



JOHN M. BAILEY COMMUNITY SCHOOL, NO. 12
BAYONNE, NJ
SCHOOL PROFESSIONAL DEVELOPMENT PLAN

District Name	School Name	Principal Name	Plan Begin/End Dates
BAYONNE	John M. Bailey Community School, No. 12	Albert McCormick, Jr.	July 1, 2022 – June 30, 2023

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	<p>To increase Bayonne BOE Staff’s awareness of Diversity, Equity and Inclusion (DEI) and efforts to be a more inclusive BOE.</p> <p>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):</p> <p>1) Establish Culturally Responsive Classrooms</p> <p>6) Continuation of Professional Learning Communities as a Best Practice for student achievement</p> <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>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.</p> <p>School Climate Teams</p> <p>Comprehensive Equity Plans Team</p>	<p>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 E-learning at both administrators’ and teachers’ fingertips.</p>



<p>2</p>	<p>To enhance our approach to formalized Social and Emotional Learning, Pre-K – Grade 8. Social and Emotional Learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions.</p>	<p>Principal; Assistant Principal; School Counselors; Teachers; Support Staff</p> <p>School Climate Team</p>	<p>Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors:</p> <p>https://www.nj.gov/education/students/safety/sandp/sel/</p>
<p>3</p>	<p>To implement a fair, equitable selection process for Gifted and Talented Education.</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 needs students) or 504 Plans (students given special accommodations).</p>	<p>Principal; Assistant Principal; School Counselors; Teachers; Support Staff</p> <p>School Climate Team</p> <p>School Data Team</p> <p>G & T / 2E School Level Committee</p> <p>G & T / 2E District Level Committee</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 education.</p> <p>Research indicates that teachers who have received training in gifted and talented education are more likely to foster higher-level thinking, allow for greater students’ expression, consider individual students strengths and weaknesses, and provide a variety of learning experiences to challenge students.</p>
<p>4</p>	<p>To reduce chronic absenteeism. Students must be in school in order for them to learn and reach their maximum potential.</p>	<p>Principal; Assistant Principal; School Counselors; Teachers; Support Staff</p> <p>School Attendance Committee</p>	<p>Students must attend school on a consistent basis in order to receive the full benefit of an appropriate education. Students who maintain poor attendance miss a great deal of classroom instruction. It must be our goal as educators to enforce our district policy and reverse the trend witnessed in many students. Attendance will be a main focus at Back to School Night.</p>



2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<p>This DEI Professional Learning will support prior goals referenced above by:</p> <ul style="list-style-type: none"> • Delivering Counteracting Unconscious Bias Training to administrators June 2022 • Delivering keynote address for Fall 2022 • Roll-out of E-Learning Platform for 900+ teachers <p>Creating monthly one-pager summarizing weekly E-Learnings for Professional Learning Committee (including discussion facilitation)</p>	<p>Leveraging School level PLCs to have discussions on issues related to Diversity, Equity and Inclusion.</p>
2	<p>Teachers will be provided with the resources/curriculum to teach the necessary skills to address students' social emotional well-being. Staff will need PD in order to implement the program.</p>	<p>The district SEL team will collect and regularly reflect on both implementation and outcome data, in order to monitor progress and continuously improve all SEL-related systems, practices and policies. Our school SEL team will engage regularly reflecting on data, sharing learning and strategies, and developing plans for improving quality of schoolwide SEL implementation. The Second Step Curriculum will be reintroduced for the second consecutive year along with monthly prompts over the public address system.</p>
3	<p>Teachers will be supported with ongoing professional development; enhance exposure to gifted and talented education by reviewing websites</p>	<ul style="list-style-type: none"> • Teachers begin where the students are. • Teachers will engage students in instruction through different learning modalities. • A student competes more against himself or herself than others. • Teachers provide specific way for each individual to learn. • Teachers use classroom time flexibly. • Teachers are diagnosticians, prescribing the best possible instruction for each student.



4	September is designated “Attendance Awareness Month.” With the new school year moving along, we must convey this important message to parents during Back to School Night. Students at risk of violating the attendance policy should be monitored throughout the 2022-2023 school year. We will compare monthly attendance reports to those of the 2021-2022 school year. Parents must be engaged by way of conferences, global connect messages, Schoology, Twitter, school website and Digital Backpack communication. Additionally, teachers must alert the principal when attendance issues arise so that our attendance officer can follow-up accordingly. Teachers can take part in webinars relative to students’ attendance.	Teachers will report consistent absences to the principal. The attendance officer will be sent to the home of students who are absent for three consecutive days. Parent conferences will be arranged for students at risk of violating the attendance policy.
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3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Support from Central Office; parents/guardians; Diversity Advisors	In-service workshops provided by Diversity Advisors for administrators, teachers and support staff
2	Support from Central Office; Director of Student Personnel Services; parents/guardians; SEL curriculum materials	In-service workshops for SEL Building Committee, classroom teachers and support staff
3	Support from Central Office; Dr. Robert Zywicki (Rutgers Consultant); parents/guardians; G & T curriculum; identification criteria	In-service workshops for G & T Building Committee, classroom teachers and support staff
4	Support from Central Office; Attendance Department; Bayonne Municipal Truancy Court; DCP; parents/guardians	In-service workshops for Attendance Committee, classroom teachers and support staff

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
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Signature:

Principal Signature

Date

CSA Signature

Date