



Philip G Vroom Community School Professional Development Plan (PDP) 2026-2027

District Name	School Name	Principal Name	Plan Begin/End Dates
Bayonne	Philip G Vroom Community School	Stacey Janeczko	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).	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.



	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, Philip G. Vroom Community School will establish a data-driven instructional culture in which teachers consistently use LinkIt! assessment data to identify student learning gaps, implement targeted instructional and intervention strategies, and monitor student progress through collaborative data	Principal Teachers Instructional Coaches Interventionists/Specialists School Counselors Child Study Team (as appropriate) Support Staff Grade-Level/Content PLC Teams Technology Department	Building upon the growth established in NJTSS since 2021, this goal seeks to refine our tiered intervention model further. To effectively advance our NJTSS and Gifted and Talented / 2E programs, staff must transition from basic data awareness to advanced data proficiency. Utilizing LinkIt! real-time analytics ensures that the progress made over the last several years is sustained and that Tier 2 and Tier 3 SEL and academic interventions are precisely matched to current student diagnostic data.



	meetings, resulting in measurable student growth across grade levels.		
3	By the end of the 2026–2027 school year, 100% of teachers at Philip G. Vroom Community School will progress from entry-level to effective proficiency in the BBOED AI Framework by completing district-approved professional learning (e.g., Gemini Education, Canva AI) and integrating AI tools into instructional planning and classroom practice. Teachers will use AI to personalize instruction, improve efficiency, and enhance student engagement while ensuring all AI use aligns with Board Policy 2365 (Acceptable Use of Generative AI), emphasizing human-centered learning, academic integrity, digital citizenship, and the verification of AI-generated content.	Principal Teachers Technology Liaison/Instructional Technology Support PLC Teams District AI Committee (support role) District Technology and Curriculum Departments (support role)	As artificial intelligence becomes an increasingly valuable instructional resource, educators must develop the knowledge and skills to integrate AI responsibly and effectively into teaching and learning. Building capacity in the BBOED AI Framework will enable teachers to personalize instruction, streamline lesson planning, and improve student engagement while maintaining ethical and responsible AI practices. Through ongoing professional learning, collaborative planning, and classroom implementation, teachers will develop confidence in using AI as a tool to support—not replace—high-quality instruction. All AI integration will align with Board Policy 2365 and promote critical thinking, academic integrity, and the responsible verification of AI-generated information.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Review the NJTSS professional learning videos, with particular attention to universal screening and data-based decision making. Provide feedback on the district's universal screeners by evaluating whether they are reliable, valid, efficient, administered to all students, and capable of identifying students who need additional support. Consider how well the screening data supports instructional planning, intervention	Attend professional development workshops on NJTSS and the Pattern of Strengths and Weaknesses (PSW) model, read current research and guidance on both topics, and utilize the LinkIt! Intervention Manager to support data-driven intervention planning, progress monitoring, and student support within the NJTSS framework.



	decisions, progress monitoring, and how well it aligns with the district's NJTSS implementation goals.	
2	Provide district-wide training on the LinkIt! platform with a focus on the "Whole Child" view, enabling staff to use academic, attendance, and SEL data to identify students in need of Tier 2 or Tier 3 supports. Facilitate workshops that align district academic, SEL, and Gifted/2E resources with NJTSS tiers so staff can effectively match interventions and enrichment to student needs. During grade-level and department meetings, guide staff in using real-time LinkIt! analytics to develop flexible, data-driven small groups based on identified instructional and intervention needs.	Implement monthly Professional Learning Communities (PLCs) where teachers analyze LinkIt! benchmark data to evaluate the effectiveness of Tier 2 academic, SEL, and Gifted/2E interventions, using the results to refine instruction. Establish a peer observation model that allows staff to observe colleagues using real-time data to implement flexible grouping and targeted academic or SEL supports, promoting effective data-driven instructional practices across the district.
3	During opening district professional development days, all PreK–12 staff will review Policy 2365 and ensure age-appropriate implementation across grade levels. Staff will also complete the required Gemini for Education professional learning to develop responsible AI practices, create instructional materials safely, and maintain compliance with district data privacy and student confidentiality requirements.	Professional Learning Communities (PLCs) will work together to share best AI practices. Staff will use AI to support lesson planning, parent communication, and differentiated instruction for multilingual learners, students with IEPs, and enrichment activities.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	To support NJTSS implementation, the district will utilize Title II, Part A and district funds, pending Board approval, to provide professional development, instructional resources, technology, and intervention supports. Ongoing training will be delivered through district professional development, Professional Learning Communities (PLCs), common planning time, and job-embedded coaching to strengthen data-driven instruction and intervention practices.	
2	Essential resources for LinkIt! implementation include the LinkIt! platform, district-provided professional development, ongoing technical	



	support, staff training, common planning time for data analysis, and Professional Learning Communities (PLCs) to support data-driven instruction, intervention planning, and progress monitoring.	
3	Essential resources for AI implementation include district-approved AI platforms (e.g., Gemini for Education and Canva AI), professional development, ongoing technical support, Policy 2365 guidance, common planning time, and Professional Learning Communities (PLCs) to promote responsible, effective, and instructional use of AI.	

Signature:



8/1/26

Principal SignatureDate

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
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Signature: _____

Principal Signature Date

