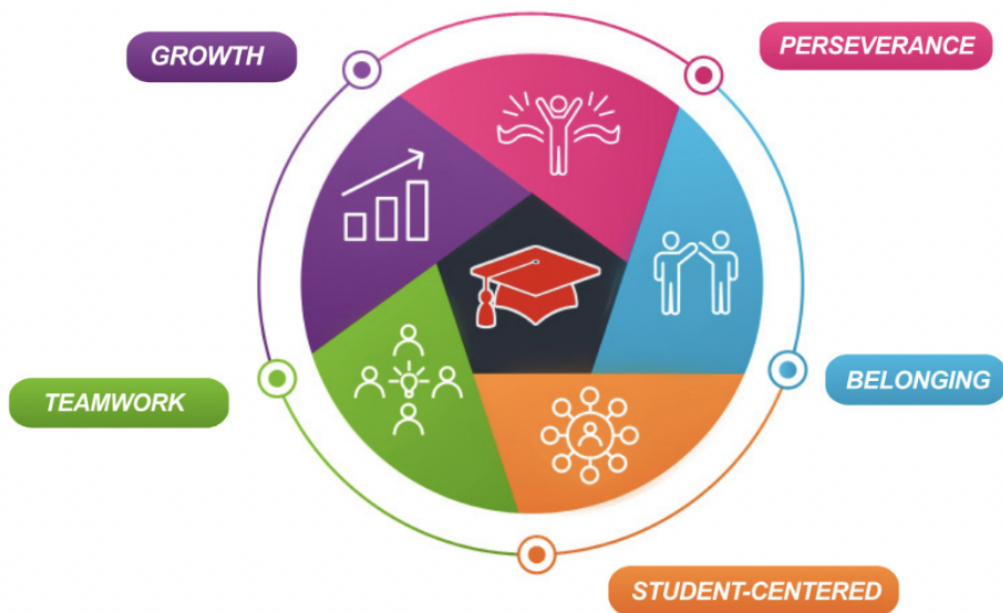




Kingsway Regional School District

District Professional Development Plan 2023-2024

The 2023-2024 district professional development plan (PDP) was created in alignment with Kingsway's strategic plan, using feedback from a variety of stakeholders within the school community (stakeholder surveys, focus group feedback, faculty/staff feedback, etc.), and quantitative academic data (local performance data, state standardized test results, special education reporting, etc.). The purpose of the plan is to guide the professional development of our faculty, staff, and school leaders and to provide a focus for sustained improvement as a district. It is our commitment to excellence that fuels our mission to engage students within a diverse and nurturing community dedicated to our *Vision for Excellence: to successfully prepare students for their unique path in life*. This plan targets strategic plan aims and goals in priorities one and two related to **improving student outcomes for the continuum of learners** and ensuring adequate resources and supports for **students' behavioral, social, and emotional well-being** respectively.



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.

District Professional Development Plan 2023-2024

District Name	Superintendent Name	Plan Begin/End Dates
Kingsway Regional School District	Dr. James J. Lavender	July 1, 2023-June 30, 2024

#	Goal	Identified Group(s)	Rationale & Sources of Evidence	Professional Development Activities
1	<p>STUDENT LEARNING OUTCOMES</p> <p>By June 2024, the district will note improved student learning outcomes and target existing achievement gaps as measured by increased student achievement on MAP in math and English language arts (ELA) from fall 2023 to spring 2024.</p> <p><i>(Strategic Plan P.1, A.1, G.1, G.2, G.3; A.2. G.1; A.3, G.2)</i></p>	<p>7-12 Certified Faculty</p> <p>School Leaders</p> <p>District Leaders</p>	<p>The strategic planning process established aims, this goal aligns with the following aims:</p> <ul style="list-style-type: none"> ● Improve student performance in Math and ELA with a focus on decreasing gaps that exist with identified subgroup populations ● Ensure an effective blended approach to the use of technology in the classroom that enhances teaching and learning ● Increase data collection and analysis to develop insight into the state of the district to allow for informed data-driven decision-making and planning across the system <p>During the 2022-2023 school year, local use of MAP assessments revealed below-expected growth from fall to spring signaling continued unfinished learning and decrease in the median achievement percentile across grades 7-11 in Math and in grades 8-9, 11 in ELA. Students with disabilities (SWD), economically disadvantaged (ED), and Black/Brown populations underperformed in relation to their peers.</p> <p>District data demonstrates an underrepresentation of the above-noted groups in advanced courses and Gifted & Talented services at the middle and high schools. The strategic planning survey and focus group also revealed this need.</p>	<p>Continue to embed the use of MAP (and other common/shared data) into teacher, PLT, department, building, and district discussions such that:</p> <ul style="list-style-type: none"> ● Teachers will effectively communicate the purpose and use of MAP to students and families to improve the understanding and use of MAP at the classroom level ● Classroom teachers will demonstrate data-informed instructional decisions, use results in discussions with students and parents, and facilitate student goal-setting ● School counselors and case managers produce informed course recommendations, program placement, and IEP goals/objectives. ● School and district leaders monitor areas of concern and growth to make informed scheduling and programmatic decisions, as well as strategically designed professional discussions and training, <p>Provide access and continued PD/training for all faculty related to:</p> <ul style="list-style-type: none"> ● LinkIT! to use multiple data points for instructional practice, program placement, or course recommendations/placement ● Differentiated instruction using data (MAP, formative/ summative assessments, state testing results, AP results, etc.) to

