

Bayonne High School  
School Professional Plan  
2022-2023



**Bayonne High School  
BAYONNE, NJ**

**SCHOOL PROFESSIONAL DEVELOPMENT PLAN**

District Name	School Name	Principal Name	Plan Begin/End Dates
BAYONNE	Bayonne High School	Richard Baccarella	July 1, 2022 – June 30, 2023

**1: Professional Learning Goals**

No	Goal	Identified Group	Rationale/Sources of Evidence
1	To increase Bayonne BOE Staff's awareness Diversity, Equity and Inclusion (DEI) and efforts to be a more inclusive BOE.  This Professional Learning provides continuous and new support to Bayonne's established 2021-2022 Plan Document focused on the following goals (1, 6 and 8):  1) Establish Culturally Responsive Classrooms  6) Continuation of Professional Learning Communities as a Best Practice for student achievement	Superintendent Assistant Superintendents School Business Administrators 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	It is proven that organizations focused on fostering an inclusive and belonging environment generate innovative ideas. Students educated in an environment of inclusion and welcoming thrive and are more willing to engage in classroom activities. This Professional Learning will focus on reinforcing previous DEI discussions and enhanced learnings including expansion of Bayonne BOE use of DEI Learning at both administrators' and teachers' fingertips.



<p>8) LGBTQ – The history of disabled and LGBTQ persons shall be included in middle and high school curriculum in grades 6-12</p>		
<p>2) To continue to address the high school graduation rate</p>	<p>Central Office Team of Administrators Principals Directors Teachers Support staff</p>	<p>Student graduation from high school with a regular high school diploma is an important indicator of school success and one of the most significant indicators of student college and career readiness. Under the ESEA, each State and LEA must calculate and report on its annual report card a four-year adjusted cohort graduation rate (ACGR), disaggregated by subgroups.</p>
<p>3) Continuation of Professional Learning Communities as a Best Practice for student achievement. The purpose of Professional Learning Communities (PLC's) is to hold collaborative meeting, focus on student learning outcomes, align standards and student learning objectives, and drive effective instruction. After three years, teachers have now moved to the developing stage where they are conducting meetings and focusing on student achievement.</p>	<p>Central Office Team of Administrators Principals Directors Teachers Support Staff</p>	<p>PLC's can offer 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 the improved instruction, and share ways to increase effectiveness in the classroom to positively impact student learning.</p>

**2: Professional Learning Activities**

<p>PL Goal No.</p>	<p>Initial Activities</p>	<p>Following Activities (as appropriate)</p>
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<p>1</p> <p>Review previous year's attendance information. Identify students absent more than 10% of the school year (&gt;18 days). Additionally, look at the students between 14-17 days absent that are at-risk. Principals should review historical NJ Performance data on school attendance trends.</p> <p>Ensure attendance data is accurately entered and reports are produced, widely available and regularly reviewed.</p> <p>Promote effective school-wide approaches to recognizing good and improved attendance.</p> <p>Create opportunities for school staff to learn about the importance of attendance and share effective strategies for improving student 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. Work with colleagues to develop and implement a school-wide system of incentives and reward for good attendance.</p>	<p>Schools with a greater than 6% 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-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-content/uploads/2012/06/School-SelfAssessment-Team-Rev-June-2012.pdf">http://www.attendanceworks.org/wordpress/wp-content/uploads/2012/06/School-SelfAssessment-Team-Rev-June-2012.pdf</a></p>
<p>2</p> <p>Engage and Partner with Parents</p> <p>Pay attention to warning signs: Key indicator among eighth graders were a failing final grade in English or Math and being absent for more than 20% of school days. Among ninth graders, poor attendance (defined as attending classes less than 70% of the time), earning fewer than two credits during 9<sup>th</sup> grade, and/or not being promoted to 10<sup>th</sup> grade on time were all factors that put students at significantly high risk of not graduating, and were key predictors of dropping out.</p>	<p>Be Proactive: To prevent future failures, teachers of elementary and middle school students should always look for students who seem to be struggling with the subject matter, as well as those who are uninterested in school. Identifying these students early on and working to improve their educational experience may prevent them from dropping out of high school years later.</p>
<p>3</p> <p>Provide opportunities for committee members to celebrate successes and recharge.</p> <p>Share positive PLC results with the district and school communities.</p> <p>Enable committee members to visit and observe successful and sustainable committees.</p>	<p>Provide opportunities to attend relevant conferences and symposia on PLC teamwork.</p> <p>Assess the committee impact on the school.</p>

**3: Essential Resources**



PL Goal No.	Resources	Other Implementation Considerations
1	<ul style="list-style-type: none"> <li>School climate survey</li> <li>Code of Conduct</li> <li>Time for planning</li> <li>Copy of policies</li> <li>Brochures/flyers</li> <li>Attendance data</li> <li>Transitional counselor</li> </ul>	
2	<ul style="list-style-type: none"> <li>Collaborate with the technology office to produce weekly reports</li> <li>Collaborate with the Guidance Department for efficient tracking of all students that transfer</li> <li>Provide credit recovery each year for failing courses</li> </ul>	
3	Provide financial resources so that teachers may meet more regularly	

**4: Progress Summary**

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

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

*[Handwritten Signature]*

Principal Signature

Date May 2022

CSA Signature

Date