



Westlake School Professional Development Plan (PDP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Union County Educational Services Commission	Westlake School	Claudine Tantillo	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, sensory integration, HIB incidents, 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 ● 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 levels. This multi-tiered system ensures that all students receive appropriate support tailored to their need
2	By the end of the 2025-2026 school year, all certified staff and classroom aides will complete a comprehensive training program to increase their capacity for ensuring a safe school environment. This training will focus on identifying	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. ● Annual surveys (students, staff, parents) assessing perceptions of safety, orderliness, positive relationships, and overall school environment indicate areas for growth and continued evaluations



	<p>and utilizing best practices in behavioral and mental health interventions, including the strategic use of Tier 3 MTSS supports and restorative practices.</p>		<ul style="list-style-type: none"> • Training staff to recognize and address these sensory triggers can prevent challenging behaviors before they start, moving from a reactive to a proactive approach.
<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).

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
-------------	--------------------	---------------------------------------



<ul style="list-style-type: none">• Behavior Analysts and Registered Behavioral Technicians will support the safe and effective implementation of safety care 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, and staff will identify, implement, and review the efficacy of research-based school-wide programs and strategies to decrease discipline, HIB.• Administrators and staff will identify, implement, and review the efficacy of research-based programs and strategies to increase attendance, and promote positive behaviors in the classroom.• Supervisor of Mental Health services and Social Workers will implement and review the efficacy of research-based strategies that can be integrated into existing curriculum and programs, as well as students in need of mental health.• Administrators, Behavioral team and Social Worker, will convene regular meetings on students' mental health concerns, as well identify professional development opportunities for Administration and Faculty on these topics.	<ul style="list-style-type: none">• Conduct district-wide professional development sessions for all relevant staff on the reflective cycle and newly developed Tier 1 and 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">• 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 and Tier 3 intervention protocols, functional behavior assessment (FBA) basics, and data-driven decision-making for individualized Tier 2 and Tier 3 supports.	<ul style="list-style-type: none">• Analyze existing behavioral data (e.g., physical restraint incident reports and classroom data collection) 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). Tier 3 students - review by debriefing and planning meetings.• Conduct an audit of all current behavior data tracking systems in use across programs. Identify inefficiencies, inconsistencies, and gaps in data collection.• Conduct ongoing Safety Care best practices and interventions to ensure SC policies and procedures are consistently maintained.



	<ul style="list-style-type: none"> • Develop and implement tools (e.g., observation checklists, fidelity rubrics) to regularly monitor the consistent and accurate implementation of Tier 1, Tier 2 and Tier 3 strategies across all programs. • 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.
<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"> • 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. • 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.
<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. • 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"> • 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.



PL Goal No.	Resources	Other Implementation Considerations
1	Zones of Regulation, Recurring meetings with Threat Assessment Team/School Safety Team/SW/Behavior Team, Quick Glance Guides, BIPS, Behavioral Strategies/Interventions, Social Skills Groups, Sensory Integration Training, Safety Care and SC materials, Sensory materials (weighted vests, fidget toys etc).	Training, Budget, Technology
2	Coordination with nurse, home, CST, and outside agencies, FBA, BIPS, Zones of Regulation, Recurring meetings with Threat Assessment Team/School Safety Team/SW/Behavior Team, Quick Glance Guides, BIPS, Behavioral Strategies/Interventions, Social Skills Groups, Recurring discussions with the Health and Wellness Supervisor.	Training, Budget, Technology, Workshops
3	AFLS, ABLLS, VB Map, DLM, Brain Pop, Discovery Ed., Education.com , Generation Genius, Mystery Science, News2you, Raz Kids, Super Teacher Worksheets, Teachers Pay Teachers, Smartboard, Collegial Dialogue, instructional manipulatives.	Training, Budget, Technology
4	GCN, weekly recurring PLC meetings, department meetings, teacher led study groups, PDP's, SCIP, DEAC, staff meetings, PD workshops, Achieve NJ and Danielson refresher, Emergency Management Policies and procedures.	Training, Budget, Technology
5		
6		

4: Progress Summary

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



3

Signature:

Claudia Thornton

Principal Signature

9/11/25

Date