Board Approved: 8-3-2026

District Professional Development Plan SY 2026-2027

District Name	Superintendent Name	Plan Begin/End Dates
Freehold Borough School District	Dr. Asia Michael	July 2026 – June 2027

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	Continue to support all instructional staff in deeper understanding and implementation of NJ Student Learning Standards, fostering improved student learning outcomes across all grade levels and subject areas. In measuring students' mastery of the standards, staff will be using formative and summative assessments in grades K through 8. Grades 2-8 will be developing/utilizing NJSLA-like questions to obtain student level data and monitor student growth.	• Principals • Director of Curriculum & Instruction • Director of Special Programs • Supervisors • Teachers • Guidance Counselors • Child Study Team	• The district's 2025 NJSLA Data. Proficiency rate: ELA = 41% Math = 27%. mSGP as follows: ELA = 50 Math = 45 • District's Benchmark C Predicted Performance for NJSLA 2026. Proficiency Rate: ELA = 44% Math = 45% Growth Percentile: ELA=51 Math=53 • District's Benchmark C Assessment SY25-26 shows average student scores as follows: Grade K*: ELA = 90th Math = 90th Grade 1* : ELA = 69th Math = 77th Grade 2: ELA = 42% Math = 39% Grade 3: ELA = 34% Math = 28% Grade 4: ELA = 47% Math = 36% Grade 5: ELA = 35% Math = 21% Grade 6: ELA = 46% Math = 58% Grade 7: ELA = 47% Math = 47% Grade 8: ELA = 58% Math = 57% Algebra = 71% *percentile points • State mandate requires students in grades 3-11 to participate in NJSLA assessments. • State mandate requires continuous review and alignment of curricula to NJSLS.

2	Continue to support staff members in using research-based instructional strategies in line with the Marzano Focused Teacher Evaluation Tool. This includes but not limited to the following areas: • Data Driven Instruction • Differentiated Instruction • Individualized Instruction • Multi-tier Classroom Instruction and/or Response to Intervention	• All Instructional Staff • Teachers • School Administrators • District Administrators • Child Study Team	• State requirements are in place for implementing the evaluation system based on TEACHNJ Act. • Most recent District Observation Score Summary is as follows. Freehold Intermediate = 3.5 Park Avenue = 3.3 Freehold Learning Center = 3.4 • Additional Staff Data on Teacher Focused Evaluation Tool – Average Score by Domain Domain 1 = 3.29 Domain 2 = 3.56 Domain 3 = 3.55 Domain 4 = 3.48
3	To support staff members in improving and strengthening school culture and climate and foster a greater sense of community and belonging for all stakeholders.	• All Instructional Staff • Teachers • School Administrators • District Administrators Child Study Team	• Number of incidences brought up for HIB cases in SY 24-25 is as follows: 44 (NJ School Performance Report) • The district's Chronic Absenteeism Rate is 12.6% (NJ School Performance Report)

4	Continue to build all classroom teachers' capacity to raise student achievement in all subject areas through effective use of technology.	• Teachers • Technology Implementation Mentors (TIMs) • School Administrators • District Administrators	• Staff members need on-going training on best practices in utilizing technology devices and online programs to increase student achievement. All students now have access to technology devices. • The district's core programs include technology or online components. Staff need continuous support in understanding these materials and resources to further enhance student learning.

5	Continue to support staff members in providing targeted support in addressing needs of Multilingual Learners. Instructional staff will develop deeper understanding of unique challenges of MLs and SIFE students.	• Teachers • Principals • Director of ESL/Bilingual and World Languages • Paraprofessionals • Child Study Team	• District's population of ELL students is about 22%. • Most recent (2025) ACCESS for ELLs scores continue to indicate that students demonstrate limited English language ability. The percentage of students who scored 4 and above Proficiency Level is as follows: FLC = 27% PAE = 51% FIS = 9% • Sheltered instruction professional learning opportunities are needed to be extended to all staff working with schools that have ELL population.
6	Continue to support staff members in providing accommodations and modifications to effectively address needs of Special Education population as they work towards their Grade Level Standards.	• Teachers • Paraprofessionals • Principals • Director of Special Programs	• District's 2025 NJSLA data for Special Education students show the following proficiency rate: ELA 3-8 = 6% Math 3-8 = 5% • District's LinkIt Benchmark Assessments - percentage of Special Education students likely to be proficient in 2026 ELA and Math NJSLA as follows: ELA Math District = 18% 10% PAE = 23% 13% FIS = 14% 8%

