# KINGSWAY REGIONAL SCHOOL DISTRICT



# VISION 2016

## *A Guide to Our Future*

## Fall/Winter Update

*December 17, 2015*

# Vision 2016: A Guide To Our Future

## Introduction

The Kingsway Regional School District embarked on [Vision 2016, a strategic planning](#) initiative that engaged employees, parents, students, community members, business owners, and government leaders in the future planning of our school system. In spring 2011, this collaborative planning process resulted in a five-year plan, which focuses the district's efforts and financial resources on mutually determined goals that support the needs of our students and the district as a whole. The strategic plan guides the district in five core areas: budget and communication, curriculum, managing district growth, community engagement, and co-curricular programming. The development of the strategic plan has allowed leaders to collectively explore the many ways in which the District will continue to grow and develop the core goals.

## Process

In the spring of 2011, Kingsway embarked on the strategic planning initiative with the intention of engaging the community in serious dialogue about the district's future. The first community meeting, *"Points of Pride,"* was held on March 10, 2011, and engaged employees, parents, students, community members, business owners, and government leaders in dialogue about what they believed was working well within the district and what makes them a proud affiliate of Kingsway. More than one hundred participants attended this meeting, which served as a great "kickoff" to the strategic planning process.

The second meeting was held on April 7, 2011, and the conversation focused around a general theme, *"Expectations for the Future."* Participants were asked to record and prioritize areas of interest and initiatives important to them. At the conclusion of the meeting, participants were asked to record their vote on sixteen items identified by the collective group. These items were later ranked by number of votes and served as the basis for developing core goals.

The last community meeting, *"Creating an Action Plan,"* was held on May 5, 2011, and required participants to focus sixteen priority topics into five (5) strategic goals while identifying action items necessary to achieve each of the goals.

Kingsway's strategic plan, named Vision 2016: A Guide to our Future, was converted to draft form throughout the summer and early fall of 2011. This process required district administration to digest thousands of comments and priority items and convert those items into an action plan that includes objectives, strategic targets, prioritized strategic actions, and those responsible for achievement, benchmarks and assessments.

This process was perhaps the most labor intensive and provided a new group of administrators an opportunity to work collaboratively. At the completion of this task, the plan was released back to the community for feedback.  Final revisions were made and the Board of Education adopted the five (5) year strategic plan at its Board of Education meeting on January 23, 2012.

## Updates

Several updates have been provided to the school community with respect to progress made toward many of the goals and objectives of the strategic plan. The first strategic plan update was provided on October 17, 2012 and a second update on April 15, 2013 and a third update on December 9, 2013. The last update before the current update you are reading was provided on March 19, 2015. This most recent update reflects all the progress made from the beginning and should be considered a comprehensive update.

# Vision 2016: A Guide To Our Future

## Goal I: Budget & Communication

To make every possible effort to procure the necessary financial resources to deliver a world-class program while remaining sensitive to the burden placed on our local community.

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**Goal I. A: Procure Appropriate levels of local, state, federal, and alternative funding per pupil.**

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| Objectives | Action Steps |
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| 1. Gain Community support for operating budgets that support district's mission. | • Adopted 2014/15 operating budget that restored 10 classroom teaching positions, increased classroom instructional supplies by 6%; added a new middle school math textbook series; increased extra-curricular activities by 7%; supported implementation of the new middle school Renaissance Program; and, supported implemented of the new high school schedule – S.M.A.R.T. |
| | • Adopted 2013/14 operating budget that restored 9 classroom teaching positions, 1 library/media specialist, 5 curriculum supervisors that supported a complete overhaul of the District's organization, 4 custodians, 2 maintenance, 1 dispatcher, and 4 paraprofessionals. |
| | • Adopted 2012/13 operating budget that restored 16 teaching positions, programs and electives lost in prior year budget cuts. |
| | • Passed operating budget and second question for 2011/12 SY, restoring MS/FR Sports. |
| 2. Work with executive and legislative branches of government to advance legislation that recognizes pressing enrollment growth and provides additional appropriate state funding. | • Received $921,670 in SEGA for the 2014/15 FY. This marks the third budget year the District has received this aid. Total amount received to date is $2.76 million. |
| | • Received $921,670 in SEGA for the 2013/14 FY. This marks the second budget year the District has received this aid. |
| | • Obtained supplemental enrollment growth aid (SEGA) through grass-roots campaign with assistance of 3rd District Legislators, County Freeholders, local mayors, Board Members and volunteers in the amount of $921,670. |

# Vision 2016: A Guide To Our Future

| | Governor signed S1792 into law summer 2012. |
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| 3. Work with community members to create a non-profit 501(c) 3 education foundation that procures alternative funding through donations and fundraisers with a mission that supports student programs directly. | • Over the last three years the Foundation has provided $33,739 in funding for mini-grants to our employees and with tremendous outcomes. The creation of an outdoor art studio, Cavalcade dues for the Select Jazz Ensemble, start-up costs for the Circle of Friends program, and tracking technology in our middle school Sports and Science elective are just a few of the programs funded since 2012. For more information regarding the Kingsway Education Foundation follow the link provided: www.kingswayeducationfoundation.com |
| | • Awarded $14,832 in mini-grants to 6 teachers for the 2014/15 SY. |
| | • During the 2014/15 SY, Students of the Month, Seniors of the Month, and Spotlight Students recognized at the Board of Education meetings are awarded a $25.00 gift certificate to Martell's Corner Store. Athletes of the Month are provided a unique t-shirt that says, Athlete of the Month on the back. |
| | • Established multiple student scholarships which include: |
| |   o *Ethel S. Martell Distinguished Service Scholarship Award* provides a $500 scholarships to a graduating senior based on their commitment to service, individual character and natural instincts regarding their concern for humanity. |
| |   o *Academic Excellence Awards* and provide $500 scholarships to the top three graduating seniors of the Class of 2013. |
| | • Established the school store in the high school and named it Martell's Corner. The store not only serves as a fundraising arm of the KEF but also provides an opportunity for our students in the NEXT Step Program to learn multiple facets of the retail industry. |

- Awarded $6,641 in mini-grants to 6 teachers for the 2013/14 SY and $5,379.70 for the 2012/13 SY to establish programs.

- Generated a competitive grant application process that awards KEF Mini-Grants to Faculty and Staff based programs/ initiatives that support the District's Strategic Plan (2012).

- Established 3 legitimate fundraisers (Holiday Craft Show, Toast of the Town, Spring Swing 4 Education) that raise more than $30,000 annually (2012/13, 2013/14, and 2014/15 SY).

- KEF has funded the cavalcade membership dues and transportation costs of the KRHS Select Jazz Ensemble for the past four years.

- KEF donated $5,000 to the KRHS Art program to build an outdoor art studio.

- The Kingsway Education Foundation (KEF) established in 2011 and began with $100 and today has a cash position of more than $100,000. In its inception year it raised $27,789 through donations and fundraisers and brought back the Craft Fair and Golf Outing. The KEF donated back $12,284 to KRSD as follows: $5,525 for mini-grants; $2,000 for scholarships; $3,586 for fine/performing arts programs, $1,173 for athletic programs.

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| 4. Create community programs that generate revenue through an enterprise approach. | • CER is poised to operate a 3-, 4-, and 5-day full-day summer camp for 6-11 year old children beginning in the summer 2015. The 2015 Summer Camp Flyer can be found here. Multiple themes include Wet, Wild & Wacky, Around the World, summer's Best, and Character Week. Two camp coordinators will be employed to operate this camp. This program is financially independent of the operating budget.<br><br>• CER Program has operated each summer beginning in 2011, 2012, 2013, and 2014 and has generated $50,000 in surplus.<br><br>• CER Program created in summer 2011 and generated small profit ($5,000) and provided |

programs such as SAT prep, which continues to be popular.

