



## District Professional Development Plan

District Name	Superintendent Name	Plan Begin/End Dates
Orange Public Schools	Gerald Fitzhugh, II, Ed.D.	July 1, 2023 -June 30, 2024

### 1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	<p><b>Mathematics</b></p> <p>Learning gaps generating from interrupted and unfinished learning continue to create a need for reinforced support and accelerated instructional approaches.</p> <p>During the 2023-2024 school year, systems of supports will be differentiated and tailored to meet the needs of individual teachers and administrators 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 to attain a 5 percentage point increase in the number of students scoring proficient as measured by the 2024 NJSLA for students in grades 4 – 8; Algebra I, II, and Geometry.</p>	<p>K-12 Mathematics Teachers</p> <p>Executive Director of STEM Focused Learning</p> <p>Supervisors of Mathematics</p> <p>Mathematics Coaches</p>	<p><b>2021-2022 NJSLA-M scores:</b></p> <p>Grade 3: 18.8%</p> <p>Grade 4: 17.5%</p> <p>Grade 5: 13.6%</p> <p>Grade 6: 15.1%</p> <p>Grade 7: 22.3%</p> <p>Grade 8: 11.1%</p> <p>Algebra I: 19.4%</p> <p>Algebra II: 72.7%</p> <p>Geometry: 80.0%</p>



<p><b>2</b></p>	<p><b>Science:</b> Learning gaps generating from interrupted and unfinished learning continue to create a need for reinforced support and accelerated instructional approaches.</p> <p>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 2024 NJSLA science assessments in grades 5, 8, and 11.</p>	<p>K-12 science teachers Executive Director of STEM Focused Learning Science Supervisor STEM Supervisor Science/STEM Coaches</p>	<p><b>2021-2022 NJSLA-S scores:</b> Grade 5: 8.0% Grade 8: 2.2% Grade 11: 16.7%</p>
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<p><b>3</b></p>	<p><b>English Language Arts:</b>          During the 2022-2023 school year, English language arts (ELA) teachers and building administrators will participate in grade level band professional development, implement curricula and reading and writing strategies with fidelity, and administer diagnostics and benchmarks to inform data driven tier 2 instruction as measured by 100% participation in embedded professional development, a 15% reduction in Grade 3 students reading below grade level, a 10 point increase on the district average NJSLA writing score, and an overall 10% increase on the NJSLA-ELA for respective grade spans</p> <p>All preschool instructional staff will participate in a series of PD sessions with Bank Street Education Center on Early Literacy using the Science of Reading as a base to develop meaningful learning experiences through:</p> <ol style="list-style-type: none"> <li>1. Concepts about Print</li> <li>2. Alphabetic Principle</li> <li>3. Phonological Awareness</li> </ol> <p>Using the Child Observation Record (COR) the goal is for 85% of P4s will reach a level of 4 or better in the alphabetic principle section and phonological sections of the Language, Literacy, and Communication (LLC) content area</p>	<p>LETRS Cohort III K-3rd grade          ELA teachers who are new to the district          Executive Director of Humanities          ELA Supervisors          ELA Coaches          ESL/Bilingual Supervisor          SE Supervisors          Gr. 3-12 ELA teachers          OHS &amp; OPA VPs          Bard Sequence Professor</p> <p>Preschool Teachers          Preschool Paraprofessionals          Early Childhood Support Staff          Early Childhood Administrators and Directors</p>	<p>2021-2022 NJSLA - ELA scores:</p> <p>Grade 3: 25%          Grade 4: 31%          Grade 5: 34%          Grade 6: 36%          Grade 7: 40%          Grade 8: 41%          Grade 9: 33%          Grade 11: 20%</p>
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<p>4 Other Content Specific</p>	<ul style="list-style-type: none"> <li>• Continue to provide all teachers of ELL students with Sheltered English Instruction</li> <li>• Provide Restorative Practices training to all instructional staff</li> <li>• Expand the integration of technology in our curricula to enhance delivery of instruction and innovative content creation</li> <li>• Continue to provide content area embedded professional development, including strategies and methods for implementing content</li> <li>• Implement training to create integrated standards based assessments that address interdisciplinary skills as well as content area NJSLS</li> <li>• Continue to provide training and professional development for all NJDOE Mandated trainings</li> </ul>	<p>Continued data analysis to identify individual student needs, trends, school level trends, and grade level trends to revise activities as needed.</p>	<p>2021-2022 NJSLA results: See above M, ELA, Science</p>
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**2: Professional Learning Activities**

