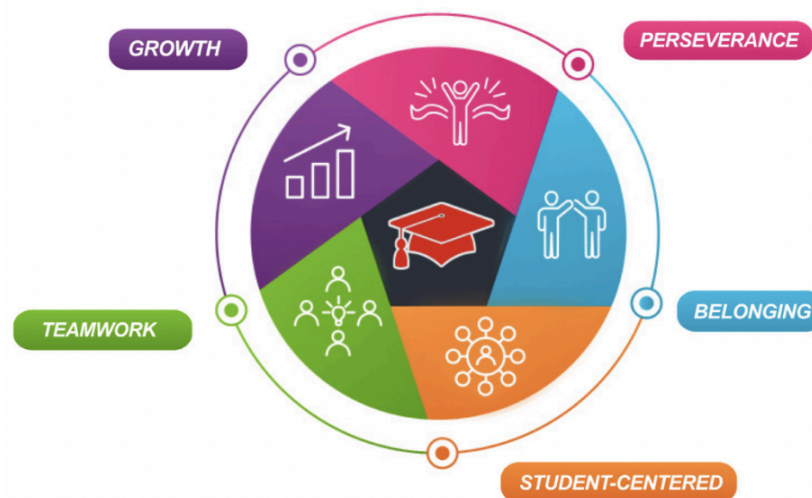




Kingsway Regional School District District Professional Development Plan 2024-2025

District Name	Principal Name	Plan Dates
Kingsway Regional School District	Stefanie Fox-Manno	July 1, 2024-June 30, 2025

The 2024-2025 district professional development plan (PDP) aligns with Kingsway's strategic plan. It integrates feedback from stakeholders (surveys, focus groups, faculty/staff feedback) and quantitative academic data (local performance data, state standardized tests, special education reports). 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.



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Goal 1 Comprehensive Support for the Whole Child

By June 2024, the district will fully implement the New Jersey Tiered Systems of Supports (NJTSS) framework, consistently applying research-based strategies to address the academic, social-emotional, and behavioral needs of all students.

Strategic Plan P.1, A.1. G.1 & 2; P.1; A.3, G.1&2; P.2, G.3; A.1

Goal 1 Rationale & Sources of Evidence

Implementing the NJTSS framework highlights the need to support a data culture and strengthen support systems to enhance student learning outcomes and well-being. Discussions with stakeholders (teachers, students, parents, administrators) indicate the need for a conducive school environment for holistic student needs."

- **Academic** Based on the student achievement results from SY23-24 noted in goal 2 (below):
 - Overall Improvement with Gaps: SY23-24 data shows overall improvement in math and ELA scores but highlights inconsistent performance among student groups with achievement gaps.
 - Need for Tiered Supports: Walk-throughs, observational data, and teacher discussions indicate a need for improved pedagogy to effectively differentiate and personalize instruction.
- **Behavioral**
 - MS:
 - Discipline referrals decreased from 917 to 754 (-163), but Tier III and IV infractions increased from 59 to 70 (+11), indicating the need for focused interventions targeting serious infractions.
 - In SY 24-25, an area of focus is on repeat offenders among students with disabilities, economically disadvantaged students, and Black and Hispanic students.
 - HS:
 - Violating the Rights of Others remains a significant Tier III offense and requires ongoing attention.
 - In SY 24-25, an area of focus is repeat infractions among students with disabilities and Black and Hispanic students.
- **Social/Emotional**
 - The district's Spring 2024 climate and culture survey identified trends in perception data among 8th & 12th-grade parents & students. Based on survey responses from 342 MS students and 130 MS parents; 278 HS students and 87 HS parents, respondents identified the following areas of improvement (*highest percentage of respondents disagreed or strongly disagreed*)
 - MS: (a) programs & resources support social & emotional growth; (b) how the school helps a student handle stress; (c) students are treated the same, regardless of if they have a disability, of whether they are rich or poor, of their race or ethnicity; (d) positive communication about individual student growth; (e) student opinion.
 - HS: (a) goal setting supported by the school counselor; (b) how the school helps a student handle stress; (c) prioritizing mental

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health (d) positive communication about individual student growth; (e) fairness of discipline.

Goal 1 Professional Learning Activities

For District and School Leaders

- Establish and communicate an NJTSS calendar of events including MAP assessment windows and Tier 1 Action Plan Cycles with Progress Monitoring
- Establish expectations for classroom implementation with the fidelity of the Tier 1 Action plan
 - Overview of NJTSS, roles, and expected outcomes
 - Provide ongoing professional development for certified faculty on integrating evidence-based strategies
 - Establish and support the implementation of common unit assessments in all core math courses (SY24-25) and pilot English courses (SY25-26) for full implementation
 - Monitor curriculum alignment
 - Create and implement communication plans to inform parents about NJTSS
- Use of Data
 - Improve the use of the District's data warehouse platform among building and district admin, LinkIT!, to analyze multiple data points to inform: instructional practice, course recommendations, intervention groupings, and curriculum & program decisions
 - Establish, train, and support building-based academic data and School Safety and Climate teams and data protocols
 - Advanced data analysis and interpretation, focusing on disaggregation of data
- SEL / Behavioral
 - Continue to monitor and analyze student disciplinary and attendance data on a consistent and frequent basis at the building level to identify patterns and trends
 - Continue to facilitate the analysis of BESS, disciplinary, and HIB data at School Safety and Climate teams
 - Develop Behavior/SEL Tier 1 Action plans