2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	• District administrators will continue to attend NJDOE meetings with regards to NJ Student Learning Standards (NJSLS). • District will continue to partner with other districts with regards to NJSLS. • District will continue to work with colleges and universities with regards to meeting NJSLS. • District curriculum committees will continue to be formed to review district curricula in all subject areas. • District will continue to administer benchmark assessments incorporating NJSLA-like questions to measure and monitor student growth in mastering NJSLS. • District will provide PD that includes ELA and Math standards across the curriculum or content areas. This will enable other content area teachers to develop deeper understanding of ELA and Math standards and find ways to incorporate skills in their instructional practices. • Allocate collaboration time for administrators and teachers to analyze assessment data together to identify trends, areas of concern, and opportunities for curriculum adjustments to better meet the standards. • District will provide PD on use of Atlas curriculum management platform for lesson planning.	• District will monitor NJDOE's "Calendar of Events" for upcoming training and information session on NJSLS. • District will continue to participate in Monmouth County Curriculum Consortium (MC3) roundtable meetings. In addition, district will continue to participate in meetings with PK-8 districts that feed into Freehold Regional High School District. • District will continue to participate in various University initiatives that involve NJSLS. • District curricula will be revised as needed upon committee's review and recommendations. • District will continue to utilize LinkIt Benchmark Assessments, to be administered 3 times a year. • District will continue to utilize iReady to provide individualized support and help students master grade level standards. • PD on incorporating ELA standards across content areas. • Incorporate discussions on standards and assessments in Faculty and PLC meetings.
2	• District will contract Learning Sciences – Marzano Center for teacher evaluation system, iObservation. • District will provide on-going professional development sessions for teachers and administrators to implement	• District will continue to review data reports on teacher observations from iObservation platform. • District will continue to distribute District Evaluation Protocols and Procedures Manual. • District will implement walkthrough protocol aligned to MFTE.

	the Marzano Focused Teacher Evaluation Model (MFTE). • District will continue to schedule observations pursuant to Achieve NJ regulations. • District will continue to provide training in culturally responsive pedagogy and SEL-embedded instruction. • District will continue to implement Classroom Walkthroughs to gather data on instructional practices and plan for teacher support. • District will revamp MTSS/RTI Process and provide on-going PD on differentiated instructions predicated on relevant academic and SEL data.	• PD on co-teaching approach (SpEd and ESL Teachers with GenEd teachers) • District will work with a consultant on SEL and Culturally Responsive Pedagogy. • Provide opportunities for teachers to engage in shared classroom and instructional practices that work: vertical and horizontal articulation meetings.
3	• District will work with a consultant on SEL and Culturally Responsive Pedagogy. • District will conduct equity audit of the district's curricula and provide staff training in culturally responsive pedagogy and SEL-embedded instruction. • PD on SEL, Restorative Practices, DEI. These can also be implemented through vertical articulation team meetings. • Implement Character Education program at the lower grade. • Utilize surveys to measure the district's climate and culture and use data, along with other student data, to inform district's course of action. • District will bring in DREAMS Program to PAE and FLC.	• District will work with a consultant on SEL and Culturally Responsive Pedagogy and ensure implementable practices are in place. • District will continue to provide training in culturally responsive pedagogy and SEL-embedded instruction. Staff input will be solicited to measure impact of PD sessions. • PD on SEL, Restorative Practices, DEI. Student data will be collected to measure impact of initiative. • Implement Character Education program. School programs and activities to support Character Education program will be in place. • Organize and utilize DREAMS teams at PAE and FLC to engage various stakeholders in supporting the district's goal in improving culture and climate. PD sessions and on-going conversations around cultural competence, equity, inclusivity, and creating a welcoming environment for all will be included.
4	• District will continue to monitor teaching and learning through classroom observations, formal and informal, ensuring effective use of technology resources. • District will continue to provide on-going professional development focused on utilizing technology resources to enhance student learning.	• District will continue to utilize vendors and content specialists in providing differentiated support to teachers with regards to utilizing technology resources to support student learning. • District will provide demo lessons and in-class coaching if needed to further understand ways to utilize technology to support student achievement. • District will analyze Benchmark Assessments in ELA and Math.

