



OACS Professional Development Plan 2024-2025

District Name	School Name	Principal Name	Plan Begin/End Dates
Orange Public Schools	Oakwood Avenue Community School	Mr. Dana Gaines	July 1, 2024 to June 30, 2025

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	<p>Mathematics:</p> <p>During SY2024-25, Math teachers will engage in professional development focused on interventions embedded in the school day and the extended day to continue to address interrupted and unfinished learning deficiencies. Included are Tier 3/SWD/ELL subgroup student population.</p> <p>Targeted professional development will result in increased observable instructional practices in lesson planning and classroom instruction that is reflective of standards-based teaching and learning; evidenced by:</p> <ol style="list-style-type: none"> Student centered learning evidenced with established accountable talk protocol and collaborative/cooperative learning activities and opportunities. Students are engaged in lesson activities that include short/extended constructed response type tasks that increase problem solving skills and multiple step answers. Students are engaged in daily opportunities for exploration in making sense of problems and perseverance in problem solving, number sense, and math fluency. Increased student 	Principal K-7 Mathematics teachers (GE, SE, ELL)	<ul style="list-style-type: none"> PD agendas/Sign-in sheets Formal/Informal Observations/Walkthroughs Lesson Plan Reviews and feedback from Principal Content Based PLC’s focused on data analysis and unpacking standards Common Planning Time Agenda/Sign-in sheets 2023-24 District Benchmark Data 2024 NJSLA – Math Data <p>2022-23 NJSLA Proficiency Rate Math</p> <p>3rd Grade: 12% (27% - Approached Expectations) 4th Grade: 13% (13% - Approached Expectations) 5th Grade: 9% (18% - Approached Expectations) 6th Grade: 11% (30% - Approached Expectations) 7th Grade: 5% (29% - Approached Expectations)</p> <p>2021-22 NJSLA Proficiency Rate Math</p> <p>3rd Grade: 24% 4th Grade: 13% 5th Grade: 20% 6th Grade: 6% 7th Grade: 16%</p> <p>iReady Spring 22-23 Math Benchmark data (Proficiency rates)</p> <p>K : 33% 1st: 22%</p>



	<p>exposure to activities with a focus on geometry implemented.</p> <p>Baseline data will be established using available data from the Spring 2024 iReady Standards Mastery report and 2024 NJSLA-Math for students in grades 3-7.</p>		<p>2nd: 37%</p> <p>3rd: 23%</p> <p>4th: 22%</p> <p>5th: 22%</p> <p>6th: 52%</p> <p>7th: 38%</p>
2	<p>English Language Arts:</p> <p>During SY2024-25, ELA teachers will engage in professional development focused on interventions embedded in the school day and the extended day to continue to address interrupted and unfinished learning deficiencies. Included are, Tier 3, SWD/ELL subgroup student population and SIOP strategies to be utilized.</p> <p>Targeted professional development will result in increased observable instructional practices in lesson planning and classroom instruction that is reflective of standards-based teaching and learning; evidenced by:</p> <ol style="list-style-type: none"> a. Students participated in instructional exercises aimed at enhancing their vocabulary acquisition, improving their reading speed and comprehension. 	<p>Principal K-7 ELA teachers (GE, SE, ELL)</p>	<ul style="list-style-type: none"> • PD agendas/Sign-in sheets • Formal/Informal Observations/Walkthroughs • Content based PLC’s focused on Data Analysis and unpacking standards • Lesson Plan Reviews and feedback from Principal and assistant Principal • Common Planning Time Agenda/Sign-in sheets • 2023-24 District Benchmark Data • 2024 NJSLA – ELA Data <p>2022-23 NJSLA Proficiency Rate ELA</p> <p>3rd Grade: 12% (36% - Approached Expectations)</p> <p>4th Grade: 17% (30% - Approached Expectations)</p> <p>5th Grade: 18% (33% - Approached Expectations)</p> <p>6th Grade: 28% (48% - Approached Expectations)</p> <p>7th Grade: 45% (25% - Approached Expectations)</p> <p>2021-22 NJSLA Proficiency Rate ELA</p> <p>3rd Grade: 38%</p> <p>4th Grade: 23%</p> <p>5th Grade: 38%</p> <p>6th Grade: 38%</p>



