



VISION FOR EXCELLENCE

GROWTH

TEAMWORK

BELONGING

PERSEVERANCE

STUDENT-CENTERED

COMMITTED TO EXCELLENCE





SUPERINTENDENT'S MESSAGE

As we prepare to adopt our new strategic plan, it is natural to take stock of our past in order to look forward. The last decade has been exciting – as we grew enrollment, developed rigorous academic and extracurricular programs, expanded our physical campus and successfully lobbied State Government to secure our fair share of school funding. Today, I am proud to say Kingsway is a well-resourced school system that provides exemplary programs to our nearly 3,000 students.

Our Strategic Plan: Vision For Excellence, is the culmination of a process that began in summer 2021. The planning process welcomed community-wide input, engaged stakeholders in bold conversations, and facilitated thought-provoking work sessions based on the assessment of current initiatives and previous goals. The plan incorporates a new vision and mission for our school system and provides the framework necessary to guide our school district boldly into the future.

Our strategic planning process engaged more than 1,000 members of our school community and made clear to district leaders priority issues over the next five years. The plan provides meaning to the district's mantra, Committed to Excellence, and ensures our school community that Kingsway will deliver excellence through our mission, our dedication to the Vision for Excellence and to the core values identified in this plan. The plan focuses attention on high-quality teaching, learning and school counseling. It challenges school leaders to strengthen our already distinctive programs, incorporates the use of data to inform decision-making and strives to improve our personnel recruitment, development and retention programs. This strategic plan positions our school system to meet the challenges of the future.

I wish to thank everyone who participated in the development of our plan. I extend my heartfelt appreciation to the members of our Strategic Planning Committee who worked tirelessly to analyze data, challenge norms and develop the framework of this plan. I thank the members of our Board of Education for their ongoing support of this process and for the high expectations they have set for our school system.

We look forward to embracing our future and sharing our progress with you.

Very truly yours,
Dr. James J. Lavender

VISION FOR EXCELLENCE

GROWTH

TEAMWORK

BELONGING

PERSEVERANCE

STUDENT-CENTERED





VISION FOR EXCELLENCE

TABLE OF CONTENTS

SUPERINTENDENT'S MESSAGE 2

TABLE OF CONTENTS 3

DISTRICT DATA 4

SCHOOL BOARD MEMBERS 4

KINGSWAY'S STRATEGIC PROCESS 5-6

VISION, MISSION, & CORE VALUES 7

PRIORITIES OVERVIEW 8

PRIORITY ONE:
HIGH-QUALITY TEACHING & LEARNING 9-12

PRIORITY TWO:
HIGH-QUALITY SCHOOL COUNSELING 13-15

PRIORITY THREE:
RECRUITMENT, ENGAGEMENT, & RETENTION ... 16-18

PRIORITY FOUR:
EFFECTIVE USE OF DATA 19-20

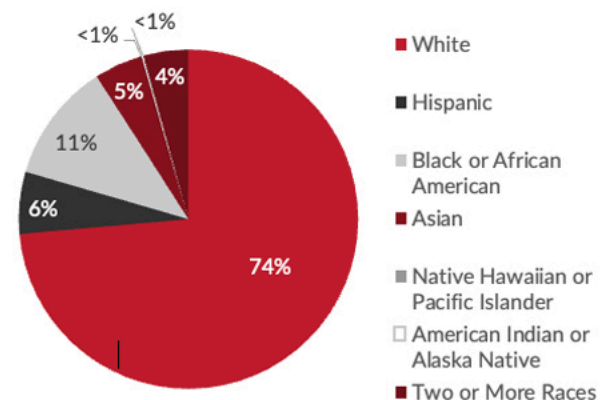
PRIORITY FIVE:
STAKEHOLDER ENGAGEMENT
& COMMUNICATION 21-22

- GROWTH
- TEAMWORK
- BELONGING
- PERSEVERANCE
- STUDENT-CENTERED



VISION FOR EXCELLENCE

District Demographic Data



2,806
Students

208
Staff
Members

19%

Special Education Students

12%

Economically Disadvantaged

District Facts



KRSD has six (6) Programs of Study in grades 7-12 to assist students in the identification of focused course selection.

