English Instruction for English Language Learners. • Continued professional development and coaching support for teachers and administrators on Writing Folders. • Continue implementation of Learning Ally (assistive technology for developing readers to gain access to complex text). • Continued professional development in language dives in writing instruction. • Continued professional development in data driven instruction, small group instruction, and close reading.	Continued data analysis to identify individual student needs and trends to revise activities as needed.



2 Math	• The Learner Active Technology Infused Classroom (LATIC) Training. Lead Teacher Cohort 2 summer training and continued turn key to all staff. Development and coaching support throughout the SY for Cohort 2 teachers. Continued development and coaching support for Cohort 1 teachers. • Verizon Innovative Learning School Program Implementation and development providing technology and digital skills need to succeed in the digital world. Staff will receive <i>extensive training, support, and the opportunity to engage in a unique, immersive curriculum to leverage technology in the classroom.</i> • Continued professional development and coaching support in SiOP Sheltered English Instruction for English Language Learners. • Reinforce Content & Language Routines • Institute the Use of Daily Anchor Tasks • Incorporate viable digital content platforms to support personalized learning districtwide (e.g., iReady, Aleks) • Utilize the math coach for 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. • 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 • Implement formative assessments 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 • Institute 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, trends, school level trends, and grade level trends to revise activities as needed.
-------------------	--	--



3 Science (STEM)	• The Learner Active Technology Infused Classroom (LATIC) Training. Lead Teacher Cohort 2 summer training and continued turn key to all staff. Development and coaching support throughout the SY for Cohort 2 teachers. Continued development and coaching support for Cohort 1 teachers. • Verizon Innovative Learning School Program Implementation and development providing technology and digital skills need to succeed in the digital world. Staff will receive <i>extensive training, support, and the opportunity to engage in a unique, immersive curriculum to leverage technology in the classroom.</i> • Continued professional development and coaching support in SiOP Sheltered English Instruction for English Language Learners. • Provide all students with equitable access to rigorous curricula with the New Jersey Student Learning Standards – Science (NJSLS-S)-aligned instructional materials and assessments. • Provide opportunities reflective of research and best practices 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 as outlined in the NJSLS-S for grade-level and pre-requisite Next Generation Science Standards. • 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. • 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 • Institute lessons learned from the district’s At-Home learning model with regards to digitally enhanced instruction and virtual/blended supports. • Institute 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, trends, school level trends, and grade level trends to revise activities as needed.
---------------------------------	--	--



4 Other Content Specific and Climate & Culture	• The Learner Active Technology Infused Classroom (LATIC) Training. Lead Teacher Cohort 2 summer training and continued turn key to all staff. Development and coaching support throughout the SY for Cohort 2 teachers. Continued development and coaching support for Cohort 1 teachers. • Verizon Innovative Learning School Program Implementation and development providing technology and digital skills need to succeed in the digital world. Staff will receive <i>extensive training, support, and the opportunity to engage in a unique, immersive curriculum to leverage technology in the classroom.</i> • Continued professional development and coaching support in SiOP Sheltered English Instruction for English Language Learners. • Continued technology training in the implementation of digital portfolios, Nearpod, and other web tools for enhancing instruction, etc. • Provide Content area embedded professional development, including strategies and methods for implementing content during CPTs and PD days. • Implement training to create integrated standards-based assessments that address interdisciplinary skills as well as content area NJSLs. • Provide Restorative Practices training to all teachers, support staff, and administrators led by a building-based RJ specialist or outside agency. • Provide equity training to all staff led by an outside agency. • Continue to develop staff on improving classroom climate and culture as well as contributing to the school's overall climate and culture via the implementation of the school's vision and mission, school norms and routines, and events. • Implement mandatory training on the Danielson Evaluation Rubric, HIB, I&RS, Communicable Diseases, etc. • Continue to develop the Community School Model and involvement of Parent/Family/Community through more structured PTSO meetings and increased family engagement events, workshops and programming.	Continued data analysis to identify individual student needs, trends, school level trends, and grade level trends to revise activities as needed.
---	---	--



3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1 ELA	LATIC Verizon Innovative Learning School Program SiOP Learning Ally Pearson Resources / NJSLA Houghton Mifflin Harcourt (HMH) curriculum resources Rutgers School of Education (Writing Project) NJDOE	• Provide training and coaching for individual teacher needs based on observations and walkthroughs. • Use of curricular resources (HMH for Literacy, Illustrative Mathematics, and STC & Discovery for Science). • Use of intervention and assessment tools (HMH, iReady, NWEA, Inner Orbit, etc.). • Use of NJSLS tasks and release items.
2 Math	LATIC Verizon Innovative Learning School Program SiOP Illustrative Mathematics curricular resources iReady Aleks Rutgers University Center for Mathematics, Science, and Computer Education NJDOE	• Dynamic and cost-effective trainers for best practices in content areas as well as proven success in technology, pedagogy, assessment, Project-Based Learning, NJSLA / National Standards, and curriculum development. • College/University and Industry Partnerships with proven success in contents and grant providers. • Up to date training modules and PD. • Providers with proven success in content areas and/or pedagogy. • Free professional development offerings through NJDOE, University partners, and industry partners (some grant funded).
3 Sci	LATIC Verizon Innovative Learning School Program SiOP NGSS resources Phenomena Library Discovery Education curricular resources STC curricular resources PLTW Montclair State University / PRISM	• Use of NJDOE resources. • Cost-effective state mandated trainings for staff via the district in Frontline.



4 Other	LATIC Verizon Innovative Learning School Program SiOP Frontline: Resource Library Community School Model / Training New Jersey Institute for Social Justice NJDOE Equity and Anti-Racism Resources for Districts The New Jersey Black Empowerment Coalition (NJBEC) NJ Restorative Justice network Independent consultants Attendance Works Resources NJDOE Resources	
--------------------------	--	--



4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1		
2		
3		

Signature:

Principal Signature

Date