



Park Avenue School Professional Development Plan (PDP) SY 24-25

District Name	School Name	Principal Name	Plan Begin/End Dates
Orange Public Schools	Park Avenue School	Natasha N. Cox	September 1, 2024-June 30, 2025

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	During the 2024-2025 school year, science teachers will receive 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. The purpose of this goal is to leverage resources and professional development to establish increased support systems that will result in 60% of students in grades 3-7, who took the initial benchmark, meeting their projected growth on the NWEA assessment in Science by the end of June 2025.	Science Teachers Administration	<ul style="list-style-type: none"> ● One student fifth grade student (2%) met expectations on NJSLA-Science in 2023 ● 80% of fifth grade students were below proficient on the NJSLA-Science in 2023 ● Reviews of 23-24 NWEA Science benchmark results show a need to develop capacity for science teachers
2	During the 2024-2025 school year, ELA and mathematics	ELA Teachers Math Teachers	<ul style="list-style-type: none"> ● 14% of students were proficient on the NJSLA- Math in 2023



	<p>teachers will receive specific and focused professional development designed to support data analysis of classroom data, including unit assessments, ECRs, performance tasks, progress monitoring (Acadience) and benchmarks. The purpose of this goal is to leverage resources and professional development to establish increased support systems that will result in students meeting their benchmark targets by the end of June 2025.</p>	Administration	<ul style="list-style-type: none"> ● According to iReady, less than 50% of students in grades 1-7, were proficient on the third math benchmark (Spring 2024) ● 28% of students were proficient on the NJSLA- ELA in 2023 ● According to HMH Growth/Acadience, less than 60% of students in grades 1-7, were proficient on the third math benchmark (Spring 2024)
3	<p>During the 2024-2025 school year, all teachers will utilize Second Step to infuse SEL lessons into daily instruction. The purpose of this goal is to leverage resources to establish increased support systems that will result in a schoolwide behavior management plan that decreases by 20% the amount of students in grades 3-7 that disagree that students treat each other well at Park Avenue.</p>	All content area teachers	<ul style="list-style-type: none"> ● 56% of students in grades 3-5 disagreed that students treat each other well (via Spring Survey) ● According to the Spring Survey, students in grades 3-7 expressed concerns related to students' interpersonal skills (Ex. ability to work out disagreements and teasing) and peer to peer interactions

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
-------------	--------------------	---------------------------------------



1	Provide all Park Avenue students with equitable access to rigorous curricula through 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 and grade level trends to revise activities as needed.
2	Provide all Park Avenue students with equitable access to rigorous Math and ELA curricula and curricular resources in all grade levels.	Continued data analysis to identify individual student needs and grade level trends to revise activities as needed. Target students in the area of Math & ELA for academic tutoring. Use allotted intervention timeframe for additional time on instructional software to better meet the instructional needs of all students.
3	Provide teachers with training on Second Step and utilize a designated time frame for SEL instruction and related activities (grades K-4).	Continued data analysis to identify individual student needs and grade level trends to revise activities as needed. Develop a school wide behavior management plan that reinforces positive behaviors and interactions.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<ul style="list-style-type: none"> ● PLTW ● NWEA Science ● Science World ● Super STEM 	<ul style="list-style-type: none"> ● Through targeted and intentional professional development and focused CPT opportunities in Science ● Modeling support from school leaders, coaches, and district supervisors
2	<ul style="list-style-type: none"> ● HMH ● Acadience ● Waggle ● Amira ● Illustrative Math ● iReady 	<ul style="list-style-type: none"> ● Through targeted and intentional professional development and focused CPT opportunities in ELA and Math ● Modeling support from school leaders, coaches, and district supervisors



	<ul style="list-style-type: none"> ● Open Up Resources ● Science World ● Super STEM 	
3	<ul style="list-style-type: none"> ● Second Step 	<ul style="list-style-type: none"> ● Track student behavior to determine impact made by program ● Review Spring Surveys 2025

4: Progress Summary

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

Signature: Natasha N. Cox **Natasha N. Cox**
Principal Signature

June 24, 2024
Date