

Horace Mann Community School
Professional Development Plan (PDP)
2026-2027

District Name	School Name	Principal Name	Plan Begin/End Dates
BAYONNE	Horace Mann Community	Maureen Brown	July 2026 – June 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).	All	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.

	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.		
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	All	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

	(Acceptable Use of Generative AI), focusing on human-centered creativity, academic integrity, and the verification of AI-generated facts.		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	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.	All	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 (Ladson-Billings, 1994). 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

	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.		
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2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	- Conduct walkthroughs and classroom observations to identify evidence of Tier I instructional practices and differentiated supports. - Work with school-based NJTSS team to strengthen referral procedures and interventions - Attend district and county professional development sessions on the New Jersey Tiered System of Supports (NJTSS) and Multi-Tiered System of Supports (MTSS).	- Monitor fidelity of Tier II and Tier III interventions. - Analyze I&RS data to determine effectiveness and adjust supports. - Increase communication with families regarding intervention plans and student progress.
2	- Review the BBOED AI Framework and Board Policy 2365 with all faculty. - Facilitate Professional Learning Community (PLC) discussions focused on ethical AI use and instructional applications. - Establish opportunities for teachers to share successful AI practices during faculty meetings and professional learning sessions	Evaluate the impact of new practices using student achievement, behavior, and attendance data.
3	Encourage collaborative lesson planning that incorporates diverse perspectives and culturally relevant instructional materials.	Monitor student engagement and achievement data to evaluate the impact of collaborative planning and culturally relevant instruction.

	- Review research and NJDOE guidance on culturally responsive teaching and equitable instructional practices. - Analyze student achievement, discipline, attendance, and participation data to identify equity gaps.	
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3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	- New Jersey DoE NJTSS Framework and Guidance Documents - District NJTSS/MTSS Implementation Plan - PLC meetings, administrative meetings, and school improvement team discussions	Universal screening assessments (i-Ready, LinkIt!, DIBELS, VBMAP, etc. Data from benchmarks, iReady, Linkit, etc
2	- BBOED AI Framework - Board Policy 2365: Acceptable Use of Generative AI - PLC collaboration time	
3	- NJDOE Diversity, Equity, and Inclusion Resources - District Equity and Inclusion initiatives - Professional books and articles on culturally responsive teaching	

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	- Review the NJTSS framework to instructional staff, emphasizing the connections among NJTSS, MTSS and the tiers. - Develop a shared understanding that early intervention and data-based decision making replace the traditional "wait-to-fail" discrepancy model	
2	Support teachers in using AI to personalize instruction, differentiate learning experiences, and reduce planning time while maintaining educator oversight.	

	• Conduct classroom walkthroughs to observe appropriate AI integration and provide constructive feedback.	
3	• Support teachers in incorporating students' cultures, languages, identities, and experiences into daily instruction. • Celebrate diversity through school-wide activities, classroom projects, and community partnerships that foster respect, inclusion, and belonging for all students.	

Signature: **Maureen Brown**
Principal Signature

July 14, 2026
Date