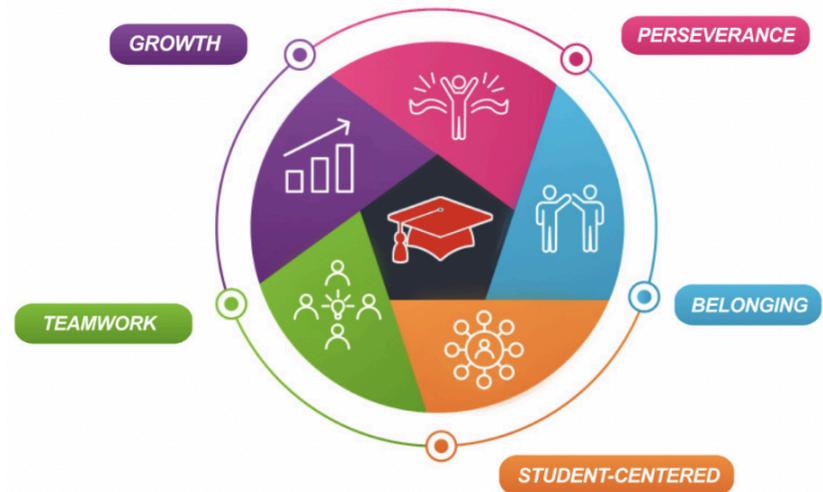




Kingsway Regional School District
High School Professional Development Plan 2025-2026

School District Name	Principal Name	Plan Dates
Kingsway Regional High School	Stefanie Fox-Manno	July 1, 2025-June 30, 2026

The 2025-2026 high school 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 school and 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: Academic Tiered System of Supports

From September 2025 through June 2026, the high school will continue to operationalize tiered academic supports by:

- Implementing and monitoring Academic Tier 1 Action Plans developed by building-based Academic Data Teams and PLTs to ensure at least 80% of students reach proficiency in the targeted ELA and Math skills or concepts.
- Facilitating professional development that strengthens faculty assessment and data literacy, equipping PLTs to apply a data protocol to identify students in need of Tier 2 interventions and deliver small-group, classroom-based support.

Goal 1 Rationale

Student achievement data—in Action Plan Skill Checks, MAP Growth, NJGPA, and NJSLA—reveals persistent proficiency gaps despite solid growth. Walk-throughs and teacher discussions confirm a need to deepen differentiated pedagogy. Sustaining evidence-based, high-quality Tier 1 instruction and launching teacher-led Tier 2 supports will strengthen learning outcomes and foster equity. This work aligns with Strategic Plan priorities: P.1 A.1 G.1-3; P.1 A.3 G.2; P.4 A.1 G.1-2.

- **MAP Growth Overview:** While Grades 9–10 broadly met Fall-to-Spring MAP growth targets in Math and Reading, students with disabilities did not show consistent growth across all grades and subjects. For example, Grade 10 SWD plateaued at an MGP of 32 in Math. In particular, SWD in Grade 9 Math exceeded targets by over 40 percentile points.
- **Tier 1 Instruction:** Despite strong growth related to targeted skills, proficiency remains uneven. The SY 25–26 final Tier 1 action plan skill-checks indicated the following: students in HS Alg 1, Geometry, or Algebra II averaged 60.7% proficiency in Math and 53.4% proficiency in ELA, indicating that more than 20% of students have not yet mastered targeted skills.
- **Spring 2025 NJGPA Trends:** District NJGPA proficiency rose to 69% in Math and 85% in ELA, but significant subgroup declines among Black/AA and Hispanic/Latino students highlight the need for targeted support.
- **Spring 2025 NJSLA Insights:** High-school Algebra and Grade 9 ELA proficiency declined markedly. Year 1 of our SY 25–26 plan must therefore sustain successful Tier 1 practices in lower grades, reinforce algebra foundations at the secondary level, and launch targeted Tier 2 interventions—especially for Algebra I, Grade 9 ELA, and other under-performing cohorts.