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			<p>Preliminary state NJSLA performance data revealed the following percentages of students met/exceeded expectations:</p> <ul style="list-style-type: none"> • Grade 7 Math: 35.8% (2022) → 36.1% (2023) • Grade 8 Math: 9.1% (2022) → 12.1% (2023) • Grade 9 Alg I: 23.5% (2022) → 14.6% (2023) • Grade 7 ELA: 37.5% (2022) → 64% (2023) • Grade 8 ELA: 42.6% (2022) → 45.4% (2023) • Grade 9 ELA: 40.1% (2022) → 48.9% (2023) <p>Students in grade 11 completed the New Jersey Graduation Proficiency Assessment in March 2023 indicating the following percent of students are graduation ready:</p> <ul style="list-style-type: none"> • Math: 63.8% • ELA: 80.5% <p>During the 22-23SY, the district's Advanced Placement Roundtable focused on teacher training, collaboration time, data review, and a focus on student readiness through testing taking preparation, test strategies, and mock test sessions were discussed. The Equity Council also continued its work related to data analysis of subgroup populations in advanced courses (honors & AP). A previous review of the 5-year Advanced Placement data revealed a steady decrease in the percentage of students with scores of 3 or higher from 2019 to 2022. (76%, 77%, 67%, 64% respectively). However, the 2023 AP scores report reveals a rebound with 73% percent of students earning a score of 3 or higher.</p> <p>The most recent special education data released (2022 ESSA data) revealed the following: students with disabilities met the annual target for academic progress in both math and ELA, but did not meet the</p>	<p>appropriately plan and meet the unique needs of learners in the classroom.</p> <ul style="list-style-type: none"> • Instruction for Gifted and talented students • The use of MAP scores with instructional technology resources to provide targeted practice and monitor student growth using iXL, Khan Academy, Newsela, etc. • Equity, Inclusion, and opportunity in the classroom environment and throughout the curriculum, including but not limited to the renewed use of the Equity I & Equity II Google sites and the District-approved Supports for All Learners • Collaborative Consultation model and Specially Designed Instruction (SDI) for special education teachers. Continue the SDI Academy. • Content-specific professional development needs. • Facilitate a personalized New Teacher Program aligned to areas of focus in the district strategic plan and professional development plan. <p>Align instructional coaching services with areas identified in the district strategic plan and professional development plan to support faculty in improving student learning outcomes.</p> <p>Enhance teaching and learning by effectively blending technology in the classroom.</p> <ul style="list-style-type: none"> • Offer Empowered Teachers' Academy Cohort II, which embeds data use to effectively design instruction (EDI). • Investigate and use research-based

