



2026-2027 TUPS Professional Development Plan

District Name	Superintendent Name	Plan Begin/End Dates
Township of Union	Dr. Gerald Benaquista	9/1/26 - 6/20/27

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	By June 2027, the district will strengthen its coordinated approach to improving student attendance and reducing chronic absenteeism across all grade levels. Schools will use timely attendance data, early intervention, student support structures, and family engagement strategies to identify barriers, respond consistently, and strengthen students' connection to school.	• District and school administrators • Teachers at all grade levels • School counselors, social workers, and child study team members • Attendance officers and school nurses • Intervention, I&RS, and student support teams • Parents and guardians	Consistent attendance is essential to student achievement, engagement, and well-being. District attendance data continue to show that chronic absenteeism affects students across grade levels and can contribute to unfinished learning, lower academic performance, disengagement, and reduced access to instructional and support services. The district's 2025–2026 professional learning plan identified chronic absenteeism as an ongoing concern and emphasized early warning systems, proactive intervention, family engagement, and regular data review as central strategies. For 2026–2027, professional learning will focus on strengthening consistency across schools in how attendance concerns are identified, communicated, and addressed. Staff will use timely attendance data to recognize patterns, identify barriers, coordinate interventions, and monitor whether supports are improving student attendance. Evidence will include district and school attendance records, chronic absenteeism rates, student subgroup data, intervention records, family outreach documentation, and progress-monitoring data.



2	By June 2027, the district will improve student achievement in Mathematics, Science, and English Language Arts by strengthening curriculum implementation, increasing instructional consistency, and using assessment data to guide planning, intervention, and enrichment. Progress will be monitored through state assessments, common assessments, diagnostic data, classroom evidence, and student subgroup performance.	● District and school administrators ● Curriculum supervisors ● Teachers at all grade levels ● Instructional coaches ● Special education teachers and related service providers ● Intervention, basic skills, and multilingual learner staff ● School counselors and student support teams	Improving student achievement requires more than adopting curricula, assessments, or instructional resources. It requires consistent implementation, clear expectations for instruction, ongoing professional learning, and regular use of evidence to determine whether students are learning. District and state assessment data continue to identify areas of need in Mathematics, Science, and English Language Arts, including differences in performance across grade levels, schools, courses, and student subgroups. Common assessments, diagnostic assessments, and walkthrough evidence provide additional information about curriculum implementation, instructional consistency, and students' academic needs. During the 2025–2026 school year, the district expanded curriculum development in Atlas, implemented new instructional programs, strengthened instructional coaching, and continued the development of common assessments. The 2026–2027 professional learning plan will build on this work by helping educators refine curriculum implementation, analyze multiple sources of student data, align instruction to standards, and plan appropriate intervention and enrichment. Evidence of progress will include: ● NJSLA and NJGPA ● Common assessments ● i-Ready, IXL, and Amira ● Curriculum pacing and implementation data ● Walkthrough and observation trends ● Intervention and enrichment progress-monitoring data ● Performance data for student subgroups
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2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	Attendance data review, refinement of the early warning system, professional learning on attendance interventions, and school-based action planning Initial Activities (2026–2027): Districtwide Review and Refinement: The school year will begin with a districtwide review of 2025–2026 attendance data and the strategies implemented during the prior year. District and school leaders will examine chronic absenteeism rates by school, grade level, and student subgroup to identify areas of progress and continued need. Professional Learning on Attendance Practices Professional learning will focus on strengthening staff understanding of chronic absenteeism, recognizing early warning signs, identifying common barriers to attendance, and responding through supportive, nonpunitive interventions. Staff will also review strategies for strengthening student engagement and family partnerships. Refinement of the Early Warning System District and school leaders will review and refine procedures for identifying students at risk of chronic absenteeism. Schools will clarify attendance thresholds, staff responsibilities, communication procedures, intervention timelines, and methods for documenting and monitoring support.	Ongoing data monitoring, targeted interventions, family outreach, student engagement strategies, and periodic review of progress Follow-Up Activities (2026–2027): Ongoing Attendance Data Reviews School-based teams will review attendance data throughout the school year to identify students at risk of chronic absenteeism. Targeted Attendance Interventions Students approaching or meeting chronic absenteeism thresholds will receive targeted support based on identified barriers. Interventions may include mentoring, counseling, check-in/check-out systems, family conferences, academic support, or referrals to district and community resources. Continued Family Outreach and Support Schools will maintain regular communication with families through phone calls, meetings, written communication, and individual outreach. End-of-Year Evaluation At the end of the school year, the district will evaluate overall attendance trends, chronic absenteeism rates, student subgroup data, and intervention outcomes. Findings will be used to inform future professional learning, attendance procedures, and district priorities.