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| 5. Investigate alternative approaches to budgeting that continue to stretch tax dollars and/or reallocates financial resources. | • A zero-based budget process continued for the 2014/15 budget development process.<br><br>• Have implemented a host of shared-administrative services that have resulted in $205,000 in annual revenue. Since implementation of shared administrative services, beginning in 2012 with the superintendent, it is estimated that more than $500,000 in shared services revenue has been received. This revenue has been used to support direct instruction and hire additional personnel. Shared administrative services with South Harrison Twp. Elementary School District, with implementation date, include: Superintendent (FY'13), Regional Curriculum Team (FY'14), Chief Technology Officer (FY'14), Maintenance (FY'14), Food Service (FY'14), CST Supervisor (FY'15). Shared technology services with municipalities include: East Greenwich Twp., EGTPD, (FY'13), and Woolwich Twp., WTPD, and Woolwich Construction (FY'13), Camden County Technical Schools (FY'14).<br><br>• Continued zero-based budget process for 2013/14 SY. This operating budget signified a complete overhaul of the budgeting process in which a site-based process has been implemented to include all levels of administration. All budgeting practices ensure alignment to District's strategic plan, and administrative staff members are required to compete for new monies based on demonstrated need.<br><br>• Implemented a zero-based budgeting approach to identify and prioritize spending practices for 2012/13 SY.<br><br>• New Budget Software was implemented for the spring 2012 (Systems 3000) which enabled administrators and budget liaisons to gain more control of budgeting. |

# Vision 2016: A Guide To Our Future

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| 6. Continue energy conservation efforts to reduce utility consumption. | • Sun Edison authorized its contractors to begin applying for building permits to construct the solar project on February 4, 2015. A recent "kickoff" meeting indicated that construction would begin in early April, and conclude in the summer 2015. |
| | • Entered in the 6th year of energy conservation with savings approaching $1.5 million. (3/19/15). Kingsway has earned numerous awards as a result of its energy conservation program, including a prestigious Energy Star Award. |
| | • Finalizing negotiations (12/2013) with power purchase agreement (PPA) financier for a 1,497 kW solar array and anticipate construction in summer 2014. |
| | • Entered in the 5th year of energy conservation with savings approaching $1.3 million (12/2013). |
| | • Fulfilled our agreement with Cenergistic (11/2012) and no longer are obligated to pay an annual fee; therefore, all savings in energy consumption, less the cost of a p/t manager, belong to the District. |
| | • Achieved $1,045,322 in energy savings in just 42 months after Energy Conservation Program began (2009). This equals a 32% less energy than the district used in 2008. Recipient of multiple awards including the Energy Leader Award in 2012, Pacesetter Award, National Energy Rating for Middle Schools (Top 25% Nationwide). |

**Goal I. B: Include all stakeholders in dialogue as it relates to operating budgets, capital improvements, and history of state funding.**

| Objectives | Action Steps |
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| 1. Improve communication to all stakeholders and develop a clear message that accurately and consistently articulates the school's mission, vision, program and environment. | • Continued with website presence through "Budget Center" to communicate critical budget information and demonstrate transparency. |
| | • Developed and introduced a new "Kingsway App" for iPhone and Android that |

communicates schedules, calendars, and other notifications (FY'14).

- Created and launched new District Newsletter - Inside Kingsway in October 2015. This newsletter is electronically produced monthly and has proven to be an effective communication tool for our school community. http://www.kingsway.k12.nj.us/news/inside-kingsway/

- Opened the school year with a new motto, "Committed to Excellence." This motto has become a rallying cry for the district and is used to consolidate our mission into a singular focus and expectation.

- Created a Twitter account that communicates announcements.

- Developed "Budget Center" on district website in 2011 to include a plethora of information related to the school budget.

- Developed district budget statements for 2011-12, 2012-13, 2013-14, and 2014-15 School Years including executive summaries and alignment with strategic plan.

- Took advantage of all technology tools to communicate information related to school budget (i.e. iContact, Facebook, School Messenger, and email).

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| 2. Engage in long-range budget planning and annually allocate sufficient resources to support its educational program and plans for improvement. | • Long-range budget planning includes the addition of new high school electives as well as procuring adequate support services with respect to annual enrollment increases. Budgeting at Kingsway has become a daily discussion as opposed to an annual event.<br><br>• Through purposeful budgeting practices, the District has begun to allocate or reallocate resources to support the overall mission. This includes both zero-based and site-based budgeting practices. Accomplishments thus far include reducing class size, developing and/or restoring programs and courses, restoring middle school teams to meet |

enrollment demands, and restructuring [organizational chart](#).

# Vision 2016: A Guide To Our Future

## Goal II: Curriculum

Kingsway will deliver curricula that provide the college and career ready standards required of our students to be successful after they leave our campus.

**Goal II. A: Expand curricular programs.**

| <div align="center">**Objectives**</div> | <div align="center">**Action Steps**</div> |
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| 1. Develop learning academies that embody science, technology, engineering, and math standards. | • In preparation for the 2016-17 school year, a new Business & Leadership Academy has been developed and presented to the school community.<br><br>• In the 2014-15 SY, a S.T.E.M. committee was formed to include teachers, parents, administrators, counselors, and community stakeholders to better support S.T.E.M. Academy students.<br><br>• In 2014-15 SY, S.T.E.M. students' schedules were arranged so as to develop a cohort approach to the S.T.E.M. Academy.<br><br>• A dedicated S.T.E.M. counselor was established during the 2014-15 SY to improve communication and dialogue regarding the Academy.<br><br>• Guest speakers and presentations have been set up throughout the 2014-15 SY for S.T.E.M. Academy students during the S.M.A.R.T. lunch period. Students were invited to presentations provided by engineers and scientists in the field.<br><br>• During the 2014-15 SY, S.T.E.M. students participated in two sessions of Live Surgeries for which they had the opportunity to videoconference with a surgeon and watch a surgery performed in real-time.<br><br>• Connections with the Rowan College at Gloucester County (RCGC) have been solidified in determining the first senior cohort students' schedules that will attend the college as a part of school release during the 2015-16 SY. S.T.E.M. Academy students have engaged in multiple sessions with an RCGC representative, S.T.E.M. counselor, and S.T.E.M. supervisor to answer questions about |

their senior year. In consultation with RCGC, recommended courses were laid out for these students.

- Four-year colleges and universities were polled to determine their expectations for a prime S.T.E.M. college student, including engineering programs, in order to map out course sequences for future Academy students. As a result, academy branches have been modified to ensure courses within the KRSD S.T.E.M. Academy best correlate with certain majors.

- For the upcoming 2015-16 SY, two (2) additional branches have been added to the original two of Biology and Chemistry. Additionally, is now an Engineering and S.T.E.A.M branch that supports integration of Visual and Performing Art.

- The <u>S.T.E.M. Academy</u> continues to flourish and approximately 150 students are enrolled in $9^{th}$, $10^{th}$, and $11^{th}$ grades. An additional 25 students were just accepted in the S.T.E.M. Academy for the 2015-16 SY.

- Entered into an agreement with Gloucester County College (Now RCGC) to develop Science, Technology, Engineering, & Math (S.T.E.M.) Academy with biology and chemistry concentrations. KRHS is one of only two high schools in county with this program and students can graduate from KRSH with upwards of 32 college credits. The program was implemented with the freshman class in September 2012.

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| 2. Develop and implement curricula that ensure students are college and career ready. | • During the 2014-15 SY, new elective courses at the high school were written and implemented to support the six (6) <u>Programs of Study</u> at the high school. These include: Intro to CAD: CAD I, Video Game Design I, Television Production III, Animal Science, Exercise Science and Physiology, Environmental Science, Forensics, Career Exploration I, Drama: Acting and Performance, and Human Relations and Culture. |

# Vision 2016: A Guide To Our Future
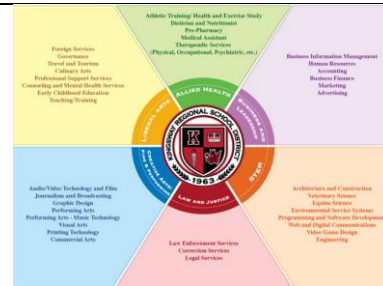


- The 2014- 15 SY marked implementation of revised English-language arts and math curricula (7-12) that are fully aligned to the CCSS and include interdisciplinary assignments/opportunities.

- Within the Sports Medicine course, opportunities for a shadowing opportunity at INSPIRA have been created for students.

- Kingsway Regional School District has established the six (6) Programs of Study to assist students in identification of their future career goals. Each of the Programs of Study correlates to the sixteen (16) nationally recognized career clusters.

- Entered into a Memorandum of Understanding with GCC to participate in The Center for Career & College Readiness program that would permit Kingsway students to take credit and non-credit courses, workshops, and support services on the campus of GCC (12/2013).

