



Lamberts Mill Academy Professional Development Plan (PDP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Union County Educational Services Commission	Lamberts Mill Academy	Reed Leibfried	September 1, 2025 - June 30, 2026

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Maintain safe, nurturing, and engaging learning environments for students and staff by implementing a comprehensive training and consultation model that effectively guides staff in using the reflective cycle to create and deliver Tier 1 and 2 interventions, which are designed and delivered to target individual student needs and increase student engagement.	Certified Staff, Non-Certified Staff, & Administrators	<ul style="list-style-type: none"> Analysis of data pertaining to student discipline, behavior intervention, suspension, HIB incidents, and substance abuse referrals reflects a need to provide additional training and support that will enable staff to address the evolving needs of the population served in the district. Implementing a comprehensive training and consultation model ensures that expertise is developed and sustained within the district Annual surveys administered to students, staff, and parents/guardians assessing perceptions of safety, emotional support, engagement, and overall school environment indicate areas for growth and continued evaluations
2	Increase the capacity of all staff to ensure a safe and secure school environment by identifying and utilizing best practices in behavioral interventions, including proficient use of data tracking and analysis, and restorative practices.	Certified Staff, Non-Certified Staff, & Administrators	<ul style="list-style-type: none"> A need to emphasize and promote students' mental health and well-being has been confirmed by district- and school-level survey data via UCESC strategic planning and NJ SCI initiatives. LMA when fully staffed will have two RBTs in which they have a caseload to assist teaching staff with different forms of task analysis and behavioral needs. By focusing on both Tier 1 (universal) and Tier 2 (targeted) behavior supports, the district adopts a proactive and preventative approach. Tier 1 establishes clear expectations and positive reinforcement for all, reducing the likelihood of challenging behaviors. Tier 2 provides early, targeted interventions for students who need more support, preventing issues from escalating to more intensive and disruptive



		<ul style="list-style-type: none"> levels. This multi-tiered system ensures that all students receive appropriate support tailored to their needs. Annual surveys (students, staff, parents) assessing perceptions of safety, orderliness, positive relationships, and overall school environment indicate areas for growth and continued evaluations
<p>3</p> <p>UCESC school and program staff, will acquire the knowledge and skills necessary to develop, implement, and utilize standards-based and data-driven professional learning plans that effectively inform and optimize their respective operational and instructional processes</p>	<p>Certified Staff, Non-Certified Staff, & Administrators</p>	<ul style="list-style-type: none"> There is a need to revise professional learning beyond generic training to a targeted, data-driven approach. Staff will acquire the skills to develop and utilize these plans, staff will ensure that professional learning directly addresses the most pressing operational challenges and instructional needs unique to their students and programs, leading to relevant and impactful growth. Effective professional learning directly translates into more efficient and effective day-to-day operations and higher quality instruction. By systematically using data and adhering to established standards (like the 2022 Standards for Professional Learning implicitly), staff will learn to refine processes, implement evidence-based practices, and adapt strategies, ultimately leading to improved service delivery for students and a more effective work environment for staff.
<p>4</p> <p>Promote the continuous growth of district staff and ensure compliance with state-mandated professional development requirements through job-embedded, collaborative PLCs.</p>	<p>Certified Staff, Non-Certified Staff, & Administrators</p>	<ul style="list-style-type: none"> All administrators and teaching staff members are required to participate in initial and annual refresher training in AchieveNJ regulations and in the board-approved teacher evaluation instrument (Danielson Framework). The district is responsible for implementing the state-mandated requirements for professional development for groups of educators as specified in N.J.A.C. 6A:9C (Refer to attached chart). Utilization of RWJ/Trinitas LCSW Clinical Team to help educate and assist UCESC certified staff, non-certified staff and administration with the evolving needs and diagnoses of the different students coming to LMA (1571) and LMA (NP Campus) to effectively work with students academic and clinical needs.

