



**LINCOLN COMMUNITY SCHOOL, NO. 5**  
**BAYONNE, NJ**  
**SCHOOL PROFESSIONAL DEVELOPMENT PLAN**

District Name	School Name	Principal Name	Plan Begin/End Dates
BAYONNE	LINCOLN COMMUNITY SCHOOL	KEITH J. MAKOWSKI	July 1, 2022 – June 30, 2023

**1: Professional Learning Goals**

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	<p>To reduce the number of students that are chronically absent.</p> <p>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. 1 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. 2</p> <p><a href="http://www.nj.gov/education/students/safety/behavior/attendance/improvingattendance.pdf">www.nj.gov/education/students/safety/behavior/attendance/improvingattendance.pdf</a></p> <p>1 “10 Facts About School Attendance,” Attendance Works</p> <p>2 Balfanz, R. and Byrnes, V. (2012). The Importance of Being in School: A Report on Absenteeism in the Nation’s Public Schools. Baltimore: John Hopkins University Center for Social Organization of Schools.</p>	<p>Principal, Directors, Supervisors, Teachers, School Counselors, Support Staff.</p> <p>School Climate Team</p> <p>School Attendance Committee</p>	<p>“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 of more of the days that they were “in membership” at a school.</p> <p>Does not differentiate between excused or unexcused absences, simply ‘not present’.</p> <p>New Jersey School Performance Reports.</p> <p>2022-2021 Summary page indicates Bayonne School District is “In Need of Improvement”</p> <p>Students absent for 10% or more of the days enrolled was 11.6% down from 13.6% the previous year.</p> <p>Focus must be on Pre-K and High School.</p>



<b>2</b>	<p><b>Strengthening Gifted and Talented Education</b></p> <p>The Strengthening Gifted and Talented Education Act was signed by Gov. Phil Murphy on Jan. 17, 2020 with the goal of equal access by students and improved administrator and teacher oversight of G&amp;T programs.</p> <p>The law will require school districts to maintain data on services offered through its gifted and talented programs, which students based on demographics are being admitted into gifted and talented programs, and which staff members identify students and work with them. The data will be reported to the state on an annual basis.</p> <p>The identification process shall include consideration of all students, including those who are English language learners and those with Individualized Education plans [special need students] or 504 plans [students given special accommodations]</p>	<p>Principal, Directors, Supervisors, Teachers, School Counselors, Support staff.</p> <p>School Climate Teams.</p> <p>School Data Teams</p> <p>G &amp; T / 2E School Level Committee</p>	<p>"Gifted and talented student" means a student who possesses or demonstrates a high level of ability in one or more content areas when compared to his chronological peers in the school district and who requires modifications of his educational program if he is to achieve in accordance with his capabilities.</p> <p>The district will actively assist and support professional development for teachers, educational services staff, and school leaders in the area of gifted and talented instruction.</p> <p>Research indicates that teachers who have received training in gifted education are more likely to foster higher-level thinking, allow for greater student expression, consider individual student strengths and weaknesses, and provide a variety of learning experiences to challenge students.</p>
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<p><b>3</b></p>	<p><b>To establish Culturally Responsive Classrooms</b></p> <p>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.</p> <p>A culturally responsive teacher uses differentiated instruction to tailor learning to every aspect of a student's culture.</p> <p>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.</p>	<p>Principal, Directors, Supervisors, Teachers, School Counselors, Support staff.</p> <p>School Climate Teams.</p>	<p>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.</p> <p>Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning (<a href="#">Ladson-Billings,1994</a>).</p> <p>When integrated into classroom instruction, culturally responsive strategies can have important benefits such as:</p> <p>Strengthening students' sense of identity</p> <p>Promoting equity and inclusivity in the classroom</p>
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**2: Professional Learning Activities**

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<p>Review district-wide attendance data.</p> <p>Review school-level attendance data.</p> <p>Ensure attendance data is accurately entered and reports are produced, widely available, and regularly reviewed.</p> <p>Ensure that attendance expectations are clearly presented in school and district code of student conduct.</p> <p>Make attendance an item for discussion in all school events including</p>	<p>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 schools at <a href="http://www.attendanceworks.org">www.attendanceworks.org</a>.</p> <p>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:</p> <p><a href="http://www.attendanceworks.org/wordpress/wp-">http://www.attendanceworks.org/wordpress/wp-</a></p>



