



BAYONNE SCHOOL DISTRICT
Professional Development Plan (PDP)
2026 – 2027

District Name	Superintendent Name	Plan Begin/End Dates
BAYONNE	Mr. John J. Niesz	July 1, 2026 – June 30, 2027

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1.	By the end of the 2026-2027 school year, staff will demonstrate proficiency in using LinkIt! data analytics to identify student learning gaps and adjust instructional delivery in real-time, ensuring a responsive learning environment that improves student growth outcomes.	Superintendent, Deputy Superintendent, Assistant Superintendents, School Business Administrators, Chief Academic Officer, High School Principal, Assistant Principals, Academic Deans, Elementary Principals, Elementary Assistant Principals, Directors, Supervisors, Teachers, School Counselors, Support Staff Technology Teams District AI Committee	Building upon the growth established in NJTSS since 2021, this goal seeks to further refine our tiered intervention model. To effectively advance our NJTSS and Gifted and Talented / 2E programs, staff must transition from basic data awareness to advanced data proficiency. Utilizing LinkIt! real-time analytics ensures that the progress made over the last several years is sustained and that Tier 2 and Tier 3 SEL and academic interventions are precisely matched to current student diagnostic data.



2.	By the end of the 2026-2027 school year, 100% of teachers will move from 'entry-level' to 'effective' proficiency in the BBOED AI framework by completing district-approved professional development (e.g., Gemini Education, Canva AI). Teachers will demonstrate this by integrating AI tools to personalize instruction and reduce prep time, while ensuring all student AI use aligns with Policy 2365 (Acceptable Use of Generative AI), focusing on human-centered creativity, academic integrity, and the verification of AI-generated facts.	Superintendent, Deputy Superintendent, Assistant Superintendents, School Business Administrators, Chief Academic Officer, High School Principal, Assistant Principals, Academic Deans, Elementary Principals, Elementary Assistant Principals, Directors, Supervisors, Teachers, School Counselors, Support Staff Technology Teams District AI Committee	Career & Life Readiness: AI is no longer just a technological shift; it is a fundamental transformation of the global landscape. In alignment with the BBOED vision, teachers must guide students to move beyond being passive users of technology to becoming critical thinkers and ethical innovators. By understanding AI, educators ensure that Bayonne students develop the "human-centric" skills, judgment, verification, and ethical reasoning- required to lead in a workforce where AI is a standard collaborator, not just a tool. Enhancing Instructional Effectiveness: In accordance with BBOED's pillar of "Empowering Effective Instruction," AI is an essential resource for modernizing the teaching profession. This goal recognizes that AI can automate administrative tasks and streamline lesson planning (e.g., using Gemini Education or Canva Magic Studio). By mastering these tools, teachers can reclaim time to focus on what matters most: building meaningful relationships with students and providing high-touch, human-centered mentorship. Promoting Equity and Personalized Learning for Diverse Needs: Consistent with BBOED's commitment to an inclusive environment, AI serves as a powerful equalizer. Evidence suggests that AI-driven tools can provide immediate, targeted interventions and generate accessible materials for students with diverse learning needs in real-time. Proficiency in AI allows teachers to fulfill the district's mission of "Building Bright Futures, Together" by ensuring every student, regardless of their starting point, receives personalized support that bridges achievement gaps.
----	---	---	---