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Goal 1 Professional Learning Activities	
<p>District and Building Administrators, Instructional Coaches, Department Chairs, Data Team Members</p>	<ul style="list-style-type: none"> ● Define Cycles and Timeline: Phase Tier 1 planning from Data Teams → PLTs (Data Teams co-lead Cycles 1–2; PLTs take full ownership in Cycle 3). ● Co-lead cycles 1 & 2 Tier 1 action-plan meetings (admin and data team members) ● Develop professional training and materials on NJTSS data-driven problem-solving (analyzing skill-check results, identifying root cause skill gaps, selecting Tier 2 strategies). ● Specify data-tool training for LinkIt! dashboards to build independence after the facilitated cycles. ● Share subgroup MAP/NJGPA/NJSLA data and Skill Check reports with Data Teams and PLTs. Use LinkIt! (wherever possible) to streamline data access and insights. ● Reserve and communicate dedicated PLT and common prep time. ● Review cycle skill-check results and Tier 2 group progress; collaborate with interventionists on Tier 3 lab referrals that complement classroom work. ● Lead Data-Driven Workshops: Facilitate the sessions each cycle on analyzing common assessments, pinpointing root causes (e.g., skills vs. engagement). ● Model Instructional Moves: Demonstrate Tier 1 differentiation routines and in-class Tier 2 small-group strategies in live classrooms and via job-embedded coaching.
<p>Instructional Faculty</p>	<ul style="list-style-type: none"> ● Deliver High-Quality Tier 1 Instruction: Implement G.R.E.A.T. routines plus Tier 1 skill checks every cycle. ● Improve capacity to launch teacher-led Tier 2 instruction: Form in-class small groups for students below benchmarks, seek to address the root cause of the learning gap to guide strategy selection. ● Progress monitor Tier 1 and Tier 2 outcomes from skill-checks and data-based PLTs notes ● Attend all PLT data workshops; contribute student work samples and in-class observations. <ul style="list-style-type: none"> ○ Cycles 1 & 2: Implement action plans developed by Data Teams; administer Skill Checks and analyze data ○ Cycle 3 & onward: Lead full analysis of skill-check data, set 80% proficiency targets, and design Tier 1 instructional adjustments. Share each cycle’s action plan, student outcomes, and intervention decisions.

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Goal 2: Social-Emotional & Behavioral (SEB) Tiered System of Supports

From September 2025 through June 2026, the district will support building-based School Safety and Climate Teams to utilize HIB, discipline, attendance, and/or BESS data to inform the development, implementation, and progress monitoring of Social Emotional Behavioral (SEB) Tier 2 Action Plans.

Strategic Plan Alignment— P.1 A.2 G.2; P.2 A.3 G.1

Goal 2 Rationale

Patterns of chronic absenteeism, disproportionate repeat discipline, and student feedback indicating gaps in conflict-resolution skills and stress management signal a need for targeted Tier 2 social-emotional and behavioral supports. Addressing these indicators through data-driven SEB action plans promotes equitable outcomes for students most affected by attendance, behavior, and climate concerns.

- Attendance (KRHS) - Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. Chronic absenteeism is defined as being absent for 10% or more of the days enrolled during the school year. Over the past four years, the high school has experienced attendance rates over the 10% threshold (with the latest chronic absenteeism percentage as 13.29%). Student groups specifically over the 10% threshold are as follows: Hispanic, Black/AA, Two or More Races, White, SWD, and ED.
- HIB (KRHS) - All 10 HIB violations at the high school in the 24-25 SY focused on the following protected classes: race, gender, and gender identity or expression.
- Discipline (KRHS) - 19 repeat Tier III and Tier IV violators. 13 of the 19 (68%) repeat offenders were SWD students. These repeat offenses were incitement to fight, fighting, threats, and substance abuse. Conflict resolution and social/emotional well-being were at the root of these offenses.
- Core Values (KRSD) - Based on SY24-25 district survey:
 - 22% of students disagree or strongly disagree that the school helps build students' conflict resolution skills.
 - 43% disagree or strongly disagree that the school places a priority on helping students handle stress.
 - 46% of students disagree or strongly disagree that students are treated the same by each other, regardless of their differences.

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Goal 2 Professional Learning Activities	
Principals, Assistant Principals, Director of School Counseling, Director of Special Services, and the School Safety and Climate Teams	<ul style="list-style-type: none"> ● Monitor and analyze student disciplinary and attendance data on a consistent and frequent basis at the building level to identify patterns and trends; share out at faculty meetings ● Facilitate the analysis of BESS, disciplinary, HIB, and attendance data at the School Safety and Climate teams ● Create a Tier 2 SEB action plan template ● Train school and wellness counselors and child study team members in a menu of evidence-based Tier 2 interventions (e.g., Check-in/Check-out, Check & Connect, small-group SEL curricula, restorative conferencing, attendance mentoring) and in monitoring fidelity and impact ● Develop SEB Tier 2 Action plans at each building to address identified SEB needs of small groups of students
School Counselors and Child Study Team Members	<ul style="list-style-type: none"> ● Build capacity with progress-monitoring tools, i.e., behavioral goal tracking, attendance response dashboards, and on progress monitoring cycles to refine small group supports ● Use data to inform action steps to support identified student needs ● Provide small group counseling as per Tier 2 action plans ● Monitor implementation in collaboration with district and building administrators and report back to School Safety and Climate Teams

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.

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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-service. 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: PLT time during SMART, 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 (Dragon Hours) that meets the unique professional development needs of the educator.

Justification: Student results gathered from various assessments (i.e., district benchmarks, EOY grades, state reports, BESS, 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 goal 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, emphasizing 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 social-emotional, behavioral, and attendance concerns are included in this plan.