<p>back-to-school night, parent conferences and other opportunities to share goals with various stakeholders.</p> <p>Participate in Attendance Awareness Month activities throughout the month of September.</p> <p>Use multiple media to publicize attendance goals in ways that are accessible to all students, families and the community.</p> <p>Use social networking tools to inform stakeholders of the impact of missing school throughout the school year.</p> <p>Review results of school climate survey.</p> <p>Review attendance policies.</p> <p>Administrator discussions with parents at back-to-school nights.</p> <p>Disseminate brochures.</p> <p>Review attendance works website.</p> <p>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.)</p> <p>Promote effective school-wide approaches to recognizing good and improved attendance.</p> <p>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.</p>	<p><a href="content/uploads/2012/06/School-SelfAssessment-Team-Rev-June-2012.pdf">content/uploads/2012/06/School-SelfAssessment-Team-Rev-June-2012.pdf</a></p> <p>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.</p> <p>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.</p> <p>Launch a school-wide 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.)</p> <p>Host events to celebrate great attendance and improved attendance for parents and students.</p> <p>Post daily student attendance percentages conspicuously (i.e., in the cafeteria, in a major hallway, on the website).</p> <p>Provide parents with a comparative analysis of their student’s attendance with the average student attendance in the building, “nudge” letter.</p>
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<p>2</p>	<p>“Differentiation is making sure that the right students get the right learning tasks at the right time.”</p> <p><i>Lorna M. Earl Assessment as Learning: Using Classroom Assessment to Maximize Student Learning</i></p> <p>In the video <i>Creating Multiple Paths for Learning (1997)</i>, Carol Ann Tomlinson, noted differentiation expert, says that differentiating instruction means that the teacher anticipates the differences in students' readiness, interests, and learning profiles and, as a result, creates different learning paths so that students have the opportunity to learn as much as they can as deeply as they can, without undue anxiety because the assignments are too taxing—or boredom because they are not challenging enough.</p> <p>Provide continued professional development</p> <p>Support ongoing professional development</p> <p>Begin to familiarize yourself with gifted and talented education by reviewing websites, periodicals, literature</p> <p>Provide opportunities for staff to attend workshops</p> <p>Update district G &amp; T manual.</p>	<p>According to Carol Ann Tomlinson (1999), we can recognize differentiated instruction by a variety of classroom characteristics:</p> <ul style="list-style-type: none"><li>• Teachers begin where the students are.</li><li>• Teachers engage students in instruction through different learning modalities.</li><li>• A student competes more against himself or herself than others.</li><li>• Teachers provide specific ways for each individual to learn.</li><li>• Teachers use classroom time flexibly.</li><li>• Teachers are diagnosticians, prescribing the best possible instruction for each student. (p. 2)</li></ul> <p><i>The Schoolwide Enrichment Model: A How-To Guide for Educational Excellence. Second Edition. Renzulli, Joseph S.; Reis, Sally M.</i></p> <p><i>The Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition, Carol Ann Tomlinson</i></p>
<p>3</p>	<p>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</p>	<p><b>Build Culturally Responsive Relationships (Get to know your students)</b></p> <p>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).</p>



<p>families.</p> <p><b>Culturally responsive teaching requires:</b></p> <ul style="list-style-type: none"><li>• Knowing students individually</li><li>• Valuing students' assets</li><li>• An openness to one's own biases</li><li>• Building community</li></ul> <p>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:</p> <ul style="list-style-type: none"><li>• Race/ethnicity</li><li>• Family structure</li><li>• Primary language, including dialects and slang</li><li>• Activities/sports</li><li>• Music/pop culture references</li><li>• Social, religious, or other identities</li></ul> <p><b>Support ongoing professional development</b></p> <p><b>Begin to familiarize yourself with culturally responsive classrooms by reviewing websites, periodicals, literature</b></p> <p><b>Provide opportunities for staff to attend workshops</b></p>	<p>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).</p> <p>We must teach the way students learn, rather than expecting them to learn the way we teach. —Pedro Noguera</p>
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### 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<ul style="list-style-type: none"> <li>RealTime attendance data</li> <li>LCS Attendance Committee</li> <li>LCS Climate Team</li> <li>District Attendance Officer</li> </ul>	<ul style="list-style-type: none"> <li>School-wide assemblies</li> <li>Parent emails, text, phone notifications</li> <li>Individual monthly student updates</li> </ul>
2	<ul style="list-style-type: none"> <li>G &amp; T Professional development</li> <li>G &amp; T Committee meetings</li> <li>Identify new students for G &amp; T programs</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum modifications</li> <li>Staff understanding of gifted students</li> </ul>
3	<ul style="list-style-type: none"> <li>Professional development</li> <li>RealTime student data</li> <li>Religious holidays</li> <li>Diversity celebrations</li> </ul>	<ul style="list-style-type: none"> <li>Sensitivity training</li> <li>Continued LBGTQ+ training</li> <li>Ethics training</li> </ul>

### 4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1		
2		
3		

Signature: \_\_\_\_\_  
Principal Signature

\_\_\_\_\_ Date