2: Professional Learning Activities



Initial Activities

**Follow-up Activities
(as appropriate)**

**PL
Goal
No.**

1	<ul style="list-style-type: none">• Conduct district-wide professional development sessions for all relevant staff on the reflective cycle and newly developed Tier 2 interventions.• Establish professional learning communities (PLCs) or ongoing study groups focused on applying the reflective cycle to complex student needs and sharing successful intervention strategies.	<ul style="list-style-type: none">• Behavior Analysts and Registered Behavioral Technicians will support the safe and effective implementation of crisis intervention strategies in all classrooms.• Registered Behavioral Technicians will provide training and support to school staff to ensure the successful implementation of student BIPs.• Administrators, Student Assistance Coordinator, and staff will identify, implement, and review the efficacy of research-based school-wide programs and strategies to decrease discipline, HIB, and substance abuse incidents.• The Director of Curriculum and Instruction, Administrators, Student Assistance Coordinator, and Health teachers will identify, implement, and review the efficacy of research-based substance abuse programs and strategies that can be integrated into the health curriculum.• Administrators and staff will identify, implement, and review the efficacy of research-based programs and strategies to increase attendance, decrease cases of HIB, and promote positive behaviors in the classroom.• Director of Curriculum and selected high school Administrators, Student Assistance Coordinator, and high school social workers will participate in Rutgers University's School of Health Professions' "Enhancing School Mental Health Services Project" and identify best practices and resources useful for expanding the school of Threat Assessment Teams.• Director of Curriculum and in collaboration with Social Workers and Student Assistance Coordinator, will identify, implement and review the efficacy of research-based strategies that can be integrated into existing curriculum and programs, as well as secondary-level mental health groups.• High School Principals, Social Workers, Student Assistance Coordinator will convene regular meetings on students' mental health and substance abuse concerns, as well identify professional development opportunities for Administration and Faculty on these topics.
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2	<ul style="list-style-type: none"> Analyze existing behavioral data (e.g., Office Discipline Referrals, suspension data, major incident reports) to identify baseline trends and specific areas of need across programs. Based on needs assessment and best practices, review and revise existing (or develop new) district-wide standardized frameworks for Tier 1 (universal positive behavior supports, clear expectations, classroom management strategies) and Tier 2 (common evidence-based interventions, referral processes, progress monitoring protocols). Conduct an audit of all current behavior data tracking systems in use across programs. Identify inefficiencies, inconsistencies, and gaps in data collection. All LMA staff will complete Safety-Care training, and maintain their certifications annually with re-certifications, continuing to implement best practices within Safety-Care and de-escalation for our student population. 	<ul style="list-style-type: none"> Supervisor of Behavioral Services in collaboration with administrators will develop clear protocols and definitions for data entry to ensure accuracy and consistency across all staff and programs. Begin the process of designating or identifying existing staff members for these roles, or initiate recruitment for new hires if internal capacity is insufficient. Behavior teams will provide ongoing coaching and modeling of Tier 1 strategies in classrooms and programs. Behavior teams will provide targeted professional development for relevant staff (e.g., special education teachers, behavior specialists, related service providers) on specific Tier 2 intervention protocols, functional behavior assessment (FBA) basics, and data-driven decision-making for individualized Tier 2 supports. Develop and implement tools (e.g., observation checklists, fidelity rubrics) to regularly monitor the consistent and accurate implementation of Tier 1 and Tier 2 strategies across all programs.
3	<ul style="list-style-type: none"> All schools and programs will utilize the new framework and tools (e.g., planning templates) to develop their own data-driven professional learning plans for the upcoming year, explicitly linking them to identified operational challenges and instructional needs within the Strategic Plan Based on the developed plans, plan and deliver specific professional learning sessions that directly address the identified operational challenges and instructional needs. These sessions should be varied in format (e.g., workshops, PLCs, coaching, online modules) and incorporate evidence-based practices. 	<ul style="list-style-type: none"> Implement a systematic process for evaluating the effectiveness of all professional learning initiatives. Schedule regular (e.g., quarterly) meetings at the school/program and district levels to review data related to professional learning implementation and its impact. Facilitate discussions using the reflective cycle to analyze what's working, what's not, and what adjustments are needed to PL plans and strategies. Create a centralized repository for successful data-driven professional learning plans and effective strategies implemented across the district, allowing programs to learn from each other. Annually review and refine the district's overall framework for data-driven professional learning based on feedback, evaluation results, and evolving district priorities.
4	<ul style="list-style-type: none"> Superintendent will provide initial and annual refresher training on AchieveNJ and the Danielson Framework for Teaching to all newly hired and returning administrators. School Improvement Panels (ScIPs) will be given training and an outline in order to conduct refresher training on Achieve NJ and the Danielson Framework for Teaching for all certified staff. 	<ul style="list-style-type: none"> Administrators will ensure compliance with the district calendar of State-mandated professional development and submit agendas and attendance rosters for all other PD activities throughout the year. School Improvement Panels (ScIPs) will distribute surveys to certified and non-certified staff to determine additional professional development needs and interests and share results with the Superintendent at DEAC Meetings.