- Added additional high school elective offerings that provide students more opportunities to pursue interests such as Sports Medicine II, Jazz Ensemble (9-10), and TV/Media Production II (9/2013).

- Added a new middle school elective - Sports and Health Science (9/2013).

- Eliminated quarterly world language at middle school in favor of yearlong classes that award high school credit.

- Awarded high school credit to middle school students who complete Honors Algebra I in middle school.

# Vision 2016: A Guide To Our Future

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| 3. Fully integrate science, technology, and engineering standards throughout curricular and co-curricular programs. | • During the 2014-15 SY, S.T.E.M. concentrated co-curricular clubs have been implemented at the middle, which include HS/MS Math Club, HS/MS Robotics, MS CSI Club, HS Chemistry Club, HS AP Physics Club, and HS Athletic Trainers Student Association (ATSA) |
| | • On March 2, 2015, a group of Kingsway's freshmen and sophomore young woman participated in RCGC's 14th Annual Women in S.T.E.M. Fair |
| | • During the 2014-15 SY, new S.T.E.M. elective courses were written and implemented at the middle school to support integration of science, technology, engineering and math as well as the arts. These included Discovering S.T.E.M., S.T.E.M. Racer Challenge, Exploring Art, and Fine and Technical Art. |
| | • S.T.E.M. is one of the six Programs of Study identified and includes concentrations such as Veterinary and Equine Science, Video Game Design, Engineering, and more. |
| | • Counselors are trained to use Program Planning Guides to assist students (7-12) with elective course selections pursuant to our Programs of Study. |
| | • A third S.T.E.M. cohort began in the fall of 2014. Approximately 150 students are now enrolled in the S.T.E.M. Academy. |
| | • A second S.T.E.M. cohort began in the fall 2013. Approximately 54 students are enrolled in S.T.E.M. Academy at present (9/2013). |
| | • Implementation of S.T.E.M. Academy with Freshman Class in September 2012. |
| 4. Increase the number of and access to advanced placement offerings. | • Kingsway Regional High School was named to the 5th Annual A.P. District Honor Roll in February 2015. College Board named Kingsway, 1 of only 34 N.J. High Schools and 1 of 547 school districts in the U.S. and Canada. For more information click here. |
| | • Kingsway has annually increased A.P. offerings, which includes the addition of AP |

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|  | Human Geography during the 2014-15 SY This brings total AP offerings to 16 at KRHS. |
|  | • Added Advanced Placement Psychology with the 2013/14 SY bringing AP offerings to 15 for Kingsway Regional High School. |
|  | • KRHS added an Advanced Placement Chemistry program beginning with the 2012/13 SY. |
| 5. Increase percent of students attaining proficiency on statewide assessments. | • Created Athletic Study Hall on Mondays in both the Middle and High School during the 2014-SY. The Study Halls delay the start of after-school athletics by 45-minutes, allow time for students to start homework, obtain help, etc., in a supervised location. Moreover, coaches who are also faculty members can, for the first time, participate in contractually obligated Faculty/PLT meetings. |
|  | • The spring 2014 middle school NJASK results yielded a 5.9% increase in proficiency rates in math school wide from 2013. |
|  | • The spring 2014 high school HSPA results yielded a 1.6% increase in proficiency rates in ELA school-wide from 2013. While our students with disabilities subgroup yielded a 10.6% increase in ELA proficiency rates from 2013. |
|  | • Middle School begins year two with a School Improvement Team and a plan to close achievement gaps. High School initiated School Improvement Team to focus on student achievement (9/2013). |
|  | • Introduced MAP Testing in middle school to assess student progress and adjust teaching during the academic year (fall 2013). |
|  | • Developed a School Improvement Plan (SIP) for middle school focused on closing achievement gap. Plan Board approved in October 2012 and submitted to County Office. |
| 6. Review and revise teacher assessment system to inform instruction. | • Since the adoption of the Marzano framework, a DEAC (District Evaluation, Advisory Council) that includes various stakeholders has been established to vet through questions, |

comments, and concerns regarding the teacher evaluation system during this time.

- The addition of student growth objectives (SGOs) linked to the initiative of locally developed valid and reliable assessments supported by professional development.

- The addition of student growth percentile (SGP) scores to the evaluation process for math and ELA teachers at the middle school level supported by professional development.

- During the 2014-15 SY training and professional development related to the Marzano framework for all Child Study and Guidance staff members to establish a common language among all instructional and non-instructional staff members, as well as provide more structured and individualized feedback to the employees in the CST/ Guidance role was completed.

- Training and professional development related to the Marzano framework has been provided. Coupled with an increase in observations for all teachers, we continue to provide more structured and individualized feedback to improve teacher performance in the classroom.

- Adopted state-approved teacher evaluation system Marzano Art & Science of Teaching Framework. Administrative training completed over summer of 2012, teacher training fall 2012.

7. Develop academic plan for each high school student at ninth grade.

- Implemented Academic Recovery Plans (ARPs) during the 2014-15 SY in the high school to target student who have demonstrated poor performance. This program, aimed at providing an individualized academic plan for all high school students, is in its infancy but looks to be promising.

- Have begun the use of Naviance at KRMS for the 2013/14 SY. This begins to orient students to the program in preparation for high school.

- Discussing the use of Naviance to initiate this plan for current 9th graders beginning winter/spring 2013.

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| 8. Develop annual student survey to gather input from students related to course offerings and academic success. | • Initiated first Student Course Interest Survey to students through Survey Monkey. 9 questions were asked and 136 students have responded as of the date of this update. |

**Goal II. B: Infuse technology resources throughout teaching and learning process.**

| <u>Objectives</u> | <u>Action Steps</u> |
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| 1. Implement effective technology integration with faculty. | • We have added 8 additional Chromebook Carts consisting of 30 devices per cart for teachers to sign up and use. |
| | • Professional Learning Workshops during the 2014 Summer Academy and 2014-15 SY and focused on instructional technology integration. Workshops included the following: *Google Basics, Google Forms and Assessments, I Have the Data-Now What?, Excel Basics, Using Technology to Feed Formative Assessment, Using Tech Stations to Engage Students, Using Data to Guide Instruction and Improve Student Performance, Using Data to Identify Trends,* and *Ten Tech Tools for Graphic Organizers*. |
| | • Data/technology mentors (teachers in the district) were employed at the middle school and high school to assist the district in providing a multitude of workshops, resources, and webinars for all staff related to emerging educational technology trends and integration of tools into their classroom instruction. |
| | • We have increased the use of Google Drive by faculty as an instructional tool and as a collaborative tool. Students, in many courses, share docs through Google Drive to collaborate with one another on various projects and to receive timely feedback from teachers. Significant ScIP collaboration occurs through Google Drive as well. |
| | • A significant investment in technology has been made over the last two years. Year 2013/14 saw the addition of 3 high school and 1 middle school laptop carts, high school computer lab upgrades, a new middle school computer lab, firewall replacement, bandwidth |

enhancements, and a new video-streaming server.

- Provide professional development to all faculty related to the use of technology to enhance instruction and improve student achievement through the creation of the "Tech Thursdays" program.

- Two high-tech seminar rooms have been added to the high school and utilize the latest technology and online learning.

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| 2. Evaluate faculty and student use of emerging technologies. | • Annually conduct the Faculty & Staff Survey to gauge employee feedback on a variety of issues. These surveys began during the 2012/13 SY and continue. A portion of the survey is dedicated to technology.<br><br>• The adoption of a technologically advanced delivery system (iObservation) to conduct all teacher evaluation data derived from the Marzano Teacher Observation Framework and collect student performance data. |
| 3. Develop technology curriculum plan that includes online learning and emerging technologies. | • The middle school new math program, *Big Ideas*, contains an online portion that includes a diagnostic assessment tool for teachers to determine student outcomes based upon standards. Through this program, students have the opportunity to interact with math in an online forum.<br><br>• Middle school and high school math and English language arts labs have increased access to dedicated Chromebooks through the use of Title I funds to support learning.<br><br>• During the 2014-15 SY, middle school math and English language arts labs have been provided with a new online program, *iReady*, to diagnose and remediate individual students' specific skills through an online interactive forum.<br><br>• Educere and Apex are utilized to expand the use of online courses in order to meet student needs<br><br>• Added Apple TV and iPads combination to MD Suite. This allows students with physical disabilities the opportunity to use technology to |

engage in classroom activities through technology. IPads are given to students and all interactions are displayed wirelessly to the TV for the entire class to see.

