# Kinnelon Public Schools

## 2017-2022 Strategic Plan[1]

*Educational strategic planning is a management activity that is used to set priorities, focus energy and resources, strengthen operations, ensure that staff members, students, parents, community members and all other stakeholders are working toward common goals, establish agreement around intended outcomes/results, and assess and adjust the district's direction in response to a changing environment. It is a disciplined effort that produces fundamental decisions and actions that shape and guide what the district is, who it serves, what it does, and why it does it, with a focus on the future. Effective strategic planning articulates not only where a district is going and the actions needed to make progress, but also how it will know if it is successful.*

*This document is designed to communicate with the staff and community the district goals, the actions needed to achieve those goals and all of the other critical elements developed during the planning exercise.*

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[1] Revised August 2018 and July 2019

# Contents

# Acknowledgements

The Kinnelon Public Schools 3D Strategic Planning process, completed during the 2016-7 academic year, could not have occurred without the support, cooperation and dedication of the following people and groups:

## **Kinnelon Board of Education**

Dr. Marcy Pryor, President

Michael Petruccelli, Vice-President

Jason DeAlessi

Marianne DeAlessi

Jemi Gillen-Ruth

Denise Hatch

Susan Nogaj-Matteson

Jessica Barish – former through 12/31/16

Brian Davin – former through 12/31/16

Diane DiGiuseppe, Superintendent of Schools

Kerry Keane, Business Administrator/Board Secretary

## **Staff, Parents, and Community Members**
Too many to list individually.  Thank you for your support.

## **New Jersey School Boards Association**
Charlene Peterson and Matt Lee

Field Services Representatives

# 3D Strategic Planning Process

# Executive Summary

Educating the Board to make an informed decision

New Jersey School Boards Association made a presentation to the district on the 3D Strategic Planning Services available through the Association on June 2, 2016.

The information included a review of the following information and requirements:
- commitment of time and resources
- school and community level involvement
- strategic planning to meet the needs of the district
- the Board's role in the process
- potential participants to be included in the process

In June 2016, the Board contracted with NJSBA for these services.  A planning meeting took place on July 13, 2016

**3 D Strategic Plan Meetings**

On October 27, December 1, and January 5, 2017, Charlene Peterson and Matt Lee, Field Service Representatives, facilitated three Strategic Planning meetings. Outcomes of these meetings include:
1. Strengths/Accomplishments and Challenges/Opportunities,
2. The vision of the future for your district,
3. Goals and Objectives

Outcomes in the Strategic Planning Notebook are from all 3 of the Strategic Planning Meetings.

**Developing the Action Plans**

The Superintendent and Administrative Team will develop action plans to implement the 3D Strategic Plan.  The action plans will include:

1. The actions needed to accomplish the goals and objectives
2. Select measures for accountability
3. Resources required
4. A timeline for implementation

# GOAL AREA # 1 – Student Achievement

Goal Statement: To create and foster an aspirational achievement-oriented student body that embraces grit and perseverance.  To provide support to the faculty and students in the pursuit of continual growth and increased achievement.

Objectives:
1. To create an environment where student-centered, differentiated learning is embraced and encouraged.
2. To provide students with a faculty who is equipped with a thorough understanding of current best-practice, developmentally appropriate instructional methods and resources to support a rigorous learning environment.
3. To analyze the curriculum-instruction-assessment cycle to increase the consistency between the written, taught and assessed curriculum.
4. To increase opportunities in all curricular areas.

# GOAL AREA # 2: College and Career Readiness

Goal Statement: To cultivate the attributes that students will need to adapt to a rapidly changing global society and to foster socially responsible citizens who will positively impact our changing global society.

Objectives:
1. To encourage students to develop self-advocacy skills and to promote a positive mindset in order to nurture the student's social-emotional development.
2. To provide opportunities for students to persevere and adapt to novel situations.
3. To expose students to a variety of leadership styles and opportunities.
4. To increase the breadth and depth of opportunities to apply critical thinking and problem-solving skills and provide students with the tools and opportunities to use critical thinking skills and creativity for problem-based learning and academic teaming.
5. To create respectful global citizens that embrace diversity.

# GOAL AREA #  3: Technology

Goal Statement:  To create a comprehensive long-term technology program inclusive of hardware, software, infrastructure, staffing and training which is applied and ingrained into each curriculum area, while maintaining fiscal responsibility.

Objectives:
1. To provide the skills that foster digitally responsible citizens.
2. To implement a "bring-your-own-device" program (BYOD) at grade spans 3-12 in a developmentally appropriate way.

3. To support all technological initiatives through meaningful professional development and, conversely, support professional development through technology.
4. To move the district from Office 360 to Google Apps for Education (GAFE).
5. To update and maintain the requisite infrastructure.
6. To continue the current contract with Virtual High School (VHS) and expand the number of seats available to students.

## GOAL AREA # 4: Finance, Facilities, and Safety

Goal Statement:  To fiscally create a safe and sound safe learning environment that promotes 21st century learning.

Objectives:
1. To support the  implementation of best practices in school safety.

2. To continually upgrade and modernize facilities and infrastructure.

3. To continually search for  alternate sources of revenue/funding.

# Action Plan

| Goal Area 1 | Student Achievement |
|---|---|
| **Goal Statement** | To create and foster an aspirational achievement-oriented student body that embraces grit and perseverance.  To provide support to the faculty and students in the pursuit of continual growth and increased achievement. |
| Objectives | 1. To create an environment where student-centered, differentiated learning is embraced and encouraged. <br><br> 2. To provide students with a faculty who is equipped with a thorough understanding of current best-practice, developmentally appropriate instructional methods and resources to support a rigorous learning environment. <br><br> 3. To analyze the curriculum-instruction-assessment cycle to increase the consistency between the written, taught and assessed curriculum. <br><br> 4. To increase opportunities in all curricular areas. |

The following major activities, staff, and resources will address **Objectives 1 and 2**.

**Objective 1**: To create an environment where student-centered, differentiated learning is embraced and encouraged.

**Objective 2**:  To provide students with a faculty who is equipped with a thorough understanding of current best-practice, developmentally appropriate instructional methods and resources to support a rigorous learning environment.

