



Kingsway Regional School District

Kingsway Regional High 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 High School	Stefanie Fox-Manno	July 1, 2023-June 30, 2024

District Professional Development Plan 2023-2024

#	Goal	Identified Group(s)	Rationale & Sources of Evidence	High School Professional Development Activities
1	<p>STUDENT LEARNING OUTCOMES</p> <p>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>9-12 Certified Faculty</p> <p>School Leaders</p>	<p>This goal aligns with the following aims of the strategic plan:</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 9-11 in Math and in grades 9 and 11 in ELA. Students with disabilities (SWD), economically disadvantaged (ED), Black/Brown, Hispanic, and MLL 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 high school. The strategic planning survey and focus group also revealed this need.</p> <p>NJSLA performance data revealed the following percentages of students met/exceeded expectations:</p> <ul style="list-style-type: none"> ● Grade 9 ELA: 40.1% (2022) → 48.9% (2023) ● Grade 9 Alg I: 23.5% (2022) → 14.6% (2023) 	<p>Continue to embed the use of MAP (and other common/shared data) into 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 to the school goal. d. Provide examples of how faculty will take the school goal, target a student group/instructional focus area, and formulate their own PDP goal. e. Establish a PLT schedule (both in the school day and after school on Mondays) for working toward their school goal. f. Share out student achievement data for targeted student groups at specific progress check points determined by PLTs. g. Set the standard and expectations related to the importance of MAP testing conditions (mindset & norms) h. Use meeting times (faculty and PLT) to continue learning the school improvement process (from data to instructional shifts to student outcomes). i. Revisit the goals in faculty meetings—providing updates on the progress toward the goals and action steps taken by staff within the school. j. Principal will establish data “check-ins” with PLTs to discuss the progress on the goal(s). k. Facilitate and share professional development/trainings related to the following research-based instructional strategies: <ul style="list-style-type: none"> ■ Teacher Clarity (ES=.75) ■ Success Criteria (ES=.54)

District Professional Development Plan 2023-2024

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			<ul style="list-style-type: none"> ● Geometry: 50% (2023) ● Alg II: 71% (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: 82.1% <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 test-taking preparation, test strategies, and mock test sessions. 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 annual targets for academic achievement in math and ELA. Students with disabilities in Grade 11 completed the New Jersey Graduation Proficiency Assessment in March 2023 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 	<ul style="list-style-type: none"> ■ Setting Standards for Self-Judgment (Tracking Progress) (ES= .62) ■ Actionable Feedback (ES= .70) <ol style="list-style-type: none"> l. 2 to 3 research-based strategies will be highlighted in faculty meetings in the Teacher Tips segment. m. Highlight research-based strategies during the professional development sessions at the November in-service (Principal and supervisors) <ul style="list-style-type: none"> ● Harness instructional coaching services with areas identified in the district strategic plan and this professional development plan to support faculty with data analysis and instructional strategies noted above. ● School counselors will provide students with goal-setting lessons via the school counseling curriculum. ● Consistent walkthroughs at the HS to provide more routine, effective feedback resulting in instructional growth. ● Establish an MTSS calendar of events to plan for a district-wide, incremental implementation of the MTSS framework. ● Supervisors model and facilitate activities related to PDP goals: <ol style="list-style-type: none"> a. Identify the best MAP growth report to examine student starting points and student group 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.

District Professional Development Plan 2023-2024

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			<ul style="list-style-type: none"> ● 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 <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 9-12. 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. 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>	<ul style="list-style-type: none"> 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. Share additional data measures that teachers can use to track progress toward goal(s). h. Facilitate professional learning with research-based instructional strategies. <ul style="list-style-type: none"> ● Teachers: <ul 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. Work through school improvement steps with PLT.

District Professional Development Plan 2023-2024

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2	<p>STUDENT WELL-BEING</p> <p>By June 2024, KRHS will report a 10% reduction in Tier III and Tier IV infractions and HIB incidents.</p> <p><i>(Strategic Plan P.1, A.2. G.2; P.2; A.1, G.1; A.2, G.1; A.3, G.1)</i></p>	<p>9-12 Certified Faculty</p> <p>School 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 ● Increase resources and access to social, emotional, and mental supports for all students and families <p>Universal screener data during the 2022-2023 school year revealed that more 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 2022-2023 school year noted an increase in behavioral infractions and consequences including an uptick in out-of-district placement of GE and SE</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 conducted by administration emphasizing the zero tolerance approach and understanding the student code of conduct. ● 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/classroom routines workshops in the summer academy and throughout the year (via in-service or PLWs). ● Provide classroom SEL strategies for building the foundations of CASEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. ● Provide practical tips in Back to School Faculty Meeting and New Teacher Orientation on classroom management and classroom culture/routines. ● Teach, model, and revisit our new safety and security procedures with our students and staff. ● Book and provide an internet safety/social media assembly in

District Professional Development Plan 2023-2024

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			<p>students. As of June 30, the following consequences are noted as a result of code of conduct infractions:</p> <p>Detentions-Lunch</p> <ul style="list-style-type: none"> ● HS: 336% increase <p>Detentions-Before/After School</p> <ul style="list-style-type: none"> ● HS: 424% increase <p>Detentions-Extended Day</p> <ul style="list-style-type: none"> ● HS: 131% increase <p>Out of School Suspension (OSS)</p> <ul style="list-style-type: none"> ● HS: 30% increase <p>Confirmed Harassment, Intimidation, or Bullying</p> <ul style="list-style-type: none"> ● HS: -13% decrease 	<p>October.</p> <ul style="list-style-type: none"> ● Through the Teacher Tips portion of the faculty meeting, the wellness counselor will provide classroom applicable strategies for teaching staff to implement in the classroom (connect to CASEL Five Areas). ● The School Counseling department will be pushing into classrooms to teach lessons on conflict resolution and empathy/acceptance and reporting out to staff on how to follow up and cue. ● 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. ● 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. ● Monitor and evaluate progress of students who participated in the Dragons on the Move program (how they are progressing academically, SEL, and opportunities to meet with mentors). ● Evaluate the Dragons on the Move Program and its impact on students in

District Professional Development Plan 2023-2024

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				<p>the 9th grade year.</p> <ul style="list-style-type: none"> ● Implement school-wide focus on specific character traits (embedding them into the activities/events of the school) to build a safe and positive school culture