**Goal II. C: Increase programs that support curriculum and procure necessary credentialed staff for program delivery.**

| **Objectives** | **Action Steps** |
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| 1. Investigate shared curricular programs with other school districts and educational institutions. | • The Regional Curriculum Team separated from the Swedesboro-Woolwich School District in 2014 but continues to support the South Harrison Twp. Elementary School District. As a result, it is believed that South Harrison students have the greatest advantage with respect to preparation of entry into Kingsway Regional Middle School in that curriculum between these districts are vertically articulated, PK-12. Here is a link to the South Harrison Twp. Elementary School District's [Curriculum & Instruction](#) Page. |
| | • A meeting was held with RCGC in January 2015 to investigate additional articulation with specific Kingsway courses and introductory level courses at RCGC so that Kingsway students who attend RCGC might gain a financial and academic advantage in their first year of attendance. |
| | • During the 2014-15 SY, the South Harrison Twp. Elementary School District approved the implementation of the Big Ideas math program and the Strategies for Writers Program at the 6th grade level to support the established curriculum. This program was chosen specifically to aide in the transition of students from 6th grade into the middle school where this program is also being implemented. |
| | • During the 2014-15 SY, both 6th grade teachers from South Harrison observed instruction at the 7th grade level to enhance their understanding of student expectations as they transition n to 7th grade. This also assists in the development of professional relationships with Kingsway colleagues. |
| | • During the 2014-15 SY, South Harrison's ELA |

and math curricular units were established through the collaborative efforts of the Regional Curriculum Team (RCT) and volunteer teachers. Additionally, PE, art, library, technology, and music curricula were also written and will continue to be revised as the district works through its initial implementation phase.  Social studies and science maps have been developed during the 2014-15 SY to assist teachers in the pacing of their instruction.  Comprehensive social studies units will be written during summer 2015, while science will continue to be shaped by the adoption of the Next Generation Science Standards (NGSS).

- Regional Curriculum Team focused on better aligning curricular programming K through 12 between the Swedesboro-Woolwich and South Harrison Twp. Elementary School Districts during the 2013-14 SY (July 2013).

- Entered into shared curriculum agreement with Swedesboro-Woolwich School District effective July 2012 to provide general curricular oversight.

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| 2.  Investigate non-academic offerings, military-supported programs, and community service options that will further curricular programs and goals. | <ul><li>The High School Guidance Department has implemented a Career Speaker Series, bringing in individuals from a variety of career fields to share their experiences with students and to educate them about the career pathways they have traveled.  Many of these programs occur during S.M.A.R.T. Period.</li><li>A number of new high school clubs that have been introduced in the past two years, including clubs that have expanded since the implementation of S.M.A.R.T. Schedule, have a community service focus.  These include P.A.W.S. (Pets Are Worth Saving), S.T.A.F.F. (Students Taking Action For the Future), Circle of Friends, and Habitat for Humanity.</li><li>Offering Armed Services Vocational Aptitude Battery (ASVAB) to students in 2013.</li><li>A one-day Career Day is operational at the Middle School and has been in place for several years.</li></ul> |

# Vision 2016: A Guide To Our Future

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| | • Plans to create Career Development Program through our Middle School Guidance Department that includes a career awareness, employment readiness, identification of career goals, and a career speaker series is underway (fall 2013). |
| 3. Investigate community service options. | • Plans are underway for Kingsway to partner with non-profit TOPSports of Harrison Township to offer non-competitive sports opportunities to disabled youth throughout Gloucester County.  Kingsway students will be actively sought to volunteer as "buddies" to assist special needs students while playing soccer, basketball, baseball, and bowling. |

**Goal II. D: Celebrate academic achievements and contributions of students, schools, and district.**

| **Objectives** | **Action Steps** |
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| 1. Investigate and implement student recognition programs. | • The Middle School Renaissance Program was implemented at the start of the 2014/15 SY. Renaissance was designed to acknowledge and foster excellence in every area of our school while supporting our district's *Commitment to Excellence!*  Our *Mission* is to create a culture and climate of excellence by recognizing individual student growth and achievement and building partnerships with the community, parents, staff, and students. To learn more click on Program Overview. |
| | • High School Spotlight Students and Seniors of the Month are recognized over the PA system, on the Marquee, in the Principal's E-letter, in *Inside Kingsway*, and at Board of Education Meetings. |
| | • Student Spotlight introduced in December 2013 for grades 7-12 to recognize students from each grade (7-12) monthly who demonstrate success as determined through the six pillars of character. |
| | • Middle School begins investigating a Renaissance Program for 2014/15 SY. |
| 2. Recognize support and services provided by students and community members. | • Superintendent lunches with students has been expanded to include students who contribute to the school and/or community-at-large. |

# Vision 2016: A Guide To Our Future

**Goal II. E: Investigate alternative programs to better meet needs of students.**

| Objectives | Action Steps |
|---|---|
| 1.  Develop alternative high school program. | • Twilight is in its 5th year of implementation and has expanded from a program that primarily served those who engaged in serious behavioral infractions to a program that also serves students who are struggling academically and/or have poor attendance records in the day program.<br><br>• Twilight is in its 3rd year of implementation and continues to reduce out-of-district tuition costs while providing programming in a least restrictive environment for students who struggle with traditional schooling (fall/2013).<br><br>• Developed and implemented "Twilight Program" effective September 2011. Improvements to program were made for September 2012 to include delivery of curriculum through an inclusion program and the addition of dedicated supervisory oversight. |
| 2.  Expand special education programming. | • The new high school S.M.A.R.T. Schedule was implemented in September 2014 has been deemed a success. One of the many benefits includes increased opportunities for students with IEPs to be included in mainstream activities offered during the S.M.A.R.T. Lunch Period.<br><br>• A Curriculum Assistance Lab (CAL) is available 5-days a week during the S.M.A.R.T. Lunch period to assist classified students who need additional assistance.<br><br>• During the 2014-15 SY a Functional Math and Functional English curriculum was written to guide life-skills instruction for students enrolled in the Next Step program.<br><br>• During the 2014-15 SY, opportunities for on-site job training were established for students in the Next Step Program which include Target, Advanced Subacute Rehabilitation Center, & Mullica Hill Public Library.<br><br>• In its third year of implementation (2015-16 SY), the Next Step program will be |

# Vision 2016: A Guide To Our Future

discontinuing our contract with the Abilities Center, as we are now able to provide vocational experiences for our students by seeking out placements for structured learning experiences on our own. Due to the efforts of Mrs. Alaeida DeColli, relationships have been established with local businesses to offer training experiences for Next Step Students. Some businesses currently participating in this endeavor include Target, The Rehabilitation Center of South Jersey, the Gloucester County Animal Shelter, and the Gloucester County Library, Mullica Hill branch.

- The self-contained multiply disabled program in the Middle School will expand to serve varying degrees of students with multiple disabilities during the 2015-16 SY. One classroom will remain unchanged, with a focus on academics. The second "functional" classroom will integrate pre-vocational training and lessons on activities of daily living (ADLs), in addition to academics.

- Restored in-class support (ICS) programming throughout Social Studies classes in grades 7, 8, and 9 (9/2013).

- Developed and implemented the Next Step Program under the leadership of Dr. Hoffman for the 2013/14 SY. This program not only reduces out-of-district tuition costs but also promises to deliver superior programming to our 18 – 21 year old population.

## Goal II. F: Celebrate our diversity.

| Objectives | Action Steps |
|---|---|
| 1. Ensure that all students feel supported in all aspects of their student experience. | - Kingsway was awarded $6,000 in grants from PROJECT UNIFY to provide inclusive social activities for Middle School and High School students during the 2014-15 SY.<br><br>- During the summer of 2014, the first ELL Summer Program started. For six weeks, English Language Learners (ELL) were given the opportunity to attend a summer program that met twice a week for six weeks to continue their progress in learning the English language |

as well as to help them transition into the American culture.

- A series of targeted professional development was provided for teachers of ELL students from Dr. Fitzpatrick throughout the 2014-15 SY.

- During the 2014-15 SY, the P.R.I.D.E. (Performance, Relationships, Inclusion, Diversity, & Equity) Committee was established to better develop an understanding of issues that affect all of us; to promote inclusion, justice and equality in schools; and to provide feedback to administration and influence decision-making.