3.	NJ is one of the last States to rely almost exclusively on the discrepancy formula because it is a “wait to fail” model and because it does not provide information about the individual learning strengths and weaknesses of students. Regardless of whether this bill becomes law, the US Department of Education (USDE) discourages the use of the discrepancy formula. Current NJ regulations governing special education already allow for an analysis of patterns of strengths and weaknesses (PSW), and Response to Intervention (RTI) approaches to identification of Specific Learning Disability (SLD). In addition, the NJDOE has required districts to focus on developing a quality, well-defined tiered system of supports (NJTSS). Indeed, this has been added as an element of State monitoring as of September 2020, with greater focus more recently on NJTSS during monitoring. Helping our staff understand the interconnections between NJTSS, MTSS, RTI, and PSW is a necessary component of the overall effort to identify students’ individual needs sooner and provide appropriate, targeted, individually designed instruction using the students’ own strengths to remediate/compensate for weaknesses.	Superintendent, Deputy Superintendent, Assistant Superintendents, School Business Administrators, Chief Academic Officer, High School Principal, Assistant Principals, Academic Deans, Elementary Principals, Elementary Assistant Principals, Directors, Supervisors, Teachers, School Counselors, Support Staff School Climate Teams Comprehensive Equity Plan Team District NJTSS Team School NJTSS Teams	Teachers will require professional development on the new law and its implementation. Bayonne School District, New Jersey Tiered System of Supports (NJTSS) Teams will require additional training to identify PSW. Child Study Teams (CSTs) will need additional training to analyze test results in a different way and NJTSS team members will need instruction in data analysis and use of data to more specifically design effective, individualized instructional strategies for individual students. By June 30, 2027, the Bayonne Public School District will continue to provide professional development for Administrators, Teachers, Special Education Staff (CST / Providers), Specialists / Interventionists / Coaches / Counselors and continue to provide professional development to district and school based NJTSS Teams and Data Teams.
----	--	---	---



4.	To enhance the educational experience of our ninth-grade students by implementing a comprehensive reorganization of THE Bayonne High School. This initiative will expand access to diverse academic and vocational pathways, including fine and performing arts, honors and scholars programs, business education, and career and technical education. By fostering personalized learning opportunities and career-oriented tracks, we aim to empower students with the skills, knowledge, and experiences necessary for future success."	Superintendent, Deputy Superintendent, Assistant Superintendents, School Business Administrators, Chief Academic Officer, High School Principal, Assistant Principals, Academic Deans, Elementary Principals, Elementary Assistant Principals, Directors, Supervisors, Teachers, School Counselors, Support Staff BHS School Climate Teams BHS Shared Decision Making Team	Focus on 9th Grade: This explicitly targets the crucial transition year, allowing for early intervention and exploration. Reorganization: Implies a systemic change, not just isolated programs. Diverse Pathways: Emphasizes the creation of opportunities in: ○ Fine and Performing Arts ○ Honors and Scholars Programs ○ Business ○ Career and Technical Education ○ Liberal Arts Early Exposure and Access: Encourages providing students with opportunities to see and try these different paths early in their high school career.
----	--	---	--



5.	To Establish Culturally Responsive Classrooms Culturally responsive teaching involves ways of educating students based on principles of social justice. A key purpose of culturally responsive teaching is to provide all students with learning opportunities, regardless of their gender, race, ethnicity, or first language. A culturally responsive teacher uses differentiated instruction to tailor learning to every aspect of a student's culture. Culturally responsive teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning, and which uses research-based teaching strategies that make meaningful connections between what students learn in school and their cultures, languages, and experiences.	Superintendent, Deputy Superintendent, Assistant Superintendents, School Business Administrators, Chief Academic Officer, High School Principal, Assistant Principals, Academic Deans, Elementary Principals, Elementary Assistant Principals, Directors, Supervisors, Teachers, School Counselors, Support Staff School Climate Teams Comprehensive Equity Plan Team	Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures. Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning (<u>Ladson-Billings, 1994</u>). When integrated into classroom instruction, culturally responsive strategies can have important benefits such as: - Strengthening students' sense of identity - Promoting equity and inclusivity in the classroom - Engaging students in the course material - Supporting critical thinking
----	---	--	---



