



WSMCS School Professional Development Plan (PDP) 2026-2027

District Name	School Name	Principal Name	Plan Begin/End Dates
Bayonne	William Shemin Midtown Community School	James Pondillo	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 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.



2	At WSMCS, regular attendance is essential to student learning, engagement, and overall success. Frequent absences can lead to missed instruction, learning gaps, and reduced opportunities to build positive relationships with teachers and peers. Professional learning will help staff identify attendance concerns early, understand potential barriers, and develop proactive strategies to support students and families. By using attendance data, strengthening family communication, and collaborating with school-based support teams, WSMCS will work to improve attendance and create a school environment where every student feels supported, connected, and ready to learn.	Elementary Principals, Elementary Assistant Principals, Directors, Supervisors, Teachers, School Counselors, Support Staff School Climate Teams Comprehensive Equity Plan Team District NJTSS Team School Attendance Team/s	WSMCS attendance records, behavioral and discipline data, NJ SMART chronic absenteeism reports, school climate survey results, and intervention data indicate a need for continued support for students and families experiencing attendance challenges. By June 30, 2027, WSMCS will provide ongoing professional learning for staff and the school's Attendance Committee focused on tiered behavioral supports, data-informed interventions, and proactive strategies designed to improve student attendance and reduce chronic absenteeism.
3	During the 2026–2027 school year, WSMCS will strengthen the implementation of the NJPBSIS framework by establishing consistent schoolwide expectations, reinforcing positive behavior through common mottos and signage, and using classroom surveys and behavioral data to identify areas of need. Staff will utilize a tiered system of supports to provide targeted interventions and promote a safe, positive, and supportive learning environment for all K–8 students.	Elementary Principals, Elementary Assistant Principals, Directors, Supervisors, Teachers, School Counselors, Support Staff School Climate Teams Comprehensive Equity Plan Team District NJTSS Team School Attendance Team/s	WSMCS behavioral and discipline data, school climate survey results, classroom behavior data, and intervention records indicate a need for continued support in strengthening positive student behavior and implementing consistent school wide behavioral practices. By June 30, 2027, WSMCS will provide ongoing professional learning for staff focused on the NJPBSIS framework, including clearly defined behavioral expectations, positive reinforcement strategies, data-informed decision-making, and a consistent tiered system of behavioral supports designed to promote positive behavior, strengthen school

2: Professional Learning Activities

PL Goal	Initial Activities	Follow-up Activities (as appropriate)
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No.		
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 • Utilize School Based NJTSS Teams • Utilize Grade Level PLCs for data review and plan creation.
2	WSMCS will prioritize improving student attendance by reducing the number of students who are identified as chronically absent and increasing consistent, meaningful participation in school.	• Analyze Attendance Data • Strengthen Communication • Provide Targeted Support
3	Attend bimonthly training sessions/meetings with Rutgers University regarding the continued implementation of the PBSIS framework Continue to hold building level PBSIS Team meetings	• Attend workshops on NJPBSIS and implementation techniques • Incorporate building level teams into PBSIS conversations • Continue to utilize behavioral data to determine systemic needs

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
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1	District professional development, PLC Team Meetings, District NJTSS Team/s, Building NJTSS Team/s, Climate and Culture Team/s, state guidelines, and district modeling.	Diffit lessons, LinkIt! Data, School Reports, Attendance Committee Reports, Climate and Culture Reports.
2	Dedicated time for committee/s to discuss and model effective strategies. Provide questioning, feedback, and discussion tools to communicate with staff and community members to identify need and promote understanding of the importance of attendance. Also, dedicated time, money, and resources to allow for targeted professional development in the emerging trends and techniques of attendance	Principals/evaluators should identify teachers who must work with the committee to deploy attendance strategies by homeroom. Make plan for tracking student progress to assess impact of new strategies
3	During the 2026–2027 school year, WSMCS will strengthen the implementation of the NJPBSIS framework by establishing consistent schoolwide expectations, reinforcing positive behavior through common mottos and signage, and using classroom surveys and behavioral data to identify areas of need. Staff will utilize a tiered system of supports to provide targeted interventions and promote a safe, positive, and supportive learning environment for all K–8 students.	PLC team meetings, LinkIt! Data, School Reports, Attendance Committee Reports, Climate and Culture Reports, Communal Partnerships

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1		
2		
3		

Signature:


Principal Signature

08/15/2026

Date



Sample School Professional Development Plan Exemplar Goals

Background: Provided as context for this example. The following hypothetical goals and corresponding professional learning activities and resource examples are for a school who is looking to do work primarily in areas of curriculum and staff development. Both goals align to larger district goals aimed at improvement in curriculum, instruction, and assessment districtwide. Each of the two goals are aligned to relevant to [New Jersey's definition of professional development](#), the [professional standards for teachers](#) as well as the following [New Jersey Standards of Professional Learning](#):

- 1) Curriculum, Assessment, and Instruction (Goals 1 and 2)
- 2) Professional Expertise (Goals 1 and 2)
- 3) Evidence (Goals 1 and 2)
- 4) Learning Designs (Goals 1 and 2)
- 5) Implementation (Goals 1 and 2)
- 6) Culture of Collaborative Inquiry (Goals 1 and 2)
- 7) Leadership (Goals 1 and 2)
- 8) Resources (Goals 1 and 2)

1: Professional Learning Goals

No	Goal	Identified Group	Rationale/Sources of Evidence
1	The school will ensure that its faculty are able to consistently implement curriculum, instruction, and assessment guided by the principles of the backwards design framework.	All	• Adherence to the backwards design framework causes teachers to plan strategically for desired student outcomes. • Maintaining a building-wide commitment to its principles will contribute to a shared vision for highly effective instruction.



2	Build capacity of 7 th grade teachers to increase student engagement in learning.	7 th grade teachers	- An analysis of the most recent aggregate teacher observation data indicated that teachers need professional learning in this area. - Teacher survey (administered in April) revealed a need for skill building in student engagement in learning by this group. - Content supervisors conducted classroom walk-throughs and participated periodically in school-based collaborative teams. Evidence collected by supervisors confirmed a need for professional learning in this area.
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2: Professional Learning (PL) Activities

PL Goals (list all that apply)	Initial Activities	Follow-up Activities (as appropriate)
1	- Content supervisors will provide training for all teachers in understanding the backwards design framework. - With support of content supervisors in teams all teachers will align curriculum and assessments, as well as design a learning plan.	- Teachers will collaborate across grade levels. - Content supervisors will provide follow-up support as needed for individual teachers and teams.
2.	7th grade teachers will: - Participate in a district-sponsored training session on student engagement. - Study and discuss the domain/element(s) in the evaluation practice instrument relevant to the professional learning goals.	7th grade teachers will: - View and discuss with colleagues videos of model lessons. - Visit colleagues' classes to observe model lessons that promote high student engagement in learning. - Implement new strategies and collect evidence (e.g.,



		student work products; observed student engagement) of impact.
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3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	• Content supervisors to provide training and follow-up support. • Two teacher PD days dedicated to training and alignment work. • Dedicated time for collaborative teams to refine aligned lessons and assessments.	• Feedback loop to inform training and ongoing refinement (e.g., surveys, conversations in teams).
2	• Funding for substitutes while teachers attend workshops. • Dedicated time for collaborative teams to reflect on readings and videos and share evidence of impact on student learning. • Ensure teachers' access to videos, webinars, and online communities	• Supervisors to recommend teachers to model lessons. • Principals/evaluators should identify teachers who must view model lessons by colleagues. • Make plan for tracking student progress to assess impact of new teaching strategies.