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#	Goal	Identified Group(s)	Rationale & Sources of Evidence	Professional Development Activities
			<p>annual targets for academic achievement in math and ELA. Students with disabilities in grade 11 completed the New Jersey Graduation Proficiency Assessment in March 2022 indicating an achievement gap. The following percent of students are graduation ready:</p> <ul style="list-style-type: none"> • Math: 19.8% vis a vis 75.8% GE • ELA: 42.6% vis a vis 93% GE <p>Spring 2023 MAP data reveals similar trends:</p> <ul style="list-style-type: none"> • HS Math Median Achievement: 26% vis a vis 62% GE • HS Reading Median Achievement: 26% vis a vis 59% GE • MS Math Median Achievement: 28% vis a vis 57% GE • MS Reading Median Achievement: 39% vis via 63% GE <p>As the District continues to prepare for implementing an MTSS framework, discussions with school and district leaders reveal a need to better implement a systematic approach to the use of data 7-12. It is essential for all stakeholders (students, parents, faculty, administrators) to understand the importance of data and how it is used to enhance teaching and learning.</p> <p>Walk-throughs, observational data, and discussions with teachers continue to identify the need for teachers to further develop pedagogy to effectively differentiate instruction and personalize instruction to meet unique student needs. The strategic planning survey and focus group also revealed this need, specifically as it relates to the Multi-Tiered Systems of Support (MTSS) & the effective use of Specially Designed Instruction (SDI) for our SWD population.</p>	<p>frameworks as a baseline for the multi-year comprehensive technology plan</p> <p>Increase advanced course enrollment among historically underrepresented populations.</p> <ul style="list-style-type: none"> • Identify disproportionalities among student groups and families • Utilize multiple data sources, including the College Board's AP Potential Reports, MAP data, course grades, etc. during advisement sessions. • Focus the district's AP Roundtable on action specific to a more proportionate representation of subgroups in advanced courses. <p>Provide support for teachers in the math, VPA, F&CS departments, and the library media specialists for Program Evaluation, including the investigation of new resources and content-specific evidence-based strategies.</p> <p>Consistent walkthroughs at the MS & HS to provide more routine effective feedback resulting in instructional growth.</p> <p>Establish an MTSS calendar of events to plan for a district-wide, incremental implementation of the MTSS framework.</p> <p>Revise curricula to secure alignment to NJSLs and ensure diverse perspectives are infused, where applicable, and students feel connected to the content. This includes the use of Newsela as a resource.</p>

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			Provide various group counseling sessions through our wellness counselors to support Tier II & Tier III interventions. Collect data on its effectiveness relative to each student.	<p>Increase resources and opportunities for students who are interested in career or vocational/trade programs after high school.</p> <ul style="list-style-type: none"> Establish a partnership with a local vocational school to extend opportunities for students to engage in career and vocation programming while at Kingsway. Integrate career speakers that represent vocational/trade exploration. <p>Audit the school facilities 7-12, and devise a comprehensive maintenance plan and long-range facilities plan that supports access to effective and collaborative learning spaces for students.</p>

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#	Goal	Identified Group(s)	Rationale & Sources of Evidence	Professional Development Activities
2	<p>STUDENT WELL-BEING</p> <p>By June 2024, the district will report improved student wellbeing as measured by disciplinary data, HIB data, BESS results, and direct/indirect services measures as a result of access to increased targeted supports for students' behavioral, social, and emotional wellness. (Strategic Plan P.1, A.2. G.2; P.2; A.1, G.1; A.2, G.1; A.3, G.1; A.4, G.1)</p>	<p>7-12 Certified Faculty</p> <p>School Leaders</p> <p>District Leaders</p>	<p>The strategic planning process revealed a need to establish aims specific to the following in relation to this goal:</p> <ul style="list-style-type: none"> ● Increase the amount of school counselor contact time and resources available for students and families to engage in post-secondary planning ● Increase resources for safe, nurturing, and engaging learning environments for all students. <p>Universal screener data during the 2022-2023 school year revealed that more 7th, 8th, and 9th-grade students were categorized as "high-risk" compared to other grade levels, with females affected more than males.</p> <p>Ongoing discussions with various stakeholders (i.e. teachers, students, parents, administrators) identified a need to ensure the overall school environment is conducive to serving the needs of students from a variety of racial and ethnic backgrounds, including contributions, additions, perspectives, and social action.</p> <p>As school counselors explored the ASCA National Model, a framework for school counseling, data is an integral part of the process to ensure the school counseling program is based on data-informed decision-making.</p> <p>The 22-23 school year noted an increase in behavioral infractions and consequences including an uptick in out-of-district placement of GE and SE students. As of June 30, the following consequences are noted as a result of code of conduct infractions:</p>	<p>Increase resources and access to behavioral, social, and emotional support for all students and families:</p> <p>Behavioral:</p> <ul style="list-style-type: none"> ● Use the new Genesis SIS to accurately log behavioral infractions and consequences ● Using the School Safety Teams, implement systematic behavioral infraction data reviews, including HIB infractions, using Genesis reports to identify trends; including trends by demographic group to identify possible disproportionalities ● Investigate behavioral interventions and supports as part of the Multi-Tiered System of Supports (MTSS) framework <p>Social & Emotional:</p> <ul style="list-style-type: none"> ● Develop 7-12 counseling curriculum that includes pacing by grade level of all counseling lessons, events, and direct/indirect services. <ul style="list-style-type: none"> ○ Embed these to include push-in classroom lessons across subjects. ○ Collect data on its effectiveness relative to each service. ● Continue to administer the BESS (SEL Universal Screener) to identify high-risk students. <ul style="list-style-type: none"> ○ Identify trends and/or disproportionalities among student groups ○ Report summary of results to faculty with support from wellness counselors on what the results mean and how teachers can support students in the classroom.