## MAJOR ACTIVITIES

1. Adoption of and implementation of the *Marzano Focused Teacher Evaluation Model, the Marzano Focused School Leader Model, and the The Marzano District Leader Model. In addition the observation models for the other certificated staff (OCS) will be redesigned to be more comprehensive and position specific.  This will be completed by combining the essential rubric components between the Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model and the Danielson Frameworks for Child Study Team Members, Library Media Specialists, School Counselors, Speech and Language Pathologists and School Nurses.*

**RESPONSIBLE STAFF:**
Administrators, Teachers, Child Study Team, Other Certificated Staff

**RESOURCES/PROFESSIONAL DEVELOPMENT ACTIVITIES:**
- *Essentials of Rigor book series, Learning Map, Scales and Evidences for The Marzano Focused Teacher Evaluation Model, , Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model, Marzano District Leader Evaluation Model, and Marzano School Leader Evaluation Model, The Danielson Frameworks for Child Study Team Members, Library Media Specialists, School Counselors, Speech and Language Pathologists and School Nurses.*
- *The Marzano Compendium of Instructional Strategies*
- LSI Training and other relevant professional development, specifically the Essentials for Achieving Rigor and Ignite Core Instruction Pathway to Student-Centered Achievement and Academic Teaming
- Implementation of Instructional Rounds and Rigor Walks
- Standards and Growth Tracker
- iObservation Resource Library

**TIMELINE:**
August 2017 initiation with FTEM, 2018 for the Focused School Leader Evaluation Model and the FOcused School Leader Model, and 2019 for the Other Certificated Staff Hybrid Models, and ongoing over the life of the Strategic Plan.

**DESIRED EFFECT/RATIONALE:**
Administrators, teachers and other educational staff use a common language of instruction across all grade levels and subject areas and plan for standards-based rigorous instruction leading to student centered classrooms where academic teaming a daily instructional process.

**INDICATORS OF SUCCESS:**
- Increase in observed behaviors of teaching staff employing the Instructional Model Essentials for Achieving Rigor aligned with the Ignite Core Instruction Pathway to Student-Centered Achievement and Academic Teaming
- Improvement in inter-rater reliability among and between evaluators who are evaluating instruction
- Increased student achievement determined by multiple measures

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2. Collaborate with Learning Sciences International to develop teacher capacity through targeted professional development which will increase students' active cognitive engagement and critical thinking skills, which are necessary to attain to the rigor of the new academic standards and skills necessary to thrive in the new economy.

**RESPONSIBLE STAFF:**
Administrators, Teachers, Other Certificated Staff

**RESOURCES/PROFESSIONAL DEVELOPMENT ACTIVITIES:**
- *Essentials of Rigor book series, Learning Map, Scales and Evidences for The Marzano Focused Teacher Evaluation Model, , Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model, Marzano District Leader Evaluation Model, and Marzano School Leader Evaluation Model, The Danielson Frameworks for Child Study Team Members, Library Media Specialists, School Counselors, Speech and Language Pathologists and School Nurses.*
- *The Marzano Compendium of Instructional Strategies*

- LSI Training and other relevant professional development, specifically the Essentials for Achieving Rigor and Ignite Core Instruction Pathway to Student-Centered Achievement and Academic Teaming
- Implementation of Instructional Rounds and Rigor Walks
- Standards and Growth Tracker
- iObservation Resource Library

**TIMELINE:**
Ongoing over the life of the Strategic Plan

**DESIRED EFFECT/RATIONALE:**
Administrators, teachers and other educational staff use a common language of instruction across all grade levels and subject areas and plan for standards-based rigorous instruction leading to student centered classrooms where academic teaming a daily instructional process.

**INDICATORS OF SUCCESS:**
- Increase in observed behaviors of teaching staff employing the Instructional Model Essentials for Achieving Rigor aligned with the Ignite Core Instruction Pathway to Student-Centered Achievement and Academic Teaming
- Improvement in inter-rater reliability among and between evaluators who are evaluating instruction
- Increased student achievement determined by multiple measures

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3. Targeted work with staff on planning standards-based lessons/units, aligning resources to standard(s) and planning to close the achievement gap using all the available data
   a. Creating and communicating learning goals and providing targeted feedback using performance scales
   b. Providing students with success criteria that will improve student metacognition
   c. Effective scaffolding of information in a standards based rigorous learning environment
   d. Planning for the needs of special groups of students (English language learners (ELLs), students with disabilities, students who lack support for schooling, and any other category of low expectancy learners
4. Targeted work with Ignite Student Learning Team
   a. Target-Task Alignment- Students engage in a task to demonstrate if their learning is aligned to the taxonomy and intent of the Learning Target(s) and is progressing toward the standard(s)
      i. Teacher Prep
      ii. Student Readiness
      iii. Student Use
      iv. Teacher Verify
   b. Team Talk - Students use teaming structures to share thinking with each other as they work together
      i. Teacher Prep
      ii. Student Readiness
      iii. Student Use
      iv. Teacher Verify

**RESPONSIBLE STAFF:**
Administrators, Teachers, Ignite Core Instruction Team Members,  Other Certificated Staff

**RESOURCES/PROFESSIONAL DEVELOPMENT ACTIVITIES:**
- *Essentials of Rigor book series, Learning Map, Scales and Evidences for The Marzano Focused Teacher Evaluation Model, , Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model, Marzano District Leader Evaluation Model, and Marzano School Leader Evaluation Model, The Danielson Frameworks for Child Study Team Members, Library Media Specialists, School Counselors, Speech and Language Pathologists and School Nurses.*
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- Implementation of Instructional Rounds and Rigor Walks
- Standards and Growth Tracker
- iObservation Resource Library
- Ignite Core Instruction Teamwork/turn-key strategies

**TIMELINE:**
Ongoing over the life of the Strategic Plan

**DESIRED EFFECT/RATIONALE:**
Administrators, teachers and other educational staff use a common language of instruction across all grade levels and subject areas and plan for standards-based rigorous instruction leading to student centered classrooms where academic teaming a daily instructional process.

**INDICATORS OF SUCCESS:**
- Increase in observed behaviors of teaching staff employing the Instructional Model Essentials for Achieving Rigor aligned with the Ignite Core Instruction Pathway to Student-Centered Achievement and Academic Teaming
- Improvement in inter-rater reliability among and between evaluators who are evaluating instruction
- Increased student achievement determined by multiple measures
- Teacher lesson plans exhibit a focus on the essential standards, include a performance scale that builds a progression of knowledge from simple to complex, success criteria designed to allow students to monitor their learning,  identify learning targets aligned to the rigor of required standards, and identify specific instructional strategies appropriate for the learning target, ability to make instructional decisions based on cross-sectional and longitudinal data.
- When possible or appropriate lessons/units are integrated with other content areas, illustrate how Individualized Education Plans (IEPs) 504/personal learning plans/ELL plans are addressed in the classroom.
- Plans identify how to use traditional resources such as text books, manipulatives, primary source materials, and other similar materials at the appropriate level of text complexity to implement the unit or lesson plan; integrate a variety of text types (structures) identify how available technology will be used
    - Smart/Interactive whiteboards
    - Response systems
    - Voting technologies

- BYOD/1:1/hybrid
- Online tools
- Distance learning environments
- Plans include a process for helping students track their individual progress on learning targets (success criteria/scales; specify accommodations and/or adaptations for IEP/504/ELL and for students who appear to have little support for schooling when appropriate.
- Plans include differentiation strategies.

