



*Committed to Excellence*

### District Professional Development Plan 2020-2021

The following professional development plan (PDP) has been established using feedback from a variety of stakeholders within the school community (annual survey, reopening surveys, department feedback, community meetings, student meetings, etc.) as well as quantitative academic data (state testing, local performance data, etc.). The purpose of the plan is to guide professional development of our faculty, staff, and school leaders and to provide a focus for sustained improvement as a district as we continue to build an inclusive culture of high expectations, excellence, and belonging.

District Name	Superintendent Name	Plan Begin/End Dates
Kingsway Regional School District	Dr. James J. Lavender	July 1, 2020-June 30, 2021

I. Professional Learning Goals			
PL Goal No.	Goals	Identified Group(s)	Rationale/Sources of Evidence
1	By June 2021, the district will continue to identify and work to improve upon noted opportunity gaps related to students' academic outcomes & school experiences to increase school success. For purposes of this goal, an opportunity gap is defined as <i>the unequal or inequitable distribution of resources and opportunities</i> . (The Glossary of Education Reform, 2013)	7-12 Teachers, CST, Guidance, and School Leaders	<ul style="list-style-type: none"> <li>An audit of high school honors and AP courses show an underrepresentation of Black and Brown students enrolled.</li> <li>Although some progress noted, during the <a href="#">2019</a> school year, the ESSA Accountability Profiles show that the following subgroups are the lowest performing: students with disabilities (SWD), economically disadvantaged (ED), Hispanic, and Black. (i.e. <a href="#">School Performance Reports</a>)</li> <li>Special Education: 2018 &amp; 2019 data shows that a large number of our SWD population are placed in general education settings less than 80% of the school day. Subsequently, in the most recently published data from the state, we did not meet our <a href="#">state target</a> for placement in the GE setting. Additionally, our special education population did not meet its annual ESSA targets for academic achievement.</li> <li>Walk-through and observational data note the need for continued differentiation of instruction to target student needs while maintain rigor</li> </ul>

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			<ul style="list-style-type: none"> <li>Engagement levels during virtual learning displayed that a number of students struggled with the transition to online learning.</li> </ul>
2	By June 2021, students will report an increased sense of school belonging and demonstrate a culture of respect and empathy toward each other in order to become compassionate citizens. (NJ School Climate Project)	7-12 Teachers, CST, Guidance, and School Leaders	<ul style="list-style-type: none"> <li>In the transition to a new learning model during the 20-21 school year, it is important that students</li> <li>Parent surveys results during the virtual learning period noted that student struggled the most with social/emotional difficulties (e.g. stress, anxiety, depression, loneliness).</li> <li>Also, 65% of parents also noted that students' positive feelings about relationships decreased/greatly decreased; 64% of parents reported that students' positive feelings about learning decreased/greatly decreased; and, 58% of parents reported that students' positive feelings about school decreased/greatly decreased; and,</li> <li>2018-2019 district survey data noted a need to focus on an increased sense of school belonging for all students</li> <li>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 variety of racial and ethnic backgrounds.</li> <li>Additional: Universal Screener data , HIB violations, disciplinary data.</li> </ul>

II. Professional Learning Activities		
PL Goal No.	Activities & Participants	District Action Steps
1&2	<p><b>WHAT? Virtual Teaching &amp; Student Support</b></p> <p><b>WHO?</b> 7-12 Teachers, CST, Guidance, Principals, Department Supervisors, CAO, CTO, Director of Virtual Instruction and Teaching</p>	<ul style="list-style-type: none"> <li>Adopt Schoology as a learning management system (LMS) 7-12 to replace Google Classroom and streamline learning and communication</li> <li>Establish EdTech Committee, under the direction of the Director of Virtual Learning and Instruction that will support faculty on the ground floor in the use of the new LMS as well as virtual learning and support expectations.</li> <li>Provide summer PD related to Schoology (2-hour module)</li> <li>Provide standardized process for establishment of Schoology courses</li> <li>Provide detailed Virtual Teaching Guidelines for hybrid and virtual learning</li> <li>Provide continued training throughout the year on Schoology, virtual apps, facilitating small support groups virtual, facilitating meetings virtually, and virtual pedagogy through PLTs, department meetings, PLWs, tutorials, modules, etc.</li> </ul>

