

STAFFORD TOWNSHIP SCHOOL Professional Development Plan (PDP)

2025-2026

District Name		Superintendent Name	Plan Begin/End Dates
Stafford Township School District		George Chidiac	July 2025-June 2026
1: Professional Learning (PL) Goals			
PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	To continue to deepen the understanding of the 2023 New Jersey Student Learning Standards and the district-aligned curricula by actively engaging in professional learning sessions, collaborative planning, and curriculum study. Teachers will apply this knowledge to design and implement standards-based lessons that reflect grade-level expectations and promote rigorous, equitable instruction, as evidenced by lesson plans, student work samples, and participation in PLC discussions.	All K through 6 th grade certified staff; Instructional Support Staff; All Administrators	A strong understanding of the New Jersey Student Learning Standards (NJSLs) and alignment with district curricula is essential to ensure that all students receive high-quality, rigorous, and equitable instruction. The 2023 revisions to the NJSLs reflect updated expectations for student knowledge and skills across content areas, integrating critical thinking, real-world application, and inclusivity. When educators align their instruction with these standards and district curricula, it ensures coherence across grade levels and subjects, supports student readiness for future academic challenges, and promotes consistency in instructional quality (New Jersey Department of Education, 2023).
2	To enhance the understanding and implementation of inclusive teaching strategies to create more equitable and engaging learning environments for all students, focusing on differentiated instruction, culturally responsive pedagogy and co-teaching strategies. This will be a result of using multiple forms of data (including formative assessments, benchmark data and classroom performance) informing and adjusting instruction improving student outcomes. Utilize SEL as well.	All Pre-K through 6 th grade certified staff; All Administrators	Using data to drive instruction is essential for meeting the diverse academic needs of students in a timely and targeted manner. This goal supports a responsive teaching approach, where instructional decisions are based on real-time evidence of student understanding and progress. By analyzing data from multiple sources—such as formative assessments, benchmark scores, and daily classroom work—educators can identify learning gaps, adjust instructional strategies, and provide appropriate interventions or enrichment. This practice not only promotes academic growth for all learners but also supports equity by ensuring instruction is informed by student-specific needs rather than assumptions. Additionally, aligning instructional decisions with data fosters professional reflection, accountability, and continuous improvement in teaching practices.
3	Continue to promote a New Jersey Tiered System of Supports (NJTSS) in grades Kindergarten through Twelve combining effective instruction, progress monitoring, and functional assessments linked to strategic intervention. To ultimately improve educational achievement including academic, behavior and social/emotional success for all students..	All Pre-K through 6 th grade certified staff; support staff All Administrators; I&RS Teams	Policies and procedures exist to ensure a coordinated system for planning, delivering, measuring outcomes, and modifying intervention and referral services is implemented in each school by a multi-disciplinary team to address all students' learning, behavior, and/or health needs. (N.J.A.C. GA:16-8)

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2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	- Professional memberships and attendance at workshop sessions specific to roles - Ocean County Curriculum Consortium (OC3) Membership - Supervisors/Directors - Job-embedded Professional Development (IR&S Team Members, PIRS, BSI, - ScIP Teams - Professional Learning Communities (PLCs) - Grade Level Meetings - Vertical Articulation Sessions - Peer Observations (when possible)	- Professional Sharing and Turnkey of Sessions attended - Educator Evaluation System inclusive of reflection and feedback - Update of curriculum/curriculum committees as needed.
2	- Awareness of Inclusivity with Special Education Students; Culturally Responsive Teaching and Supporting Multilingual Learners - Link-it Training - Summer Institute, Intervention Manager, Data Driven Instruction, Updates - Offer Sheltered Instruction Training (in-district trainer) - Stockton University Sheltered English Instruction https://stockton.edu/ettc/sei_online.html - Vertical Articulation Sessions - Peer Observations (when possible)	- Analyzing data to identify student learning needs - Setting learning goals for their students - Addressing student learning goals - Implementing new instructional strategies in their classrooms - Monitoring, assessing and adjusting practices
3	- Provide professional development on intervention strategies to ensure the effective implementation of interventions - Conduct universal screenings to identify students' academic abilities to provide targeted instruction and early intervention - Update district MTSS manual	- Work to have consistency with phonics-reading (K-2) provide Tier I and Tier II supports for the most at-risk learners. - Multi-Sensory Training as needed/turn keyed by BSI/reading specialists - Provide materials to support independent reading - Understand the Universal Screener Mandate

