Bayonne Alternative High School School Professional Development Plan (PDP)
2026-2027

District Name	School Name	Principal Name	Plan Begin/End Dates
Bayonne	Bayonne Alternative High School	Dr. Michael Pierson	July 1, 2026 – June 30 2027

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	By June 2027, BAHS will develop and implement foundational New Jersey Tiered System of Supports (NJTSS/NJMTSS) framework by increasing staff understanding of tiered supports, integrating data-informed decision-making into student interventions, and establishing consistent Tier I, Tier II, and Tier III practices that improve academic, behavioral, attendance, and social-emotional outcomes for students in the alternative high school setting.	High School Principal Teachers School Counselors Child Study Team Students	https://region6cc.uncg.edu/wp-content/uploads/2022/06/ImplementingMTSSinSecondarySchools_2022_RC6_003.pdf ● Research supports MTSS as an effective framework for improving academic, behavioral, attendance, and social-emotional outcomes in secondary schools. ● Studies indicate that secondary schools implementing MTSS develop more consistent and equitable systems for identifying and supporting students with diverse needs. ● Evidence shows that MTSS strengthens data-based decision-making, allowing secondary schools to provide timely and targeted interventions. ● Implementing MTSS in secondary schools promotes strong Tier I instruction while ensuring appropriate Tier II and Tier III supports for students requiring additional intervention. https://www.nj.gov/education/safety/njtss/resources/docs/ImplementationGuidelines.pdf ● The NJDOE identifies NJTSS as a framework that provides schools with a systematic approach to improving academic, behavioral,

			social-emotional, and attendance outcomes for all students through tiered support. ● The NJTSS Implementation Guidelines emphasize that successful implementation is built on strong leadership, collaborative teams, data-based decision-making, and ongoing professional learning to create sustainable schoolwide systems. ● The NJDOE recommends that schools establish a clearly defined implementation plan with measurable goals, consistent Tier I, Tier II, and Tier III practices, and continuous evaluation to improve student outcomes over time.
2	By June 2027, I will strengthen the school culture by implementing intentional systems that increase student, staff, and family engagement, resulting in measurable improvements in school climate, sense of belonging, and collaboration, as evidenced by climate survey data, participation rates, attendance metrics, and stakeholder feedback.	High School Principal Teachers School Counselors Child Study Team Students Parent Groups Community Groups	https://www.researchgate.net/profile/Engin-Karadag/publication/317177284_The_Effect_of_School_Climate_on_Student_Achievement/links/5cd3de35299bf14d9581988f/The-Effect-of-School-Climate-on-Student-Achievement.pdf ● Research demonstrates that schools with stronger climates consistently experience higher levels of student achievement, indicating that investing in school culture supports both academic and personal growth. ● When students feel safe, respected, and connected to peers and adults, they are more likely to participate, persevere through challenges, and develop positive attitudes toward learning. ● Positive climates foster collaboration among students, staff, and families, leading to increased engagement, stronger communication, and improved overall school functioning. https://files.eric.ed.gov/fulltext/ED474521.pdf ● Students in schools with supportive, respectful, and engaging environments demonstrate stronger academic achievement while also exhibiting healthier social and emotional adjustment, highlighting the importance of school culture as a foundation for student success.

			• The research emphasizes that positive relationships with peers and trusted adults foster a greater sense of belonging, increase student engagement, and encourage meaningful participation in school life. • Strong collaboration among students, staff, families, and school leadership contributes to a more positive, supportive culture, leading to improved behavior, increased satisfaction, and a stronger overall school community.
3	By June 2027, I will strengthen the school's comprehensive attendance improvement system by implementing proactive, data-driven strategies that reduce chronic absenteeism, increase student engagement, and strengthen family partnerships. Through the use of early identification, tiered interventions, restorative practices, and collaborative problem-solving, the school will improve average daily attendance and decrease the percentage of students identified as chronically absent.	High School Principal Teachers School Counselors Child Study Team Attendance Officers Students Parents	https://www.tandfonline.com/doi/full/10.1080/1045988X.2018.1506977 • Research on early warning systems demonstrates that using student-level data to identify attendance concerns and coordinate responses can improve student attendance and academic outcomes. • The implementation of successful attendance improvement efforts requires coordinated teams of educators, counselors, and student support staff who regularly analyze data, monitor progress, and adjust interventions based on student needs. • Research indicates that schools implementing stronger early warning and intervention practices experienced improvements in student attendance and course performance, highlighting the importance of moving from reactive responses to proactive problem-solving. http://hsprograms.pbworks.com/w/file/fetch/67009366/Alliance%20Early%20Warning.pdf • Research on early warning systems identifies attendance, along with behavior and course performance, as critical indicators that allow schools to recognize when students begin to fall off track and respond before challenges become more significant.. • Early warning systems allow educators to analyze student-level data, identify patterns of concern, monitor progress, and implement timely supports designed to address barriers to consistent attendance and engagement