	<p>b. Students engaged in identifying key ideas and details in text and answering text dependent questions.</p> <p>c. Students engaged in the writing process to accurately respond to the writing prompt, and to utilize teacher effective feedback to enhance their abilities. (Informational, opinion, & narrative writing)</p> <p>Baseline data will be established using available data from the Spring 2024 Student Growth report and 2024 NJSLA-ELA for students in grades 3-7.</p>		<p>7th Grade: 42%</p> <p>Spring 22-23 ELA Benchmark data (Proficiency rates)</p> <p>K : 73%</p> <p>1st: 60%</p> <p>2nd: 56%</p> <p>3rd: 52%</p> <p>4th: 65%</p> <p>5th: 59%</p> <p>6th: 53%</p> <p>7th: 62%</p>
3	<p>PD -</p> <p>During SY2024-25, ELA teachers will engage in professional development at the LA Plain Talk Conference.</p>	<p>Principal Selected ELA Teachers</p>	<ul style="list-style-type: none"> • PD documentation, Certificates • Frontline documentation • Turnkey in teacher practice
4	<p>SEL Supports:</p> <p>During SY2024-25, OACS staff will participate in activities that promote positive interaction with the school community using the Social Emotional Learning (SEL) Competencies and effectively implement strategies in daily interactions, management, and support of students. Effective implementation will be measured using Fall 2024 Student Survey baseline data with an increase in the positive rating of peer relationships and as measured by the Spring 2025 Student Survey for students in grades 3-7.</p>	<p>Principal All OACS staff members</p>	<ul style="list-style-type: none"> • PD agendas/Sign-in sheets • Formal/Informal Observations/Walkthroughs • Climate & Culture school data (quarterly) • Fall 2024 Culture & Climate Student Surveys • Spring 2025 Culture & Climate Student Surveys • Restorative Justice agendas • Agendas/flyers that promote positive behavior supports • Student suspension rate • Office Discipline Referrals



2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (As appropriate)
1	<ul style="list-style-type: none"> ● Analyze iReady math data weekly in order to plan effective student learning activities. ● Lesson plan development with daily opportunities for embedded problem solving with short constructed type tasks that increase problem solving skills and multiple step answers. ● Dedicated time during Staff, PLC's, and CPT meetings to analyze and discuss student work and data using an inquiry stance Implement Collaborative LASW protocol. ● Incorporate viable digital content platforms to support personalized learning ● District Departmental Professional Development on district initiatives and content resources. ● Review of Lesson Plan to ensure instructional alignment 	<ul style="list-style-type: none"> ● Professional development during CPT meetings, staff meetings and district PD days ● Continued implementation of LASW protocol during PD meetings ● PLC's focused on developing teachers in data and standard analysis. ● Targeted collaborative planning and instruction during PLC's ● End of cycle data reviews, analysis, next steps
2	<ul style="list-style-type: none"> ● Continued professional development and coaching support for on effective use of Writing Folders and effective teacher feedback for improvement of work ● During CPT, Teachers will align assessments with standards to evaluate students' progress and determine the next steps in instruction. ● Provide training on use of data reporting systems in HMH Growth Monitoring and Acadience ● Build and sustain opportunities for collaboration and higher order discussions across grade level. ● Implement Collaborative LASW protocol. 	<ul style="list-style-type: none"> ● Continued implementation of LASW protocol during PD meetings ● Monthly PLC's on best practices w/work evidence ● Utilize SIOP strategies. ● Review student reports weekly to drive instructional decisions ● End of cycle data reviews, analysis, next steps ● PLC's focused on developing teachers in data and standard analysis.



3	<ul style="list-style-type: none"> ● Guidance counselor and/or SEL trainer designee will provide monthly professional develop in SEL during CPT and Staff meetings ● Restorative practices will be implemented school-wide ● Staff will be trained using Second Step program 	<ul style="list-style-type: none"> ● Teachers will be provided additional/targeted training as needed. ● SEL programs and initiatives will be routinely assessed for effectiveness and impact ● Monthly school wide SEL activities
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3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<ul style="list-style-type: none"> ● Math Curriculum and supplemental resources from Illustrative Math ● Common Planning Time embedded in master schedule ● Quarterly Benchmark Data Analysis ● 2024 NJSLA data 	<ul style="list-style-type: none"> ● Professional development on using iReady reports and data drive decision making ● Designing individual student learning plans
2	<ul style="list-style-type: none"> ● Quarterly Benchmark Data Analysis ● 2024 NJSLA data ● Common Planning Time embedded in master schedule ● SIOP Strategies 	<ul style="list-style-type: none"> ● Embedded time in schedule for vertical articulation planning ● Designing individual student learning plans ● Continued CPT to focus on weekly data reports from iRead and Reading Plus
3	<ul style="list-style-type: none"> ● Designated PD sessions dedicated to SEL training ● Professional learning materials & resources ● Ongoing Restorative Practices PD ● Access to PBSIS strategies 	<ul style="list-style-type: none"> ● Allotted time in CPT and staff meetings to inform implementation and ongoing refinement

4: Progress Summary



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

Signature: _____
Principal Signature

_____ Date