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5. Specific work with Ignite Core Instruction Team specifically, Teacher Prep, Student Readiness, Student Use, and Teacher Verify for each category below:
   a. Standards and Growth Tracker
   b. Target-Task Alignment
   c. Learning Targets and Success Criteria
   d. Purposeful Task
   e. Mini-Lesson

6. Specific work on helping teachers understand and apply the LSI Protocols in Essentials for Achieving Rigor.
   a. Standards-Based Planning
      i. Planning Standards-Based Lessons/Units
      ii. Aligning Resources to Standards
      iii. Planning to Close the Achievement Gap
   b. Standards-Based Instruction
      i. Identifying Critical Content
      ii. Previewing New Content
      iii. Helping Students Process New Content
      iv. Using Questions to Help Students Elaborate on New Content
      v. Reviewing Content
      vi. Helping Students Practice Skills, Strategies, and Processes
      vii. Helping Students Examine Similarities and Differences
      viii. Helping Students Examine Their Reasoning
      ix. Helping Students Revise Knowledge
      x. Helping Students Engage in Cognitively Complex Tasks
   c. Conditions for Learning
      i. Using Formative Assessment to Track Student Progress
      ii. Providing Feedback and Celebrating Success
      iii. Organizing Students to Interact with Content
      iv. Establishing and Acknowledging Adherence to Rules and Procedures
      v. Using Engagement Strategies
      vi. Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
      vii. Communicating High Expectations for Each Student to Close the Achievement G

**RESPONSIBLE STAFF:**
Administrators, Teachers, Other Certificated Staff

**RESOURCES/PROFESSIONAL DEVELOPMENT ACTIVITIES:**
- *Essentials of Rigor book series, Learning Map, Scales and Evidences for The Marzano Focused Teacher Evaluation Model, , Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model, Marzano District Leader Evaluation Model, and Marzano School Leader Evaluation Model, The Danielson Frameworks for Child Study Team Members, Library Media Specialists, School Counselors, Speech and Language Pathologists and School Nurses.*
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- Implementation of Instructional Rounds and Rigor Walks
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- iObservation Resource Library
- Ignite Core Instruction Teamwork/turn-key strategies

**TIMELINE:**
Years 1 and 2 for PD and ongoing for the life of the Strategic Plan

**DESIRED EFFECT/RATIONALE:**
Formative evidence demonstrates students know what content is important and what is not important as it relates to the learning target(s).  Evidence demonstrates students make a link from what they know to what is about to be learned. Evidence demonstrates students can summarize and generate conclusions about the new content during interactions with other students. Administrators, teachers and other educational staff use a common language of instruction across all grade levels and subject areas and plan for standards-based rigorous instruction leading to student centered classrooms where academic teaming a daily instructional process.

**INDICATORS OF SUCCESS:**
Increase in observation of teacher instructional methods such as:
- Begin and end the lesson with a focus on the learning target to identify the critical content of the lesson while providing a target embedded in a scale specifying critical content and the standard(s), with success criteria
- Relate classroom activities to the target and/or scale throughout the lesson, referring regularly to success criteria
- Identification of differences between the critical content from the standard(s) and non-critical content
- Use a scaffolding processes to identify critical content for each 'chunk' of the learning progression
- Ensure text complexity aligns to the critical content
- Monitor for understanding across all facets of the lesson from understanding of the learning target, how the lesson activity connects to the target and if the students can summarize and generate conclusions about the new content
- Use a linear sequence of increasingly complex questions that require students to think critically about the content
- When the content involves a skill, strategy, or process, teachers will engage students in practice activities that help them develop fluency and alternative ways of executing procedures, differentiating instruction as needed
- Assisting students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures

The following major activities, staff, and resources will address **Objective 3** and **Objective 4**

**Objective 3**: To analyze the curriculum-instruction-assessment cycle to increase the consistency between the written, taught and assessed curriculum.

**Objective 4**: To increase opportunities in all curricular areas.

<p style="text-align:center">**MAJOR ACTIVITIES:**</p>

1. Revise and align all district curricula to the latest iteration of the NJSLS
2. Increase the capacity for staff members to focus on the essential shift in classroom instruction necessary to ensure that students achieve the level of rigor required by state academic standards and 21st Century learning needs
3. Transition to OnCourse for curriculum building, mapping, planning, assessment and reporting

**RESPONSIBLE STAFF:**
Department of Curriculum, Instruction and Assessment (Director and K-12 Subject Area Supervisors)
Select teaching staff members

**RESOURCES/PROFESSIONAL DEVELOPMENT ACTIVITIES:**
- New Jersey Student Learning Standards (NJSLS)
    - *Curricular Framework Guidance Document and Supports English Language Arts*
    - *Evidence Statements ELA*
    - *Curricular Framework Guidance Document and Supports Mathematics*
    - *Evidence Statements Math*
    - *A Framework for K–12 Science Education*
    - *EQuIP Professional Learning Facilitator's Guide and EQuIP Rubric for Lessons and Units in Science*
    - *Evidence Statements Science*
- *The Marzano Compendium of Instructional Strategies*
- The *Marzano Taxonomy*
- LSI Training and other specific professional development (TCRWP, Conquer Mathematics, Activate Science, in-house PD)
- OnCourse Curriculum, Lesson Planner, SIS, Analytics and Assessment platform of integrated web applications
    - An assessment authoring platform and item banking tools
    - An assessment delivery platform with online and offline capability
    - A dashboard-style reporting platform with reporting modules
    - Analytical services

**TIMELINE:**
Main curriculum alignment to the NJSLS required by September 2017. Curricula will be adjusted based upon data collected using standardized assessments, OnCourse Assessment and walkthrough data.

