



STEM Innovation Academy of the Oranges School Professional Development Plan (PDP) 2025-2026

This optional school PDP template is provided to assist school leaders in fulfilling New Jersey's professional development requirements. Use of this template is not mandated by the New Jersey Department of Education. Educators may use or modify this template or create their own. The completed PDP sample is for a fictional school and has been provided for illustrative purposes only. To download a blank copy of the template alone, please visit <http://www.nj.gov/education/profdev/sdpdp/OptionalSchoolPDPTemplate.doc>.

All schools in New Jersey are required to create an annual school-level PDP. For purposes of planning, the school PDP implementation year is considered to run from July 1 through June 30. As of July 1, 2013, New Jersey [professional development regulations](#) have been revised, necessitating some changes to the school-level planning processes. The new regulations:

- Eliminate the requirement for a School Professional Development Committee (SPDC); and
- Assign primary responsibility for PD planning to the school principal, who has flexibility to organize the planning process but should at minimum consult with the School Improvement Panel (ScIP). The ScIP, which is comprised of the principal, assistant/vice principal, and at least one teacher, is responsible for identifying professional learning opportunities and reviewing school-level educator and student performance data in support of school-level PD planning (N.J.A.C. 6A:10-3.2). Additional information on the composition and role of the ScIPs is available at <http://www.nj.gov/education/AchieveNJ/scip/>.

The school PDP must align with [New Jersey's Definition of Professional Development](#) and [Professional Standards for Teachers](#) and the [New Jersey Standards for Professional Learning](#). These resources provide a framework for the essential content, conditions, and attributes for effective professional learning and articulate what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce. Each district's approved evaluation practice instrument has been aligned with these standards.

An initial school PDP should be created and submitted to the district on a timely basis in order for it to be considered in the development of the district PDP. Districts are now free to determine their own planning timelines in order to meet the annual PD cycle. Moreover, the school PDP should be seen as a living document that can be revised during the year to be responsive to changing school-level needs.

Instructions for using this optional PDP template are provided below. All tables may be expanded as necessary.

Creating the School PDP

Principals are encouraged to work collaboratively with the ScIP to invite input from staff members to create this plan. The School PDP should consider professional learning goals common to all staff as well as for subgroups of staff, as appropriate. The plan should include a statement of the professional learning (PL) goals that



are priorities for the year and the specific professional learning activities that will be implemented to support staff in working toward these goals. The role that collaborative teams will play in implementing the plan should be considered when determining specific professional learning activities.

Step 1: Identify Professional Learning Goals

In Table 1, enter in priority order the annual goals for staff professional development and growth. These can be derived from many sources of evidence compiled and analyzed by the principal and staff, including but not limited to: district and school improvement goals, aggregated educator evaluation and student performance data, data from collaborative learning teams, and school-level needs assessments. For each goal, indicate the staff members for which this goal is applicable. For example, some professional learning goals may be important for all staff members, but others may be unique to particular subgroups of staff, such as teachers of science or second grade teachers. In addition, for each goal, explain the rationale and related sources of evidence for its inclusion.

Step 2: Determine Professional Learning Activities to Support Each Goal

Enter specific PL activities to address each goal identified in Step 1 and describe these in Table 2. Please note: You *might identify more than one PL activity per goal; conversely, there may also be some PL activities that will address multiple goals*. In addition, enter the target dates by which these activities should be completed.

For each initial learning activity, consider follow-up activities, as appropriate, that will help deepen the learning and/or apply the learning to practice (e.g., coaching, review of formative assessment data, action research) and include these follow-up activities and timelines in the plan.

Step 3: Determine Essential Resources

Table 3 can be used to compile information on specific resources (e.g., materials, technology, time, personnel) that will be needed to support the implementation of the school-level plan. Use this table as well to enter any other special considerations related to implementing the plan.

Step 4: Track Progress

Use Table 4 for entering notes about the implementation of the plan and attainment of the identified learning goals. Feedback on the professional learning activities can be noted here as well as any evidence of impacts the PL activities have had on professional practice. Notes entered here will help identify ongoing needs, necessary revisions to the plan and ideas for future planning cycles.