KRSD offers targeted student programs including a S.T.E.M. Academy, Business Leadership Academy, School of Health Professions, Team Scholastics, and multiple pathways for students to earn college credit while in high school.

KRSD unique schedule called S.M.A.R.T. affords students approximately 50 minutes each day for additional supports, enrichment, and lunch. This gives students options in time management and resources.



Our graduation rate is **5% higher** than the state's graduation rate



79% of our graduates attend a postsecondary institution



At 0.3%, our dropout rate is **one-third of the state's** average.

SCHOOL BOARD MEMBERS

Jennifer Cavallaro-Fromm, President

Lauren Boerlin, Vice President

Michele Blair

Kelly Bonapfel

Christie Callahan Comerford

Patrick Daley

Christopher Fay

Kristen Lombardo

Marilyn O'Rourke-Young

Nicholas Rosato

Central Office Administration:

Dr. James J. Lavender, Superintendent

Patricia Calandro, Assistant Superintendent

Jason Schimpf, Business Administrator



GROWTH

TEAMWORK

BELONGING

PERSEVERANCE

STUDENT-CENTERED

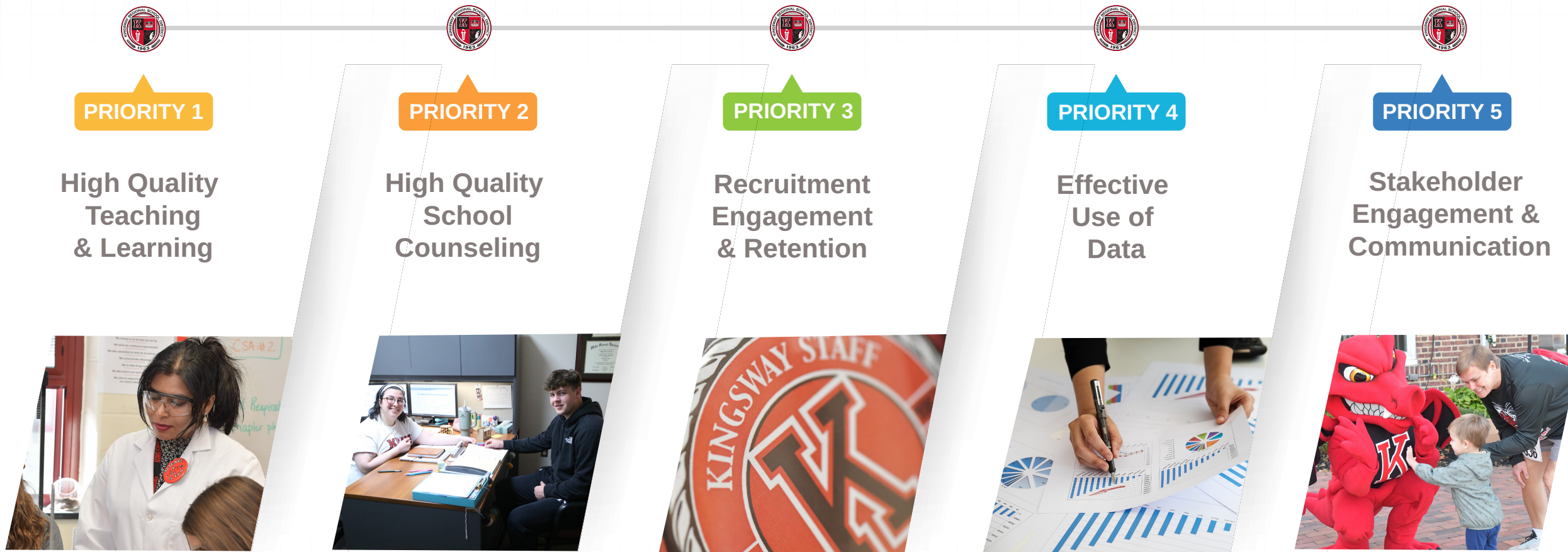
KINGSWAY'S STRATEGIC PLAN PROCESS

VISION
FOR EXCELLENCE

Kingsway Regional School District aims to balance the needs and priorities of our students, families, employees, and community by maximizing the system's resources. To ensure the district remains successfully focused on these collaborative desires, Kingsway launched a strategic planning process during the 2021-2022 school year. Strategic planning requires a deep dive into data, a collaborative effort between district and building-level administrators, participation of stakeholders to assess current and historical efforts, and a plan committed to action. In short, developing a strategic plan includes aligning the district's current and future initiatives with available resources. As a result of this endeavor, the district established priorities, aims, and goals that are

