



Kingsway Regional School District

Kingsway Regional Middle School Professional Development Plan 2023-2024

This plan was created in alignment with Kingsway’s district PDP, 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.

School Name	Principal Name	Plan Begin/End Dates
Kingsway Regional Middle School	Brian Tonelli	July 1, 2023-June 30, 2024

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#	Goal	Identified Group(s)	Rationale & Sources of Evidence	Middle School Professional Development Activities
1	<p>STUDENT LEARNING OUTCOMES From Fall 2023 to Spring 2024, the school will note increased student achievement on the MAP assessment in Math and English Language Arts in student groups with known achievement gaps (MLL, Black/African American, Hispanic, Students with Disabilities, and Economically Disadvantaged).</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>7-8 Certified Faculty School 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 7-8 in Math and in grade 8 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>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) 	<p>Continue to embed the use of MAP (and other common/shared data) into teacher, PLT, department, and building discussions:</p> <ul style="list-style-type: none"> ● Principal and Vice Principals: <ul style="list-style-type: none"> a. Communicate school goals to the faculty in September. b. Communicate a system of working through school improvement (from data to action in the classroom to improved student outcomes) c. Provide faculty with high-level data that led the school to the goal. d. Provide examples of how faculty will take the school goal, target a subgroup, and formulate their own goal. e. Share out student achievement data for targeted student groups at specific progress checkpoints determined by PLTs. f. Set the standard and expectations to related to the importance of MAP testing conditions (mindset & norms) g. Revisit the goal in each faculty meeting providing updates on the progress towards the goal and action steps taken by various branches within the school. h. Principal will establish data “check-ins” with team leaders and/or teams to discuss the progress on the goal. i. Facilitate and share professional development/trainings related to the following research-based instructional strategies: <ul style="list-style-type: none"> ■ Teacher Clarity .75 ■ Success Criteria .54 ■ Setting Standards for Self-Judgement (Tracking Progress) .62 ■ Actionable Feedback .70 j. Research-based strategies, including but not

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			<ul style="list-style-type: none"> ● Grade 7 ELA: 37.5% (2022) → 64% (2023) ● Grade 8 ELA: 42.6% (2022) → 45.4% (2023) <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 annual targets for academic achievement in math and ELA.</p> <p>Spring 2023 MAP data reveals these trends:</p> <ul style="list-style-type: none"> ● 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 7-8. 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>Provide various group counseling sessions through our wellness counselors to support Tier II & Tier III</p>	<p>limited to culturally responsive strategies, will be highlighted in faculty meetings in the Teacher Tips segment.</p> <ul style="list-style-type: none"> ● Supervisors model and facilitate activities related to PDP goals: <ol style="list-style-type: none"> a. Identify best MAP growth report to examine student starting points and subgroup data b. Share examples of subject-specific PDP goals and action steps. c. Identify cross-curricular connections for Math/Science and ELA/Social Studies d. Identify areas for targeted instructional areas for non-cores e. Provide a MAP Data action plan to scaffold and support teacher use of MAP data to inform and target instruction f. Continue to plan and facilitate training to build teacher capacity around the intentional and targeted use of MAP data g. Models/Exemplars will be provided for Interdisciplinary teams in order to construct a common goal targeting a sub-group. h. Facilitate and share professional development/trainings related to the research-based instructional strategies noted above, including but not limited to culturally responsive strategies, ● Harness instructional coaching services with areas identified in the district strategic plan and this professional development plan to support faculty with data analysis, instructional strategies noted above, and goal setting ● Data Chats held with core teachers using a protocol to guide the conversation (Principal, VP, Supervisor, CAO–based on summative list of teachers)

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			<p>interventions. Collect data on its effectiveness relative to each student.</p>	<ul style="list-style-type: none"> ● School counselors will provide students with goal-setting lessons via the school counseling curriculum. ● Teachers: <ol style="list-style-type: none"> a. Communicate the importance, purpose and use of MAP to students and families b. Make data-informed instructional decisions c. Use MAP results in discussions with students and parents d. Facilitate student goal-setting e. Interdisciplinary teams will monitor and report out on the progress of their goal throughout the school year. f. Classroom teachers engage in professional learning and consistent implementation of the identified research-based instructional strategies, including but not limited to culturally responsive strategies

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2	<p>STUDENT WELL-BEING</p> <p>By June 2024, KRMS will report a 10% reduction in Tier III and Tier IV infractions and HIB incidents. <i>(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)</i></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 and 8th-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>	<ul style="list-style-type: none"> ● Share Tier III and Tier IV infraction data with staff. ● Share locations and examples for tier III and Tier IV infractions with staff. ● Provide examples of how teachers can take this goal and apply it to their individual classroom. ● Host grade level expectation meetings by team conducted by administration and team teachers emphasizing the zero tolerance approach. ● Communicate the code of conduct in Back to School Night messaging emphasizing a zero tolerance for fighting, bias related acts, incitement to fight ● Offer classroom management workshops in the summer academy and throughout the year for teaching staff. ● Provide practical tips in Back to School Faculty Meeting and New Teacher Orientation on classroom management and classroom culture. ● Teach, model, and revisit our new safety and security procedures with our students and staff. ● Book and provide an internet safety assembly in October. ● Through the Teacher Tips portion of the faculty meeting, wellness counselor will provide classroom applicable strategies for teaching staff to implement in the classroom. ● School Counseling department will be pushing into classrooms to teach lessons on conflict resolution and

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			<ul style="list-style-type: none"> ● Detentions-Lunch - 116% increase ● Detentions-Before/After School - 34% increase ● Detentions-Extended Day - 5% increase ● Out of School Suspension (OSS) - 64% increase ● Confirmed Harassment, Intimidation, or Bullying - 20% increase 	<p>empathy/acceptance and reporting out to staff on how to follow up and cue.</p> <ul style="list-style-type: none"> ● The school goal will be revisited monthly at the faculty meeting; school safety data will be analyzed and shared. ● Recommendations and follow up training/explanation from the school and district safety team will be provided for staff. ● Provide deescalation strategies for staff during inservice and faculty meetings. ● Referrals will be audited by the school principal; that data will be shared with stakeholders regularly and adjustments as far as operations will be made.