



Nicholas Oresko Community School
Professional Development Plan (PDP)
2026 - 2027

District Name	School Name	Principal Name	Plan Begin/End Dates
Bayonne School District	Nicholas Oresko Community School	Monique Bullock	August 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).	Principal All certified staff School Climate Team School Data Team School NJTSS Team School I&RS Team Counselors Support Staff	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	Nicholas Oresko Community School must reduce chronic absenteeism by strengthening early identification, family engagement, student-school connections, and tiered attendance supports. Currently, approximately 16.5% of students (67 out of 405) are identified as chronically absent or at risk of becoming chronically absent. The school needs to establish and maintain a consistent, proactive system for identifying attendance barriers, addressing concerns before absenteeism patterns become more severe, and providing individualized	Principal All certified staff School Climate Team School Data Team School NJTSS Team School I&RS Team Counselors Support Staff	The need to address chronic absenteeism at Nicholas Oresko Community School is supported by the school's attendance data, which indicates that approximately 16.5% of students (67 out of 405) are currently identified as chronically absent or at risk of becoming chronically absent. This data demonstrates the need for a consistent, proactive approach to attendance monitoring and intervention. Additional evidence includes monthly attendance data provided to Nicholas Oresko Community School by the district data team and reviewed by the school attendance team. This data is used to identify students with attendance concerns, determine potential barriers to regular attendance, and monitor students' responses to interventions. The school's attendance team uses this information to strengthen early identification, family outreach, student engagement, and tiered attendance supports.



	interventions and support to students and families.		
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. 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.	Principal All certified staff School Climate Team School Data Team School NJTSS Team School I&RS Team Counselors Support Staff	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



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	Regular Attendance Monitoring • Teachers and the attendance team will regularly review attendance data to identify students who need additional support. Tier 1 – Schoolwide Supports • Provide schoolwide attendance education. • Promote positive messaging about the importance of regular attendance. • Recognize and celebrate improved and consistent attendance. Tier 2 – Targeted Supports • Conduct student check-ins. • Hold family conferences. • Develop individualized attendance plans for students with attendance concerns. Tier 3 – Intensive Supports • Provide intensive case management for students with significant attendance concerns. • Connect students and families with appropriate school and	• Review attendance data monthly to monitor progress and identify students needing additional support. • Conduct follow-up with families to determine whether attendance barriers have improved. • Monitor students’ attendance goals and progress through regular check-ins. • Adjust Tier 2 and Tier 3 interventions based on student response. • Review attendance trends with the school attendance team and determine next steps. • Recognize and celebrate improved attendance and student progress. • Attend workshops focused on improving student attendance. • Read articles and research on positive behavior interventions and reducing chronic absenteeism.



	community resources. Family Outreach ● Promptly contact families to identify barriers to regular attendance. ● Develop attendance success plans through phone calls, text messages, conferences, and school communication platforms. Trusted Adult Support ● Pair students with ongoing attendance concerns with a trusted adult. ● Provide regular check-ins, goal setting, encouragement, and connections to needed supports.	
3	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 Support ongoing professional development Begin to familiarize yourself with culturally responsive classrooms by reviewing websites, periodicals, literature Provide opportunities for staff to attend workshops	● Know Your Students: Develop an understanding of students beyond their academic performance and classroom work. ● Learn About Students' Lives: Take time to understand students' backgrounds, experiences, interests, strengths, and challenges. ● Build Meaningful Relationships: Establish trusting relationships that help students feel known, valued, respected, and supported. ● Use Students' Culture and Interests: Incorporate students' cultural backgrounds, interests, and experiences into instruction to make learning more meaningful and relevant. ● Adapt Instruction: Teach in ways that respond to how students learn rather than expecting students to adapt to one instructional approach. ● Recognize Individual Strengths: Use knowledge of each student to identify strengths, address areas of need, and provide appropriate support. ● Increase Student Engagement: Create learning experiences that connect academic content to students' lives and communities.



3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Time & Scheduling: Dedicated time for staff collaboration, training, and intervention planning. Professional Development: Ongoing training on NJTSS, including identifying student needs and designing targeted supports. Data Systems & Tools: Access to assessment data, progress monitoring tools, and student information systems for early identification and tracking. Intervention Resources: Tiered instructional materials, evidence-based interventions, and tools for differentiation. Collaboration Structures: PLCs, intervention teams, and cross-disciplinary meetings to align supports. Time & Scheduling: Dedicated time for staff collaboration, training, and intervention planning. Professional Development: Ongoing training on NJTSS, MTSS, RTI, and PSW connections, including identifying student needs and designing targeted supports. Data Systems & Tools: Access to assessment data, progress monitoring tools, and student information systems for early identification and tracking. Intervention Resources: Tiered instructional materials, evidence-based interventions, and tools for differentiation. Collaboration Structures: PLCs, intervention teams, and cross-disciplinary meetings to align supports.	Leadership guidance, clear protocols, and accountability for implementation and monitoring.
2	Attendance Data & Monitoring Monthly attendance reports and tracking tools to identify at-risk students and monitor progress. Family Engagement Resources	- Staff Collaboration: Maintain consistent attendance procedures and communication among staff and the Attendance Team. - Family Engagement: Maintain regular communication with students and families to address barriers and monitor progress.



	• Communication tools, family conferences, attendance plans, and community referrals to address attendance barriers. Student Intervention Supports • Trusted adult check-ins, individualized attendance goals, and Tier 2/Tier 3 intervention resources. Professional Learning & Community Partnerships • Training, research-based resources, and community partnerships to support effective attendance strategies.	
3	• Professional development workshops on differentiation strategies and best practices • Differentiation planning templates and lesson plan examples • Access to varied instructional materials and leveled resources (books, digital programs, manipulatives) • Flexible seating and grouping materials to support varied learning environments • Support from special education, ESL, and intervention staff for co-teaching and strategy modeling • Observation and feedback tools for administrators and peers	• Provide ongoing coaching and modeling to help teachers effectively integrate differentiation strategies. • Ensure all teachers have access to diverse instructional resources that match student readiness and interests. • Address potential resistance to change by highlighting teacher and student success stories. • Coordinate efforts between general education, special education, and ESL staff to ensure a unified approach. • Monitor the balance between differentiation and curriculum pacing requirements.

4: Progress Summary

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



3		
---	--	--

Signature: _____
Principal Signature

Date