**School Professional Development Plan (PDP) SY 25 - 26**

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| **District Name** | **School Name** | **Principal Name** | **Plan Begin/End Dates** |
| **Orange Public Schools** | **Orange High School** | **Jason Belton** | **July 1, 2025 – June 30, 2026** |

**1: Professional Learning Goals**

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| **No.** | **Goal** | **Identified**  **Group** | **Rationale/Sources of Evidence** |
| 1 | Increase the number of students scoring “Ready to Graduate” on the NJGPA in Math from 96 to at least 115. | OHS Mathematics Teachers  OHS Administrators  Mathematics Coaches  Supervisors of Mathematic | 2024–25 NJGPA Math Results, District PDP Goal 1, ALEKS diagnostic data, TESPs, benchmark data |
| 2 | Increase the number of students scoring “Ready to Graduate” on the NJGPA in ELA from 188 to at least 226. | OHS ELA Teachers  OHS Administrators  ELA Coach  Supervisor of English | 2024–25 NJGPA ELA Results, District PDP Goal 3, benchmark data |
| 3 | Implement targeted intervention and growth plans for high-achieving and at-risk students in Grades 9–12, using personalized platforms (ALEKS, Khan Academy) and Academic Intervention Plans (AIPs) to improve mastery, reduce course failures, and increase SAT readiness. | OHS Teachers  School Counselors  OHS Administrators  Subject Area Coaches  Supervisors | Schoolwide academic data, ALEKS/Khan data, PSAT and SAT scores, course failure reports, Teacher AIPs |
| 4 | Strengthen instructional practices, writing, annotation, and curriculum alignment in Social Studies through instructional coaching, structured professional development, and data-driven instructional shifts. | OHS Social Studies Teachers  OHS Administrators  Social Studies Coach  Supervisor of Social Studies | Benchmarks, walkthrough data, test committee alignment reviews, departmental grades |

**2: Professional Learning Activities**

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| **PL Goal**  **No.** | **Initial Activities** | **Follow-up Activities**  **(****as appropriate)** |
| 1 | * Train on ALEKS usage for data analysis and intervention planning * Launch coaching cycles focused on lesson alignment, small group instruction, and mathematical discourse * Guide teachers in conducting end-of-unit data reviews to identify learning gaps and develop re-teaching strategies | * + Conduct regular walkthroughs and lesson plan reviews for math alignment and pacing   + Monitor ALEKS progress, student growth, and re-teaching plans   + Ensure Algebra I teachers deliver small group instruction regularly, documented in lesson plans |
| 2 | * + Facilitate PD on writing and calibration   + Conduct TESP sessions on language dives, academic writing routines, and text-based analysis   + Train teachers on interpreting formative assessment data to target small group ELA instruction | * + Review lesson plans for writing integration and alignment to district look-fors   + Conduct regular walkthroughs to observe student engagement and writing task rigor   + Teachers analyze student writing during TESP to adjust instruction   + Regular reviews of parent contact and AIPs to ensure outreach regarding proficiency and participation |
| 3 | * Provide training via TESP on Academic Intervention Plan (AIP) structure, mentor protocols, and support strategies * Orient students on expectations for ALEKS and Khan Academy (90+ min/week per platform) | * Conduct regular data reviews using platform data and academic data   + Track meetings and student progress on AIPs   + Monitor Khan Academy and ALEKS usage, growth, and proficiency targets * Provide parent updates and adjust interventions based on individual student progress and attendance |
| 4 | * + Instructional coaching focused on evidence-based writing, annotation skills, and historical analysis   + Test Committee creates two rigorous, aligned assessments per marking period * Utilize Feedback Fridays to deliver tailored student feedback, reinforce reading comprehension, and address pacing gaps | * + Review of student writing samples and annotations during TESP   + Walkthroughs to ensure instructional shifts and feedback implementation * Regular curriculum and assessment alignment reviews |

**3: Essential Resources**

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| **PL Goal**  **No.** | **Resources** | **Other Implementation Considerations** |
| 1 | • ALEKS platform access and diagnostic tools  • NJSLA and NJGPA released items  • Math Coach support during TESP  • Illustrative Math resources and re-teaching strategies | • Ensure weekly TESP is targeted for Math PD and planning  • Establish walkthrough calendar aligned to Math “look-fors”  • Schedule time for end-of-unit reviews and data reflection  • Monitor small group instruction through lesson plans and observation feedback |
| 2 | • District ELA curriculum and standards  • Anchor texts and district-aligned rubrics  • Language dive protocols and writing strategies  • ELA Coach support during TESP  • Student writing samples for review | • Schedule biweekly TESP for ELA data dives and writing strategy refinement  • Provide common space or folder system for student exemplars  • Review lesson plans for small group differentiation and alignment to learning objectives  • Use walkthroughs and feedback cycles to monitor implementation |
| 3 | • ALEKS and Khan Academy student/teacher dashboards  • AIP digital tracker and mentor meeting log  • Training materials for mentor support and intervention planning  • Weekly data review template for mentor and admin team  • i-Ready and internal grade reports for triangulating progress | • Assign regular support and maintain documentation in shared trackers  • Use platform analytics to adjust student learning goals  • Coordinate support with counselors and intervention team  • Ensure regular parental contact to review expectations for growth plans and platform use |
|  | * Writing and annotation rubrics * Social Studies instructional coaching * Feedback Friday resources * Test Committee assessments | * Ensure annotations count for 50% of writing product grades * Weekly Feedback Friday routines * Structured TESP sessions for Social Studies assessment and pacing review |

