



## School Professional Development Plan (PDP) SY 24-25

District Name	School Name	Principal Name	Plan Begin/End Dates
Orange Public Schools	Twilight U @ OHS	Erica Stewart, Ed.D.	7/1/24-6/30/25

### 1: Professional Learning Goals

No.	Goal	Identify Group	Rationale/Sources of Evidence
1	By June 30, 2025, Twilight U faculty will demonstrate effective queuing strategies as evidenced by student engagement and student leadership of classroom discussion.	All instructional faculty (inclusive of the Principal) All students	Students have demonstrated that they are adept at call and response. Teachers who have the ability to initiate rich discussion and further facilitate dialogue among students are a necessity in preparing students bound for college and career opportunities following their secondary education. Walkthrough data will capture more students to student engagement and students leading the discussions and asking questions that promote a deeper level of understanding. Lesson plans should include the questions that teachers will ask. Bloom's Questioning Cues and the collaborative analysis protocol will be used in the analysis of student work.



2	<p>By May 15, 2025, The district will employ ELA and Mathematics Benchmarks aligned with Twilight master scheduling (Modules by semester).</p> <p>District will purchase and distribute Kendall Hunt support materials and assign 20 weeks of Aleks licenses Twice per year.</p> <p>The Department of STEM Learning will purchase NWEA seats for pre and post assessment data for both semesters (Fall/Winter and Winter/Spring)</p> <p>The Humanities department will provide access to reading diagnostic and intervention program to support leveled reading and other adaptive software and/or extensions</p>	<p>STEM Learning and Humanities Departments</p> <p>Chief School administrator</p> <p>ALL instructional Staff (Inclusive of Principal)</p>	<p>100% of the students currently enrolled in the Twilight program are addressing skill deficits in English and/or Mathematics. Additional supports for learning disabilities, English language learners and students with gap years are required to ensure that the program can move the students from a trajectory of failure to one of academic proficiency.</p> <p>There are students enrolled with Lexile levels below 1000 and who struggle with basic mathematical concepts; some even employing the Chisanbop method for arithmetic. The district supports listed would likely assist in bringing these students closer to levels of proficiency prior to administration of high stakes tests like the NJGPA/SAT/ACT.</p>
3	<p>By June 30, 2025, Twilight U faculty will use assessment effectively during instruction as evidenced by the connection of the lesson to prior item analyses and data presentations</p>	<p>All instructional faculty (inclusive of the Principal)</p>	<p>Far too often students are “tested”, scores are recorded and instruction moves forward. What is missed is the opportunity to reflect on student learning and pedagogical practices. Evidence will be captured in their semester screencast. It will also be present in lesson plans.</p>
4	<p>By June 30, 2025, Twilight U faculty will establish a culture for learning as evidenced by a 80% in cohort graduation rate.</p>	<p>All Faculty. (inclusive of the Principal)</p> <p>All Students</p>	<p>It was unclear if students were out of cohort due to repeated failures, chronic absenteeism or a failure to identify special supports. It was surmised that it more than likely was a combination of the three. Students are reluctant to engage in learning experiences that extend beyond the scope and sequence of the course. Semester snapshots, Graduation progress plans, IPRs and report cards are a few ways that progress can be identified.</p>



## 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Teachers will routinely perform item analyses and report out assessment data. Lesson plans will reflect how assessment results are connected to subsequent planning	Teachers will post data presentations for each semester of instruction.
2	Teachers will prepare and submit questions with lesson plans	Teachers will complete reflections on the results of their questioning strategies
3	Internal Professional development opportunities (during the weeks of innovation) on structuring provocative questions and evoking meaningful student-led discussion	Students will discern which questions asked led to the most intense and meaningful discussions.
4	Provide action research, project-based and research projects to engage students in the tenets of research across curricula	Teachers develop action research projects that will identify the causes of less than stellar academic performance within our chronic failure cases.
5	Create a student accountability system, inclusive of staff and parents, encouraging them to motivate and support each other as they move along the maturity continuum to interdependence.	Through digital communication, restorative practices, parent group meetings, faculty meetings, and student advisory council, students will be afforded opportunities to self-advocate, manage a self-paced scope and sequence, manage time wisely, and reap the benefits of a deeper sense of pride in their work and accomplishments.

## 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<a href="https://www.youtube.com/watch?v=zgno2uBOF4U">https://www.youtube.com/watch?v=zgno2uBOF4U</a> <a href="http://www.ingredientsofoutliers.com/7-powerful-tips-for-creating-a-culture-of-learning-in-the-classroom/">http://www.ingredientsofoutliers.com/7-powerful-tips-for-creating-a-culture-of-learning-in-the-classroom/</a> <a href="https://www.edutopia.org/blog/promoting-a-culture-of-learning-terry-heick">https://www.edutopia.org/blog/promoting-a-culture-of-learning-terry-heick</a> <a href="https://www.teachingchannel.org/video/culture-of-learning">https://www.teachingchannel.org/video/culture-of-learning</a>	



	<a href="https://www.kqed.org/mindshift/53684/going-for-depth-howschools-and-teachers-can-foster-meaningful-learning-experiences">https://www.kqed.org/mindshift/53684/going-for-depth-howschools-and-teachers-can-foster-meaningful-learning-experiences</a>	
2	<a href="https://jaymctighe.com/wp-content/uploads/2011/04/You-CanTeach-for-Meaning.pdf">https://jaymctighe.com/wp-content/uploads/2011/04/You-CanTeach-for-Meaning.pdf</a> <a href="https://www.amazon.com/Teaching-Meaning-High-PovertyClassrooms-Michael/dp/0807734233">https://www.amazon.com/Teaching-Meaning-High-PovertyClassrooms-Michael/dp/0807734233</a> <a href="https://www.tandfonline.com/doi/abs/10.1007/s10972-012-9297-9">https://www.tandfonline.com/doi/abs/10.1007/s10972-012-9297-9</a>  <a href="https://www.teachingchannel.org/blog/2016/01/22/5-tipsconceptual-understanding">https://www.teachingchannel.org/blog/2016/01/22/5-tipsconceptual-understanding</a>  <a href="https://beyondpenguins.ehe.osu.edu/issue/energy-and-the-polarenviro nment/questioning-techniques-research-based-strategies-forteachers">https://beyondpenguins.ehe.osu.edu/issue/energy-and-the-polarenviro nment/questioning-techniques-research-based-strategies-forteachers</a>  <a href="https://beyondpenguins.ehe.osu.edu/issue/energy-and-the-polarenviro nment/questioning-techniques-research-based-strategies-forteachers">https://beyondpenguins.ehe.osu.edu/issue/energy-and-the-polarenviro nment/questioning-techniques-research-based-strategies-forteachers</a>	
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#### 4: Progress Summary

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

Signature: \_\_\_\_\_

Principal Signature

\_\_\_\_\_

Date