- During the 2014-15 SY, the Middle School implemented a student-mentoring program.

- Circle of Friends has become a mainstay at Kingsway and has expanded into the middle school. During the 2013/14 SY the program was shared with county superintendents as a "Best Practice."

- During the 2014/15 SY, the high school has implemented a new Student Ambassador Program. A primary function of this group is to provide support for freshmen through a summer transition camp, active involvement in our Freshmen Open House, and ongoing student support efforts throughout the year.

- A host of new and/or growing clubs in the high school have been created and focus on creating a more inclusive environment and celebrating diversity. They include: Circle of Friends, Spectrum, Culture's Club, the Anti-bullying Club, Foreign Language Club, S.U.R.E. (Schools United for Respect and Equality), and the KRHS Student Ambassador Program.

- Circle of Friends continues into its third year (2013/14).

- Special Olympics PROJECT UNIFY is being planned (1/2014 start) to provide inclusive recreational sports activities to middle school and high school students. A Special Olympics grant will assist with funding and the Circle of

Friends program will work closely with its launch.

- Initiated the Circle of Friends program during the 2011/12 SY to provide peer-to-peer support for students in our special education program. The KEF provided funds through the mini-grant program to support this initiative for the 2012/13 SY.

2. Develop strategic partnerships with community groups to ensure greater outreach and support.

- Started a new Alumni Association, which kicked off with the 1st annual Turkey Trot prior to the Thanksgiving football game in 2015.

- KHSAC (Kingsway High School Advisory Committee) now meets five times each year and attendance has grown, with an average of 20 parents as well as multiple members of student council attending each meeting. The building principal serves as a chair and is typically joined by a member of the District administrative team (an instructional supervisor, program supervisor, CAO or the superintendent). Feedback provided by KHSAC has been instrumental throughout the S.M.A.R.T. investigation, planning, and implementation process.

- SEPAC continues to offer parent meetings on an array of topics (2014-1 5SY). SEPAC is being used as a platform to assist parents in preparing for their child's transition from elementary school to middle school and beyond.

- School messenger is being utilized to share resources of value to parents of special needs students.

- The Special Education Parent Advisory Panel (SEPAC) meets monthly in an effort to develop meaningful relationships with District staff and parents. SEPAC has brought a number of resources to parents that have proven to be helpful and raises awareness of programming options and supports (fall 2013).

# Vision 2016: A Guide To Our Future

## Goal III: Managing District Growth

Kingsway Regional School District is committed to managing the district's student enrollment growth in a manner that balances the educational needs of all pupils while remaining fiscally responsible.

**Goal III. A: Investigate the consolidation of resources to adequately prepare for enrollment growth.**

| Objectives | Action Steps |
|---|---|
| 1. Investigate opportunities to share resources. | • Shared services are *"a way of life"* at Kingsway and we are proud to offer a host of shared services to neighboring schools, municipalities, and police departments. This is addressed in more detail in Goal I: 5, Budget & Communication. |
| | • Entered into several shared services with South Harrison Twp. Elementary School District: Food Service; Technology; Facility Management. |
| | • Developed a Regional Curriculum Team to include the Swedesboro-Woolwich Twp. and South Harrison Twp. Elementary School Districts to ensure both vertical and horizontal articulation of curricular programming K-12. |
| | • Entered into a shared superintendent service with the South Harrison Twp. Elementary School District. |
| | • Shared technology services that provide information technology support to the Townships of East Greenwich and Woolwich have entered into a second year with much success. |
| | • Continue with shared transportation services with East Greenwich and Swedesboro-Woolwich Schools and have made efforts to improve relations and provide better services. |
| | • Continue with a shared School Resource Officer with the Township of Woolwich. |
| | • Entered into shared service agreements to provide information technology service to the Townships of East Greenwich and Woolwich effective July 2012. These relationships are generating $50,000 in annual revenue and also |

|  | have provided an enhanced service to the townships. |
|---|---|
| 2. Investigate policies that may prevent the consolidation of shared resources. | • All policies are conducive for a District shared service philosophy. State law permits shared services and establishes the process for approval. The County Department of Education needs to approve shared superintendent and school business administrator agreements. Other agreements only require the approval of the Boards of Education and/or Organizations involved. |
|  | • Shared services were demanded by the community throughout the community engagement process that led to the establishment of this Strategic Plan. As a result, Kingsway is leader in this area among Gloucester County School Districts. |
|  | • Consolidation and/or Regionalization require a referendum and unanimous approval from each of the constituent members of the Kingsway Regional School District. Members are the Townships of East Greenwich, Woolwich, South Harrison and the Borough of Swedesboro. Reminder, Logan Township is not a constituent member of the Regional District, as they are a "tuition district" and is excluded from this discussion, unless a scenario was presented to include them. |
|  | • South Hunterdon Regional School District is an example of a comparable district that has successfully regionalized. For more information on this experience, click here. |
|  | • Regionalization requires the following steps: |
|  |     o Step 1: Regionalization Feasibility Study. |
|  |     o Step 2: Complete the regionalization study |
|  |     o Step 3: Obtain Advisability Report from the Executive County Superintendent |
|  |     o Step 4: Petition the State Commissioner of Education for permission to hold a referendum before registered voters. |
|  |     o Step 5A: Ballot part 1 – Dissolution of the Kingsway Regional 7-12 School District |

o Step 5B: Ballot – Regionalization of a new Pre-K - 12 District, encompassing the geographic area of our regional district.

- Regionalization has been, and will continue to be a "sensitive issue" as local-control is a cherished right in New Jersey. Plenty of community members have conveyed their unsolicited support either "for" or "against" the notion of regionalization. Anecdotally, the issue of regionalization seems to gain momentum during times when budgets are lean or when Kingsway has faced budget cuts resulting in loss of programs, a reduction of staff, and or large expenditures related to facility expansions.

  For example, regionalization was a 'buzz word' after the devastating 2009 (draconian) state aid reductions, which resulted in the loss of middle school and freshman athletics and significantly reduced faculty and staff. Regionalization continued to be on the forefront throughout the recent building referendum (2011) that levied $31 million dollars in Local taxes to fund a 100,000 sq. ft. expansion of both the middle and high school. In recent years, the notion of regionalization seems to have lost momentum, keeping in mind that Kingsway has created 65 new positions and has added a host of new programs.

  Therefore, while everything seems "good", it seems as though the call for regionalization has subsided. Moreover, the State Teachers Union (NJEA) has taken a strong position against regionalization and/or consolidation because of the threat of creating more efficient services/practice, thus reducing personnel. A recent example is their promulgated position against the proposal to create a County Educational Services Agency to assist with increasing shared services. NJEA prefers that this remain a local decision, where they maintain strong influence over the outcome:

- *Regionalization and the Educational Benefit Former* Commissioner of Education, Lucille Davy, made her position public in 2009 when

she stated, *"Districts need to be a certain size, not from a financial standpoint, but an educational one. That said, there's a lot of resistance out there, so we're happy to see a voluntary sharing of resources."* (NJEA, 2009)

- Regionalization and funding inequities – Executive County Superintendents were given their marching orders: offer up plans to the DOE to create K-12 regional districts by March 2010. Nonetheless, these funding disparities point to a basic roadblock in the DOE's mandate: how will we square the multiple money issues in targeted towns, especially when the law gives any town the right to opt out? Posted by NJ Left Behind (January 2009) The State has demonstrated interest on this topic for a number of years and has recently conducted a Joint Committee on the Public Schools Hearing Regarding Regionalization on November 12, 2014. Click here to read the summary report.

- You cannot ignore the 2004 Regionalization & Consolidation Summary Report nor the 1998 Regionalization Advisory Panel Final Report if you hope to understand this issues. The 1998 Panel concluded: *"It is the panel's view that regionalization and increased use of shared services will improve educational opportunity, both by improving efficiency and by making better use of facilities and professional resources available to both local districts. Neither regionalization nor shared services is a panacea, however. They will not substitute for adequate funding of education. The most efficiently run school district will still incur considerable costs, including teachers' salaries, maintenance of the physical plant, and investment in textbooks and technology."*

**Goal III. B: Expand district facilities to accommodate anticipated pupil enrollment.**

| Objectives | Action Steps |
|---|---|
| 1. Improve and expand the physical campus to support the mission and program of the school-wide initiatives. | • The Board of Education authorized a referendum to improve the athletic complex. |

The referendum will go to voters in March 2016.