of greatest importance and interest to the Kingsway community. Strategic priorities represent the broad focus area from which aims, or changes Kingsway plans to achieve, are created. Strategic goals, then, are derived as a result of these aims and represent the measurable targets Kingsway will use to determine progress. Together, priorities, aims and goals guide planned action steps within the system. Kingsway Regional School District has identified five (5) priority areas, which are outlined in this plan. This plan serves as a transparent communication tool and road map as Kingsway works to achieve its Vision for Excellence.

- GROWTH
- TEAMWORK
- BELONGING
- PERSEVERANCE
- STUDENT-CENTERED



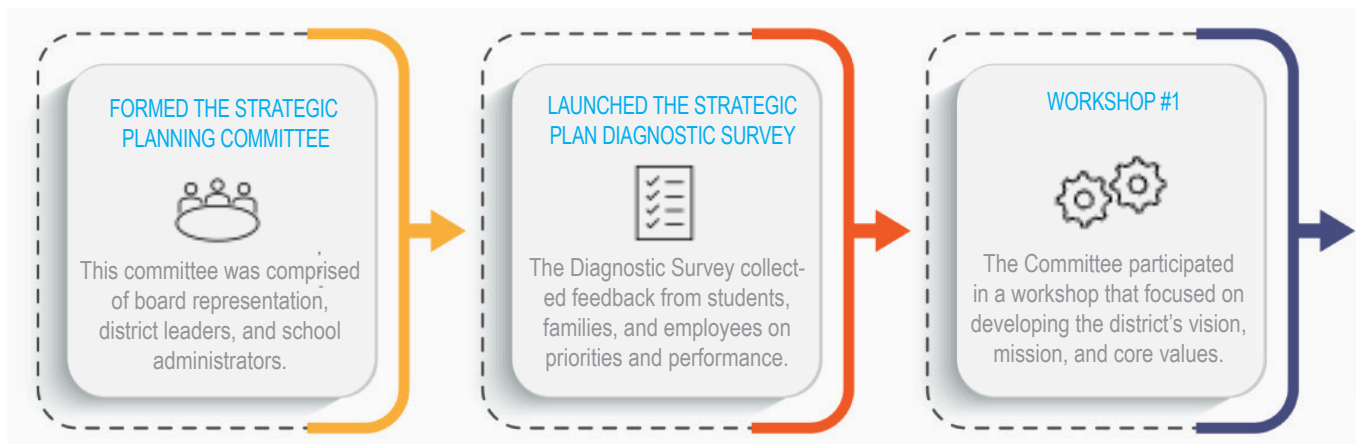
KINGSWAY'S STRATEGIC PLANNING PROCESS

VISION
FOR EXCELLENCE

The timeline below outlines the three phases of this process.

PREPARATION Fall 2021

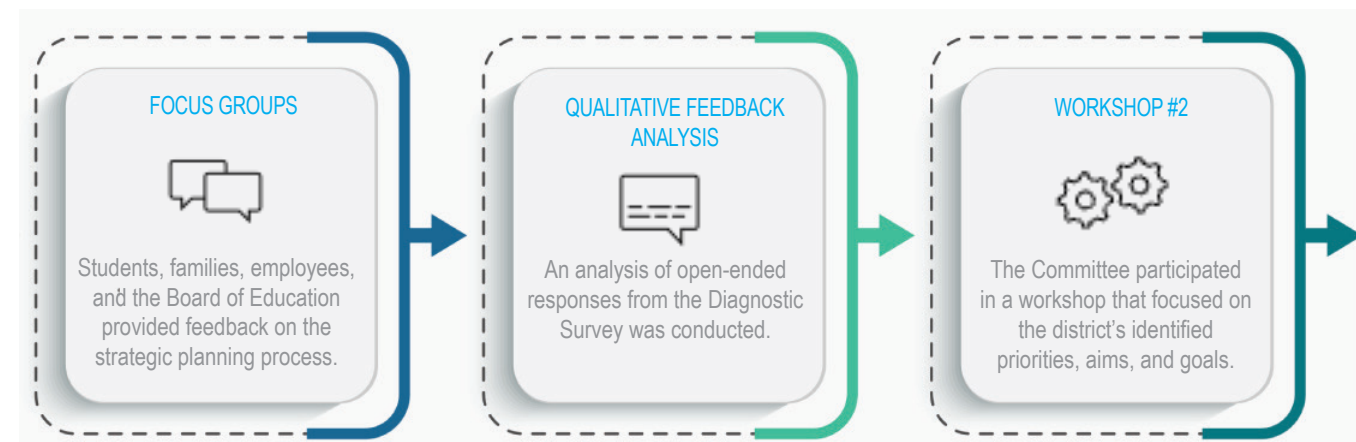
During the fall of 2021, Kingsway leaders worked together to ensure the district was prepared and organized to begin the strategic planning process. Kingsway engaged in the following activities.



