



Park Avenue School Professional Development Plan (PDP) SY 25-26

District Name	School Name	Principal Name	Plan Begin/End Dates
Orange Public Schools	Park Avenue School	Natasha N. Cox	September 1, 2025-June 30, 2026

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	<p>During the 2025–2026 school year, systems of support will be tailored to meet the needs of individual Math and Science teachers to engage in targeted professional development aligned to the NJSLS and NGSS to strengthen instructional approaches and accelerate student growth, inclusive of special education students and multilingual learners.</p> <p>Professional development opportunities will focus on core content, procedural and conceptual understanding, and disciplinary practices to strengthen instruction and leverage resources and professional development supports to increase student achievement, will yield at least a 10% increase in students at each grade level scoring proficient for</p>	K-7 Math K-7 Science Teachers Administration	<ul style="list-style-type: none">● Reviews of 24-25 NWEA Science benchmark results show a need to develop capacity for science teachers● 2024 Spring NJSLA Math proficiency<ul style="list-style-type: none">○ Grade 3: 21.3%○ Grade 4: 24.4%○ Grade 5: 27.5%○ Grade 6: 5.6%○ Grade 7: 19.2%● 2024 Spring NJSLA Science proficiency<ul style="list-style-type: none">○ Grade 5: 9.8%● Spring 2025 - Spring Benchmark Data (iReady) grade level proficiency as follows:<ul style="list-style-type: none">○ Grade K: 36%○ Grade 1: 53%○ Grade 2: 19%○ Grade 3: 29%○ Grade 4: 32%○ Grade 5: 21%○ Grade 6: 24%○ Grade 7: 24%



	the NJSLA-Math (grades 3-7) and NJSLA-Science (grade 5) in Spring 2026.		<ul style="list-style-type: none"> According to Spring 2025 survey data, 40% of staff believe they would benefit from professional development in teaching multilingual learners.
2	During the 2025–2026 school year, systems of support will be tailored to meet the needs of individual ELA and Social Studies teachers by providing targeted professional development focused on analyzing classroom data, including unit assessments, extended writing responses, performance tasks, Acadience progress monitoring. The goal is to strengthen instructional practices and increase student achievement, inclusive of special education students and multilingual learners, by 10% in the number of students at each grade level meeting proficiency on the NJSLA-ELA in Spring 2026.	K-7 ELA Teachers 1-7 Social Studies Teachers Administration	<ul style="list-style-type: none"> ELA Spring 2024 NJSLA - ELA proficiency is as follows: <ul style="list-style-type: none"> Grade 3: 26.7% Grade 4: 35.9% Grade 5: 44.7% Grade 6: 22.9% Grade 7: 39.6% ELA Spring 2025 Benchmark Data (NWEA or Acadience) is as follows: <ul style="list-style-type: none"> Grade K: 64% Grade 1: 33% Grade 2: 31% Grade 3: 21% Grade 4: 27% Grade 5: 21% Grade 6: 19% Grade 7: 13% According to Spring 2025 survey data, 40% of staff believe they would benefit from professional development in teaching multilingual learners.
3	During the 2025–2026 school year, all teachers will incorporate Stop Everything and SEL sessions into weekly instruction to strengthen schoolwide support systems designed to increase students’ self awareness, self management, social awareness, responsible decision making and relationship skills. The goal is to implement a consistent school wide and classroom based behavior management plan that	All content area teachers	<ul style="list-style-type: none"> According to Spring 2025 survey data, 36% of staff believe they would benefit from professional development related to designing classroom expectations, routines and transitions. 20/28 conduct incidents are specific to behaviors of students in grades 5-7



	<p>focuses on SEL competencies to support 90% of classes in implementing SEL lessons into weekly instruction that support students in reducing peer to peer conflicts.</p>	
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2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> Reinforce content and routines across all K-7 classrooms Incorporate viable digital content platforms to support personalized learning (iReady) Institute a sustained professional development structure that engages all mathematics teachers as PLCs (within the TESSPs) with a focus on facilitating Productive Struggle, Mathematical Discourse, Math Routines, and Task Analysis 	<p>Continued data analysis to identify individual student needs and grade level trends to revise activities as needed.</p> <p>Target students for academic tutoring. Use supplemental programming for additional time on instructional software to better meet the instructional needs of all students.</p>
2	<ul style="list-style-type: none"> Reinforce content and routines across all K-7 classrooms Incorporate viable digital content platforms to support personalized learning (Waggle, Amira, Reading Plus, Acadience) 	<p>Continued data analysis to identify individual student needs and grade level trends to revise activities as needed.</p> <p>Target students for academic tutoring. Use supplemental programming for additional time on instructional software to better meet the instructional needs of all students.</p>
3	<ul style="list-style-type: none"> Development and implement a school wide SEL education and positive behavior program to provide behavior intervention support to teachers. 	<p>Continued data analysis to identify individual student needs and grade level trends to revise activities as needed.</p> <p>Develop a school wide behavior management plan that reinforces positive behaviors and interactions.</p> <p>Analyze weekly targeted walk-through trends to provide feedback to staff about improvement of instruction and behavior management.</p>



3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<ul style="list-style-type: none"> ● PLTW ● NWEA Science ● Science World ● Super STEM ● Illustrative Math ● iReady ● Open Up Resources 	<ul style="list-style-type: none"> ● Through targeted and intentional professional development and focused TESP opportunities in Science and Math ● Modeling support from school leaders, coaches, and district supervisors ● Review Spring Surveys 2026
2	<ul style="list-style-type: none"> ● HMH ● Acadience ● Waggle ● Amira ● NWEA MAP Growth 	<ul style="list-style-type: none"> ● Through targeted and intentional professional development and focused TESP opportunities in ELA and Social Studies ● Modeling support from school leaders, coaches, and district supervisors ● Review Spring Surveys 2026
3	<ul style="list-style-type: none"> ● District SEL Curriculum ● Second Step 	<ul style="list-style-type: none"> ● Administrators should identify teachers who must view model lessons/class management strategies implemented by colleagues. ● Track student behavior to determine impact made by program ● Review Spring Surveys 2026

4: Progress Summary

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



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

June 20, 2025
Date