	• District's PD will center around utilizing Artificial Intelligence (AI) to increase staff efficacy and student achievement. • District will continue to have Technology Implementation Mentors (TIMs) to support all staff in understanding utilizing technology resources available in the district.	• District will analyze teacher observation data to further identify needs of staff around NJSLS. • District will ensure that Artificial Intelligence (AI) training is embedded in district and school PD, as well as faculty, PLCs, and vertical articulation team meetings.
5	• District will continue to send administrators and teachers to Sheltered Instruction Observation Protocol (SIOP) training sessions. • District will continue to implement sheltered instruction practices in all classrooms, particularly bilingual and ESL classrooms. • PD on exited ML students for General Education teachers, especially for writing instruction. • Utilize ESL Coaches to provide staff PD on working with ML students.	• District will monitor sheltered instruction practices through classroom observations: formal and informal. • Sheltered instruction practices will be included in faculty meetings, grade level, and articulation meetings. • District will continue to collect qualitative data from teachers on their use of sheltered instruction practices. • ESL Instructional Coaches to follow up at the classroom level to support ALL teachers in meeting needs of ML students.
6	• District will continue to send administrators and teachers to state approved training on special education. • District will continue to include differentiated instruction as on-going support for teachers serving students with special needs. • District will continue to provide Reading and Writing Workshop training to all teachers serving students with special needs with focus on accommodations and modifications to meet their IEPs. • District will provide training on effective co-teaching model that support targeting students' needs as outlined in their IEPs.	• District administrators will monitor differentiated instruction practices through classroom observations: formal and informal. • District will continue to collect qualitative data from teachers on their use of differentiated instruction to meet needs of students with IEPs. • District will continue to utilize adaptive and individualized programs (ie: iReady) to monitor and measure student growth in Reading. • District will continue to find additional resources supportive of the needs of teachers who serve students with special needs. • District will provide PD training through faculty meeting, PLCs, and vertical articulation team meetings. • PD for RTI process involving ALL staff - GenEd, SpEd, and CST

3: PD Required by Statute or Regulation

The district will satisfy this requirement through the Global Compliance Networking (GCN) platform.

Mandatory professional development requirements for particular groups of educators are specified in statute and regulation. These requirements go beyond the core requirements for PD planning and implementation set forth in ***N.J.A.C. 6A:9C***.

The requirements are grouped under the following topics:

A. Reading Disabilities
B. Prevention: Suicide, Subtance Abuse, Harassment, Intimidation, and Bullying
C. School Safety, Security and Code of Student Conduct
D. Health
E. Interscholastic Activities
F. Additional Professional Development Topics

The comprehensive list of required PD can be found on the following link:
http://www.state.nj.us/education/profdev/topics/StateRequiredPD.pdf

Training sessions that are required annually are outlined in the chart below:

Topics
1. Reading Disabilities (minimum 2 hours)
2. Harassment, Intimidation and Bullying Policy
3. Recognition of Substance Abuse
4. School Safety*
5. Code of Student Conduct
6. Electronic Violence and Vandalism Reporting System (EVVRS)
7. Bloodborne Pathogens
8. Alcohol, Tobacco, and Other Drug Prevention and Intervention
9. Lyme Disease
10. Educator Evaluation
11. Potentially Missing/Abused Children Reporting*
12. Equity and Affirmative Action*
**new employees only*

4: Resources and Justification

Resources
The Freehold Borough School District identifies district needs on an on-going basis. This needs assessment includes examination of specific professional development and training opportunities for all staff. District administrators work collaboratively with school level administrators and supervisors to properly budget for the relevant needs of staff. 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, travel expenses, subscriptions to online resources, and staff stipends.
Justification
An in-depth data analysis of state standardized test scores, local benchmarks, school profiles, and performance targets, and regular meetings of PLCs/committees have identified priority areas related to the consistent and successful implementation of the NJSLS and AchieveNJ. Emphasis will be placed on data to drive instruction, literacy, targeted student subgroups, and teacher evaluation. In order to provide these beneficial and personalized experiences, collaboration must occur at the building and district level, encompassing specific staff needs, as aligned with curriculum, instruction, assessment, budget, and special programs. The fiscal impact of the professional development program is monitored by administration regularly in order to properly balance addressing the needs of the district in a fiscally responsible manner.

Signature: _____ _____

Superintendent Signature **Date**