**DESIRED EFFECT/RATIONALE:**
New assessments (PARCC, SAT, PSAT, ACT, and Advanced Placement) developed to test college and career readiness content and skills require deeper cognitively complex processing than previous state assessments, or

other assessments designed to address the new rigorous requirements. In fact, subject matter and skills tested by the new assessments are likely to focus on analysis and knowledge utilization rather than mere recall of content. While it is vital to ensure that students have a solid understanding of introductory-level concepts, we should see evidence that teachers also plan and implement instruction that gradually cedes control as students move through lessons and begin to deepen their understanding. With the cognitive demands of rigorous standards, students must also quickly build on new knowledge and engage in tasks involving collaboration with peers on rigorous tasks that develop self-sufficiency. Instructional frequency should also reflect those more cognitively complex tasks.[2]

This type of instruction must start with the curriculum,  which is based on the student learning standards written to include complex college and career readiness standards.

**INDICATORS OF SUCCESS:**
- Complete alignment of district curriculum with the NJSLS
- Implementation of Essentials for Achieving Rigor Instructional Model aligned with Ignite Core Instruction Pathway to Student-Centered Achievement and Academic Teaming
- Increase in student achievement on district benchmark assessments, standardized assessments such as PARCC, SAT, PSAT, ACT and Advanced Placement
- Increase in the number of students electing enriched, advanced, honors and advanced placement course work

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| Goal Area 2 | College and Career Readiness |
|---|---|
| **Goal Statement** | To cultivate the attributes that students will need to adapt to a rapidly changing global society. |
| Objectives | 1. To encourage students to develop self-advocacy skills and to promote a positive mindset in order to nurture the student's social-emotional development.<br>2. To provide opportunities for students to persevere and adapt to novel situations.<br>3. To expose students to a variety of leadership styles and opportunities.<br>4. To increase the breadth and depth of opportunities to apply critical thinking and problem-solving skills and provide students with the tools and opportunities to use critical thinking skills and creativity for problem-based learning and academic teaming.<br>5. To create respectful global citizens that embrace diversity. |

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[2] Marzano, R and Toth, M, *Teaching for Rigor: A Call for a Critical Instructional Shift Why essential shifts in instruction are necessary for teachers and students to succeed with college and career readiness standards*, March 2014

The following major activities, staff, and resources will address Objectives 1 and 2.

**Objective 1:** To encourage students to develop self-advocacy skills and to promote a positive mindset in order to nurture the student's social-emotional development.

**Objective 2:** To provide opportunities for students to persevere and adapt to novel situations.

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# MAJOR ACTIVITIES

1. Revision of the K-12 School Counseling curricula to create more opportunities to focus on self-advocacy
2. To develop and define other opportunities to build advocacy skills (Full Value cycle classes at PRM, Encore programs at Kiel and Stonybrook), increase in mindfulness education across K-12
3. Work across grade levels implementing Math Mindset
4. Identification of students/groups who need more advocacy skill development and provide small group pull out sessions with School Counselors and/or Student Assistance Counselor

**RESPONSIBLE STAFF:**
District administration, teaching staff, School Counselors including Student Assistance Counselor, Child Study Teams, parents and caregivers

**TIMELINE:**
For the duration of the strategic plan

**DESIRED EFFECT/RATIONALE:**
Student self-advocacy is students learning how to speak up for themselves, making their own decisions about their own lives, learning how to get information so that they can understand things that are of interest to them, finding out who will support them in their journey, knowing their rights and responsibilities, problem solving, listening and learning, reaching out to others when they need help and friendship, and learning about self-determination. It is important so that students have the knowledge needed to succeed and are given the chance to participate in decisions that are being made about their lives.

**RESOURCES:**
Resources for youth themselves
Fact Sheets, Toolkits, and Training Materials on Self-Advocacy
Resources in the Parent Center Network

**INDICATORS OF SUCCESS:**
- Observations of students advocating for themselves
- Increase in students joining mindfulness groups
- Increase in student achievement on district benchmark assessments, standardized assessments such as PARCC, SAT, PSAT, ACT and Advanced Placement
- Increase in the number of students electing enriched, advanced, honors and advanced placement course work

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**Objective 3:** To expose students to a variety of leadership styles and opportunities.

# <u>MAJOR ACTIVITIES</u>

- Curriculum mapping to discover optimal areas to address where we currently address the NJSLS for 21$^{st}$ Century Learning
- Gap analysis to see where specific standards can be addressed with specificity to the Career Readiness Practices
    - **CRP1**. Act as a responsible and contributing citizen and employee
    - **CRP2.** Apply appropriate academic and technical skills
    - **CRP3.** Attend to personal health and financial well-being
    - **CRP4.** Communicate clearly and effectively and with reason
    - **CRP5.** Consider the environmental, social and economic impacts of decisions
    - **CRP6.** Demonstrate creativity and innovation
    - **CRP7.** Employ valid and reliable research strategies
    - **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them
    - **CRP9.** Model integrity, ethical leadership and effective management
    - **CRP10.** Plan education and career paths aligned to personal goals
    - **CRP11.** Use technology to enhance productivity
    - **CRP12.** Work productively in teams while using cultural global competence
    -

(More details can be found at http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf)

- To develop lessons, cycle courses, electives in Leadership Philosophy
- To provide weekend and/or summer leadership camp opportunities
- To develop capacity in leadership through student leadership challenge

(More details can be found at http://www.studentleadershipchallenge.com/Resources.aspx )

**RESPONSIBLE STAFF:**
Administrators, Teachers, Child Study Team, School Counselors

**TIMELINE:**
Year 3 and ongoing for the duration of the strategic plan

**DESIRED EFFECT/RATIONALE:**
Student leaders mobilize others to want to get extraordinary things done. Leadership is about the practices leaders use to transform values into actions, visions into realities, obstacles into innovations, individuality into collaboration, and risks into rewards. Leadership is about a climate in which people turn challenging opportunities into remarkable successes. The Five Practices of Exemplary Leadership[3] that are common when leaders are able to make extraordinary things happen.

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[3] Kouzes, Jim, and Barry Posner. "Where Do I Begin in Using The Student Leadership Challenge?" Resource. N.p., n.d. Web. 20 June 2017.

They are:
- Model the Way
- Inspire a Shared Vision
- Challenge the Process
- Enable Others to Act
- Encourage the Heart

**RESOURCES:**
Training for staff
Curriculum development
Online Resources – The student learning challenge
Leadership camp development/partnership

**INDICATORS OF SUCCESS:**
- Successful curriculum mapping and gap analysis
- Successful alignment of new and existing curricula to the Career Readiness Practices
- Successful integration of leadership opportunities at various developmental readiness levels K -12
- Successful partnership with The Student Leadership Challenge
- Successful development of leadership institutes, camps or other opportunities or partnership with leadership camp/program providers
- Increased student achievement as measured by multiple measures

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**Objective 4:** To increase the breadth and depth of opportunities to apply critical thinking and problem-solving skills and provide students with the tools and opportunities to use critical thinking skills and creativity for problem-based learning and academic teaming.

