



# OACS Professional Development Plan SY 2025-2026

| District Name         | School Name                     | Principal Name  | Plan Begin/End Dates          |
|-----------------------|---------------------------------|-----------------|-------------------------------|
| Orange Public Schools | Oakwood Avenue Community School | Mr. Dana Gaines | July 1, 2025 to June 30, 2026 |

## 1: Professional Learning Goals

| No. | Goal   | Identified Group                                       | Rationale/Sources of Evidence  |
|-----|--|--|--|
| 1   | <p><b>Mathematics:</b><br/>During SY 2025-26, OACS Math teachers and building Administrators 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. The goal is to attain a 5 percentage point increase in the number of students scoring proficient as measured by the 2026 NJSLA for students in grades 3 – 7.</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"> <li>Student centered learning evidenced with established accountable talk protocol and collaborative/cooperative learning activities and opportunities.</li> <li>Students are engaged in lesson activities that include short/extended constructed response type tasks that increase problem solving skills and multiple step answers.</li> </ol> | Principal<br>K-7 Mathematics teachers<br>(GE, SE, ELL) | <ul style="list-style-type: none"> <li>PD agendas/Sign-in sheets</li> <li>Formal/Informal Observations/Walkthroughs</li> <li>Lesson Plan Reviews and feedback from Principal</li> <li>Content Based PLC's focused on data analysis and unpacking standards</li> <li>Common Planning Time Agenda/Sign-in sheets</li> <li>2024-25 District Benchmark Data</li> <li>2025 NJSLA – Math Data</li> </ul> <p><b>2023-24 NJSLA Proficiency Rate Math</b></p> <p>3rd Grade: 21% (21% - Approached Expectations)<br/> 4th Grade: 13% (22% - Approached Expectations)<br/> 5th Grade: 13% (17% - Approached Expectations)<br/> 6th Grade: 17% (20% - Approached Expectations)<br/> 7th Grade: 12% (32% - Approached Expectations)</p> <p><b>2022-23 NJSLA Proficiency Rate Math</b></p> <p>3rd Grade: 12% (27% - Approached Expectations)<br/> 4th Grade: 13% (13% - Approached Expectations)<br/> 5th Grade: 9% (18% - Approached Expectations)<br/> 6th Grade: 11% (30% - Approached Expectations)<br/> 7th Grade: 5% (29% - Approached Expectations)</p> <p><b>2021-22 NJSLA Proficiency Rate Math</b></p> <p>3rd Grade: 24%<br/> 4th Grade: 13%</p> |



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|   | <p>c. 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 exposure to activities with a focus on geometry implemented.</p> <p>Baseline data will be established using available data from the Spring 2025 iReady Standards Mastery report, Fall 2025 Diagnostic, and 2025 NJSLA-Math for students in grades 3-7.</p>  |   | <p>5th Grade: 20%</p> <p>6th Grade: 6%</p> <p>7th Grade: 16%</p> <p><b>iReady Spring 24-25 Math Benchmark data (Proficiency rates)</b></p> <p>K : 71%</p> <p>1st: 31%</p> <p>2nd: 20%</p> <p>3rd: 21%</p> <p>4th: 59%</p> <p>5th: 39%</p> <p>6th: 30%</p> <p>7th: 45%</p>   |
| 2 | <p><b>English Language Arts:</b></p> <p>During SY 2025-26, 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 grades 3-7.</p> | <p>Principal<br/>K-7 ELA teachers<br/>(GE, SE, ELL)</p> | <ul style="list-style-type: none"> <li>• PD agendas/Sign-in sheets</li> <li>• Formal/Informal Observations/Walkthroughs</li> <li>• Content based PLC's focused on Data Analysis and unpacking standards</li> <li>• Lesson Plan Reviews and feedback from Principal and assistant Principal</li> <li>• Common Planning Time Agenda/Sign-in sheets</li> <li>• 2024-25 District Benchmark Data</li> <li>• 2025 NJSLA – ELA Data</li> </ul> |