Kingsway's strategic plan reflects the voice of various community stakeholders, including students, families, employees, and community members. Specifically, the feedback received reflects the community's perceptions of current progress as well as its current needs and future hopes. During the 2021-2022 school year, Kingsway's school and district leaders engaged in gathering feedback and reviewing research and current data while drafting the strategic plan.

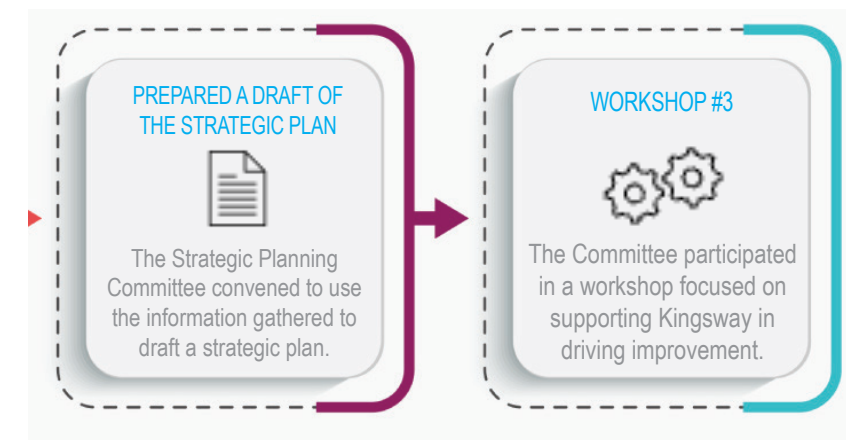
RESEARCH WINTER 2021-2022

During the winter of 2021 and 2022, Kingsway leaders engaged in the following activities to learn more about the needs of our community and to understand the structure of an effective strategic plan.



DRAFTING Spring 2022

With the preparation, data review, and research complete, the Strategic Planning Committee began collaboratively drafting Kingsway's strategic plan.

