



**Lincoln Community School
School Professional Development Plan (PDP)
2026-2027**

District Name	School Name	Principal Name	Plan Begin/End Dates
Bayonne	Lincoln Community School	Carolyn Malanowski	July 1, 2026 – June 30 2027

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	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 District NJTSS Team School NJTSS Team	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.



2	Chronic absenteeism is an important area of focus because consistent school attendance is closely connected to student achievement, engagement, and overall success. Students who frequently miss school may experience gaps in learning, difficulty maintaining connections with peers and teachers, and increased risk of falling behind academically. Focusing professional learning on chronic absenteeism will help teachers better understand the factors that contribute to absenteeism and develop proactive strategies for early identification and intervention. Strengthening communication with families, increasing student engagement, and collaborating with school-based support teams can help remove barriers to attendance and create a more supportive school environment. By addressing chronic absenteeism as a school-wide priority, teachers can contribute to improved attendance, increased student engagement, and stronger academic outcomes.	Principal, Assistant Principal, All certified staff members	Lincoln Community School attendance logs, discipline/behavioral referral data, NJ SMART chronic absenteeism metrics, climate survey results, and LinkIt! intervention data demonstrate a need for support of students and their families. By June 30, 2027, Lincoln Community School will provide ongoing professional learning to staff and the Lincoln Community School Attendance Committee on Tiered Behavioral Supports to reduce chronic absenteeism rates.
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3	To continue formalized social emotional learning at LCS. Strengthen the LCS staff's ability to support students' social-emotional development by implementing strategies that promote self-awareness, emotional regulation, positive relationships, and responsible decision-making. Staff will incorporate SEL practices into daily instruction to create a supportive, inclusive, and emotionally safe classroom environment.	All certified staff members	The rationale for incorporating Social-Emotional Learning (SEL) programs in the elementary classroom is to help students develop the skills they need to understand and manage their emotions, build positive relationships, make responsible decisions, and cope with challenges. SEL supports students' overall well-being while creating a positive and inclusive classroom environment. By intentionally teaching SEL skills, educators can help students become more confident, empathetic, and engaged learners, which can also support academic success and positive classroom behavior.
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2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	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



2	Participate in professional development focused on the causes, indicators, and impact of chronic absenteeism. Learn to analyze attendance data to identify patterns and students who may be at risk for chronic absenteeism. Develop strategies for building strong, supportive relationships with students to increase school connectedness and engagement.	Learn effective, culturally responsive approaches for communicating with Lincoln families about attendance concerns. Collaborate with LCS counselors, social workers, administrators, and other support staff to develop appropriate attendance interventions.
3	Teachers will be provided with resources/curriculum to teach the necessary skills to address student's social emotional well-being. School counselors will play an integral role with grade level activities and turnkey curriculum to teachers.	The SEL team will collect and regularly reflect on both implementation and outcome data, in order to monitor progress and continuously improve all SEL related practices and policies. School teams will engage regularly in reflecting on data, sharing learnings and strategies, and developing plans for improving the quality of schoolwide SEL implementation.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	- LCS Data Team - LCS I&RS Committee - Linkit! Assessment Data	- PLC meetings - LCS monthly meetings with NJTSS committee - Professional development on NJTSS
2	- Common preparation periods - PLCs - Access to videos, webinars and online communities - Support from administrators	- Create a plan for tracking absences of students - Staff will monitor and regularly reflect on attendance interventions



3	- Teachers will be provided with resources/curriculum to teach the necessary skills to address student's social emotional well-being. - School counselors will play an integral role with grade level activities. - Common prep periods and PLCs. - Support from administrators.	- The SEL team will collect and regularly reflect on both implementation and outcome data, in order to monitor progress and continuously improve all SEL related practices and policies. - School teams will engage regularly in reflecting on data, sharing learnings and strategies, and developing plans for improving the quality of schoolwide SEL implementation.
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4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
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2		
3		

Signature: _____
Principal Signature

Date