### Major Activities
Targeted work with staff on helping students apply new content and use knowledge in novel ways and situations.

**RESPONSIBLE STAFF:**
Administrators, Teachers, Child Study Team

**RESOURCES/PROFESSIONAL DEVELOPMENT ACTIVITIES:**
- *Essentials of Rigor book series, Learning Map, Scales and Evidences for The Marzano Focused Teacher Evaluation Model, , Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model, Marzano District Leader Evaluation Model, and Marzano School Leader Evaluation Model, The Danielson Frameworks for Child Study Team Members, Library Media Specialists, School Counselors, Speech and Language Pathologists and School Nurses.*
- *The Marzano Compendium of Instructional Strategies*
- LSI Training and other relevant professional development, specifically the Essentials for Achieving Rigor aligned with Ignite Core Instruction Pathway to Student-Centered Achievement and Academic Teaming
- Implementation of Instructional Rounds and Rigor Walks
- Standards and Growth Tracker

- iObservation Resource Library
- Ignite Core Instruction Teamwork/turn-key strategies

**TIMELINE:**
Years 2 and 3 for PD and ongoing for the life of the Strategic Plan

**DESIRED EFFECT:**
Teachers engage students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information. Teachers coach and support students in complex tasks that require experimenting with new knowledge/content by generating and testing propositions, theories, and/or hypotheses. Teachers support students in learning through academic teaming. Academic teaming has the power to improve academic achievement and social emotional learning simultaneously, while also closing gaps between students of differing abilities, preparing students for college and the workplace, and promoting equity and access.

**INDICATORS OF SUCCESS:**
- Formative evidence demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.
- Formative evidence demonstrates students prove or disprove the proposition, theory, or hypothesis.
- Increase in the observed teacher behaviors that support this level of engagement such as:
  - Based on the prior content and learning, teachers are observed modeling, coaching, and supporting the process of generating and testing
    - A proposition
    - A proposed theory
    - A hypothesis
- Teachers providing prompt(s) for students to experiment with their own thinking
- Teachers who observe, coach, and support productive student struggle (i.e. rigor)
- Teachers probing students to design how they will examine and analyze the strength of support for testing their proposition, theory, or hypothesis
- Teachers coaching students to persevere with the complex task (i.e. resilience)
- Teachers engaging student teams with an explicit decision-making, problem-solving, experimental inquiry, or investigation task that requires them to
  - Generate conclusions
  - Identify common logical errors
  - Present and support propositions, theories, or hypotheses
  - Navigate digital and traditional resources

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**Objective 5:** To create respectful global citizens that embrace diversity.


# MAJOR ACTIVITIES


Many of the major activities outlined in prior goal areas are applicable here. Exposure to a variety of leadership styles and opportunities as well as activities designed to teach, encourage and support academic teaming support this objective. Research shows that academic teaming has the power to improve academic

achievement and social emotional learning simultaneously, while also closing gaps between students of differing abilities, preparing students for college and the workplace, and promoting equity and access.

Student-led academic teaming can address a wide array of crucial issues including social and emotional learning, 21st century skills, growth mindset, and equity and access. Academic teaming ensures that students' "soft skills" development is not separate from the pursuit of cognitive rigor and academic standards—social, emotional, and cognitive learning are one combined effort. [4]

There are no universal solutions or specific rules for responding to ethnic, gender, cultural diversity and *neurodiversity*[5] in the classroom.
- Teachers as role models by:
  - Embracing global diversity and treat each student as an individual, and respect each student for who he or she is
  - Rectifying any language patterns or case examples that exclude or demean any groups
  - Showing sensitivity to terminology that refers to specific ethnic and cultural groups as it changes
  - Providing a sense of unity in the classroom allow/encourage students to employ the Full Value strategy for 'calling group' when students feel that the cultural climate is making anyone uncomfortable
  - Conveying the same level of respect and confidence in the abilities of all your students
- To develop opportunities for mentoring relationships between students

**RESPONSIBLE STAFF:**
Administrators, Teachers, CSTs, School Counselors, paraprofessional educators, parents/caregivers

**TIMELINE:**
Year 2-3 and ongoing for the duration of the strategic plan

**DESIRED EFFECT/RATIONALE:**
School climate and school culture directly impact student success. As a result, it is particularly important for the school culture (and the classroom culture) to reflect, acknowledge, and celebrate diversity. Not only must schools recognize diversity evident among broad racial and ethnic groups (e.g., Asian or Hispanic), but the diversity within these groups must be recognized as well. For example Chinese and Japanese students may share common cultural characteristics as a result of being Asian, but will also have distinctly Chinese and Japanese cultural characteristics that differ from each other. The same is true of Caucasian students who come from vastly different family backgrounds, even from the same neighborhoods. In the interest of treating students equally, giving them equal chances for success, and equal access to the curriculum, teachers and administrators must recognize the uniqueness and individuality of their students.

Teachers have a particular responsibility to recognize and structure their lessons to reflect student differences. This encourages students to recognize themselves and others as individuals. It also encourages the appreciation of a diverse school population, and brings a sense of connection between disparate cultural heritages within a single school's culture. It is certainly in the best interest of students and teachers to focus on the richness of our diversity. Recognizing and acknowledging our differences is part of treating students fairly and equally.

[4] Toth, M and Sousa, D. *The Power of Student Teams: Achieving Social, Emotional, and Cognitive Learning in Every Classroom Through Academic Teaming*. Learning Sciences International, 2019.
[5] Robison, John Elder. "What Is Neurodiversity?" Psychology Today. Sussex Publishers, 07 Oct. 2013. Web. 20 June 2017.