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| <p>During SY 2025-26, OACS preschool instructional staff will participate in PD sessions related to the implementation of the new curriculum and assessment. Staff will concentrate on providing meaningful learning experiences in Literacy: 1. Concepts about Print 2. Phonological Awareness 3. Alphabet Knowledge Using Teaching Strategies Gold Assessment 85% of P4s will reach a level of 4 or better in the Literacy Objective</p> <p>During SY 2025-26, OACS ELA teachers will engage in professional development focused on academic 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"> <li>Students participated in instructional exercises aimed at enhancing their vocabulary acquisition, improving their reading speed and comprehension.</li> <li>Students engaged in identifying key ideas and details in text and answering text dependent questions.</li> <li>Students engaged in the writing process to accurately respond to the writing prompt, and to utilize teacher effective feedback to enhance their</li> </ol> |  | <p><b>2023-24 NJSLA Proficiency Rate ELA</b></p> <p>3rd Grade: 17% (28% - Approached Expectations)<br/> 4th Grade: 14% (41% - Approached Expectations)<br/> 5th Grade: 30% (26% - Approached Expectations)<br/> 6th Grade: 31% (45% - Approached Expectations)<br/> 7th Grade: 42% (29% - Approached Expectations)</p> <p><b>2022-23 NJSLA Proficiency Rate ELA</b></p> <p>3rd Grade: 12% (36% - Approached Expectations)<br/> 4th Grade: 17% (30% - Approached Expectations)<br/> 5th Grade: 18% (33% - Approached Expectations)<br/> 6th Grade: 28% (48% - Approached Expectations)<br/> 7th Grade: 45% (25% - Approached Expectations)</p> <p><b>2021-22 NJSLA Proficiency Rate ELA</b></p> <p>3rd Grade: 38%<br/> 4th Grade: 23%<br/> 5th Grade: 38%<br/> 6th Grade: 38%<br/> 7th Grade: 42%</p> <p><b>Spring 24-25 ELA Benchmark data (Proficiency rates)</b></p> <p>K : 73%<br/> 1st: 29%<br/> 2nd: 55%<br/> 3rd: 50%<br/> 4th: 65%<br/> 5th: 56%<br/> 6th: 58%<br/> 7th: 67%</p> |
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|   | <p>abilities. (Informational, opinion, &amp; narrative writing)</p> <p>Baseline data will be established using available data from the Spring 2025 Student Growth report, Fall 2025 Diagnostic, and 2025 NJSLA-ELA for students in grades 3-7.</p>   |  |  |
| 3 | <p><b>Science:</b></p> <p>During SY 2025-26, OACS Science teachers and building Administrators will engage in professional development focused on the teaching and learning of core science content, conceptual understandings, science and engineering practices and cross cutting concepts for Grades K-7 as outlined in the NGSS. The goal to attain a 5 percentage point increase over 2025 scores on 2026 NJSLA science assessments in grade 5.</p>   | <p>Principal<br/>K-7 Science teachers<br/>(GE, SE)</p> | <p><b>2023-24 NJSLA Proficiency Rate Science</b></p> <p>5th Grade:<br/>0% - Exceeded Expectations<br/>0% - Approached Expectations<br/>48% - Partially Met Expectations<br/>52% - Did Not Meet Expectations</p>  |
| 4 | <p><b>SEL Supports:</b></p> <p>During SY 2025-26, 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 2025 Student Survey baseline data with an increase in the positive rating of peer relationships and as measured by the Spring 2026 Student Survey for students in grades 3-7.</p> | <p>Principal<br/>All OACS staff members</p>            | <ul style="list-style-type: none"> <li>• PD agendas/Sign-in sheets</li> <li>• Formal/Informal Observations/Walkthroughs</li> <li>• Climate &amp; Culture school data (quarterly)</li> <li>• Fall 2025 Culture &amp; Climate Student Surveys</li> <li>• Spring 2026 Culture &amp; Climate Student Surveys</li> <li>• Restorative Justice agendas</li> <li>• Agendas/flyers that promote positive behavior supports</li> <li>• Student suspension rate</li> <li>• Office Discipline Referrals</li> </ul> |



## 2: Professional Learning Activities

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



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| 3 | <ul style="list-style-type: none"> <li>• Provide opportunities reflective of research and best practices for K-7 Science Students to engage with Scientific phenomena</li> <li>• Facilitate the implementation of NJSL-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 NJSL-S</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> </ul> | <ul style="list-style-type: none"> <li>• Monthly PLC's on best practices w/work evidence</li> <li>• PLC's focused on developing teachers on engineering practices and cross cutting concepts for Grades K-7 as outlined in the NGSS.</li> <li>• End of cycle data reviews, analysis, next steps</li> <li>• Continued data analysis to identify individual student needs, trends, school level trends, and grade level trends to revise activities as needed.</li> </ul> |
| 4 | <ul style="list-style-type: none"> <li>• Guidance Counselor, Social Worker, and/or SEL trainer designee will provide monthly professional develop in SEL during CPT and Staff meetings</li> <li>• Restorative practices will be implemented school-wide</li> <li>• Staff will be trained using Second Step program</li> </ul>  | <ul style="list-style-type: none"> <li>• Teachers will be provided additional/targeted training as needed.</li> <li>• SEL programs and initiatives will be routinely assessed for effectiveness and impact</li> <li>• Monthly school wide SEL activities</li> </ul>   |

### 3: Essential Resources

| PL Goal No. | Resources   | Other Implementation Considerations  |
|-------------|---|--|
| 1           | <ul style="list-style-type: none"> <li>• Math Curriculum and supplemental resources from Illustrative Math</li> <li>• Common planning (TESP) embedded in master schedule</li> <li>• Quarterly Benchmark Data Analysis</li> <li>• 2025 NJSLA data</li> </ul> | <ul style="list-style-type: none"> <li>• Professional development on using iReady reports and data drive decision making</li> <li>• Designing individual student learning plans</li> </ul> |



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| 2 | <ul style="list-style-type: none"> <li>Quarterly Benchmark Data Analysis</li> <li>2025 NJSLA data</li> <li>Common Planning Time (TESP) embedded in master schedule</li> <li>SIOP Strategies</li> </ul>                                    | <ul style="list-style-type: none"> <li>Embedded time in schedule for vertical articulation meeting/planning</li> <li>Designing individual student learning plans</li> <li>Continued TESP focus on intentional data driven planning</li> </ul> |
| 3 | <ul style="list-style-type: none"> <li>NWEA Quarterly Data</li> <li>2025 NJSLA data</li> <li>PLC meeting time embedded in master schedule</li> </ul>  | <ul style="list-style-type: none"> <li>Embedded time in schedule for Science PLC meeting/professional development</li> <li>Support for Science related extended day experiences for students</li> </ul>                                       |
| 4 | <ul style="list-style-type: none"> <li>Designated PD sessions dedicated to SEL training</li> <li>Professional learning materials &amp; resources</li> <li>Ongoing Restorative Practices PD</li> <li>Access to PBSIS strategies</li> </ul> | <ul style="list-style-type: none"> <li>Allotted time in common planning (TESP) and staff meetings to inform implementation and ongoing refinement</li> </ul>  |

#### 4: Progress Summary

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

Signature: *Dana Gaines*  
Principal Signature

06/23/25  
Date