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	1. Review district manual on NJTSS 2. View NJTSS Videos - Advancing in Secondary Schools (https://sites.google.com/scarletmail.rutgers.edu/guidingsuccess/webinars/webinar-3)	1. Establish tiered intervention bank and resource folder 2. Conduct data review cycle on intervention implementation 3. Research professional development/workshops on NJTSS/MTSS 4. Conduct Screener on level of competence applying NJTSS/PSW model for staff
2	1. Review School-Climate Data 2. Attend professional leadership development sessions focused on supporting and creating a cultural responsive school 3. Attend professional leadership development sessions geared towards effectively supporting teacher success with diverse learners in an alternative setting 4. Host cultural celebrations throughout the school year, highlighting different backgrounds, historical figures, current events through coursework, speakers, and activities 5. School-wide SEL curriculum	1. Host family and student engagement nights to increase school-community connectedness, and highlight student successes and supports available 2. Develop a folder for staff to provide additional resources around developing positive relationships 3. Provide teaching coaching to support cultural responsive framework in the alternative instructional environment 4. Collect feedback from staff and students on areas of improvement and strength
3	1. Implementation of 'School Status' - Early Warning System 2. Review prior year attendance data with stakeholders 3. Establish Attendance Committee 4. Establish Protocol/Checklist of standard practice for addressing attendance concerns 5. Participate in Attendance Awareness Month in September 6. Distribute school policy material and supplementary information to student and parents on attendance	1. Provide informational training to staff and families on 'School Status' 2. Provide monthly check-ins with students and families considered at-risk for Chronic Absenteeism 3. Tier 2 and Tier 3 Interventions 4. Host events for improved attendance for students and faculty 5. Host events for students and families to provide awareness to common barriers and community/school supports

3: Essential Resources

PL Goal	Resources	Other Implementation Considerations

No.		
1	1. https://www.bboed.org/departments/assessment-accountability/district-accountability/njtss 2. https://sites.google.com/scarletmail.rutgers.edu/guidingsuccess/webinars/webinar-3 3. https://intensiveintervention.org/special-topics/mtss 4. https://www.nj.gov/education/safety/njtss/resources/ 5. https://www.interventioncentral.org/workshops/rti-introduction-middle-and-high-schools 6. Professional Development for NJMTSS and PSW model	1. Professional development in NJTSS also offered at the district-level for CST members, special education teachers, and other specialists
2	1. https://school-connect.net/?vc=h265 2. https://spnetwork.org/spn-homepage-mobile/ 3. School Counselors & Child Study Team 4. Community Mental Health Agencies 5. School Climate Survey - Students 6. School Climate Survey - Teachers 7. Professional Leadership Coaching 8. Teacher Coaching	1. Bayonne Alternative High School has a high level of transient students, which imposes an obstacle for developing long-standing meaningful relationships and buy-in to additional support.
3	1. https://www.schoolstatus.com/ 2. Attendance Committee 3. Attendance Officer 4. Student Handbook 5. https://www.nj.gov/education/safety/sandp/attendance/chronicabsenteeism.shtml 6. Mentor and counseling groups	1. Bayonne Alternative High School is designed for meeting the needs of students where attending a traditional setting may be a challenge. Chronic absenteeism and school avoidance is prominent in many of our students, which emphasizes a challenge but need for data-driven strategies to support students and staff. 2. School Status will be a pilot program for the 26-27 school year, which will be a learning curve for utilization and efficacy.

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
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Signature: Dr. Michael Pierson _____ **7/29/2026** _____

Principal Signature **Date**