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#	Goal	Identified Group(s)	Rationale & Sources of Evidence	Professional Development Activities
			<p>Detentions-Lunch</p> <ul style="list-style-type: none"> ● HS: 336% increase ● MS: 116% increase <p>Detentions-Before/After School</p> <ul style="list-style-type: none"> ● HS: 424% increase ● MS: 34% increase <p>Detentions-Extended Day</p> <ul style="list-style-type: none"> ● HS: 131% increase ● MS: 5% increase <p>Out of School Suspension (OSS)</p> <ul style="list-style-type: none"> ● HS: 30% increase ● MS: 64% increase <p>Confirmed Harassment, Intimidation, or Bullying</p> <ul style="list-style-type: none"> ● HS: -13% decrease ● MS: 20% increase 	<p>Behavioral, Social, and Emotional:</p> <ul style="list-style-type: none"> ● Audit the I&RS process 7-12 to identify areas of strength and areas of concern. ● Based upon data trends, provide targeted PD and/or expectations related to students' behavior, social, and emotional well-being. ● Renew the use of the Equity I & Equity II Google sites to support an inclusive environment that is responsive to students' social and emotional well-being.

II. PD Required by Statute or Regulation | State-mandated PD Activities

All state-mandated professional development activities required for school faculty, staff, and school leaders by the state of NJ are outlined [HERE](#). Then District will distribute these required PD requirements through Vector and other means that best meet the stated requirements.

III. Resources & Justification

Resources: A portion of the District's budget has been allotted to meet the needs documented in this professional development plan. The allocation will come from a combination of state and federal dollars (i.e. Title I, Title IIA, etc.). Funds will cover costs for necessary staffing to support the professional development of faculty and staff, external providers/consultants, materials, technology resources, travel expenses, subscriptions to online resources, and staff stipends, when necessary. The plan controls expenses by relying largely on in-district expertise to provide specified activities and training (i.e. Department Supervisors, Instructional Coaches, Teacher Leaders, School Leaders, District Leaders, etc.). The employee contract for the Kingsway Regional School District stipulates that eight (8) full days during the school year will be dedicated to in-services and that three (3) Mondays each month will be extended to include an additional 40 minutes for professional learning/collaboration. Additionally, the district employs the following to enhance teacher professional learning and collaboration: team time at the middle school, opportunities for out-of-district workshops, extended-day professional learning workshops (PLWs), online professional development library, instructional coaching, informal walkthroughs, and a flexible professional development option that meet the unique professional development needs of the educator.

Justification: Student results gathered from various assessments (i.e. district benchmarks, EOY grades, state reports, etc.), feedback from building-level School Improvement Panels (ScIPs), faculty and student discussions, annual teacher observations and evaluations, survey feedback, focus groups, and parent advisory committees have confirmed that the district should work to focus on the above-noted goals areas to improve student outcomes and experiences.. The use of data at all levels of the organization is a critical part of this conversation that must be fostered to better understand the needs and direction of the district. Kingsway Regional School District will, through professional learning, facilitated dialogue, and a variety of supports, emphasize the importance of all district initiatives to safeguard the well-being of the students, faculty, staff, and community. Importance will be placed on the connection between and among elements of the instructional core (the teacher, the student, and the content) as well as the implementation of G.R.EAT. Instruction in each classroom. The District also recognizes the need to ensure the whole child is considered when assessing student outcomes, which is why wellness is included in this plan.