For Certified Faculty

- Engage in professional learning related to data-informed decisions:
 - Instructional Faculty
 - NJTSS implementation, focusing on practical application in the classroom
 - G.R.E.A.T. Instruction, including planning and delivering high-quality lessons and Tier 1 instruction
 - Using data to inform instruction, including formative assessment and regular progress monitoring techniques.
 - Tier 2 small group instruction in the general education setting to target learner strengths and needs
 - Effectively integrating instructional technology tools, including AI, to personalize instruction and provide targeted support
 - School Counselors
 - Use of data to inform school counseling action steps to support identified student needs

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- Continued exploration of the ASCA National Model
- CST
 - Use of data to effectively support and program for students with IEPs

Goal 2 Student Learning Outcomes

From Fall 2024 to Spring 2025, the district/school will note increased student achievement on the MAP assessment in Math and Reading in student groups with known achievement gaps (ML, Black/African American, Hispanic, Students with Disabilities, and Economically Disadvantaged).

Strategic Plan P.1, A.1, G.1, G.2, G.3; A.2. G.1; A.3, G.2

Goal 2 Rationale & Sources of Evidence

Student achievement results from SY23-24 suggest that while there has been an overall improvement in math and ELA scores, targeted interventions are needed to address the inconsistent performance among student groups with achievement gaps. 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. By focusing on evidence-based instructional strategies, the district aims to enhance student learning outcomes and ensure equitable educational opportunities for all students. Additionally, this goal is closely aligned with the Strategic Plan Priority One, which emphasizes high-quality teaching and learning. Specifically, it focuses on improving student performance in Math and ELA, decreasing achievement gaps among identified subgroup populations, ensuring the effective use of technology in the classroom to enhance teaching and learning, and increasing data collection and analysis for informed decision-making and strategic planning across the district.

- **MAP (grades 7-11)** | From Fall 2023 to Spring 2024, the district observed mixed results in student achievement on the MAP assessment in Math and Reading. High school median math achievements showed slight declines overall (62nd to 60th percentile), with specific improvement in Grade 9 and Hispanic students. In contrast, economically disadvantaged students, Black students, and multilingual learners saw slight declines. In ELA, overall high school achievements dropped from the 61st to the 57th percentile, with mixed results across student groups: while multilingual learners improved significantly, Hispanic students and students with disabilities saw declines.
- **NJSLA (grades 7-9)** | The NJSLA assessment data from 2023 to 2024 shows modest improvements in several areas. High school Algebra I and II and Geometry scores demonstrated a positive trend, with increased percentages of students meeting or exceeding expectations. Notably, Grade 9 ELA scores improved significantly, with a higher percentage of students exceeding expectations. Middle school math and ELA scores showed slight improvements or stability, particularly in Grade 7 ELA, where there was a notable increase in the percentage of students exceeding expectations.
- **NJGPA (grade 11)** | The NJGPA results from Spring 2023 to Spring 2024 highlight significant gains in both Math and ELA. Overall, math proficiency increased by 3%, with economically disadvantaged students showing a remarkable 13.7% improvement. Students with disabilities and Hispanic students also made notable gains. In ELA, overall proficiency increased by 7%, with Black/African American students improving by 17.9%, and economically disadvantaged students increasing by 15.9%. Despite these gains, gaps remain for multilingual learners in both subjects, though improvements were observed in specific groups.

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Goal 2 Professional Learning Activities

For District and School Leaders

- Plan and deliver professional learning opportunities for certified admin and faculty aligned with improving student learning outcomes via evidence-based practices via in-services, Monday meetings, instructional coaching, professional asynchronous training, optional during the day and after school workshops and roundtables, New Educator Programming
- Revise curricula to secure alignment to NJSLS and ensure diverse perspectives are infused, where applicable, and students feel connected to the content.
- Consistent walkthroughs to provide timely & effective instructional feedback

For Certified Faculty

- Engage in professional learning related to:
 - Tier 2 targeted small group instruction using data (MAP, formative/ summative assessments, state testing results, AP results, etc.) to appropriately plan and meet the unique needs of learners in the classroom
 - Developing lessons, materials, and strengths-based instruction for special populations, including:
 - Inclusivity and SDI for Students with Disabilities
 - Culturally & linguistically responsive strategies
 - Enrichment for advanced learners and gifted and talented students
 - Content-specific professional development needs to support student learning outcomes
 - Equity, inclusion, and opportunity in the classroom environment and throughout the curriculum, including but not limited to [District-approved supports for all learners](#)

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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 the District will distribute these required PD requirements through Vector and other means that best meet the stated requirements.

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 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 Kingsway Regional School District employee contract stipulates that eight (8) full days during the school year will be dedicated to in-services. Three (3) Mondays each month will be extended to include 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 better to understand the needs and direction of the district. Kingsway Regional School District will, through professional learning, facilitate 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) and the implementation of G.R.E.A.T. Instruction in each classroom. The district also recognizes the need to ensure that the whole child is considered when assessing student outcomes, which is why wellness is included in this plan.

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