- Currently exploring land acquisition options in an effort to prepare for future expansion of the District (winter 2015).

- High School has received its final Certificate of Occupancy (C/O) (11/2013).

- Middle School has received a temporary Certificate of Occupancy (TC/O) (9/2013).

- September 2013 marked the end of substantial construction at both the middle and high schools.

- Prior to the start of construction staff input was solicited throughout countless planning meetings.

- Referendum passed in December 2010 for the expansion of both the middle and high schools. The project totals $31.1 million and takes advantage of $8.26 million in state grants. At the MS the project adds 16 general classrooms, 1 OT/PT classroom, 1 art classroom, additional office space, expands cafeteria and music room, and Auxiliary gym. At the HS the project adds 11 general classrooms, 1 music suite/classroom, 3 science labs with preparatory room, a new library/media center, new central offices, auxiliary cafeteria, weight room, and other improvements and renovations.

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| 2. Build, renovate and maintain facilities to enhance teaching and learning experiences for all students. | • Services of Greyhawk Construction Management concluded in November 2013.<br><br>• KRSD employed a construction management firm to oversee the large-scale project. At present the construction project is on time and under budget. |
| 3. Build, renovate and maintain facilities in a cost-effective manner. | • Kingsway's large-scale construction project ($31.1M) was completed on time and under budget. It is anticipated that more than $1M will be returned to local taxpayers in the form of tax relief. Change order requests reached 5.6% for the High School and 7.6% for the |

# Vision 2016: A Guide To Our Future

Middle School, both of which are less than the 10% average.

- Communicated construction progress to our faculty, staff, and community through our [School Construction Site](#).

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**Goal III. C: Maintain optimal class size.**

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| <div align="center">**Objectives**</div> | <div align="center">**Action Steps**</div> |
|---|---|
| 1. Ensure that staff is sufficient in number to meet the vision and purpose of the school system. | <ul><li>Restored 8 teaching positions in the high school for the following reasons: (1) Chemistry Teacher *(Retain AP levels, adds additional chemistry sections);* (2) Business Teachers *(Creates Business & Leadership Program of Study Electives and adds Career Development Classes)*; (2) Technology Teachers *(Supports S.T.E.M. Program of Study Electives and adds CAD, Video Game Design, JAVA, and Engineering Electives)*; (1) English Teacher *(Reduces class size)*; (1) Math Teacher *(Reduces class size in Algebra I, II, and Geometry)*; (1) MD Teacher *(Expands multiple disabilities program to two classrooms).*</li><li>Restored 1 teaching position in the middle school for the following reasons: (1) Math Teacher *(Assists with Basic Skills Instruction, 7th grade S.T.E.M elective, reduce class size.)*</li><li>Restored 9 teaching positions and 1 library media/specialist at the high school and 5 instructional supervisors (2013/14). HS class sizes over 25 have been reduced:<ul><li>Social Studies 0.06%</li><li>English 0.06%</li><li>Mathematics 0.01%</li><li>Science 0.01%</li></ul></li><li>The number of teachers teaching 6 periods has been reduced from 74% during 2012/13 to 43% during 2013/14.</li><li>Special/Pupil Service-to-Student Ratios:<ul><li>School Counselor-to-Student (HS) 266:1 / (MS) 435:1</li><li>AP/Deans-to-Student:</li></ul></li></ul> |

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(HS) 389:1 / (MS) 412:1
- CST Member-to-Student: 66:1

- Restored 16 teaching positions, full middle school teams and various high school electives that were cut in prior budgets (2011/12). Class size at present: MS 27:1 and HS classes over 25 students as follows:

  - Social Studies 0.08%
  - English 0.05%
  - Mathematics 10%
  - Science 0%

- Increased middle school teams from 5.5 to 6.0 for 2012/13 SY. Team: Student ratio stands at 137:1, slightly above the 125:1 optimal level. In 2013/14 this ratio has increased to 145:1.

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|---|---|
| 2. Add elective options that meet our student enrollment needs. | • During the 2014-15 SY, new elective courses were offered that provide students more opportunities to pursue individual interests. These include: Grades 7-8 – Discovering S.T.E.M., S.T.E.M. Racer Challenge, Exploring Art, Fine and Technical Art and in Grades 9-12 – Intro to Computers, Intro to CAD: CAD I, Video Game Design I, Television Production III, Animal Science, Environmental Science, Exercise Science and Physiology, Forensics, Career Exploration I, Drama: Acting and Performance, and Human Relations and Culture, AP Human Geography. |
| | • Added additional high school elective offerings that provide students more opportunities to pursue interests such as Sports Medicine II, Jazz Ensemble (9-10), TV/Media Production II, AP Psychology, MS Sports & Health Science (9/2013). |
| | • Investigating scheduling options at the high school to increase student instructional time, provide room for additional science electives, and create opportunities for remediation. This process began December 2012 and has been ongoing throughout the 2013 calendar year. Several site visits have been planned. Plans to implement a new schedule are slated for the 2014/15 SY. |

- Investigate scheduling options at the middle school to restructure course offerings, increase instructional time, and better prepare students for high school (2013). Plans to implement a new schedule are slated for the 2015/16 SY.

- Added the following high school electives for 2012/13 SY: Sports Medicine I, Literature in Performance, AP Chemistry, Survey of Biological Sciences, TV/Media Production I, Human Relations II, Journalism, Current Affairs, and Introduction to Law. And, added additional sections to AP Literature, Film Studies, AP Calculus, Human Relations I.

**Goal III. D: Remain mindful of staff morale and impact growth has on programs, process, and personnel.**

| Objectives | Action Steps |
|---|---|
| 1. Celebrate contributions of faculty and staff. | • Each month, a teacher is highlighted as the *Spotlight Teacher* in the District newsletter – Inside Kingsway, for his or her contributions to the classroom.<br><br>• Teachers of the Year are awarded $500 mini-grants, courtesy of the Kingsway Education Foundation, beginning in FY '14.<br><br>• Continued Faculty & Staff Recognition Breakfast and Dragons of the Month Programs for the 2013-14 and 2014-15 School Years.<br><br>• Implemented the Annual *Faculty & Staff Recognition Program* in June 2013 to recognize our Teachers' of the Year, Employee of the Year, Distinguished Service Awards, and other service awards.<br><br>• Created and displayed recognition plaques in the high school and middle school as well as central office foyer for display (fall 2013).<br><br>• Implemented a staff recognition program during the 2011/12 SY at the high school under the leadership of Mr. Stephenson and have continued this recognition program "Dragon of the Month" throughout the 2012/13 and 2013/14 SY. The middle school has begun a |

similar staff recognition program under Mr. Tonelli's guidance for the 2013/14 SY.

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| 2. Include faculty and staff on decisions that affect the discharge of employee responsibilities. | • The Annual *Faculty & Staff Survey* continues to be a reliable source of obtaining faculty and staff feedback. The information gathered is used to assist the budget development and planning for the subsequent school year. The F&S Survey was conducted in February 2014 and again on March 2, 2015.<br><br>• The Leadership Council was created during the 2014-15 SY as a platform for administrators and teachers to work collaboratively engage in forward-thinking, action-oriented discourse with the goal of identifying the major initiates that will support Kingsway's path to prominence in our core mission of teaching and learning. Recommendations made by the LC are well grounded in the realities facing the District and have support from key constituencies. LC is organized into five (5) sub-groups: Strategic Planning, Faculty & Staff Survey, Communications, Educational Trends & DEAC. The LC meets monthly and serves as in an advisory capacity to the superintendent of schools.<br><br>• The KRHS School Improvement Panel (ScIP) meets monthly (and often more than once a month) throughout the school year and summer, providing an opportunity for teachers and administrators to dialogue and collaborate in the creation of programs and protocols associated with mentoring, professional development, corrective action plans, S.M.A.R.T., and building level communication.<br><br>• ScIP has created an online "suggestion box" that allows staff members to enter "suggestions" and proposed solutions through a Google form. The suggestions are read by the ScIP and administrative teams, and appropriate actions are taken.<br><br>• Implemented the District Evaluation Advisory Committee (DEAC) to inform and guide implementation of the teacher evaluation |

system and to ensure stakeholder engagement. The DEAC first met in spring 2012 and has continued to meet throughout the 2012/13 and 2013/14 SY.

