



District Name	Superintendent Name	Plan Begin/End Dates
Sayreville Public School District	Dr. Richard Labbe	7/01/2026-6/30/2027

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	To cultivate high-quality instructional leadership and teaching practices across all content areas by providing personalized professional development that strengthens the capacity of administrators, district staff, teachers, and paraprofessionals.	- District Staff (PreK-12) - Principals (PreK-12) - Supervisors - District Instructional Coach - Paraprofessionals	Rationale: To maximize student growth, professional learning must explicitly strengthen every level of the instructional team. This goal addresses the unique professional needs of administrators, district staff, teachers, and paraprofessionals by shifting toward personalized, data-driven training. By fostering high-quality leadership and pedagogical practices across all content areas, the district ensures effective implementation of the New Jersey Student Learning Standards (NJSLS). This unified approach directly fulfills Learning Forward's <i>Standards for Professional Learning</i>, establishing the essential conditions for both staff and student success. Sources of Evidence: - State and District testing data - Standards-Based and Traditional Grade Reporting - Feedback collected at Faculty and Department Meetings - Professional development coordinated in alignment with professional development survey results - Feedback from the District Professional Development Committee - Review of lesson plans and observational data - Principal Round Table Meetings - District Instructional Coaching Feedback - EdConnective Coaching Feedback - ScIP Committees - Expansion of teachers attending SIOP Training - Professional Development Request Forms from all staff submitted via the Frontline Professional Growth platform to attend out-of-district workshops and monthly board agenda approvals.



2	To increase student achievement in all content areas through data analysis and interpretation of student performance data, allowing for differentiation of instruction that will promote growth for all learners.	• District Staff (PK-12) • Principals (PK-12) • Supervisors • District Instructional Coach • Paraprofessionals	Rationale: Through analysis of our district LMS and third-party data platform, all stakeholders analyze the multiple data sources listed to promote student growth, identify students in need of support, and provide equitable access to all curriculum-based resources. In connection, this data supports the administration in providing high-quality personalized professional development in alignment with student and staff needs. This goal also aligns with the Standards for Professional Learning developed by Learning Forward, including: Rigorous Content for Each Learner, Transformational Processes, and Conditions for Success. Sources of Evidence: • Analysis of data from LinkIt Benchmarks and Quarterly Assessments, BAS (Benchmark Assessment System), Achieve 3000, Tools of the Mind Assessments, running records, Age of Learning-My Reading Academy reporting, Kindergarten Entry Assessment (KEA), NJSLA-A Performance Results, Pre and post Writing District Assessments, WIDA Model & ACCESS scores, K-3 literacy screener data, Reveal Math & ALEKS assessment data, Big Ideas, Math 180, ST Math data, Sonday System: Mastery Checks and Placement Tests, IXL, Age of Learning-My Math Academy K-3, and data from district approved and supported programs • Professional Development workshops for staff to increase proficiency in data analysis, co-teaching, and differentiated instruction
3	To continue to develop strategies that enhance the Social and Emotional Learning and well-being of students and staff; to build and support staff's knowledge and capacity in the area of mental health to positively influence building culture and climate.	• District Staff (PK-12) • Administrators (PK-12) • Paraprofessionals	Rationale: • Social-emotional skills are critical for children to become successful both socially and academically • Research supports the benefits of well-established classrooms in building a positive culture and climate • This goal aligns with and supports the Standards for Professional Learning developed by Learning Forward, including: Transformational Processes and Conditions for Success.



			Sources of Evidence: - Review and analysis of staff observations and lesson plans - Information learned from the District Culture and Climate Committee and school-level SEL Committees - Other data measures reviewed to assess the needs for interventions including: student discipline referrals, counseling office visits, crisis intervention screenings, and RTI/PIRT referrals and intervention plans, and number of cases reported in SSDS. - Effective School Solution Reports
4	To promote equity, harmony, and cultural awareness and inclusivity among students and staff across all grade levels.	- District Staff (PK-12) - Administrators (PK-12) - Parents/Guardians - Paraprofessionals	Rationale: To continue to foster equity and inclusivity in all school buildings to promote a safe and nurturing environment for all students, staff, and community. This goal aligns with and supports the Standards for Professional Learning developed by Learning Forward, including: Rigorous Content for Each Learner, Transformational Processes, and Conditions for Success. Sources of Evidence: - SSDS Reporting - HIBSTER-number of reported HIB cases - A review of demographic trends and a significant increase in the ESL student population. - Student Advisory Council Grades 4-12 - The District Culture and Climate Committee feedback and survey data - Placement criteria for Talented and Gifted, Honors and AP - Feedback from the Sayreville Multilingual Parent Advisory Committee
5	To promote growth in students' overall literacy skills in grades PreK-12.	- District Staff (PK-12) - Principals - Supervisors - District Instructional Coach	Rationale: Through analysis of our district LMS and third-party data platform, all stakeholders analyze multiple measures of data to promote student growth and identify students in need of support. In connection, this data supports the administration in providing customized professional development in alignment with student and staff needs. This goal aligns with and supports the Standards for Professional Learning developed by Learning