6. Strengthening Gifted and Talented Education The Strengthening Gifted and Talented Education Act was signed by Gov. Phil Murphy on Jan. 17, 2020 with the goal of equal access by students and improved administrator and teacher oversight of G&T programs. The law will require school districts to maintain data on services offered through their gifted and talented programs, which students based on demographics are being admitted into gifted and talented programs, and which staff members identify students and work with them. The data will be reported to the state on an annual basis. For the 2026-2027 school year, the Bayonne Board of Education aims to ensure equitable access to Gifted and Talented (G&T) programs, fulfilling the <i>Strengthening Gifted and Talented Education Act</i>. The district will prioritize a holistic "multiple measures" identification process, incorporating CogAT scores, NJSLA data, and teacher recommendations via the Renzulli framework. To ensure inclusivity, the process specifically mandates the consideration of English Language Learners (ML), students with IEPs, and those with 504 plans. Key operational goals include maintaining transparent annual data reporting to the state and providing staff with professional development on the Schoolwide Enrichment Model. To reflect ongoing student development, eligibility will be re-evaluated annually rather than being a one-time placement. This comprehensive approach ensures that all high-potential learners, including twice-exceptional and multilingual students, receive the necessary oversight and differentiated instruction to thrive.	Superintendent, Deputy Superintendent, Assistant Superintendents, School Business Administrators, Chief Academic Officer, High School Principal, Assistant Principals, Academic Deans, Elementary Principals, Elementary Assistant Principals, Directors, Supervisors, Teachers, School Counselors, Support Staff School Climate Teams School Data Teams G & T / 2E School Level Committee G & T / 2E District Level Committee	The Bayonne Board of Education defines gifted students as those possessing high-level abilities compared to peers, requiring modified educational programs to reach their potential. To support this, the district provides specialized professional development for teachers and leaders. Research confirms that trained educators are more effective at fostering higher-level thinking, individual expression, and diverse learning experiences. Evaluation of goal success for the 2026-2027 school year will include: • Compliance Data: Annual NJDOE reports on G&T services and student demographics (including ML, IEP, and 504 status). • Assessment Records: Documentation of holistic "multiple measures," including CogAT scores, NJSLA data, and Renzulli teacher recommendations. • Professional Development: Records of staff training in the Schoolwide Enrichment Model and identification of twice-exceptional learners.
---	---	---



7.	To reduce the number of students that are chronically absent. In order for students to learn and achieve their fullest potential, it is critical that they are in school and engaged in the learning process. Research shows that student absences impact a child's ability to succeed in school. ¹ In addition, there is evidence that chronic absenteeism from school is a primary cause of low academic achievement and a powerful predictor of a student's risk of dropping out of school. ² www.nj.gov/education/students/safety/behavior/attendance/improvingattendance.pdf 1 "10 Facts About School Attendance," Attendance Works 2 Balfanz, R. and Byrnes, V. (2012). The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools. Baltimore: Johns Hopkins University Center for Social Organization of Schools.	Superintendent, Deputy Superintendent, Assistant Superintendents, School Business Administrators, Chief Academic Officer, High School Principal, Assistant Principals, Academic Deans, Elementary Principals, Elementary Assistant Principals, Directors, Supervisors, Teachers, School Counselors, Support Staff Principal of Climate and Culture Community Parent Involvement Specialists School Climate Teams School Attendance Committees	"Chronic Absenteeism" is defined in New Jersey's ESSA State Plan as the percentage of a school's students who are not present for 10 percent or more of the days that they were "in membership" at a school. Does not differentiate between excused or unexcused absences, simply 'not present' New Jersey School Performance Reports 2025-2026 Summary page indicates Bayonne School District is <i>"In Need of Improvement"</i> Students absent for 10% or more of the days enrolled was 30.2%. Focus must be on grades K, 1, and high school.
----	--	--	--



