



Josh Bornstein Optional School Professional Development Plan (PDP) Template

| District Name | School Name | Principal Name | Plan Begin/End Dates |
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| Union County Educational Services Commission | Work Readiness Academy | Josh Bornstein | September 1, 2025 - June 30, 2026 |

1: Professional Learning Goals

| No. | Goal | Identified Group | Rationale/Sources of Evidence |
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| 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, SEL needs, suspension, HIB incidents, and substance abuse referrals reflect 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 effectively assess student performance and enhance student learning by utilizing appropriate prompt fading techniques and task analysis. | Certified Staff, Non-Certified Staff, & Administrators | <ul style="list-style-type: none"> Now that the WRA has a part-time RBT on staff, we see this as an opportunity to engage in collaborative discussions and intervention planning associated with the instructional and behavioral needs of our students. 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 inconsistencies in our approach to working with individual students across multiple settings including the classroom and various WBL sites. Tier 2 provides early, targeted interventions for students who need more support, preventing issues from escalating to more intensive and disruptive levels. This |



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| | <i>Josh Bornstein</i> | | multi-tiered system ensures that all students receive appropriate support tailored to their needs. |
| 3 | 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 | Certified Staff, Non-Certified Staff, & Administrators | <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. |
| 4 | Promote the continuous growth of district staff and ensure compliance with state-mandated professional development requirements through job-embedded, collaborative PLCs. | Certified Staff, Non-Certified Staff, & Administrators | <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) |
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| 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 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 intervention strategies in all classrooms. • Registered Behavioral Technicians will provide training and support to school staff to ensure the successful implementation of prompt fading techniques and use of task analysis. |



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| | <p><i>Josh Bornstein</i></p> | <ul style="list-style-type: none"> • 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 concerns, as well identify professional development opportunities for Administration and Faculty on these topics. |
| 2 | <ul style="list-style-type: none"> • Analyze existing behavioral data (MTSS referrals, Weekly Feedback Forms and Week Task Assessment Forms) 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). • Provide ongoing training and support in prompt fading and task analysis - as needed. | <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. • RBT, under the supervision of the BCBA, and Administration will provide ongoing coaching and modeling of Tier 1 strategies in classrooms and in the field at WBLs. • 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. |



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| | <i>Josh Bornstein</i> | <ul style="list-style-type: none"> 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. 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"> 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. |

3: Essential Resources

| PL Goal No. | Resources | Other Implementation Considerations |
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| 1 | <p>The WRA MTSS Core Team will be allocated time to meet during the school day throughout the year to review and discuss Tier 1 and Tier 2 interventions; School staff will be provided a refresher training on MTSS procedures during the first two months of the school year;</p> <p>Time will be allocated for weekly Student Case Conference Meetings to discuss student behaviors, social-emotional concerns, or skill acquisition</p> | |



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| | <p>challenges - and develop plans for intervention and support using the MTSS tracking system.</p> <p><i>Josh Bornstein</i></p> | |
| 2 | <p>The WRA administration will be coordinating a short presentation from a UCESC BCBA during one of the all staff faculty meetings during the first two months of the school year. Additionally, our new supervising BCBA for our in-house RBT will be available on a consultative basis to support us with specific behavioral interventions.</p> <p>Time will be allocated for weekly RBT Consult meetings to discuss student behaviors and instructional challenges & develop plans for intervention and improvement.</p> | |
| 3 | <p>The WRA ScIP Committee will be allocated meeting time throughout the year to work on activities related to planning coordinated and meaningful professional learning. Time and resources will also be devoted to ensuring that all staff members have an opportunity to participate including providing feedback and input.</p> | |
| 4 | <p>The collective bargaining agreement between the Commission and the Westlake Education Association allocates 90-minutes per week outside of the school day for certificated staff to engage in sustained, job-embedded and collaborative professional development.</p> <p>The district Director of Curriculum and Instruction will be available for support and consultation.</p> | |

4: Progress Summary

| PL Goal No. | Notes on Plan Implementation | Notes on Goal Attainment |
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Signature:

Josh Bornstein

Principal Signature

10/1/26

Date