- Begun the Annual *Faculty & Staff Survey* (2/2013) that solicited input from staff electronically. Information obtained through this process was shared with all faculty and staff and used to make critical planning decisions.

- Created the S.M.A.R.T. Lunch Steering Committee and sub-committees (12/2013) to fully vet the notion of a new high school schedule. All faculty and support staff have been included in presentations of scheduling options and surveyed for their input. This information has been posted on our K-Web for staff access.

- Created a Technology Committee consisting of 1 teacher from each team/subject area, a building administrator, and the Chief Technology Officer. This group meets 5 times a school year to discuss current issues in planning for the long-range goal to increase student achievement by providing a technology-immersed learning environment.

- Involved teaching and administrative staff on selection committee for new teacher evaluation program (EE4NJ).

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|---|---|
| 3. Establish and implement a process to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities. | • The KRHS New Staff Development Program is designed to provide support all credentialed staff who are new to the district. It includes a summer orientation as well as ongoing staff development programs throughout the school year that include large group presentations as well as small group programs on a variety of topics including: the Marzano framework, classroom management, integrating educational technology, and meeting the needs of special education and 504 students.<br><br>• The use of Talen*Ed* has proven to be very successful by improving the efficiency of the application process and allows for greater involvement of administrative staff throughout |

the recruitment process. Hiring protocol has been revised to include members of our Regional Curriculum Department (7/2013).

- Developed a new [Human Resources](#) page to provide relevant information to our current faculty and staff (2013).

- Acquired and implemented new employment software Talent*Ed* to post positions and accepts applications. Communication with prospective employees has been enhanced and the management of applications is improved. Additionally, this new software provides KRSD with demographic data so that we can better analyze applicants in an effort to improve recruitment.

**Goal III. E: Provide a technology infrastructure that is up-to-date and sufficient to accomplish the district's vision and goals.**

| <u>Objectives</u> | <u>Action Steps</u> |
|---|---|
| 1. Provide year-round training in instructional technology integration, productivity, and technology skills for all faculty and staff. | • Data/technology mentors (teachers in the district) were employed at the middle school and high school to assist the district in providing a multitude of workshops, resources, and webinars for all staff related to emerging educational technology trends and integration of tools into their classroom instruction |
| | • Professional Learning Workshops during the school year and summer academy focused on instructional technology integration. Workshops include the following: *Google Basics, Google Forms and Assessments, I Have the Data…Now What, Excel Basics, Using Technology to Feed Formative Assessment, Using Tech Stations to Engage Students, Using Data to Guide Instruction and Improve Student Performance, Using Data to Identify Trends,* and *Ten Tech Tools for Graphic Organizers.* |
| | • Provide ongoing training through our After School Specials program. Programs such as: Getting More Out of Power Teacher; Advanced Features in PowerPoint; Incorporating Write to Learn Strategies; The Ins and Outs of Excel; Data-Based Instruction |

and more are provided to staff at the conclusion of the student day.

- Provided technology boot camp to training faculty on Moodle, Promethean Boards, Student Response Systems, PowerSchool, and Video Streaming.

- Increased wireless throughout and scalability by adding new wireless access points. These access points have eliminated bottlenecking of traffic.

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| 2. Include faculty and staff on decisions that affect the discharge of employee responsibilities. | • Created the Leadership Committee (LC) (FY'15) with the intent of soliciting feedback and collaborating with faculty with respect to day-to-day responsibilities.<br><br>• Created a Technology Committee consisting of 1 teacher from each team/subject area, a building administrator, and the director of technology. This group meets once a month to discuss current issues in planning for the long-range goal to increase student achievement by providing a technology-immersed learning environment. |

# Vision 2016: A Guide To Our Future

## Goal IV: Community Engagement

Kingsway Regional School District will strengthen its community outreach and engagement efforts by fostering collaborations, expanding partnerships and developing new service and outreach programs that engage students, faculty and staff in addressing the needs of the community.

**Goal IV. A: Investigate and utilize a variety of formats to engage community stakeholders in the operation of its regional school district.**

| **Objectives** | **Action Steps** |
|---|---|
| 1. Create a communication system between all stakeholders to support student achievement. | • During the 2014-15 SY, the middle school issued its first parent survey. That survey will be used as one method to solicit parental input that may influence change. It will also be used as a tool to evaluate our school. 23% of student parents filled out the survey.<br><br>• Kingsway Regional Middle School's PACC committee (Parents, Achievement & Community Committee) was formed in 2014.<br><br>• We began using Power Announcement as a means to communicate student information through email and phone calls. We are able to establish groups by grade level, bus route, or club. This has proven to be an excellent communication tool.<br><br>• We moved to electronic report cards in the fall 2013, thus eliminating our traditional paper report cards.<br><br>• We have moved the college application process online through Naviance. This allows for the submission of electronic letters of recommendation and transcripts.<br><br>• Course electives made available through Power School for the current 9th grade class (2013). Plans are in place to make this elective option for all high school students for the start of the 2014/15 SY.<br><br>• KRSD has greatly improved its communication and outreach efforts through the use of technology. Facebook was added as a medium to share information in 2011, Twitter in 2012. Other systems, such as the district's E-News option allows for mass email blasts to |

communicate reminders, Board Briefs, and more.

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| 2. Utilize technology to engage in community outreach. | • The 2014-15 SY began with a new District Newsletter – *Inside Kingsway*. This newsletter showcases many wonderful programs, students, and faculty monthly. The format is electronic and it is sent to our school community. For the latest version please click here. |
| | • During the 2014-15 SY, the middle school issued its first parent survey. The survey was conducted electronically. |
| | • Regular electronic communications are sent from the Middle School and High School Principals via School Messenger. These communications are called, *"Monthly Messages from the Principal."* |
| | • The creation of a Kingsway Regional School District Facebook page and Twitter feed that communicates important information instantly. These pages also serve as a forum for stakeholders to discuss districts current topic. |
| | • The purchase of an electronic marque that communicates significantly more information to community members when compared to the previous marque that would often just communicate one school item. |
| | • Kingsway has enhanced its website to communicate school news as well as community events from the annual Swedesboro-Woolwich Day to local business events. Considerable efforts to cooperate with local business and community leaders to communicate events and happenings that benefit the entire region have been made. |
| | • KDTV broadcasting on Comcast Ch.9 from 9am-12pm. |
| 3. Recognize alumni as an important constituent group and develop ways to expand and strengthen relationships between alumni and Kingsway. | • Named the district administrative offices the *Mark R. Kehoe Administrative Offices* after long-time Board of Education President, Mark Kehoe. Mr. Kehoe served on the Board for close to 20 years, 15 of those years as president. |
| | • Created a new *Coat of Arms* (June 23, 2014). Kingsway's coat of arms is a manifestation of |

our institution's history and tradition. It represents our core mission and possesses a unique visual style that identifies our district. Kingsway's Coat of Arms, depicted in scarlet and black, centers around a shield. The top left quadrant displays a varsity K, which represents our a proud athletic heritage and commitment to co-curricular activities; The bottom left quadrant displays the torch of learning, which represents our core mission and comes from our 1989 coat of arms; the top right quadrant reflects the original crown, which represents the regal connotation of our name and comes from the 1963 coat of arms; and, the bottom right quadrant displays the original Kingsway Dragon, which represents our school spirit and is embodied in the motto "Once a Dragon, Always a Dragon." The circle around the shield represents continuity of service to our school community while the laurel wreath represents excellence in the arts.



- Kingsway celebrated its 50th Anniversary Year during the 2013-14 school year. A Golden Anniversary Committee was assembled in the spring 2013 to plan celebrations throughout the year and reach out to retired faculty, staff and alumni.

- The SY began with a brunch that welcomed back graduates from the Class of 2014.

- Each football game recognized an "All-Decades" Team as graduates who participated on the football team, cheerleading squad, or marching band were introduced at each home football game concluding with our Thanksgiving game when graduates from the 1960s were recognized.