Recognizing diversity can facilitate the process of learning overall. One reason for seeking out and acknowledging differences among students is the idea that learning involves transfer of information from prior knowledge and experiences. To assist in this transfer process, it is important to acknowledge the students' background, and to validate and incorporate their previous knowledge into the process of acquiring new information. All students begin school with a framework of skills and information based on their home cultures and or situations. This may include a rudimentary understanding of the alphabet, numbers, computer functions, some basic knowledge of a second language, or the ability to spell and write their names. It also includes a set of habits, etiquette and social expectations derived from the home.[6]

RESOURCES:
- Training for staff
- Curriculum development
- Diversity training
- Online Resources – The student Learning Challenge
- Leadership camp development/partnership
- Full Value training and support for staff and students
- Mentor training for students

**INDICATORS OF SUCCESS:**
Increase in understanding of ethnic, gender, cultural diversity and neurodiversity among students in the classroom.
- Reduction in Harassment, Intimidation and Bullying (HIB) investigations and findings
- Reduction in the number of behavioral infractions
- Increase in the number of peer mentors
- Increase in the "group calling" process
- Increases incidences of true Academic Teaming

| Goal Area 4 | Technology |
|---|---|
| Goal Statement | To create a comprehensive long-term technology program inclusive of hardware, software, infrastructure, staffing and training which is applied and ingrained into each curriculum area, while maintaining fiscal responsibility. |
| Objectives | 1. To provide the skills that foster digitally responsible citizens.<br>2. To Implement a "bring-your-own-device" program (BYOD) at grade spans 3-12 with a developmentally appropriate practice.<br>3. To support all technological initiatives through meaningful professional development and, conversely, support professional development through technology.<br>4. To move the district from Office 360 to Google Apps for Education (GAFE).<br>5. To update and maintain the requisite infrastructure. |

[6] 10, 390, 27537, and 11341. "4 Reasons Why Classrooms Need Diversity Education." The Edvocate. N.p., 16 Apr. 2017. Web. 20 June 2017.

| | 6. To continue the current contract with Virtual High School (VHS) and expand the number of seats available to students. |
|---|---|

The following major activities, staff, and resources will address **Objective 1:**

**Objective 1**: To provide the skills that foster digitally responsible citizens.

# MAJOR ACTIVITIES

1. Implementation of Google Applications for Education (G Suite)
2. Increased instruction on digital literacy
3. Revision of the STEM courses at PRM to include deeper understanding of coding and programming
4. Increased opportunities at KHS for computer programming course work at the CP and AP levels
5. Increased opportunities to work in the cloud
6. Embed all curricula and lesson plans with references to safe, appropriate responsible and educationally sound uses of technology, 21st Century Life and Skills, global and digital citizenship, and interdisciplinary application of algorithmic thinking
7. Parent workshops on digital responsibility

**RESPONSIBLE STAFF:**
District administration, teaching staff, school counselors, CSTs, parents and caregivers

**TIMELINE:**
In Years 1 and 2 and for the duration of the strategic plan

**DESIRED EFFECT/RATIONALE:**
Today's learners have the innate ability to easily navigate and use the web. The internet has evolved into a "participatory culture", allowing students to create, connect, and collaborate with a global audience. School districts put in place Acceptable Use Policies, which are a set of rules to ensure appropriate student usage of the internet and technology equipment at school.

Technology education has shifted from a how to a why or when approaches. Educators need to think of ways to train today's generation to be responsible and ethical life-long learners of the digital age. Teachers must demonstrate, guide, and help students practice appropriate and professional behavior while actively participating in authentic learning experiences using blogs, wiki spaces, learning management systems, online research, and much more.[7]

**INDICATORS OF SUCCESS:**
- Evidence that students take care of the technology equipment, who clearly view technology resources as a privilege

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[7] McGilvery, Christopher. "Promoting Responsible and Ethical Digital Citizens". Education World: Help Kids Become Responsible Digital Citizens. Education World, n.d. Web. 20 June 2017.

- Evidence that students use known and trusted digital resources. (Teachers can initially provide students with a list of approved websites to use in class. However, students must be gradually empowered to evaluate sites to make responsible and ethical decisions while surfing the Net
- Student work demonstrating an understanding of ethical research. Evidence that students are able to recognize if information on a site is valid and credible
- Evidence in student work properly that they understand the use of copyrighted material that they understand the Fair Use Act as well as work protected by Creative Commons (CC), and that proper citations are used when completing research
- Students will demonstrate an understanding that the consequences of cyberbullying can be damaging, resulting in emotional stress, withdrawal from school, relocation, and even suicide[8]
- Teachers must be trained to help identify a set of guidelines that addresses ways to prevent and handle cyberbullying
  - Ongoing discussions of cyberbullying and how it is unacceptable
  - Examples of cyberbullying to help students understand the importance of addressing this growing concern
  - Students should report inappropriate online interactions to their parents, teachers, counselors, and administrators immediately, whether they are a victim or bystander
  - Students need to know about the serious repercussions for intentionally hurting someone online
- Students will demonstrate an understanding of how to promote a positive and professional image of self online
  - On social networking web sites, students can share information about themselves globally.[9] Understanding that "Freedom of Speech does not equate to freedom of consequences…"[10]
- Students should demonstrate the use of "netiquette."  They should be courteous and respectful when communicating with others online[11]

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# MAJOR ACTIVITIES

1. Use prudent spending practices to supply safe and effective technologies to the entire educational community
2. Monitor for obsolete hardware and software (computing devices, IWBs, document cameras, video/surveillance equipment, server room equipment); repurpose when possible and practical.
3. Ensure that all technologies support state and federal guidelines and mandates, the district's curricular, programmatic, logistical and financial goals, and community expectations
4. Integration of devices to automate authentication of and protect regular and guest network users

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[8] Cennamo, K.S., Ertmer, P.A., & Ross, J.D. (2010). Technology Integration for Meaningful Classroom Use: A Standards-Based Approach, 1st ed. Belmont, CA: Wadsworth Cengage Learning.

[9] Dewall, N. C., Buffardi, L. E., Bonser, I. & Campbell, K. (2011). Narcissism and implicit attention seeking: Evidence from linguistic analyses of social networking and online presentation. Personality and Individual Differences, 51(1), 57–62.

[10] Oxley, C. (2010). Digital citizenship: Developing an ethical and responsible online culture. ACCESS, 25 (3), 5-9

[11] Aranda J.F., (2007). Journal of Instruction Delivery Systems, 21(4), 11-14.

5. Regularly review and align policies regarding technology for the educational community to align with current reality
6. Ensure data security with all third party vendors through contracts and best practices (e.g. passwords, smart use of Wi-fi, etc.)
7. Ensure all new technologies are paired with meaningful, long-term training to ensure staff are able to utilize the device or service with educational community as quickly as possible
8. Become 100% BYOD/1:1/hybrid capable by 2020
9. Provide universal access to cloud-based productivity systems for platform independent access to files, communication (e.g., email, messaging, etc.) programs and services for employees and developmentally appropriate access to students)
10. Reduce dependency on printed documents through graduated removal of classroom printers, movement toward workgroup printers, and electronic sharing through cloud services
11. Encourage near 100% instructional use of a digital learning environment (DLE) to augment lessons, warehouse documents, broadcast class messages, etc.
12. Embed all curricula and lesson plans with references to safe, appropriate responsible and educationally sound uses of technology, 21st Century Life and Skills, global and digital citizenship, and interdisciplinary application of algorithmic thinking
13. Centralize student performance data; provide access and analytical tools to teaching staff as appropriate
14. Provide robust, useful, research-based and educationally sound technologies to all students
15.