8.	To build capacity for educators in aligning curriculum, instruction, and assessment, preschool to grade 12, within the framework of the New Jersey Student Learning Standards (NJSLS) By September 2026 the following curriculum will be aligned with the NJSLS: Standard 1: Visual and Performing Arts Standard 2: Comprehensive Health and Physical Education Standard 5: Science Standard 6: Social Studies Standard 7: World Languages Standard 8: Computer Science & Design Thinking Standard 9: Career Readiness, Life Literacies & Key Skills	Superintendent, Deputy Superintendent, Assistant Superintendents, School Business Administrators, Chief Academic Officer, High School Principal, Assistant Principals, Academic Deans, Elementary Principals, Elementary Assistant Principals, Directors, Supervisors, Teachers, School Counselors, Support Staff	A state mandate requires alignment of curriculum to New Jersey's Student Learning Standards. The district has identified the need for professional development with the increased rigor required by the state standards and their impact on assessments. Analysis of NJSLA - ELA, Math, and Science scores Teaching strategies and practices that are reflective of the NJSLS need to be infused in all content areas. Currently the district reflects a gap in achievement scores in the following areas: economically disadvantaged, ELL, special education, borderline ELA (52.1%) and mathematics (33.7%).
9.	For the 2026-2027 school year, we will strengthen the implementation of the New Jersey Tiered System of Supports (NJTSS) for all students in grades K-12. This will be achieved through high-quality, research-based Tier 1 instruction , systematic universal screening conducted three times annually , and data-driven decision-making to provide targeted Tier 2 and Tier 3 interventions. By utilizing a collaborative problem-solving process, incorporating Identification, analysis, solution, and evaluation , we aim to improve academic achievement, social-emotional well-being, and behavioral success for every student.	Superintendent, Deputy Superintendent, Assistant Superintendents, School Business Administrators, Chief Academic Officer, High School Principal, Assistant Principals, Academic Deans, Elementary Principals, Elementary Assistant Principals, Directors, Supervisors, Teachers, School Counselors, MTSS Committees, Multi-sensory Reading Specialists, Support Staff	Policies ensure a coordinated system for planning and modifying interventions through a multi-disciplinary NJTSS team. • Rationale: To meet diverse student needs within general education, reduce excessive special education referrals through data-driven, tiered support. • Evidence: NJTSS Action Plans, universal screening data (administered in fall, winter, and spring), and documented progress monitoring cycles for Tiers 2 and 3.



10.	Continuation of Professional Learning Communities as a Best Practice for student achievement. The purpose of Professional Learning Communities (PLCs) is to hold collaborative meetings, focus on student learning outcomes, align standards and student learning objectives, and drive effective instruction. After four years, teachers have now moved to the <u>sustaining</u> stage where they are using PLC structures and practices that are well documented.	Superintendent, Deputy Superintendent, Assistant Superintendents, School Business Administrators, Chief Academic Officer, High School Principal, Assistant Principals, Academic Deans, Elementary Principals, Elementary Assistant Principals, Directors, Supervisors, Teachers, School Counselors, Support Staff	PLCs can offer an effective, collaborative learning-focused process that can foster improvement in teaching and learning by providing a powerful infrastructure where teachers can engage in constructive dialogue, reflect on and improve instruction, and share ways to increase effectiveness in the classroom to positively impact student learning.
-----	---	--	---



2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1.	Conduct district-wide training on LinkIt! platform specifically focused on the "Whole Child" view. Staff will learn to cross-reference academic benchmarks with Tier 2 and Tier 3 SEL markers (attendance and SEL surveys) to identify students needing immediate intervention. Facilitate workshops where staff map existing district resources to the NJTSS tiers. This ensures every teacher knows exactly which Academic, SEL strategies or Gifted/2E enrichment tools are available for a student identified by the data as Tier 2 or Tier 3. During Grade-Level or Department meetings, staff will use real-time LinkIt! analytics to create their first cycle of flexible small groups (tiered). This activity moves beyond "viewing data" to physically organizing the classroom based on specific diagnostic gaps.	Implement monthly Professional Learning Communities (PLCs) where teachers bring evidence of a Tier 2 Academic, SEL intervention or a G&T/2E modification. Teams will analyze benchmark data in LinkIt! to determine the effectiveness of the intervention and adjust instruction for the next cycle. Proficiency Peer-Observation Rounds: Establish a "Peer-to-Peer" observation model where staff visit classrooms to see advanced data proficiency in action. They will observe how a colleague uses real-time diagnostic data to shift from whole-group instruction to targeted small-group SEL or academic support mid-lesson.