			Forward, including: Rigorous Content for Each Learner, Transformational Processes, and Conditions for Success. Sources of Evidence: • Analysis of data from LinkIt Benchmarks and Quarterly Assessments, BAS (Benchmark Assessment System), Achieve 3000, Tools of the Mind Assessments, running records, Age of Learning-My Reading Academy reporting, Kindergarten Entry Assessment (KEA), NJSLA-A Performance Results, Pre and post Writing District Assessments, WIDA Model & ACCESS scores, K-3 literacy screener data, Sonday System: Mastery Checks and Placement Tests, and data from district approved and supported programs • Feedback articulated from external consultants providing coaching within the district • Targeted academic interventions through LinkIt Intervention Manager
6	To drive systemic growth in mathematical understanding and achievement for all PreK–12 students.	• District Staff (PK-12) • Principals • Supervisors • District Instructional Coach	Rationale: Through analysis of our district LMS and third-party data platform, all stakeholders analyze multiple measures of data to promote student growth and identify students in need of support. In connection, this data supports the administration in providing customized professional development in alignment with student and staff needs. This goal aligns with and supports the Standards for Professional Learning presented by Learning Forward, including: Rigorous Content for Each Learner, Transformational Processes, and Conditions for Success. Sources of Evidence: • Analysis of data from LinkIt Benchmarks and Quarterly Assessments, BAS (Benchmark Assessment System), NJSLA-A Performance Results, Reveal Math & ALEKS assessment data, Big Ideas, Math 180, ST Math data, IXL, Age of Learning-My Math Academy (K-3), and data from district-approved and supported programs • Faculty and department meeting agendas highlighting data and professional development/coaching • Feedback articulated from external consultants providing coaching within the district • Targeted academic interventions through LinkIt Intervention Manager



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2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	- Provide in-district training through a variety of channels, including Sayreville University workshops, department and grade level meetings, district staff development days, and organized Professional Learning Communities. - Staff request and attendance at out-of-district workshops and/or virtual sessions such as content-specific opportunities, SIOP Training, etc. - Department/grade level meetings will guide teachers in collaboration on quarterly/benchmark assessments.	- Collaborative teams by content/grade level will analyze assessment data (NJSLA scoring, Link It!, standards-based grade reporting, classroom walk-throughs/observations, and standards-aligned assessments) - Follow-up discussions during faculty/grade level/department meetings - Professional Development reflection, administrative follow-up, and feedback in collaboration with educational consultants to support staff growth throughout the school year - Access to the Frontline Professional Growth Video Resource Library for staff
2	- Identified district staff will present Best Practices For The Classroom, Data-Driven Decision Making, and Differentiation and Small Group Instruction modules as part of the New Staff Induction Program. - Provide in-district training through a variety of channels, including Sayreville University workshops, department and grade level meetings, district staff development days, and organized Professional Learning Communities. - Department/grade level meetings will provide teachers time to collaborate on data and intentionally plan together. - Staff participation in horizontal and vertical articulation.	- Analysis of data from LinkIt Benchmarks and Quarterly Assessments, BAS (Benchmark Assessment System), Achieve 3000, Tools of the Mind Assessments, running records, Age of Learning-My Reading Academy reporting, Kindergarten Entry Assessment (KEA), NJSLA-A Performance Results, Pre and post Writing District Assessments, WIDA Model & ACCESS scores, K-3 literacy screener data, Reveal Math & ALEKS assessment data, Big Ideas, Math 180, ST Math data, Sonday System: Mastery Checks and Placement Tests, IXL, Age of Learning-My Math Academy K-3, and data from district approved and supported programs - Follow-up discussions during and after faculty/grade level/department meetings - Post-conferencing discussions with staff
3	- Exploration of SEL competencies through team meetings and Professional Learning Communities. - Provide training in Responsive Classroom techniques and strategies. - Implementation of SILAS curriculum. - Pyramid Model Training/Second Step-Early Childhood Curriculum for Early Learners - Provide Playworks resources for K-5 lunch supervisory staff.	- Collaborative discussions to focus on relevant videos, articles, and books - Provide opportunities to turnkey training to include all members of school community - Professional development to increase proficiency in knowledge, skills, and attitudes regarding mental health - Continued implementation of Responsive Classroom in K-5 district elementary schools