## II. Professional Learning Activities

PL Goal No.	Activities & Participants	District Action Steps
<b>1</b>	<p><b>WHAT?</b> MAP Assessments/Reports (Year 1)</p> <p><b>WHO?</b> 7-12 Math, ELA, Guidance, CST, Principals, Department Supervisors</p>	<ul style="list-style-type: none"> <li>• Provide summer training related to MAP testing administration (set up, scheduling, proctoring, etc.)</li> <li>• Virtually administer MAP mid-end of September in all 7-12 ELA and math classes (excluding AP)</li> <li>• Upload results into LinkIT! for all teachers to access (provide LinkIT! refresher PD as a PLW)</li> <li>• Engage in fall training related to understanding MAP reports</li> <li>• Use RIT scores to personalize/supplement math instruction through Khan Academy.</li> <li>• Administer assessments to progress monitor end of Jan/Feb and again in spring (depending upon NJSLA status)</li> <li>• Use test results throughout the year to target instruction in the classroom (Tier I) and provide additional supports (Tier II/III) where needed.</li> <li>• Use test results in discussions with students, parents (teachers, guidance, CST) at parent meetings, to develop IEP goals/objectives, to develop IEPs/talk program adjustments, I&amp;RS meetings, etc.</li> <li>• Department Supervisors will infuse MAP results by accessing data in LinkIT! a minimum of 3 times/year.</li> </ul>
<b>1&amp;2</b>	<p><b>WHAT?</b> Equity Work (Year 3)</p> <p><b>WHO?</b> 7-12 ELA &amp; Social Studies Departments/Supervisors, 7-12 Equity Committee/Student Voice, Principals, CAO, Superintendent</p>	<p>Continued work with Rowan CASE (students, teachers, leaders) (Year 3 )</p> <ul style="list-style-type: none"> <li>• Summer update at administrative retreat for Leadership Team</li> <li>• Summer meeting of Equity Committee</li> <li>• Summer Book Club Meetings facilitated by Curriculum Subcommittee (Cultivating Genius by Gholdy Muhammad)</li> <li>• Continuation of Teacher Equity Committee conversations &amp; expansion of participation (3 subcommittees: Curriculum, SEL, Community Outreach)</li> <li>• Continuation of Student Voice group and Action Research Project presentation (continuation of last year)</li> <li>• Implementation of parent/community group and related outreach workshops</li> <li>• Teacher and/or student-led turn-key of information to build understanding, knowledge and action related to Equity work</li> </ul> <p>Continued work in ELA/Social Studies Curriculum:</p> <ul style="list-style-type: none"> <li>• Revisit Hard History PD (Teaching Tolerance) and key takeaways from previous year in PLT/department meetings.</li> <li>• Members of Equity Committee (key teachers and supervisors in Curriculum Subcommittee) will support work within these departments</li> <li>• Continue review of core curriculum to identify gaps &amp; infuse necessary components related to teaching tolerance through history to ensure it is taught through a variety of racial and ethnic lens.</li> </ul>
<b>1&amp;2</b>	<p><b>WHAT?</b> Special Education Program Focus (Year 2)</p> <p><b>WHO?</b> 7-12 Special Education Teachers, Director of Special Services, SPED Department Supervisor,</p>	<ul style="list-style-type: none"> <li>• Complete grant to continue consultation with outside individuals to support the work.</li> <li>• Identify year 2 goals for special education teachers/teams using year 1 work.</li> <li>• Continue with collaborative work with consultant (details depending upon grant)</li> <li>• Follow-up PD with teachers/CST though department meetings, PLTs, and/or winter &amp; spring in-services</li> <li>• Continued tracking of data to monitor year 1 &amp; 2 goals</li> <li>• Integrate the use of MAP data effectively into IEP goals, IEP objectives, and IEP meetings to determine program placement.</li> </ul>