2.	During the opening District PD Days, all staff (PreK–12) will review Policy 2365. Educators will update their Classroom Management Plans and Parent-Student Handbooks to include the district's "Red/Yellow/Green" AI usage scale. For early childhood (PreK–3), this focuses on teacher-led AI use for accessibility; for secondary (6–12), this includes explicit student disclosure and citation requirements. All staff will complete the mandatory "Gemini for Education" certification via Professional Learning opportunities. This training ensures that all educators, from preschool to high school, understand how to use AI to generate age-appropriate materials without inputting any student Personally Identifiable Information (PII), maintaining strict compliance with district data privacy safety protocols.	Professional Learning Communities (PLCs) will collaborate across grade levels to build a "District Prompt Library." Staff will document how they used AI to automate administrative tasks (e.g., Parent Communication Logs, newsletters, or IEP goal drafting) and create three-tiered instructional scaffolds (ELL, IEP, and Enrichment) tailored to their specific Pacing Guides.
3.	View videos on NJTSS Review and provide input on universal screeners	Attend workshops on NJTSS and PSW Read articles on NJTSS and PSW Utilize LinkIt Intervention Manager
4.	Review data and research highlighting the importance of the 9th-grade year In PLCs, discuss the increased academic rigor, social pressures, and developmental changes students face Support ongoing professional development	Read articles and watch videos on strategies on how to model and encourage growth mindset in the classroom Explore strategies for scaffolding assignments, providing flexible grouping, and offering varied learning activities Facilitate collaboration between middle school and high school teachers to ensure curriculum alignment and a smooth transition of academic content



Culturally responsive teaching builds a safe, sturdy bridge between students' home and personal lives to classroom instruction. Culturally responsive teaching is not a program the district can purchase. It's not a box of curriculum. It's about how we weave our students' lives into daily instruction. We create the culture in our classrooms: the routines, what is valued, what we shine a light upon, how we celebrate, what is respected, how we interact with students and families. Culturally responsive teaching requires: • Knowing students individually • Valuing students' assets • An openness to one's own biases • Building community 5. The first step in honoring students' cultural references is learning about them. Being curious about students' cultures and allowing them and their families to share this information can inform our lesson planning, improve teacher-student communication, and get us thinking about how we want our classrooms to look and feel. Some considerations that can help us truly know our students are: • Race/ethnicity • Family structure • Primary language, including dialects and slang • Activities/sports • Music/pop culture references • Social, religious, or other identities Support ongoing professional development Begin to familiarize yourself with culturally responsive classrooms by reviewing websites, periodicals, literature Provide opportunities for staff to attend workshops	Build Culturally Responsive Relationships (Get to know your students) This has been repeatedly confirmed; if educators do not have some knowledge of their students' lives outside of paper-and-pencil work, and even outside of their classrooms, then they cannot accurately know their students' strengths and weaknesses (Delpit, 1995). This theme is also echoed by Pedro Noguera, who concludes that, in order to engage urban students, teachers must adapt their teaching to the way in which those students learn rather than the reverse (expecting students to adapt their learning to the way in which they are taught). Therefore, teachers need to know how to make ideas and knowledge meaningful to urban students and how to use students' culture and interests as tools to teach them (Noguera, 2003). We must teach the way students learn, rather than expecting them to learn the way we teach. —Pedro Noguera
--	--



6.	Update and review the 2026-2027 District G&T Manual to ensure all staff understand the "multiple measures" identification process, specifically the mandatory inclusion of English Language Learners (ML), Twice-Exceptional (2e) students, and those with IEP/504 plans. Provide foundational workshops on the Renzulli & Schoolwide Enrichment Model (SEM). Teachers will learn to use the Renzulli Scales to identify student interests and "Total Talent" rather than relying solely on standardized test scores. Facilitate "Data Dig" sessions where teachers act as diagnosticians, analyzing CogAT, NJSLA, and district assessment data to create initial differentiated learning paths and tiered assignments for identified students.	Provide ongoing, job-embedded coaching from District G&T Coaches to help teachers implement differentiated strategies. This ensures students who have mastered grade-level content can move into advanced enrichment without "undue boredom." Support staff in facilitating Type III Enrichment projects, where students transition from "consumers" to "producers" of knowledge, investigating real-world problems based on their unique learning profiles. Engage in ongoing progress monitoring where staff re-evaluate student growth data and adjust learning needs. This ensures that the G&T program remains a dynamic service that responds to student development throughout the 2026-2027 school year.
----	--	---



