



**John M. Bailey Community School
Professional Development Plan (PDP)
2026-2027**

District Name	School Name	Principal Name	Plan Begin/End Dates
Bayonne Public Schools	John M. Bailey Community, #12	Albert McCormickJ, Jr.	July 1, 2026 – June 30 2027

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
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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). 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	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.
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2	John M. Bailey Community School will focus on reducing the number of students that are chronically absent. In order for students to learn and achieve their fullest potential, it is critical that they are in school and engaged in the learning process. Research shows that student absences impact a child's ability to succeed in school. In addition, there is evidence that chronic absenteeism from school is a primary cause of low academic achievement and a powerful predictor of a student's risk of dropping out of school. www.nj.gov/education/students/safety/behavior/attendance/improvingattendance.pdf 1 "10 Facts About School Attendance," Attendance Works 2 Balfanz, R. and Byrnes, V. (2012). The importance of Being in School: A Report on Absenteeism in the Nation's Public Schools. Baltimore: Johns Hopkins University Center for Social Organization of Schools.	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 Principal of Climate and Culture Community Parent Involvement Specialists School Climate Teams School Attendance Committees	"Chronic Absenteeism" is defined in New Jersey's ESSA State Plan as the percentage of a school's students who are not present for 10 percent or more of the days that they were "in membership" at a school. Does not differentiate between excused or unexcused absences, simply 'not present' New Jersey School Performance Reports 2025-2026 Summary page indicates Bayonne School District is <i>"In Need of Improvement"</i> Students absent for 10% or more of the days enrolled was 30.2% Focus must be on grades K, 1, and high school.
3	To continue implementing Professional Learning Communities (PLCs) 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 students' learning objectives, and drive effective instruction. After several years, teachers have now moved to the sustaining stage where they are using PLC structures and practices that are well documented.	Principal, Assistant Principal, Teachers, School Counselors, School Nurse, 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.

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	Review district-wide attendance data Review school-level attendance data Ensure attendance data is accurately entered and reports are produced, widely available, and regularly reviewed Ensure that attendance expectations are clearly presented in school and district code of student conduct Make attendance an item for discussion in all school events including back-to-school night, parent conferences and other opportunities to share goals with various stakeholders Participate in Attendance Awareness Month activities throughout the month of September Use multiple media to publicize attendance goals in ways that are accessible to all students, families and the community Use social networking tools to inform stakeholders of the impact of missing school throughout the school year. Review results of school climate survey Review attendance policies Administrator discussion with parents at back-to-school nights	Schools with greater than 6% of its enrollment determined to be chronically absent are advised to begin to pay closer attention to attendance trends. Helpful resources exist for school at www.attendanceworks.org. Such resources include sample templates for messaging the importance of attendance to families (including outreach to Spanish and Arabic speaking families) and a short, self-assessment tool to guide analysis of current school efforts: http://www.attendanceworks.org/wordpress/wp-content/uploads/2012/06/School-SelfAssessment-Team-Rev-June-2012.pdf Schools that fail to meet the ESSA Chronic Absenteeism indicator will be required to create a school level Action Plan to address the issue of Chronic Absenteeism. Each school will establish a School Climate Team to create opportunities for school staff to learn about the importance of attendance and share effective strategies for improving student attendance. Launch a schoolwide Attendance Campaign for all families during the first 30 days of school. Include a kickoff event with a parent speaker, a catchy slogan, and branded items distributed to students and caregivers (pencils, pens, notepads, noisemakers, etc.) Host events to celebrate great attendance and improved attendance for parents and students



	Disseminate brochures Review attendance works website Provide recognition to individual students, rewards for students with excellent attendance, or improvement on attendance that reversed an at-risk trajectory and groups (i.e., classes with excellent monthly attendance). Promote effective schoolwide approaches to recognizing good and improved attendance Reach out to frequently absent students to find out in a supportive manner why they are missing school and what would help them attend more regularly	Post daily student attendance percentages conspicuously (e.g., in the cafeteria, in a major hallway, on the website) Provide parents with a comparative analysis of their student's attendance with the average student attendance in the building, "nudge" letter
3	To continue implementing Professional Learning Communities (PLCs) as a Best Practice for student achievement.	Provide opportunities for PLC members to compare data and student learning goals with PLC members across the district. Develop communications systems that enable PLC members and all staff to share ideas, information and successes (consider electronic media such as on-line bulletin boards, blogs, newsletters, etc.).



3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	NJTSS Committee Meeting Schedule; Agendas/Items Discussed; Tiered Plans	Feedback from NJTSS Committee members, staff and student progress based on individual plans.
2	Attendance reports – daily, weekly, monthly, annually	Attendance Policy; letters to parents; attendance officer's notes of phone calls, emails and visits to homes
3	PLC Monthly Meeting Schedule; Agendas/Items Discussed	Heavy implementation of NJTSS data

Quert McCormick, Jr. - 8/24/26

4: Progress Summary

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

Signature: _____

Principal Signature

_____ Date