**4: Progress Summary**

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| **PL Goal**  **No.** | **Notes on Plan Implementation** | **Notes on Goal Attainment** |
| 1 | ALEKS was implemented in all Algebra I and Geometry classes by September. TESP sessions focused on productive struggle and NJGPA alignment began in Quarter 1. Math teachers received training on data analysis and began embedding small group instruction into weekly lesson plans. | As of the midyear benchmark, the percentage of targeted students demonstrated growth in ALEKS mastery. Small group instruction was observed during walkthroughs in of Algebra I classes. NJGPA bootcamp is scheduled to launch in Quarter 3. |
| 2 | ELA TESP focused on implementing academic writing strategies, language dives, and text-based instruction. Teachers reviewed student writing and developed small group plans based on formative assessments. District rubrics and anchor texts were used to guide instruction. | Mid-year assessments show percentage improved writing structure and text evidence usage in most grade 10–11 classrooms. Walkthrough data indicates increased alignment to ELA look-fors. Adjustments for Tier 2 support are in progress. |
| 3 | Top 100 and at-risk students were identified by September. ALEKS and Khan Academy usage expectations were communicated, and mentor assignments and AIP tracking systems were launched in October. Weekly growth periods were scheduled in core classes. | By January, the percentage of students met one or more academic growth benchmarks. AIP students showed a percentage reduction in course failures. The percentage of the Top 100 students improved in platform mastery or engagement. |
| 4 | Coaching cycles initiated around writing and annotation, Test Committee produced aligned assessments, Feedback Fridays implemented weekly to address data and student improvement. | Writing and annotation improved across grade levels, assessments reflect higher rigor and consistency, instructional practices demonstrated clear shifts based on walkthroughs and student performance data. |

**Signature: Jason Belton\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_06/16/2025\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Principal Signature Date**

**Sample School Professional Development Plan Exemplar Goals**

Background: Provided as context for this example. The following hypothetical goals and corresponding professional learning activities and resource examples are for a school who is looking to do work primarily in areas of curriculum and staff development. Both goals align to larger district goals aimed at improvement in curriculum, instruction, and assessment districtwide. Each of the two goals are aligned to relevant to [New Jersey’s definition of professional development](https://www.state.nj.us/education/code/current/title6a/chap9c.pdf), the [professional standards for teachers](https://www.state.nj.us/education/code/current/title6a/chap9.pdf) as well as the following [New Jersey Standards of Professional Learning](https://www.state.nj.us/education/code/current/title6a/chap9c.pdf):

1. Curriculum, Assessment, and Instruction (Goals 1 and 2)
2. Professional Expertise (Goals 1 and 2)
3. Evidence (Goals 1 and 2)
4. Learning Designs (Goals 1 and 2)
5. Implementation (Goals 1 and 2)
6. Culture of Collaborative Inquiry (Goals 1 and 2)
7. Leadership (Goals 1 and 2)
8. Resources (Goals 1 and 2)

**1: Professional Learning Goals**

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| **No.** | **Goal** | **Identified**  **Group** | **Rationale/Sources of Evidence** |
| 1 | The school will ensure that its faculty are able to consistently implement curriculum, instruction, and assessment guided by the principles of the backwards design framework. | All | * Adherence to the backwards design framework causes teachers to plan strategically for desired student outcomes. * Maintaining a building-wide commitment to its principles will contribute to a shared vision for highly effective instruction. |
| 2 | Build capacity of 7th grade teachers to increase student  engagement in learning. | 7th grade teachers | * An analysis of the most recent aggregate teacher observation data indicated that teachers need professional learning in this area. * Teacher survey (administered in April) revealed a need for skill building in student engagement in learning by this group. * Content supervisors conducted classroom walk-throughs and participated periodically in school-based collaborative teams. Evidence collected by supervisors confirmed a need for professional learning in this area. |

**2: Professional Learning (PL) Activities**

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| **PL Goals**  **(list all that apply)** | **Initial Activities** | **Follow-up Activities**  **(as appropriate)** |
| 1 | * Content supervisors will provide training for all teachers in understanding the backwards design framework. * With support of content supervisors in teams all teachers will align curriculum and assessments, as well as design a learning plan. | * Teachers will collaborate across grade levels. * Content supervisors will provide follow-up support as needed for individual teachers and teams. |
| 2. | 7th grade teachers will:   * Participate in a district-sponsored training session on student engagement. * Study and discuss the domain/element(s) in the evaluation practice instrument relevant to the professional learning goals. | 7th grade teachers will:   * View and discuss with colleagues videos of model lessons. * Visit colleagues’ classes to observe model lessons that promote high student engagement in learning. * Implement new strategies and collect evidence (e.g., student work products; observed student engagement) of impact. |

**3: Essential Resources**

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| **PL Goal**  **No.** | **Resources** | **Other Implementation Considerations** |
| 1 | * Content supervisors to provide training and follow-up support. * Two teacher PD days dedicated to training and alignment work. * Dedicated time for collaborative teams to refine aligned lessons and assessments. | * Feedback loop to inform training and ongoing refinement (e.g., surveys, conversations in teams). |
| 2 | * Funding for substitutes while teachers attend workshops. * Dedicated time for collaborative teams to reflect on readings and videos and share evidence of impact on student learning. * Ensure teachers’ access to videos, webinars, and online communities | * Supervisors to recommend teachers to model lessons. * Principals/evaluators should identify teachers who must view model lessons by colleagues. * Make plan for tracking student progress to assess impact of new teaching strategies. |