7. Review district-wide attendance data Review school-level attendance data Ensure attendance data is accurately entered and reports are produced, widely available, and regularly reviewed Ensure that attendance expectations are clearly presented in school and district code of student conduct Make attendance an item for discussion in all school events including back-to-school night, parent conferences and other opportunities to share goals with various stakeholders Participate in Attendance Awareness Month activities throughout the month of September Use multiple media to publicize attendance goals in ways that are accessible to all students, families and the community Use social networking tools to inform stakeholders of the impact of missing school throughout the school year Review results of school climate survey Review attendance policies Administrator discussions with parents at back-to-school nights Disseminate brochures Review attendance works website Provide recognition to individual students, rewards for students with excellent attendance, or improvement on attendance that reversed an at-risk trajectory and groups (i.e., classes with excellent monthly attendance.) Promote effective schoolwide approaches to recognizing good and improved attendance Reach out to frequently absent students to find out in a supportive manner why they are missing school and what would help them attend more regularly	Schools with greater than 6% of its enrollment determined to be chronically absent are advised to begin to pay closer attention to attendance trends. Helpful resources exist for schools at www.attendanceworks.org. Such resources include sample templates for messaging the importance of attendance to families (including outreach to Spanish and Arabic speaking families) and a short, self-assessment tool to guide analysis of current school efforts: http://www.attendanceworks.org/wordpress/wp-content/uploads/2012/06/School-SelfAssessment-Team-Rev-June-2012.pdf Schools that fail to meet the ESSA Chronic Absenteeism indicator will be required to create a school level Action Plan to address the issue of Chronic Absenteeism. Each school will establish a School Climate Team to create opportunities for school staff to learn about the importance of attendance and share effective strategies for improving student attendance. Launch a schoolwide Attendance Campaign for all families during the first 30 days of school. Include a kickoff event with a parent speaker, a catchy slogan, and branded items distributed to students and caregivers (pencils, pens, notepads, noisemakers, etc.) Host events to celebrate great attendance and improved attendance for parents and students Post daily student attendance percentages conspicuously (e.g., in the cafeteria, in a major hallway, on the website) Provide parents with a comparative analysis of their student's attendance with the average student attendance in the building, "nudge" letter
--	--



8.	Opportunities for vertical and horizontal articulation for best instructional practices, assessment design, data analysis and core content integration Formulate District Level Data Team Share new curriculum template and pacing guide Addition of LGBTQ, Climate Change, SEL, Culturally Responsive Classrooms, Gifted and Talented Education	Curriculum Writing teams will analyze curriculum and units of study and develop/revise units of study and benchmark assessment that further align to the rigor and quality of the NJSLS Data Teams will develop annual district plans for closing the gaps, and PLCs will share promising professional practices with one another. Creation of Annual School Plans (ASP)
9.	Utilize i-Ready Diagnostic data and LinkIt benchmarks during the fall window to identify "at-risk" learners. Multi-disciplinary teams will use this data to group students for Tier I differentiated instruction and Tier II intervention during the dedicated WIN (What I Need) period. Utilize Multi-Sensory Reading Specialists, Instructional Coaches, and Interventionists to conduct school-wide professional development on research-based phonics programs. This ensures Tier I classroom environments are equipped with multi-sensory strategies before moving to more intensive supports. Implement a Title I Schoolwide initiative to provide teachers with access to RAZ-Plus/RAZ-Kids and i-Ready Teacher Toolbox resources. Training will focus on using "Prerequisite Reports" to inform small-group reading practice and independent "level-up" kits.	Establish Before/Afterschool Programming (incorporating L.E.A.P. and A.R.M.S. models) specifically for Tier 2 and Tier 3 students. These sessions will focus on high-frequency "Targeted Reading Practice" and progress monitoring to bridge gaps identified during the school day. Conduct Collaborative Problem-Solving meetings at the conclusion of each intervention cycle. Using i-Ready Growth Monitoring and multi-sensory assessments, teams will determine if students should continue their current program, be exited, or receive increased intensity (Tier 3).