<p>PL Goal No</p>	<p>Initial Activities</p>	<p>Follow-up Activities (as appropriate)</p>
<p>1 Math</p>	<ul style="list-style-type: none"> <li>• Reinforce Content &amp; Language Routines across all K -12 classrooms</li> <li>• Institute the Use of Daily Anchor Tasks all K -12 classrooms</li> <li>• Incorporate viable digital content platforms to support personalized learning districtwide (e.g., iReady and Aleks)</li> <li>• Utilize coaches and supervisors for Intervention Support based upon NJSLA performance targets</li> <li>• Implement a protocol for the continuous review</li> </ul>	<p>Continued data analysis to identify individual student needs, classroom trends, school level trends, and grade level trends to revise activities needed.</p>



	<p>of performance data to determine formats for revisiting non-mastered content.</p> <ul style="list-style-type: none"> <li>● Institute a cross-sectional analysis process to monitor teaching and learning in classrooms and districtwide.</li> <li>● 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</li> <li>● Implement formative assessments across all grade levels with embedded training on NCTM's Principles to Action</li> <li>● Institute lessons learned from the district's At-Home learning model with regards to digitally enhanced instruction and virtual/blended supports</li> <li>● Institute Labsite program to foster collaboration amongst teachers as well as implementation of research-based best teaching practices</li> </ul>	
2 Science	<ul style="list-style-type: none"> <li>● Provide all students with equitable access to rigorous curricula with the New Jersey Student Learning Standards – Science (NJSLS-S)-aligned instructional materials and assessments in all grade levels</li> <li>● Provide opportunities reflective of research and best practices for K-12 Science Students to engage with Scientific phenomena</li> <li>● Facilitate the implementation of NJSLS-S and STEM-focused instructional models</li> <li>● Support and advance the development and use of differentiated assessments (diagnostic, formative, summative, authentic) that measures Student achievements based on the NJSLS-S</li> <li>● 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</li> </ul>	Continued data analysis to identify individual student needs, trends, school level trends, and grade level trends to revise activities as needed.



	<p>engineering practices and Cross Cutting concepts for Grades K-12 as outlined in the NJSLS-S.</p> <ul style="list-style-type: none"><li>● Continue the alignment of Curricula with the NJSLS-S focus.</li><li>● 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</li><li>● Implement integrated, Standards-based common assessments that evaluate Student growth; conceptual understanding; Science and engineering skills.</li><li>● Develop teacher capacity for building Science content and pedagogical knowledge, translating standards to practice, and reflecting on pedagogical practices.</li><li>● 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</li><li>● Institute lessons learned from the district’s At-Home learning model with regards to digitally enhanced instruction and virtual/blended supports</li><li>● Institute Labsite program to foster collaboration amongst teachers as well as implementation of research-based best teaching practices</li></ul>	
3 ELA	<ul style="list-style-type: none"><li>● Professional development for ELA teachers in grades K-12 in the utilization of the diagnostic assessments</li><li>● Professional development and coaching support of Writing Folders in grades K-12 for teachers and administrators</li><li>● Continued professional development and coaching support for grades 3-12 teachers and administrators on Writing Folders</li><li>● Implementation and completion of LETRS course units 1-4 for Cohort III of K-3 teachers who are new to the district</li></ul>	Continued data analysis to identify individual student needs, classroom trends, school level trends, and grade level trends to revise activities as needed.



	<ul style="list-style-type: none"><li>• Continue implementation of Learning Ally (assistive technology for developing readers to gain access to complex text)</li><li>• Continued professional development for grades K-12 in language dives in writing instruction</li><li>• Continued professional development with Bard for grades 9-12</li><li>• Continued professional development for teachers on the new K-2 diagnostic assessments via Acadience</li><li>• Implementation of Waggle as a blended learning platform in grade and continued implementation in grades K-2</li><li>• PD sessions in LLC</li><li>• Staff meetings to review state standards in Language, Literacy and Communication as well as the KDIs</li><li>• CPT meetings teachers will review student work and the developmental continuum in LLC to create appropriate lessons for all learners</li><li>• Instructional coaches will provide one on one support in lesson planning regarding these concepts</li><li>• Lesson plans will demonstrate focused, intentional, and targeted activities in the LLC content area</li><li>• K standards will be reviewed in ELA to ensure preschool teachers are familiar with the skills children will be exposed to in kindergarten. This will ensure proper alignment</li></ul>	
4 Other Content Specific	<ul style="list-style-type: none"><li>• Continue to provide all teachers of ELL students with Sheltered English Instruction</li><li>• Provide Restorative Practices training to all teachers</li><li>• Expand the integration of technology in our curricula to enhance delivery of instruction and innovative content creation</li><li>• Continue to provide content area embedded professional development, including strategies and methods for implementing content</li><li>• Implement training to create integrated standards</li></ul>	Continued data analysis to identify individual student needs, trends, school level trends, and grade level trends to revise activities as needed.



	<p>based assessments that address interdisciplinary skills as well as content area NJSLs</p> <ul style="list-style-type: none"> <li>• Continue to provide training and professional development for all NJDOE Mandated trainings</li> <li>• Continue Anti-Bias Education in our Preschool program</li> </ul>	
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**3: PD Required by Statute or Regulation**

State-mandated PD Activities
<p>Dyslexia            Suicide Awareness (2 hours every 5 years)            Harassment, Intimidation, and Bullying {HIB} (2 hours every 5 years)            HIB: District Policy            Recognition of Substance Abuse and Alcohol, Tobacco, and other Drug Prevention and Intervention School Safety and Security            Law Enforcement Operations Gang Awareness            Code of Student Conduct            Potentially Missing, Abused or Neglected Children School Safety Teams and Specialists            Electronic Violence and Vandalism Reporting System            Communicable Diseases</p>





Use of a Nebulizer Asthma  
Diabetic Student Health Plan  
School Nurse Delegate for Glucagon Delegates for Epinephrine Administration  
General Student Needs  
Recognition Blood Borne Pathogens  
Career and Technical Education  
CPR/AED training  
Lyme Disease  
Interscholastic Athletic Head Injury Safety Training Program  
Education Evaluation (Danielson, NJPEP)  
Ethics, Law, Governance, HIB for school leaders  
Bilingual Education In-service Training  
Equity and Affirmative Action  
Integrated Pest Management  
Special Education Training  
Preschool Training  
Teacher Mentor Training  
Family Education Rights and Privacy Act (FERPA}  
Blood Borne Pathogens and Right to Know  
Intervention and Referral Services  
Social Emotional Learning and Restorative Justice Practices  
Preschool Anti-Bias Education

#### 4: Resources and Justification

##### Resources



1. Frontline: Resource Library
2. Voyager Sopris (LETRS)
3. Houghton Mifflin Harcourt/Springboard
4. Open Up Resources
5. Kendall Hunt
6. Illustrative Mathematics
7. Rutgers University Center for Mathematics, Science, and Computer Educations
8. Buck Institute for Education (BIE)
9. Pearson
10. Rutgers School of Education
11. Montclair State University
12. Creative Mathematics
13. Seton Hall University
14. Essex County Prosecutor's Office
15. Independent consultants
16. NJDOE CTE Department
17. The College of New Jersey
18. Rutgers School of Health Professions
19. i-Ready
20. ALEKS
21. NJDOE
22. Learning Ally
23. PLTW
24. MSUNER
25. Bank Street College
26. Dr. Helen Tinsley Institute for Multicultural Empowerment
27. High Scope Preschool Curriculum Developers
28. Waggle
29. Acadience

#### **Justification**

1. Provides cost effective state-mandated trainings and individual teacher needs based on observations and walkthroughs
2. Sole provider for LETRS



3. Continue use of HMH curricular resources, grades K – 8/Sole provider of new resource: Springboard, grades 9 - 12
4. Cost-effective dynamic trainers for mathematics best practices
5. Cost-effective providers with proven success in technology, pedagogy, assessment, CCSS, and curriculum development
6. Cost-effective providers with proven national success in Project Based Learning
7. PARCC developer, NJSLS implementation, Sole provider for Our World Social Studies implementation
8. National Writing Project partnership
9. Proven success in mathematics content; PRISM grant partnership; CUSP grant partnership; WIPRO grant partnership: Woodrow Wilson grant partnership.
10. Cost-effective providers with proven success in job-embedded mathematics practices
11. On-going partnership with School of Education
12. Provides administrators and security guards with up-to-date gang awareness training
13. Vetted for content expertise in non-ELA and Mathematics subjects
14. Grant-mandated professional development
15. Cost-effective provider with proven success in STEM
16. Cost-effective providers with proven success in Health Sciences
17. Cost effective providers for sole-source mathematics blended learning for ELL students
18. Free professional development
19. Sole-source for SE reading blended learning
20. Cost-effective providers of engineering professional development
21. Montclair State University Partnership including free professional development sessions and Urban Educators Grant Partnership
22. Cost effective provider with proven success in Early Childhood Education
23. Provides cost effective state-mandated trainings
24. Cost-effective providers with proven success in Early Childhood Education

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

**Superintendent Signature**

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**Date**