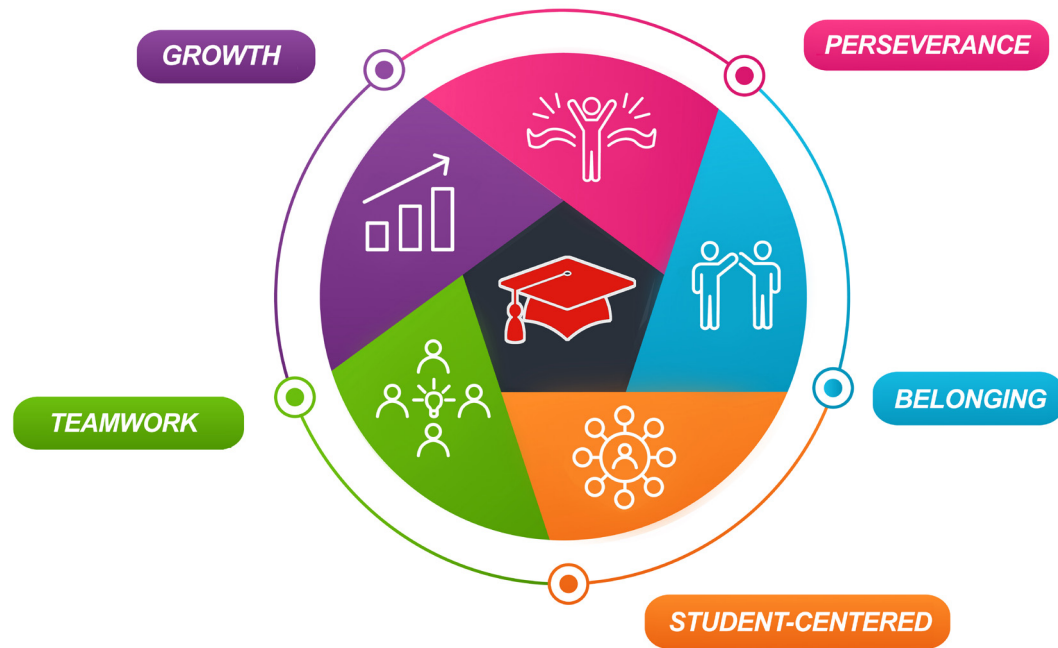


- GROWTH
- TEAMWORK
- BELONGING
- PERSEVERANCE
- STUDENT-CENTERED



VISION, MISSION & CORE VALUES

VISION
FOR EXCELLENCE



VISION FOR EXCELLENCE

It is the vision of the Kingsway Regional School District to successfully prepare students for their unique path in life.

MISSION

The Kingsway Regional School District, guided by our core values, engages students within a diverse and nurturing community dedicated to our Vision for Excellence.

CORE VALUES



GROWTH

We are committed to growing our students academically, socially and emotionally. Through this commitment, our students view the journey of education as a lifelong pursuit and continuous personal advancement beyond high school.



TEAMWORK

We are committed to providing a collaborative environment that invites participation and partnership from all stakeholders. Through this commitment, different perspectives and ideas are realized for the betterment of students.



BELONGING

We are committed to ensuring every student feels they are included, supported, represented, valued, and celebrated at Kingsway. Through this commitment, students develop a lasting sense of worth for themselves and others.



PERSEVERANCE

We are committed to cultivating resilience and self-reflection as students cope with life's hardships. Through this commitment, students emerge stronger and more confident as they work to achieve their goals.



STUDENT-CENTERED

We are committed to placing the safety, needs, and well-being of students at the forefront of decision-making. Through this commitment, the district remains focused on servicing the unique needs of every student.

GROWTH

TEAMWORK

BELONGING

PERSEVERANCE

STUDENT-CENTERED



PRIORITIES OVERVIEW

Kingsway Regional School District's strategic plan focuses on five (5) priorities. The development of these priorities reflects a collaborative effort to achieve Kingsway's Vision for Excellence within the system. Each priority includes aims and goals that exemplify the district's mission of commitment to its core values.

1 **High-Quality Teaching and Learning**

Stakeholders see opportunities to safeguard rigorous programming while improving classroom instruction to ensure it meets the needs of a continuum of learners. Additionally, enhancements in the use of instructional technology to enrich learning experiences are seen as an area of needed focus. Stakeholders also noted that maintaining high-quality indoor and outdoor facilities that support collaboration and improved student outcomes are important.

2 **High-Quality School Counseling**

Stakeholders see a need for more personalized college and career preparation services (e.g., time with counselors, college and career exploration, course options, and college application support) and believe that early exposure to a variety of post-secondary options will support future success. While many stakeholders respond positively to the district's advanced course offerings, there remain opportunities to expand the range of career-prep programming for students not planning to attend college. Furthermore, ensuring adequate resources and supports for students' social, emotional, and mental health and well-being continues to be an identified need.

3 **Recruitment, Engagement, and Retention**

A majority of the stakeholders indicate that they are largely dissatisfied with faculty recruitment and retention. Certified faculty members explain that their schools are understaffed, and multiple stakeholders identify that the need to retain teachers is a critical component to the district's ability to improve climate, culture, and student outcomes. Supports like comprehensive on-boarding and mentorships are identified for teachers entering the system continues to be an identified need.

To identify these five priorities, Kingsway leaders relied on district data, research, and community perspectives from surveys and focus groups during the 2021-22 school year. The following statements provide an overview of stakeholder feedback that established each priority area.

