

Woodrow Wilson School Professional Development Plan (PDP)
2026-2027

District Name	School Name	Principal Name	Plan Begin/End Dates
BAYONNE	Woodrow Wilson School	Tara Furmaniak	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	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.	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

	A culturally responsive teacher uses differentiated instruction to tailor learning to every aspect of a student's culture. 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.		- Engaging students in the course material - Supporting critical thinking
3	Continuation of Professional Learning Communities as a Best Practice for student achievement. The purpose of Professional Learning Communities (PLCs) is to hold collaborative meetings, focus on student learning outcomes, align standards and student learning objectives, and drive effective instruction. After four years, teachers have now moved to the <u>sustaining</u> stage where they are using PLC structures and practices that are well documented.	All	PLCs can offer an effective, collaborative learning-focused process that can foster improvement in teaching and learning by providing a powerful infrastructure where teachers can engage in constructive dialogue, reflect on and improve instruction, and share ways to increase effectiveness in the classroom to positively impact student learning.

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	Culturally responsive teaching builds a safe, sturdy bridge between students' home and personal lives to classroom instruction. Culturally responsive teaching is not a program the district can purchase. It's not a box of curriculum. It's about how we weave our students' lives into daily instruction. We create the culture in our classrooms: the routines, what is valued, what we shine a light upon, how we celebrate, what is respected, how we interact with students and families. Culturally responsive teaching requires: • Knowing students individually • Valuing students' assets • An openness to one's own biases • Building community The first step in honoring students' cultural references is learning about them. Being curious about students' cultures and allowing them and their families to share this information can inform our lesson planning, improve teacher-student communication, and get us thinking about how we want our classrooms to look and feel. Some considerations that can help us truly know our students are: • Race/ethnicity • Family structure • Primary language, including dialects and slang • Activities/sports • Music/pop culture references • Social, religious, or other identities	Build Culturally Responsive Relationships (Get to know your students) This has been repeatedly confirmed; if educators do not have some knowledge of their students' lives outside of paper-and-pencil work, and even outside of their classrooms, then they cannot accurately know their students' strengths and weaknesses (Delpit, 1995). This theme is also echoed by Pedro Noguera, who concludes that, in order to engage urban students, teachers must adapt their teaching to the way in which those students learn rather than the reverse (expecting students to adapt their learning to the way in which they are taught). Therefore, teachers need to know how to make ideas and knowledge meaningful to urban students and how to use students' culture and interests as tools to teach them (Noguera, 2003).
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	standards and student learning objectives, and drive effective instruction. After four years, teachers have now moved to the <u>sustaining</u> stage where they are using PLC structures and practices that are well documented.	
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3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	District MTSS/NJTSS implementation team Child Study Team (CST) collaboration meetings Instructional coaches and intervention specialists Professional Learning Communities (PLCs) Mentor teachers and school psychologists experienced in PSW and RTI implementation	
2	District-approved culturally responsive curriculum resources Classroom library with diverse, representative texts NJ Student Learning Standards and culturally responsive teaching guidance Student climate and culture survey data School demographic and achievement data to inform instruction	
3	Weekly PLC meetings Collaboration with grade-level/department colleagues Instructional coach and curriculum supervisor Common planning time Student assessment and benchmark data District professional development sessions School administration support	

4: Progress Summary

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

Signature: Tara Furmaniak
Principal Signature

Date