	4. Family and Student Communication Schools will communicate attendance expectations, the importance of regular attendance, and available supports through parent meetings, school events, written materials, digital platforms, and individual outreach. Communication will emphasize partnership and the identification of barriers that may prevent students from attending school consistently.	
2	Curriculum refinement, instructional support, common assessment implementation, data-informed planning, and continued Atlas development Initial Activities (2026–2027): 1. Strategic Plan Alignment The district will continue to align professional learning, curriculum development, instructional support, and assessment practices with the Strategic Plan goal of improving student achievement in Mathematics, Science, and English Language Arts. 2. Curriculum Implementation and Refinement The district will build on the curriculum work completed during the 2025–2026 school year by strengthening implementation of district programs and addressing areas identified through teacher feedback, classroom evidence, and student performance data. 3. Grading Practices and Standards-Based Grading The district has updated its grading regulation to establish consistent expectations and requirements for grading practices across schools and classrooms. Professional learning will support staff in understanding and applying these requirements consistently. In addition, the district will begin implementing standards-based grading in Grades K–2. Teachers and administrators will receive support in using standards-aligned assessments, determining levels of	Ongoing coaching, collaborative data reviews, common assessment cycles, curriculum reflection, targeted professional learning, and family engagement Follow-Up Activities (2026–2027): 1. Instructional Coaching and Professional Learning Cycles Instructional coaches, supervisors, and administrators will provide ongoing, job-embedded support through co-planning, modeling, classroom observation, feedback, and professional learning. 2. Common Assessment and Data Review Cycles Teachers will administer common assessments and participate in collaborative data-review meetings throughout the school year. Teams will analyze student performance, identify trends and learning gaps, and determine appropriate instructional adjustments, interventions, and enrichment opportunities. 3. Diagnostic Assessment and Progress Monitoring Teachers and support teams will use diagnostic tools, including i-Ready, IXL, Amira, and other district assessments, to monitor student growth. 4. Professional Learning Communities Professional learning communities will provide structured opportunities for teachers to examine student work, align expectations, share instructional practices, and plan responses to student needs.



student proficiency, providing meaningful feedback, and communicating student progress to families.

4. Assessment and Data-Informed Planning

Teachers, instructional coaches, supervisors, and administrators will review state assessment results, common assessments, and diagnostic data to identify student strengths and areas of need. The district will continue to refine and expand common assessments in Mathematics, Science, and ELA to support consistent expectations, vertical alignment, and the measurement of student learning across schools and grade levels.

5. Instructional Coaching and Collaborative Support

Instructional coaches, curriculum supervisors, and school administrators will support teachers through collaborative planning, modeling, professional learning communities, data analysis, and feedback. Support will focus on effective curriculum implementation, high-quality instructional practices, differentiation, and responding to student learning needs.

6. Atlas Curriculum Review and Development

Curriculum teams will continue to use Atlas to review, revise, and develop district curricula. Summer curriculum writing and professional learning will focus on strengthening standards alignment, clarifying unit expectations, identifying common assessments, and ensuring that curriculum documents provide teachers with practical guidance for instruction.

7. Early Literacy Assessment and Support

The district will continue to use early literacy screening and assessment tools, including Amira where applicable, to identify students requiring additional support in foundational reading skills.

5. Family Communication and Engagement

Family meetings, workshops, digital resources, and individual conferences may be used to strengthen understanding and partnership.



3: PD Required by Statute or Regulation

State-mandated PD Activities

1. Bloodborne Pathogens
2. Child Abuse (NJ)
3. Sexual Harassment
4. Affirmative Action (NJ)
5. Paul's Law T.R.U.S.T
6. School Safety
7. Asthma
8. Digital Security and Protection
9. Suicide Prevention - 2 hours (Note: The certification is valid for 5 years from the date of completion).
10. Recognition of substance abuse - Alcohol, Tobacco and Drug Awareness
11. Reading Disabilities - Dyslexia: For the following staff members:
 - General Education Teachers employed in K-3
 - Special Education and Basic Skills Teachers
 - English as a Second Language Teachers
 - Reading Specialists
 - Learning Disabilities Teacher Consultants
 - Speech-Language Specialists
12. Harassment, Intimidation, and Bullying
13. Law Enforcement Operations
14. Gang Awareness Training for School Administrators
15. Code of Student Conduct
16. Educator Evaluations
17. Mentoring Training
18. I&RS Training



4: Resources and Justification

Resources

The resources needed for the district PDP include:

Goal 1: Improve Student Attendance

1. Attendance Early Warning System (Genesis)
2. Family Engagement Resources (parent outreach materials)
3. Incentive Program Materials (attendance rewards, certificates, public recognition)

Goal 2: Improve Student Achievement in Mathematics, Science, and ELA

1. Atlas Curriculum Mapping Platform
2. Instructional Coaches (ELA/Math coaches for K-5, ELA/Math coaches for 6-8, ELA/Math coaches for 9-12)
3. Common Assessment Development Tool (LinkIt)
4. Professional Development on Data-Driven Instruction
5. Online Learning Resources (e.g., IXL/iReady)
6. PLCs and Collaboration Platforms

Justification

The resources identified for the 2026–2027 school year support the district’s continued priorities of improving student attendance and increasing achievement in Mathematics, Science, and English Language Arts. These priorities remain aligned with the district’s Strategic Plan.

Attendance data, early warning systems, family outreach, and school-based interventions will help staff identify concerns early and respond consistently. Professional learning will support staff in addressing barriers to attendance and strengthening student engagement.

To improve academic achievement, the district will continue refining curriculum implementation, common assessments, instructional practices, and the use of student data. Instructional coaches, supervisors, administrators, and PLCs will provide ongoing support to help teachers adjust instruction, plan interventions, and provide enrichment.

Digital platforms and curriculum tools, including Atlas, LinkIt, i-Ready, and IXL, will support alignment, progress monitoring, and differentiated instruction. Together, these resources promote consistency, equity, and continuous improvement across schools.

Signature: _____

Superintendent Signature

Date