4 **Effective Use of Data**

Stakeholders observe that the district uses data to inform decision-making but believe the district must expand its use of data to support all areas of the organization (i.e., academic, operations, fiscal, staffing, attendance, behavior, etc.). While many are aware of the district's efforts to be more data-informed, they see a need for more communication of data to measure the impact of initiatives affecting other facets of the district to improve stakeholder engagement.

5 **Engagement and Communication with All Stakeholders**

Families, students, and staff view communication and how much the district values input differently. While families rate communication, specifically from administration, as an area of strength, students and staff less often agree. Staff observe unmet potential regarding the level of staff engagement and feedback gathering and the subsequent adverse impact this has on overall wellness (i.e., morale, sense of community, mental health, etc.). Students see a need for communication to be more planned and streamlined as they feel they often miss and/or are unaware of opportunities and important information (i.e., scholarships, volunteering, outside enrichment, clubs/activities, etc.).

VISION
FOR EXCELLENCE

GROWTH

TEAMWORK

BELONGING

PERSEVERANCE

STUDENT-CENTERED





VISION
FOR EXCELLENCE

PRIORITY 1
HIGH QUALITY
TEACHING &
LEARNING

- GROWTH
- TEAMWORK
- BELONGING
- PERSEVERANCE
- STUDENT-CENTERED



PRIORITY 1

HIGH QUALITY TEACHING & LEARNING

VISION
FOR EXCELLENCE

AIM 1 Improve student performance in math and English/Language Arts, with a focus on decreasing existing gaps.



GOALS



By school year 2027-28, a minimum of 80% of classroom observations will reflect the consistent use of research-based strategies within the Multi-Tiered Systems of Supports (MTSS) model that meets the needs of all learners.

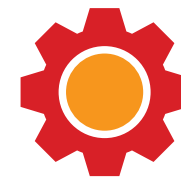


By school year 2027-28, at least 80% of instruction by special education teachers will reflect consistent use of Specially Designed Instruction (SDI) to support progress toward Individualized Education Plans (IEP) goals and objectives.

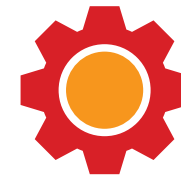


By school year 2027-28, all student groups, with a focus on students from historically underrepresented groups, will increase performance on state and/or local assessments.

ACTION



Implement Multi-Tier Systems of Support (MTSS) for all students



Implement Specially Designed Instruction (SDI) for special education students



Develop focused Teacher Academies to support data-driven decision making for improved student outcomes

GROWTH

TEAMWORK

BELONGING

PERSEVERANCE

STUDENT-CENTERED



PRIORITY 1

HIGH QUALITY TEACHING & LEARNING

AIM 2 Increase resources for safe, nurturing, and engaging learning environments for all students.



VISION
FOR EXCELLENCE

GOALS



By school year 2027-28, leaders at all school sites will implement an action plan to improve indoor and outdoor facility uses (e.g., classrooms, cafeteria, outside areas, etc.) to better cultivate collaboration, and community-building among students.



By school year 2027-28, the district will decrease overall discipline infractions and incidences of harassment, intimidation, and bullying (HIB).

ACTION



Conduct an annual climate survey for students and families as they exit the middle school and as they graduate high school (i.e. twice in the students' six year time frame)



Revise the facility plan to include access to collaborative learning spaces for students



Implement Positive Behaviour Interventions and Supports (PBIS) as part of the Multi-Tiered System of Supports (MTSS) framework

GROWTH

TEAMWORK

BELONGING

PERSEVERANCE

STUDENT-CENTERED



PRIORITY 1

HIGH QUALITY TEACHING & LEARNING

AIM 3 Enhance teaching and learning by effectively blending technology in the classroom.



GOALS



By school year 2024-25, the district will develop and implement a multi-year comprehensive technology plan.



By school year 2027-28, at least 80% of informal and formal classroom observations will contain Tier 1 instruction that delivers student-centered, blended learning that effectively meets the needs of every learner.