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3: PD Required by Statute or Regulation

State-mandated PD Activities

The comprehensive list of required PD can be found on the following link: <https://www.nj.gov/education/profdev/topics/docs/StateRequiredPD2020.pdf>
Mandatory Training and policy/regulation review will be done through the use of NJ Safe Schools as needed

For School Based Administrators (or those who provide building coverage) Educator

Evaluation - For Administrators/Observers

Ethics, Law, Governance, Harassment, Intimidation, and Bullying - For Administrators

Bilingual Education In-service Training - Bilingual/ESL, Mainstream teachers, Administrators that observe ESL/Bilingual teachers

Suicide Prevention (2 hours/5 years) - New Staff and as needed;

Recognition of Substance Abuse (Review/update annually) - Recommended

School Safety - Within first 60 days from start of school year

Code of Student Conduct - All Employees annually

Prevention, Intervention, Remediation and Board's Code of Conduct

Mandatory Gang Training for Administrators - fast year of employment

I&RS Referral Process (formerly SSST)

Equity and Affirmative Action

Potentially Missing/Abused Children - Employees, Volunteers, Interns

School Safety (School Climate) - School Safety Team members (Principal/designee, a teacher, anti-bullying specialist, parent, current student)

Electronic Violence and Vandalism Reporting System (EVRs) NUSMART - Central Office Supervisors, School Administrators, Teachers

Law Enforcement Operations (Memorandum of Agreement)

Bloodborne Pathogens (annually) - All School Staff

Epilepsy & Seizure Disorders (Paul's Law)-All staff

For Central Office Administrators:

Educator Evaluation - For Administrators/Observers

Ethics, Law, Governance, Harassment, Intimidation, and Bullying - For Administrators

Bilingual Education In-service Training - Bilingual/ESL, Mainstream teachers, Administrators that observe ESL/Bilingual teachers

Suicide Prevention (2 hours/5 years)- New Staff and as needed;

Recognition of Substance Abuse (Review/update annually)- Recommended

School Safety - Within first 60 days from start of school year

Code of Student Conduct - All Employees annually

Prevention, Intervention, Remediation and Board's Code of Conduct

Mandatory Gang Training for Administrators - first year of employment

I&RS Referral Process

Equity and Affirmative Action

Potentially Missing/Abused Children - Employees, Volunteers, Interns

School Safety (School Climate) - School Safety Team members (Principal/designee, a teacher, anti-bullying specialist, parent, current student)

Electronic Violence and Vandalism Reporting System (EVRs) - if applicable

NUSMART - Central Office Supervisors, School Administrators, Teachers

Law Enforcement Operations (Memorandum of Agreement)

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Epilepsy & Seizure Disorders (Paul's Law)-All staff

For Teaching and/or Support Staff

Educator Evaluation - For Teaching Staff (Support Staff included)

Reading Disabilities (2 hrs./year)- K-3 General Education Teachers, Reading Teachers, Special Education Teachers, ESL Teachers, Speech, LDTC (Support staff suggested)

Bilingual Education In-service Training - Bilingual/ESL, Mainstream teachers, Administrators that observe ESL/Bilingual teachers

Harassment, Intimidation, and Bullying

District Policy (annually)

Prevention/School Culture/Programs - (2 hours per 5 years)- All Staff, Volunteers, Contracted Service Providers

Suicide Prevention (2 hours per 5 years) - New Staff and as needed; Majority of the staff completed in 2021-2022 (Required of all certified staff)