**RESPONSIBLE STAFF:**
District administration, Information Technology Department, Business Office

**TIMELINE:**
Pilot GAFE in year 1 and move to GAFE with 100% of faculty and staff in year 2 and ongoing
Ongoing as the district budget permits

**DESIRED EFFECT/RATIONALE:**
Technology ushers in fundamental structural changes that can be integral to achieving significant improvements in productivity. Used to support both teaching and learning, technology infuses classrooms with digital learning tools, such as computers and handheld devices; expands course offerings, experiences, and learning materials; supports learning 24 hours a day, 7 days a week; builds 21st century skills; increases student engagement and motivation; and accelerates learning. Technology also has the power to transform teaching by ushering in a new model of connected teaching. This model links teachers to their students and to professional content, resources, and systems to help them improve their own instruction and personalize learning.[12]

GAFE is an ecology of digital teaching, learning and productivity tools from Google designed to host and distribute digital documents, communication, and collaboration through cloud-based technology. GAFE has Google Drive and its varied distribution tools as its core. Through the use of Google Docs, Drive, Gmail, Google Calendar, Google Classroom and more, teachers can create virtual classes, track document changes, encourage student discussions outside the school day, and more. Google has built multiple apps that are not only useful as productivity applications, but Google Classroom and associated G Suite Apps can also be used as learning

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[12] "Use of Technology in Teaching and Learning." Use of Technology in Teaching and Learning | U.S. Department of Education. US Department of Education, n.d. Web. 17 July 2017.

applications to help teachers disseminate information.   There is a full document management suite that will allow staff and students to perform many of the same tasks that could be accomplished with the current Microsoft Office suite, but at no cost to the district.

**RESOURCES:**
Financial, infrastructure, devices, Wi-fi hardware, software and professional development as necessary, authentication appliance, and Policy review.

**INDICATORS OF SUCCESS:**
- Become 100% BYOD/1:1/hybrid capable by 2020
- Observed active technology integration in classrooms increased by 20% as measured by walkthrough data
- Installation and upgrade of technology infrastructure and authentication appliance
- Increased access to wireless devices throughout the district
- Increase in the requests for distance learning through Virtual High School
- Year 1, pilot with no fewer than 30 staff members representative from each school
- Observed active technology integration in classrooms increased by 20% as measured by walkthrough data
- Installation and upkeep of all infrastructure and platform to run GAFE
- Installation of legacy program for documents in file storage
- Year 2 and ongoing 100% participation in GAFE

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| Goal Area 4 | Finance, Facilities, and Safety |
|---|---|
| Goal Statement | To fiscally create a safe, efficient and effective learning environment that promotes 21st century learning. |
| Objectives | 1. To support the  implementation of best practices in school safety.<br>2. To continually upgrade and modernize facilities and infrastructure.<br>3. To continually search for  alternate sources of revenue/funding. |

## MAJOR ACTIVITIES

1. Continue to train staff in the use of ALICE (Alert, Lockdown, Inform, Counter, and Evacuate) system of emergency response
2. Continue to implement security audits based upon the SERAPH training
3. Effectively integrate the Kinnelon Police Department Class Three School Security Officer to the needs of the schools in the district
4. Prioritize infrastructure and facilities upgrades on the Long-Range Facilities Plan
5. Multiple Disabilities room at KHS
   a. Technology Infrastructure (see Goal Area 4 for specifics)
   b. Parking lot and walkway repairs

      c. External and internal door upgrades at all buildings
      d. External security cameras at all schools
      e. Visual alert systems for areas that noise may prevent an auditory alert at all schools
      f. Bollard installation around KHS cafeteria external eating area

6. Study traffic flow around buildings to determine needs for speed bumps, changes in signage, traffic patterns, and other safety issues
7. Upgrade internal camera systems at PRM and KHS
8. Reconfigure the entry area at Stonybrook School so that visitors must pass through the main office
9. Add swipe card or code lock to Staff Work Rooms, Faculty Rooms, and all other common areas to improve lockdown security at all schools
10. Continue frequent building walk-throughs to insure that all classrooms are locked when vacant at all schools
11. Add swipe card entry to Sisco School/Board of Education offices
12. Continue to research and apply for grants and alternative funding sources
13. Assist with the rejuvenation of the Kinnelon Education Foundation (KEF)

**RESPONSIBLE STAFF:**
District administration, Buildings and Grounds Department, Information Technology Department, Business Office

**TIMELINE:**
Year 1 and ongoing for ALICE training
Year 1 and ongoing for SERAPH security audits, walkthroughs and other low or no cost security measures
Year 1 implementation of Class 3 School Security Officer, funding will be reviewed for years 2 and ongoing
Year 1 for MD room at KHS, renovation of the Stonybrook main office traffic flow, parking lot repairs, sidewalk repairs and visual alert systems
Year 1 and ongoing for grant search/applications and KEF
Year 2 for security camera upgrades, Sisco building swipe card installation and KHS bollard installation
Year 2 and ongoing for traffic pattern changes/speed bump installation

**DESIRED EFFECT/RATIONALE:**
Each school day, our district's schools are entrusted to provide a safe and healthy learning environment for approximately 2,000 elementary and secondary students across Pre-Kindergarten through grade twelve. Kinnelon families and community members expect us to keep their children and safe from all threats including human-caused emergencies such as crimes of violence. In collaboration with local law enforcement and government and community stakeholders, schools can take steps to plan and prepare to mitigate many threats. All of our school safety plans include courses of action that will describe how students and staff can most effectively respond to an emergency situation to minimize the loss, then train on these practices. No single response fits all situations; however, making sure each individual knows his or her options for response and can react decisively will save valuable time.

Signed by Gov. Christie on Nov. 30, 2016, the legislation, S86/A3629, established "Class Three" special law enforcement officers to provide security in public and non-public schools and county colleges on a part-time basis. Under S-86/A-3629, Class Three special law enforcement officers will be required to be retired police officers less than 65 years old, have served as duly qualified, fully-trained, full-time municipal or county police officers, or as members of the state police, be separated from that prior service in good standing within three

years of appointment as a Class Three SLEO, be physically capable of performing the functions of the position, possess N.J. Police Training Commission Basic Police Officer Certification or N.J. State Police Academy Certification, complete the training course for safe schools resource officers (SROs), and be hired in a part-time capacity. We believe that this program will allow for a much stronger, positive relationship between school officials and law enforcement/emergency responders.