10.	Provide opportunities for PLC members to compare data and student learning goals with PLC members across the district Develop communications systems that enable PLC members and all staff to share ideas, information and successes (consider electronic media such as on-line bulletin boards, blogs, newsletters, etc.)	Provide opportunities for committee members to present workshops and otherwise disseminate their practice (e.g., develop videos, blogs, podcasts) Provide materials and supplies for the committee to produce high quality documentation and resources Maintain high capacity computer networks and technical equipment for collaborative and instructional purposes Provide opportunities for PLC members to compare data and student learning goals with PLC members across the district Develop communications systems that enable PLC members and all staff to share ideas, information and successes (consider electronic media such as on-line bulletin boards, blogs, newsletters, etc.) Provide opportunities for PLC members and peers to assess implementation of PLC decisions Support ongoing PD on data collection and analysis Provide opportunities to network and share PLC ideas, progress and strategies beyond the district
-----	--	--



3: PD Required by Statute or Regulation

State-mandated PD Activities

The Bayonne School district will provide the New Jersey Mandatory Trainings through an online management system called Safe Schools. Mandated trainings include Achieve NJ, Harassment, Intimidation and Bullying; Section 504 of the Rehabilitation Act; Child Abuse N.J.; Suicide Prevention; Alcohol and Drug Awareness for Employees; Blood Borne Pathogens; Family Educational Rights and Privacy Act; Hazardous Communications; Asthma; Anaphylactic and Anaphylaxis Shock; LGBTQ+ / Persons with disabilities, Amistad / Holocaust, SEL, Seizure, and Gang Awareness. PD activities also include those; which address ethics, law and governance. A comprehensive HIB training is also completed annually for all staff members in the district. Principals will complete school security trainings. For the 2026-27 school year, Dyslexia, SEL, LGBTQ+, G & T / 2E, and AED training (Janet's Law), Genesis SIS, and Google Classroom will also be provided.

Provide Team of Administrators' yearly refresher training for Danielson 2022 Rubrics / Marshall, SGOs, mSGPs, and Inter-rater reliability.

Address state requirements for professional development in ethics, law, and governance, and other issues related to student safety and well-being (N.J.S.A. 6A:9-15.8) for district administrators.

4: Resources and Justification

Resources

To meet the needs of the district's schools per this plan, the initial recommendation is to allocate funds from Title II A and the district budget for this purpose. The allocation will come from a combination of state and federal funds and will be adjusted if necessary, pending board approval. This amount covers costs for external providers / consultants, materials, technology resources, substitute teachers salaries and staff stipends. The plan controls expenses by relying largely on in-district expertise to provide the specified activities. The employee contract stipulates that three full days during the school year will be dedicated for professional development activities. Additionally, the school calendar reflects half-day professional development opportunities for staff throughout the year. Professional development activities involving work by collaborative teams will be implemented through common planning time opportunities at each school. Substitute coverage for classroom planning, observation, reflection, site visits, and curriculum initiatives is available as needed. A scheduled protocol is in place for regularly analyzing data and planning for instruction and regularly using staff developers and administration to support teachers in their facility with planning and delivering small group, differentiated instruction. PLCs will take place by department at the high school and grade / content at elementary schools. District Goals and the Professional Development Plan will serve as a reference to support all professional development initiatives.



Justification

2025 – 2026 Data analysis has identified priority areas related to instruction to Close the Achievement Gap and ensure successful implementation of the New Jersey Student Learning Standards and Achieve NJ. Emphasis will be placed on the development of PLCs, promoting teachers and administrators as reflective practitioners, support for the development of quality, ambitious yet achievable SGOs and assessments, the effective integration of technology into classroom and remote practice and effective data use to inform instruction at the student, class, school, and district level.

Signature:

Superintendent

May 19, 2026

Date