School Safety (annually) - Within first 60 days of employment, reviewed and update annually

Law Enforcement Operations - for substances, weapons and safety, memorandum of agreement (time not specified) -

Code of Student Conduct - All Employees annually

Prevention, Intervention, Remediation and Board's Code of Conduct

School Safety (School Climate) - School Safety Team members (Principal/designee, a teacher, anti-bullying specialist, parent, current student)

Potentially Missing Children

504 Plans

Recognition of Substance Abuse (Review/update annually) - All Teachers (Support staff recommended)

I&RS Referral Process

Equity and Affirmative Action

Potentially Missing/Abused Children - Employees, Volunteers, Interns

Law Enforcement Operations (Memorandum of Agreement)

Bloodborne Pathogens (annually) - All School Staff

Epilepsy & Seizure Disorders (Paul's Law)-All staff

Bilingual Education - Bilingual and ESL teachers, Mainstream teachers

Preschool Training - if applicable

School Nurses

Harassment, Intimidation, and Bullying

District Policy (annually)

Prevention/School Culture/Programs - (2 hours per 5 years)- All Staff, Volunteers, Contracted Service Providers

Suicide Prevention (2 hours per 5 years) - New Staff and as needed; Majority of the staff completed in 2021-2022 (Required of all certified staff)

School Safety (annually)- Within first 60 days from start of school year

Law Enforcement Operations - for substances, weapons and safety, memorandum of agreement (time not specified) -

Code of Student Conduct - All Employees annually

Prevention, Intervention, Remediation and Board's Code of Conduct

Equity and Affirmative Action

Potentially Missing/Abused Children - Employees, Volunteers, Interns

Communicable Diseases

Use of Nebulizer Asthma

Diabetic Student Health Plan School

Nurse Delegate for Glucagon

Epipen Delegate

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Epilepsy & Seizure Disorders (Paul's Law)-All staff

4: Resources and Justification

Resources

To meet the professional learning needs, the Superintendent, the Office of Curriculum/Instruction, the Business Office and the Office of Human Resources work collaboratively to develop a budget to support the district goals. The budget will include the allocation from a combination of state and federal funds, as well as Title IIA funds for this purpose. This amount covers costs for external providers/consultants, materials, technology resources, substitute teachers' pay; travel expenses, subscriptions to online resources, and staff stipends. The plan controls expenses by relying largely on in-district expertise to provide the specified activities. The district will provide 2 full days during the school year to be dedicated for teacher-directed professional learning activities. Additionally during the 2025-26 school year, there will be 3 ½ days for grade level and vertical articulation. This is in addition to the monthly Certified Staff Meetings/PLC's. Professional Learning activities involving work by collaborative teams will be implemented through the team structures and procedures in place at each school. We will also focus on vertical and horizontal articulation opportunities to strengthen our professional development opportunities. During the 2025-26 year, in addition to strengthening the school climate and culture to promote student learning, student engagement and understanding student social/emotional needs, there will also be a focus multi-tier system of supports, data-informed instruction and mental health awareness. District Goals and the Professional Development Plan will serve as a reference to support all professional development initiatives.

Justification

This plan emphasizes the district goal of increased student achievement through strengthening teacher effectiveness, enriching student engagement and increasing academic rigor. Professional learning needs have been identified and are the result of data analysis and the use of multiple measures. All goals are measurable and all professional development activities are meaningful, sustained and scalable. Data analysis has identified priority areas related to the supervision of instruction to ensure consistent and successful implementation of the NJSL and AchieveNJ. High Quality professional learning experiences are necessary to support these initiatives and improve educators' practice. Emphasis will be placed on relevant and meaningful professional development sessions, promoting teachers and administrators as reflective practitioners, support for the development of quality SGOs, and effective data use to drive instruction at the student, class, and district levels. The district professional learning plan is a result of input from various stakeholders and a review of qualitative and quantitative data gathered from educator evaluation data, school-level plans, and data from school- and district-level performance.

Signature:


Signature-Superintendent

7-1-25

Date