



Mary J. Donohoe Community School Professional Development Plan (PDP)
2026-2027

District Name	School Name	Principal Name	Plan Begin/End Dates
Bayonne	Mary J. Donohoe Community School	Philip J. Baccarella	July 1, 2026 – June 30 2027

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	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.	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	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



2	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.	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	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.
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3	For the 2026-2027 school year, we will strengthen the implementation of the New Jersey Tiered System of Supports (NJTSS) for all students in grades K-12. This will be achieved through high-quality, research-based Tier 1 instruction , systematic universal screening conducted three times annually , and data-driven decision-making to provide targeted Tier 2 and Tier 3 interventions. By utilizing a collaborative problem-solving process, incorporating Identification, analysis, solution, and evaluation , we aim to improve academic achievement, social-emotional well-being, and behavioral success for every student.	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, MTSS Committees, Multi-sensory Reading Specialists, Support Staff	Policies ensure a coordinated system for planning and modifying interventions through a multi-disciplinary NJTSS team. • Rationale: To meet diverse student needs within general education, reduce excessive special education referrals through data-driven, tiered support. • Evidence: NJTSS Action Plans, universal screening data (administered in fall, winter, and spring), and documented progress monitoring cycles for Tiers 2 and 3.
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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 Link It Intervention Manager
2	- Build in common planning time for teachers to meet and discuss different content related topics	- Attend PLC's with grade level or content area teachers - Continue to conduct walk throughs



3	- Continue to meet with NJTSS Team on a consistent basis - Teachers meet and discuss ideas and strategies in PLC's	- Refer to school district's policies and procedures on NJTSS - Send teacher to PD (if/when needed)
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3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	- Meetings with the Child Study Team - Instructional/Intervention specialist - Mentor & support teachers in district initiates - District MTSS/NJTSS performance team	
2	- Schedule based planning time - Teachers attend PD and turn key	
3	- Continue to follow and implement Bayonne School District NJTSS polices - Review NJTSS grade level and school agenda's	

4: Progress Summary

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



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Signature:

Phyllis Howell

Principal Signature

Date