School Professional Development Plan (PDP) Template

District Name	School Name	Principal Name	Plan Begin/End Dates
Orange Public Schools	STEM Innovation Academy of the Oranges	Dr. Devonii Reid	September 1, 2025-June 30, 2026

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	SAT During the 2025-2026 school year, STEM administration will initiate, build, and sustain collaborations and partnerships to provide specific and focused professional development to support teaching and learning content, conceptual understandings, and various approaches to improve SAT scores. By June 2026, 100% of STEM scholars in the class of 2025 and 2026 will increase their score on the Scholastic Aptitude Test by at least 20 points in each section compared to their current SAT/PSAT score.	SAT Saturday Teacher Math and ELA Teachers District Supervisors District Coaches Building- Based Administration Grades 11 and 12	SAT performance/results play a predominate role in students' options for higher learning. It even impacts the scholarship amounts. Teachers will need training specific strategies as it relates to SAT improvement and mastery of content tested on the SAT. Grade 11 Spring 2025 Average ELA – 521 Average Math – 559 On average scholars increased ___-1___ points from the prior school year. (AVG 1081 SY 24-25; 1080 SY 23-24) 2024 Avg ELA 518 (+3) 2024 Avg Math 562 (-3)



2	Mathematics During the 2025-2026 school year, STEM administration will initiate, build, and sustain collaborations and partnerships to provide specific and focused professional development to support the teaching and learning of core math content, conceptual understandings, mathematical practices for Algebra I, Geometry, Algebra II. The strategies will cater to meeting the needs of traditionally high performing students who suffered learning loss.	Math Supervisors Building Administration	
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3	SEL Instructional Staff will take a more prominent role in guiding our students through Social and Emotional Learning (SEL by focusing on emotions, Self-awareness, Self-management, social awareness, Relationship management, and Responsible decision-making, and coping strategies for anxiety and depression. This will require training and daily supports for staff members in this area.	Instructional Staff of students in grades 9-12 Building- based administrators Experts with SEL Guidance Counselor	Over the last year there have been over 1 referral for intervention through counseling and consulting services. Post-pandemic students participated district-wide and external counseling program(s) Open Ears, Open Hearts (Wellness Wednesday), The SPACE program, Making Better Choices, and New Life Counseling Tele-mental Health. Students needed increased SEL supports and access to ongoing wellness activities and resources for emotional support.
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2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	SAT Results Compile and analyze all data sources Create intervention schedules to be used during advisory/office hours Provide PD on intervention planning based on data, practices and resources Provide PD on SAT prep Establish a team to review and monitor SAT prep ad implementation PD on best practices as it relates to SAT	Continued data analysis to identify individual student needs, classroom trends, school level trends, and grade level trends to revise activities needed.
2	Mathematics Content supervisors will provide training for all teachers in unpacking and aligning content standards alongside the building principal.	Continued data analysis to identify individual student needs, classroom trends, school level trends, and grade level trends to revise activities needed.



	<p>All teachers will unpack the CCSS and NJCCCS with assistance of content supervisors.</p> <p>All teachers will align instructional units to the CCSS and NJCCCS.</p> <p>Two teacher PD days dedicated to training and alignment work.</p> <p>Dedicated time for collaborative teams to refine aligned lessons and assessments.</p> <p>Utilize anchor charts to scaffold understanding of extended/short construction questions</p>	
3	<p>SEL –</p> <p>Review strategies that promote SEL</p> <p>Model approaches for SEL support during staff meetings</p> <p>Implement consistent restorative justice circles</p> <p>Guidance receive and provide support to staff</p>	<p>Continued data analysis to identify individual student needs, classroom trends, school level trends, and grade level trends to revise activities needed.</p> <p>Review results to retest and make a determination on needed support.</p>

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<p>Buck Institute for Education (BIE)</p> <p>SAT PREP Resources</p> <p>Khan Academy Training</p> <p>College Board</p>	



2	Buck Institute for Education (BIE) School- Developed curriculum PD Resources provided Content Supervisors	
3	District Level PD (GNC) Main street Counseling Grater Newark Cares http://www.casel.org/what-is-sel/ New Life Counseling Services	

4: Progress Summary

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



3		
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Signature: **Gerarld Fitzhugh II, Superintendent of Schools**
 Principal Signature

June 23, 2025
Date