A modern and sound infrastructure will provide an environment that is conducive to 21$^{st}$ century learning.  In a 21$^{st}$ century learning environment, instruction should be student-centered, collaborative, be integrated with society.  Our buildings and grounds should be conducive to facilitating this kind of learning.  The improvements to the teaching and learning process throughout this action plan seek to provide specific environments, well equipped staff members, and engaged students prepared for life in the 21$^{st}$ century.

**INDICATORS OF SUCCESS:**
- Better response, evacuation times, reunification and lockdown procedures for drills
- Successful implementation of the Class 3 Officer program
- Solutions to traffic flow
- Completed renovations
- Acquisition of grant money

# Creating a Strategic Plan for the Kinnelon Public Schools

**Mission Statement**

The Kinnelon Public School District's mission is to empower students to utilize complex skills to pursue intellectual achievement, personal excellence and social responsibility, which will enable them to positively impact our changing global society.

**Session 1 of 3 - What are the Strengths/Accomplishments and Challenges/Opportunities of the Kinnelon Public Schools?**

On Thursday, October 27, 2016 Kinnelon Public School District administrators, staff, Board members, parents, and community members came together to initiate strategic planning. The first evening's topic focused on the strengths/accomplishments, and challenges/opportunities of the Kinnelon Public Schools. The meeting began with welcoming remarks by Dr. Marcy Pryor, President of the Board of Education. Diane DiGiuseppe, Superintendent, provided an informative overview of the district. Facilitators Charlene Peterson and Matt Lee from New Jersey School Boards Association, introduced the strategic planning process and assisted throughout the process.

Just under 60 participants gathered in six randomly assigned groups to identify the strengths/accomplishments and challenges/opportunities of the Kinnelon Public Schools through brainstorming and the sharing of ideas. After discussion, each group came to a consensus on its top 10 strengths/accomplishments and top 10 challenges/opportunities and presented those to the full group of meeting participants.

The information that follows is a summary of the work of the small groups. All consensus points are recorded and posted on the district's website (www.kinnelonpublicschools.org) to share the group work during the course of the strategic planning process.

# Group Consensus: Strengths/Accomplishments & Challenges/Opportunities

## Green Dot Group:

| Strengths/Accomplishments | Challenges/Opportunities |
|---|---|
| Ambitious/overachieving community | Small amount of state aid |
| Attracting unbelievable administrative team | No rateables |
| Do a lot with a little<br>● District budget<br>● Community success is different compared to DFG<br>● Strong work ethic/hardworking | More people coming for Special Education – harder to deliver; cost money we do not have |
| Great special education programs | Declining enrollment opportunities to join forces to keep/create programs |
| Increase offerings through online programs | Community not as welcoming/open to bring others in |
| Bring in community/residents to the schools | Better communication between school BOE and town administration |
| Community service by students in Kinnelon | Better communication school district/BOE with community |
| Extracurricular accomplishments – arts, athletics | Losing students to private schools |
| Well prepared for university life | Trying to catch up with technology.  Need more foresight?  (Lack cash) |
| | Under/over manned administration |
| | Facilities |
| | "Career" prep – school to work |

## Orange Dot Group:

| Strengths/Accomplishments | Challenges/Opportunities |
|---|---|
| Standardized testing | College testing improvement |
| Diverse offerings | Facilities and acoustics |
| Caring administration/quality of teaching | Additional levels for sports (9th?) |
| Extracurricular opportunities | Awareness of opportunities (clubs, etc.) |
| K-5 w/TC Writers/Readers Workshop | Computers/Technology/infrastructure |
| Reliable and Exec. administration | Public Relations |
| Strong school climate, culture, and safety | Budget Transportation of operating vs. other |
| Strong special services | Increase # of students for AP courses |
| Involved parents/families | Offer more pathways and rigor for courses and students |
| College readiness | Eliminate gaps in redundancy in curriculum (social studies) |
| Resources for students (CST, Counselor, SAC, etc. | Guidance at K-2 |
| Strong transition programs | |
| Strong character programs | |

## Yellow Dot Group:

| Strengths/Accomplishments | Challenges/Opportunities |
|---|---|
| AP course selections | Maintain capital infrastructure (2% cap) |
| Arts and music outstanding | Rising health care costs |
| Educators MA+ | Math readiness (rigor, consistency) |
| Positive culture | College prep too easy/Honors, AP too hard |
| Community involvement/support | Technology BYOD |
| Choice in academic selections | Strategic Planning for all |
| Student encouragement K through HS | Consistent opportunity for instruction |

## Blue Dot Group:

| Strengths/Accomplishments | Challenges/Opportunities |
|---|---|
| Staff open to new ideas | Teach to high and low students – middle students aren't challenged |
| Strong parent/school support | Need to meet the needs of the increasing medical and learning challenges |
| Strong arts/music education | Professional develop for learning about needs and modifications for special learners (Kinnelon specific) |
| Develop/nurture independence | Address increasing anxiety in students |
| Languages/Technology/Lots of opportunities offered young (elementary) | Offer ASL (American Sign Language) and Mandarin |
| Freedom for staff to develop new programs | Large quantity of homework/tests/projects due all at once |
| Strong committed staff | |
| Languages offered young | |

## Red Dot Group:

| Strengths/Accomplishments | Challenges/Opportunities |
|---|---|
| Super awesome teaching staff | Additional languages – remote? |
| Well-rounded education | Technology – upgrades, roadmap, policies |
| Students feel prepared for their future | Mixing students up |
| High graduate rate and college admission | Typing class |
| Strong music and arts/languages | Cursive writing |
| Cohesive environment | # of instruction hours |
| | Address accommodations for minority groups |
| | Add variations for cycle classes - science, etc. |

## Pink Dot Group:

| Strengths/Accomplishments | Challenges/Opportunities |
|---|---|
| Parental involvement | Opportunities to increase creativity |
| All district staff | Better communication of curricula to parents |
| Focus on health and safety | Address trends in physical and social-emotional health – sufficient services to meet needs |
| Resources for students and teachers | Address financial resource issues |
| Community-based support | Increasing differentiation (time for teachers) |
| Maintained academic standing (top 20) | More and better professional development for our staff |
| Seek continuous improvement and drive to excel | