



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

<b>District Name</b>	<b>School Name</b>	<b>Principal Name</b>	<b>Plan Begin/End Dates</b>
ORANGE TOWNSHIP PUBLIC SCHOOL	ORANGE HIGH SCHOOL	MR. JASON BELTON	SEPTEMBER 1, 2024 – JUNE 30, 2025

### 1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	By June 2025, 60% of English I students will meet their projected growth based on diagnostic assessment data.	OHS ELA Teachers OHS Administrators ELA Coach Supervisor of English	Based on 2022-23 NJSLA data, 30% of students in English I met or exceeded expectations.  Based on 2023-24 Benchmark Assessments, an average of 50% of students in English I were proficient.
2	By June 2025, 60% of Orange High School 9th grade students enrolled in Algebra I will meet their targeted end of year growth goal as projected by the NWEA diagnostic assessment.	OHS Mathematics Teachers OHS Administrators Mathematics Coaches Supervisors of Mathematics	Based on 2022-23 NJSLA data, 5.4% of students enrolled in Algebra I were on or above grade level.  Based on SY 2023-2024 iReady Spring data, 11.4% of students currently enrolled in Algebra I are on or above grade level.  Based on SY 2023-2024 NWEA Spring data, 21.4% of students currently enrolled in Geometry are on or above grade level.
3	By June 2025, Orange High School will reduce the number of students with 2 or more out-of-school suspensions by 20%, through the implementation of a structured SEL program.	OHS Care Team Members OHS Staff OHS Administrators OHS Students	During the 2023 -2024 school year, 288 students received at least one Out-of-School suspension, with 137 having 2 or more.



## 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> <li>Support teachers through regular reviews of teaching strategies, testing protocols and student performance to assess the effectiveness of skills and strategies.</li> <li>Implement a practice of progress monitoring and data reflection to improve providing timely, constructive feedback that guides student engagement.</li> <li>Provide time for teacher coaching cycles and curriculum support to build capacity and strengthen best practices as it relates to grade calibration and data analysis to develop small group support.</li> </ul>	<ul style="list-style-type: none"> <li>Assess lesson plans and classroom instruction for alignment with the ELA look-fors shared during professional development and Common Planning Time.</li> <li>Teachers will work during common planning to analyze assessment data to identify students' differentiated learning needs to target intervention for small group instruction.</li> <li>Parent teacher contact logs will be reviewed quarterly to ensure contact regarding proficiency and participation rates</li> <li>Targeted walkthrough and formal observations; analyze walkthroughs, observations and formative district mandated assessments to assist teachers in need of differentiated professional development, mentoring and coaching</li> </ul>
2	<ul style="list-style-type: none"> <li>Utilize quantitative and qualitative data collected through learning walks, instructional walkthroughs, observations, and lesson plan reviews to provide teachers with ongoing support to implement research-based best practices via successful and timely delivery of district curriculum and corresponding resources.</li> <li>Build teachers' confidence and proficiency in utilizing data to identify critical gaps in learning for groups as well as individual students, develop action plans to specifically address the identified gaps through small group instruction, and evaluate the effectiveness of these action plans throughout implementation.</li> <li>Provide ongoing coaching and support during Collaborative Planning Time (CPTs) and professional development sessions to improve teaching practices in keys areas: establishing mathematical goals to focus learning, implementing tasks that promote reasoning and problem solving, facilitating meaningful mathematical discourse, posing purposeful questions, eliciting, and using evidence of student thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans will be reviewed weekly to ensure that the district curriculum is followed, and pacing is appropriate.</li> <li>Walkthroughs will be conducted weekly to ensure classrooms are student centers, teachers are facilitating meaningful mathematical discourse and posing purposeful questions.</li> <li>Use mathematical practice rubric to determine teachers' proficiency on establishing learning goals and targets, orchestrating productive mathematical discussion, and implementation of Illustrative Math.</li> <li>Teachers will work collaboratively at the end of each unit (7 units total) to determine the learning gaps, develop goals, strategies and a timeline to evaluate the effectiveness of intervention.</li> <li>Teachers will implement focused small group instruction at least three times a week in 5 credit Algebra I course. This will be evident during walkthroughs and documented in lesson plans.</li> <li>Modeling support will be evident for Teachers of Mathematics to ensure alignment to curricular goals and objectives.</li> </ul>



3

- Students will explore short and extended constructive questions that align to the appropriate scope and sequence
- The OHS Care Team analyzes bi-weekly data to determine trends and develops an action plan that will help to foster a nurturing, supportive, and positive climate that encourages student responsibility, using positive motivation, and clear routines.
- The OHS Care Team will conduct staff training and counseling sessions to address SEL, anger management, trauma, and other policies related to maintaining a positive school culture of learning and achievement.
- The OHS Care Team will create student leadership teams to foster a nurturing, supportive, and positive climate that encourages student responsibility, using positive motivation, and clear routines.
- Implement a bi-weekly data collection and analysis protocol for the OHS Care Team to gather information on student behavior, disciplinary incidents, attendance, and academic performance.
- Training teachers and students to develop active listening skills, model calm behavior, de-escalation strategies, and problem-solving skills to encourage positive relationships.
- Implement weekly counseling sessions, monthly mediation and de-escalation training sessions, bi-weekly circle groups, and quarterly staff training workshops.
- Provide targeted interventions and additional support sessions as needed, maintaining a strong focus on reducing suspension rates through continued, tailored support.

### 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<ul style="list-style-type: none"> <li>• District Benchmarks, Extended Writing Tasks, Performance Task assessment data</li> <li>• Department CPTs to review and analyze data</li> <li>• Lesson plans, walkthroughs, observations</li> <li>• Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration between ELA staff, OHS Admins, ELA Coach, and ELA Supervisor</li> <li>• CPT and teacher planning time to review data, assess plans, and discuss best practices</li> </ul>



- 2
  - NWEA Assessment data
  - NWEA Achievement Status and Growth Report
  - District Curriculum
  - Department CPTs to review and analyze data
  - Lesson plans, walkthroughs, observations
  - Professional Development
- 3
  - Genesis reports on discipline and suspensions
  - Professional Development
  - Staff and Student engagement and participation data

- Collaboration between Math staff, OHS Admins, Math Coaches, and Math Supervisors
- CPT and teacher planning time to review data, assess plans, and discuss best practices
- Collaboration with OHS Care Team members, OHS Admins, staff
- Implementation of interventions and supportsystems

#### 4: Progress Summary

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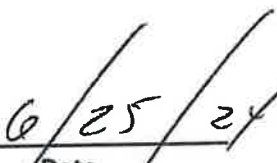
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