ACTION



Investigate and use research-based frameworks as a baseline for the multi-year comprehensive technology plan



Develop focused Teacher Academies to support data-driven decision making for improved student outcomes



Establish procedures for technology supports

VISION
FOR EXCELLENCE

GROWTH

TEAMWORK

BELONGING

PERSEVERANCE

STUDENT-CENTERED





VISION
FOR EXCELLENCE

PRIORITY 2

HIGH QUALITY SCHOOL COUNSELING

GROWTH

TEAMWORK

BELONGING

PERSEVERANCE

STUDENT-CENTERED



PRIORITY 2

HIGH QUALITY SCHOOL COUNSELING

VISION
FOR EXCELLENCE

AIM 1 Increase the amount of school counselor contact time and resources available for students and families to engage in post-secondary planning.

GOALS



By school year 2024-25, the district will implement an evidence-based school counseling curriculum to support more prescriptive counselor-student interactions to support diverse post-secondary plans and goals.

ACTION



Incorporate the American School Counselor Association (ASCA) Standards



Develop 7-12 counseling curriculum that includes pacing by grade level of all counseling lessons, events, and direct/indirect services



Use multiple data points to monitor the impact of the curriculum and adjust accordingly

AIM 2 Increase resources and opportunities for students who are interested in career or vocational/trade programs after high school.

GOALS



By school year 2027-28, the district will extend its partnerships with post-secondary high school vocational/trade schools and opportunities.

ACTION



Establish a partnership with a local vocational school



Extend opportunities for students to engage in career and vocation programming while at Kingsway



Host annual vocational and employment fair

PRIORITY 2

HIGH QUALITY SCHOOL COUNSELING

VISION
FOR EXCELLENCE

AIM 3 Increase resources and access to social, emotional, and mental supports for all students and families.

AIM 4 Increase advanced course enrollment among historically underrepresented and populations.

GOALS



By school year 2027-28, the district will effectively communicate and provide related wellness resources and supports to all students, staff, and families, with a focus on those from underrepresented populations.

GOALS



By school year 2024-25, all families of eligible students will have clear access to information about advanced course opportunities, enrollment procedures, and potential outcomes.

ACTION



Identify disproportionalities among student groups and families

ACTION



Identify barriers to accessing advanced courses and implement best practices at the school counseling level



Develop 7-12 counseling curriculum that includes pacing by grade level of all counseling lessons, events, and direct/indirect services



Utilize multiple sources of data, including College Board's Advanced Placement (AP) Potential Reports, during advisement sessions



Ensure social and emotional learning is effectively implemented as part of the Multi-Tiered System of Supports (MTSS) framework



Provide targeted information sessions to students and families of underrepresented populations



VISION
FOR EXCELLENCE

PRIORITY 3

RECRUITMENT, DEVELOPMENT & RETENTION

GROWTH

TEAMWORK

BELONGING

PERSEVERANCE

STUDENT-CENTERED



PRIORITY 3

RECRUITMENT, DEVELOPMENT & RETENTION

VISION
FOR EXCELLENCE

AIM 1 Increase recruitment and retention of high-quality faculty and staff who reflect the diversity of students and the community.



GOALS

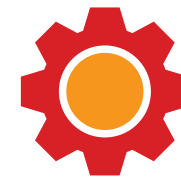


By school year 2024-25, the district will devise and implement a strategic recruitment and retention plan to attract and retain high-quality and diverse staff

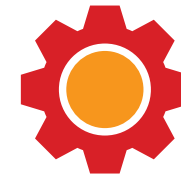


By school year 2027-28, the district will see an increase in high-quality and diverse staff retention

ACTION



Evaluate current employee data, recruitment, and retention practices to identify areas of need



Develop a strategic recruitment, development, and retention plan



Use multiple data points to monitor the impact of the plan and adjust accordingly

GROWTH

TEAMWORK

BELONGING

PERSEVERANCE

STUDENT-CENTERED



PRIORITY 3

RECRUITMENT, DEVELOPMENT & RETENTION

VISION
FOR EXCELLENCE

AIM 2 Develop professional learning pathways to increase employee development.

AIM 3 Increase resources and access to wellness supports for all employees.