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|---|---|
|  | • Kingsway held an official <u>"Ribbon Cutting" ceremony</u> in October 2013 to celebrate the conclusion of a large-scale construction project as well as the District's 50th Anniversary. The ceremony included the recognition of the first Board of Education President, the first superintendent, and the granddaughters of the late Henry Salisbury. |
|  | • In preparation for the 50th Anniversary year much effort went into learning and sharing <u>Kingsway's history</u>. Much of this information seemed to have been lost to time. But, a last interview with the first superintendent, <u>Bob Costill</u>, meetings with graduates and former employees, and reading through literature found in the time capsule, much of this information has be documented and shared. |
|  | • Unearthed the high school's <u>1963 Time Capsule</u> and displayed it in Eitel Theater. Many of the items were salvaged and scanned and shared with the Kingsway community. Items included the first Student Handbook, a Pennant, and more. |
|  | • We make an effort to recognize our alumni for accomplishments after they leave Kingsway's campus. |
|  | • Named the high school baseball field after 2002 graduate and American hero, <u>Ryan K. Iannelli Memorial Field</u> (5/18/2013). |
| 4. Partner with local and regional businesses and business professionals. | • Met with Peter Curran, President of the Greater Swedesboro Business Association, in an effort to collaborate on future projects. Kingsway has offered to support local business in any way. (February 2015). |
|  | • The Kingsway Education Foundation has initiated a Sponsorship Program that has solicited the support from area corporations. Major supports include Garrison Architects, Rothman Institute, Inspira Health Network, Move with Joanna, Greyhawk Construction Management, and Daly Life Celebration Studios. To learn more click <u>here</u>. |
|  | • The Middle School <u>Renaissance Program</u> was implemented at the start of the 2014/15 SY. The |

middle school has partnered with 10 local businesses to sponsor this new club. Renaissance was designed to acknowledge and foster excellence in every area of our school while supporting our district's *Commitment to Excellence!* Our *Mission* is to create a culture and climate of excellence by recognizing individual student growth and achievement and building partnerships with the community, parents, staff, and students.

- Our annual Career Day at middle school includes over 50 professionals in the local community.

- KRSD has partnered with various businesses and organizations locally including LotisYoga to provide yoga instruction for our at-risk students, the Kingsway Baptist Church to provide guest speakers and mentoring programs.

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| 5. Engage students in purposeful action in service of the community. | • The newly formed Community Service Club at the middle school has assisted at many community functions during the 2014-15 school year.<br><br>• Interact has successfully conducted two Battle of the Bands events that have raised thousands of dollars for the Ronald McDonald Foundation.<br><br>• Cultures Club conducts an annual Thanksgiving Food Drive for needy families in our community.<br><br>• Interact conducts an annual toy drive for the holidays.<br><br>• Student Council visits youngsters in the Head Start Program and provides them with gifts during the holidays.<br><br>• Student Council participated in the Jeans for Teens drive, donating over 900 jeans this year for needy children.<br><br>• KRHS Student Council began a military recognition/dinner program in honor of Veterans Day. 2013 marked the second military dinner hosted at KRHS. 2014 marked the third military dinner hosted at KRHS. |

# Vision 2016: A Guide To Our Future

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|  | • KRMS participates in an annual food drive throughout the holiday season to benefit members of our community. |
| 6. Recognize senior citizen community as an important constituent group and develop ways to expand and strengthen relationships between senior citizens and Kingsway. | • The Harvest Gala continues to be held each November and remains a popular event.<br><br>• The Harvest Gala was held in November 2013 at the high school cafeteria. More than 100 senior citizens were treated to a nice dinner and music played by Kingsway's Jazz Ensemble. The Gala is a KEF event.<br><br>• Through the former KCC and now the KEF, the annual Harvest Gala is held each fall and is an opportunity to invite our senior citizens to the campus for dancing and jazz as well as plenty of food while many of our students engaged our residents. |

**Goal IV. B: Create opportunities for adult programming.**

| **Objectives** | **Action Steps** |
|---|---|
| 1. Create community education program that introduces and orients community members to Kingsway. | • The Community Education & Recreation (CER) program was launched in the summer of 2011 and provided a handful of summer programs. Attendance has not been as strong as anticipated for our adults but the youth component has gained momentum. The CER program ran during the summers of 2012 and SAT Prep has run in fall 2011, spring 2012 and is being offered in winter 2013. |

# Vision 2016: A Guide To Our Future

## Goal V: Co-Curricular Programs

Develop co-curricular programs aligned to support the district's academic purpose and reflective of the district's commitment to student academic achievement.

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**Goal V. A: Expand co-curricular programs that meet the needs of the student body.**

| Objectives | Action Steps |
|---|---|
| 1. Provide unique opportunities for students to promote mental, physical, social and emotional development. | • The following co-curricular programs are new to the high school: Chemistry Club, Math Club, Fashion Club, and Habitat for Humanity, and Video Game Club, Athletic Training Student Aides Club, Robotics Club and AP Physics Club. (2014/15 SY).<br><br>• During the 2014-15 SY, the middle school, has implemented a student-mentoring program.<br><br>• The following co-curricular programs were added to the middle school for the 2014-15 school year: Robotics, Math Counts, and Odyssey of the Mind.<br><br>• The creation of the high school S.M.A.R.T. Schedule has permitted a unique opportunity for students to promote mental, physical, social and emotional development through the freedom of choice.<br><br>• The following co-curricular programs are new to KRHS: Summer Wellness Program; Circle of Friends; Cultures Club; PAWS; Spectrum; SURE; Olympic Weightlifting; Fitness Club; Coffee & Tea Club; Infinity Fencing; Ice Hockey. (2010/2013 SY).<br><br>• The following co-curricular programs are new to KRMS: Crime-Scene Investigation Club, The Skorch Report (newspaper) Club.<br><br>• Through the collective bargaining process (2012) have developed a new approach to creating co-curricular program based on student needs and desire. The District is no longer obligated to provide co-curricular programs bargained for and can now assess on an annual basis. |

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| 2. Provide learning experiences not otherwise provided through curricular program. | • The S.M.A.R.T. Schedule has provided a time during the school day for students to participate in extra-curricular activities and gain access to guest speakers without losing instructional time.<br><br>• Students in the self-contained behavioral disability program travel to Pegasus for the Arts in Clarksboro to assist adults with disabilities with art projects on a monthly basis. |
| 3. Pursue and promote programs that create a positive environment. | • S.M.A.R.T. Schedule has led to an increase in the number of club offerings as well as the number of students participating.  The S.M.A.R.T. Period provides an opportunity for clubs to meet during the school day, expanding access to students who work after school, take care of siblings, or participate in athletics.<br><br>• The Kingsway Education Foundation's *Dragons Helping Dragons* is a district-wide committee, created to assist Kingsway students, staff, and community members in their time of need, such as illness or financial hardship. Since 2013, the committee has donated over $3,000 in monetary gifts to members of the Kingsway community. In addition to monetary assistance, donations have included clothing, household supplies, baby items, and a mattress for a student in need, and paying the electric bill of a Kingsway family.<br><br>• These programs may be redundant as they are discussed in other goal areas of this strategic plan but are worth listing. Programs that help create a positive environment include, but are not limited to:<br><br>    o Renaissance Program (MS)<br><br>    o Advocacy Groups (HS): SURE, Spectrum, Next Step and Anti-Bullying Clubs.<br><br>    o Mentoring: Student-Mentoring Program (MS); Ambassador Program (HS)<br><br>    o High School S.MA.R.T. Schedule<br><br>    o Recognition Programs: Spotlight Student Recognition Program (MS & HS); Athletes of the Month (MS & HS); Dragon of the Month Program (MS & HS); Perfect Student Attendance Program (MS); |

# Vision 2016: A Guide To Our Future

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|  | Annual Faculty Recognition Breakfast (District) |
|  | o Circle of Friends (MS & HS) |
| 4. Provide strong co-curricular program to help enhance the success of students, build leadership skills, and increase school involvement of all students. | • Kingsway applied for and recently received a charter to start a DECA Club. DECA will facilitate the development of emerging student leaders and entrepreneurs in marking, finance, hospitality and management. (Winter 2015). |

**Goal V. B: Create opportunities for adult programming.**

| Objectives | Action Steps |
|---|---|
| 1. To improve the relationship with the larger Kingsway community. | • KRHS Paws Club participated in the Swedesboro Animal Hospital Ribbon Cutting Ceremony (4/20/2013). |
|  | • Members of the Cheerleading Squad and Circle of Friends assisted KEF Volunteers throughout the Annual Harvest Gala (11/2013). |