<ul style="list-style-type: none"> • Director of Curriculum and Instruction will oversee the continued implementation of the online professional development platform. • District will maintain a log of all PD activities to ensure annual compliance with "Professional Development Requirements in Statute and Regulations" published by the NJDOE. 	<ul style="list-style-type: none"> • School Safety Officer will provide initial and annual refresher training on District Emergency Management policies and regulations for staff, including school custodians and maintenance personnel. • Director of Curriculum and Instruction will evaluate and refine existing practices for providing State-mandated PD to newly-hired and substitute staff.
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3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<p>LMA has a weekly scheduled MTSS Meeting every Friday morning in which Administration, Clinical Team, School Nurse, RBTs, Guidance Counselor and SAC will meet to discuss if students are moving up or down a Tier based on school data (Attendance, Point/Levels, Behavioral Referrals) and other pertinent information shared with the team such as external factors. Staff will also have an opportunity in this meeting, and faculty meetings to discuss different interventions based on the student's assigned Tier to see how effective they are.</p>	
2	<p>LMA Staff will be given an initial PD prior to the start of the school year on different strategies and techniques when working with students who have different mental health diagnoses from the RWJ/Trinitas Clinical Team. LMA Staff will be able to discuss or ask RWJ/Trinitas Clinical Team questions regarding the different mental health diagnoses and the behaviors associated with each one throughout the school year.</p> <p>LMA RBTs will continue to utilize data collection for daily behavior (Point Sheets) and Behavior Referrals to provide targeted interventions for teachers, TAs and clinical staff. RBTs will also spend time charting and graphing this data weekly to be presented at the MTSS Meeting.</p>	



<p>3</p> <p>LMA Staff will continue to receive on-going Safety-Care Core Skills training for individuals who need an initial training or re-certification.</p> <p>LMA Administration and SCIP members will continue to meet during the school year to plan different school-wide professional learning opportunities on designated days for PD Training.</p> <p>LMA Administration will continue to promote Professional Learning opportunities for all UCESC staff members during Faculty Meetings ensuring all staff understand the procedures for applying for Professional Learning, and how it supports the School PDP and Strategic Planning Pillar Goals.</p> <p>SCIP and LMA Administration will meet following school-wide professional learning opportunities to review staff feedback.</p>	
<p>4</p> <p>LMA certified staff will work on specific mandatory trainings through GCN following the district Professional Learning Calendar with deadlines.</p> <p>LMA certified staff, with the supervision of LMA/HAS/HAN administration will participate in recurring department meetings discussing curriculum, assessment and instruction in their assigned department.</p>	

4: Progress Summary

<p>PL Goal No.</p>	<p>Notes on Plan Implementation</p>	<p>Notes on Goal Attainment</p>
<p>1</p>		
<p>2</p>		
<p>3</p>		
<p>4</p>		



Signature:

Carl Stapp
Principal Signature

09/30/25
Date