GOALS



By school year 2027-28, members of diverse employee groups will have access to differentiated professional learning pathways

GOALS



By school year 2025-26, the district will implement a structured wellness program for all employees that will include in-district services, local supports, and referred mental health resources

ACTION



Identify key professional characteristics and expectations of each employee group in the system

ACTION



Identify specific areas of need regarding employee wellness



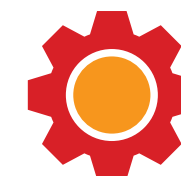
Devise a plan to build the capacity of each identified employee group, including non-certified faculty



Investigate resources that meet the areas of need related to employee wellness



Revise current observation/evaluation processes for identified employee groups that align with the key professional characteristics and expectations



Partner with community organizations and investigate online platform options for the Employee Assistance Program (EAP)

PRIORITY 4

EFFECTIVE USE OF DATA

GROWTH

TEAMWORK

BELONGING

PERSEVERANCE

STUDENT-CENTERED



PRIORITY 4

EFFECTIVE USE OF DATA

AIM 1 Increase data collection and analysis to guide insight into the state of the district, to allow for data-driven decision-making and planning across the system.



VISION
FOR EXCELLENCE

GROWTH

TEAMWORK

BELONGING

PERSEVERANCE

STUDENT-CENTERED

GOALS



By school year 2024-25, the district will train all school and district leaders to use data effectively to evaluate and track progress toward strategic plan aims and goals



By school year 2025-26, the district will adopt a data collection system for key performance indicators (KPIs) and track data to understand trends and performance across the system



By school year 2027-28, all stakeholders will be aware of the progress toward the district's strategic planning goals

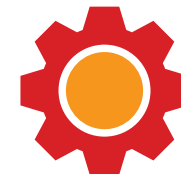
ACTION



Assess current state of school and district leaders' understanding and ability to effectively use data



Investigate various research-based collection systems to track performance and identify trends



Provide annual updates throughout the life of the strategic plan





VISION
FOR EXCELLENCE

PRIORITY 5
STAKEHOLDER
ENGAGEMENT &
COMMUNICATION

GROWTH

TEAMWORK

BELONGING

PERSEVERANCE

STUDENT-CENTERED

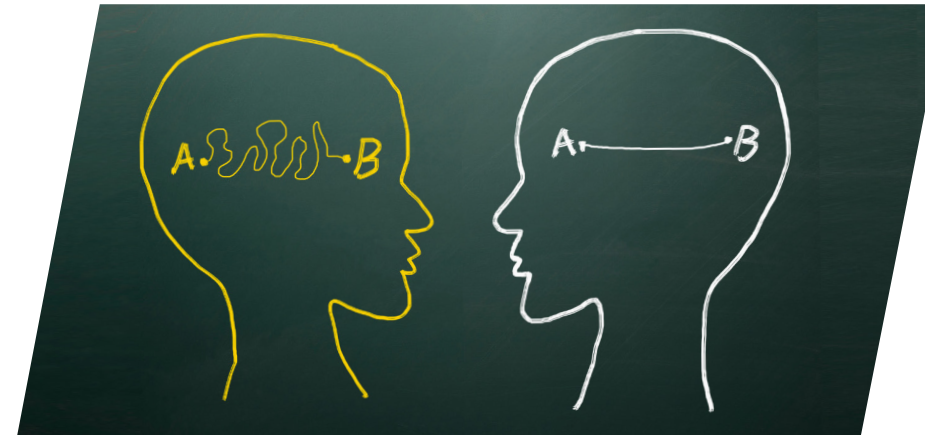


PRIORITY 5

ENGAGEMENT & COMMUNICATION

VISION
FOR EXCELLENCE

AIM 1 Streamline effective communication among all stakeholders at the school and district levels.



GOALS



By school year 2024-25, the district will implement a district-wide communication plan to streamline the effective engagement of students, families, and employees



By school year 2026-27, the district will report an increase in the percentage of students, families, and employees that report satisfaction to communication throughout all levels of the organization

ACTION



Audit the current state of communication at the student, family, and employee level



Explore best-practices in school-based communication and review exemplar communication plans



Develop a district-wide communication plan

GROWTH

TEAMWORK

BELONGING

PERSEVERANCE

STUDENT-CENTERED





COMMITTED TO EXCELLENCE

GROWTH • TEAMWORK • BELONGING • PERSEVERANCE • STUDENT-CENTERED