

Somers Point School District Professional Development Plan (PDP)

District Name	Superintendent Name	Plan Begin/End Dates
Somers Point School District	Theodore Pugliese	July 2026/June 2027

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	By June 2027, staff will strengthen implementation of the district Tier 1 instructional framework through professional learning, PLCs, coaching, and collaborative practice.	Preschool–8 teachers, instructional staff, and administrators.	Student achievement data, classroom observations, and district priorities indicate a need for consistent, high-quality Tier 1 instruction across classrooms.
2	By June 2027, staff will strengthen MTSS implementation by using student data to provide targeted intervention, enrichment, and progress monitoring through Learning Labs and other supports.	K–8 teachers, MTSS Leads, interventionists, support staff, and administrators.	District assessment data demonstrates varied student needs in ELA and math. Staff require continued support in data-based decision making, intervention, flexible grouping, and progress monitoring.
3	By June 2027, teachers will strengthen the use of evidence-based literacy practices across content areas, including vocabulary, comprehension, writing, and academic discussion.	Preschool–8 instructional staff.	District and state data demonstrate a continued need to improve literacy achievement. Students need strong literacy skills to access learning across all content areas.
4	By June 2027, literacy teachers will strengthen implementation of high-quality, evidence-based instructional resources	K–8 ELA teachers, special education teachers, interventionists, ESL staff, and administrators.	Screening, diagnostic, benchmark, and state assessment data demonstrate a continued

	through differentiated K–2 and grades 3–8 professional learning.		need to improve literacy outcomes and strengthen evidence-based instruction.
5	By June 2027, staff will increase purposeful use of instructional technology to support engagement, differentiation, assessment, accessibility, and student learning.	K–8 teachers, instructional staff, and administrators.	District technology investments and instructional priorities require continued professional learning focused on effective technology integration.

2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	• Provide professional learning on the district Tier 1 Framework. • Conduct a yearlong Tier 1 Framework book study. • Train staff in high-impact instructional practices	• Continue book study discussions through PLCs. • Provide peer coaching and collaborative planning. • Use walkthroughs and student data to identify additional PD needs.
2	• Review district MTSS procedures and expectations. • Train staff to use assessment data to identify student needs. • Provide training in Learning Lab grouping, intervention, enrichment, and progress monitoring.	• Conduct ongoing MTSS and PLC data reviews. • Adjust Learning Lab groups and supports based on student progress. • Provide continued support from MTSS Leads and administrators.
3	• Provide PD in literacy strategies appropriate across content areas. • Focus on vocabulary, comprehension, writing, and academic discussion.	• Incorporate literacy strategies into PLC planning. • Review student work and share effective practices. • Provide differentiated follow-up based on grade and content area.
4	• Provide differentiated K–2 literacy professional development. • Provide differentiated grades 3–8 literacy professional development. • Train staff in effective use of district-approved literacy and intervention resources.	• Use PLCs and student data to evaluate implementation. • Provide coaching and collaborative planning. • Offer follow-up PD based on student and teacher needs.

5	• Provide training in district-approved instructional technology. • Focus on tools that support instruction, differentiation, assessment, and engagement.	• Provide ongoing coaching and support. • Share effective practices through PLCs and faculty meetings. • Offer additional training based on staff needs.
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3: PD Required by Statute or Regulation

State-mandated PD Activities

The district will provide and document all professional development required by New Jersey and federal statute and regulation. Training will be provided through district and building-level presentations, meetings, qualified presenters, and approved online modules. Required topics will include school safety, HIB, suicide prevention, child abuse reporting, bloodborne pathogens/Right to Know, Section 504/ADA, I&RS, Title IX, substance awareness, required health and athletic training, and required literacy/dyslexia professional development. Documentation of attendance and completion will be maintained by the appropriate district administrator or coordinator.

4: Resources and Justification

Resources

District professional development days; PLC and collaborative planning time; district administrators; MTSS Leads; peer instructional coaches; instructional technology specialists; teacher leaders; contracted consultants; ETTC and other PD providers; professional texts and book-study materials; instructional and intervention resources; assessment platforms; technology resources; online professional learning; and available local, state, and federal funds.

Justification

Student achievement data, classroom observations, assessment results, and district priorities demonstrate a continued need to strengthen Tier 1 instruction, literacy achievement, MTSS, and targeted student supports. Professional learning will focus on consistent high-quality instruction, effective Learning Lab implementation, evidence-based literacy practices and resources, and purposeful instructional technology. PLCs, coaching, data analysis, and follow-up training will provide ongoing support and allow the district to monitor implementation and student progress.

Signature:

Superintendent Signature

Date