	• Implementation of Second Step – Early Childhood Curriculum for Early Learners for preschool staff • Incorporation of lessons by district counselors • Build upon and enhance school-level SEL committees • Build staff capacity of SEL through faculty and department meetings	• Professional Development workshops focusing on Social Emotional Learning for staff • Access to the Frontline Professional Growth Video Resource Library for staff to learn additional SEL best practices and strategies to support their students
4	• Infuse professional development into faculty and department meetings. • Provide in-district trainings through a variety of channels, including Sayreville University workshops, September In-Service, and Staff Development Days • Professional development workshops focused on culturally responsive practices • Implementation of cultural programs and family/community involvement within the schools • Exposure to curriculum resources/literature promoting diversity and equity that celebrate all cultural backgrounds. • Development of building-based focus groups that include staff and families	• Collaborative discussions to focus on relevant videos, articles, and books • Discuss and reflect on feedback from focus groups • Continue to provide professional learning opportunities
5	• Targeted and continuous professional development and coaching sessions for staff to increase student proficiency in data analysis, English Language Arts, and integration of writing in all content areas. • Continue curricular enhancements such as: Age of Learning-My Reading K-3, Heggerty K-2 Phonemic Awareness and Phonics Instruction, Heggerty Bridge the Gap for ASI (grades 2-3), From Phonics to Reading Literacy Academy by Wiley Blevins (grades K-3), Progress ELA Literacy Academy by Sadlier (grades 4-5)	• Consistent and timely analysis of data to include: Analysis of data from LinkIt Benchmarks and Quarterly Assessments, BAS (Benchmark Assessment System), Achieve 3000, Tools of the Mind Assessments, running records, Age of Learning-My Reading Academy reporting, Kindergarten Entry Assessment (KEA), NJSLA-A Performance Results, Pre and post Writing District Assessments, WIDA Model & ACCESS scores, K-3 literacy screener data, Sonday System: Mastery Checks and Placement Tests, and data from district approved and supported programs • Follow-up discussions during faculty/grade level/department meetings. • Post-conferencing discussions with faculty • Access to the Frontline Professional Growth Video Resource Library • Summer professional learning workshops
6	• Adoption of new curriculum including Reveal Math, ALEKS, and Big Ideas • Targeted and continuous professional development and coaching sessions for staff to increase student proficiency in grades PreK-12th grade.	• Analysis of data from LinkIt Benchmarks and Quarterly Assessments, BAS (Benchmark Assessment System), NJSLA-A Performance Results, Reveal Math & ALEKS assessment data, Big Ideas, Math 180, ST Math data, IXL, Age of Learning-My Math Academy (K-3), and data from district-approved and supported programs • Follow-up discussions during faculty/grade level/department meetings. • Post-conferencing discussions with faculty



3: PD Required by Statute or Regulation

State-mandated PD Activities

- Harassment, Intimidation and Bullying
- Affirmative Action, Non-Discrimination, Equity
- Potentially Missing, Abused or Neglected Children
- Code of Student Conduct
- Suicide Prevention
- School Safety & Security/Law Enforcement Operations
- Recognition of Substance Abuse
- Bloodborne Pathogens
- Alcohol, Tobacco, and Other Drug Prevention and Intervention
- CPR
- AED/Janet's Law Training
- Ethics and Boundaries for School Employees
- Educator Evaluation
- Special Education Training
- Pre-School Training
- Teacher Mentor Training
- I&RS Referral
- FERPA – Family Education Right to Privacy
- Gang Awareness
- Right To Know
- Reading Disabilities/Dyslexia
- Seizure Recognition and First Aid for School Personnel
- Asthma
- Diabetes
- Communicable Diseases
- Nebulizer Use
- Glucagon and Epinephrine Delegates
- Career and Technical Education
- Lyme Disease
- Reporting of Violence, Vandalism, Alcohol, and Drug Abuse
- Interscholastic Athletic Head Injury Safety
- Bilingual Education
- Integrated Pest Management



- New Jersey Statewide Longitudinal Education Data System (NJSLEDS)
- Sexual Harassment
- Professional Learning Series-LEARning About Literacy

4: Resources and Justification

Resources
Professional development budget, Title IIA Funding
Justification
Priority areas related to the supervision of instruction have been identified through data analysis to ensure consistent and successful implementation of the NJSLS and Achieve NJ. High-quality professional learning experiences are necessary to support these initiatives and to improve educators' practice. Emphasis will be placed on increasing the knowledge base on instruction beginning with the early grades, the implementation of PLCs, supporting teachers and administrators as reflective practitioners, and effective data use to drive instruction at the student, class, school, and district levels. The need to support the School Improvement Panel, Strategic Plan, and school/district goals is essential in the pursuit of student achievement.

Signature:


Superintendent Signature

9/22/26

Date