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PL Goal No.	Activities & Participants	District Action Steps
	<i>CST Members</i>	
<b>1&amp;2</b>	<p><b>WHAT? Updated <a href="#">2020 NJ Student Learning Standards</a></b></p> <p><b>WHO? V&amp;P Arts, Science, World Languages, &amp; Career Readiness, Life Literacies, &amp; Key Skills Teachers/Department Supervisors</b></p>	<ul style="list-style-type: none"> <li>• Department Supervisors will engage in professional learning related to the NJSLS updates reflected in the new 2020 NJSLS.</li> <li>• Department supervisors will create tutorials for teachers to understand the changes outlined in NJ’s new 2020 Student Learning Standards. Throughout the year, department Supervisors will work with department teachers to audit curriculum and anticipate necessary changes.</li> <li>• Summer curriculum writing will be scheduled for the Summer of 2020. Budgeting of said work will be dependent upon the intensity of changes needed within the curriculum</li> <li>• The district will adopt the updated curriculum by September of 2021.</li> </ul>
<b>1&amp;2</b>	<p><b>WHAT? Team Scholastics (AVID) (Year 2)</b></p> <p><b>WHO? HS Principal/VP, Guidance Supervisor, CAO, &amp; Team Teachers</b></p>	<ul style="list-style-type: none"> <li>• Establish student identification criteria, invite students to apply, run interviews, select students.</li> <li>• Establish an interdisciplinary sophomore teacher team (math, SPED, English, history, science)</li> <li>• Add AVID elective as a course for 9th and 10th grade students.</li> <li>• 9th grade team, 10th grade team, and administrators attend AVID Summer Institute</li> <li>• Collaboratively establish program goals as a site team.</li> <li>• Provided common planning period for 9th and 10th grade teams.</li> <li>• Provide administrative support during common “team” period and through ongoing communication</li> <li>• Establish and work to meet Year 2 Goals related to instruction, systems, leadership, and culture.</li> <li>• Create/Implement WICOR Strategies</li> <li>• Collect multiple data on interdisciplinary students from various stakeholders</li> <li>• Attend necessary AVID trainings for various roles.</li> <li>• Strategically plan for Year 3 so as to be prepared for September 2021 (growth of AVID elective, students taking advanced courses, etc.)</li> </ul>

## III. 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](#). The District will distribute these required PD requirement through Safe Schools as well as other means that best meet the needs of the district.

## IV. 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, Title IV, etc.). Funds will cover costs for necessary staffing to support professional development of

#### IV. Resources & Justification

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 trainings (i.e. CAO, Director of Virtual Instruction & Learning, Department Supervisors, identified Teacher Leaders, Principals, etc.). The employee contract for the Kingsway Regional School District stipulates that six (6) full days during the school year will be dedicated to in-services and that 3 Monday's each month will be extended to include an additional 45-minutes for professional learning/collaboration. Additionally, the district employs the following to enhance teacher professional learning and collaboration: PLT time within the school day, team time at the middle school, opportunities for out-of-district workshops, a extended-day professional learning workshops (PLWs), online professional development library, and flexible professional development options that meet the unique professional development needs of the educator.

**Justification:** Student results gathered from various assessments (i.e. state assessments, district benchmarks, EOY grades, etc.), feedback from building-level School Improvement Panel (ScIPs), faculty and student discussions, annual teacher observations and evaluations, survey feedback, parent advisory committees, and work with the School Climate Project have confirmed that the district should work to focus on areas within the organization that may contain barriers of access and equity to the overall student population to improve student outcomes and work to reduce any opportunity gaps that may exist. 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 so as 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 social, emotional, and behavioral wellness is being included in this plan, especially during the uncertain times caused by COVID-19.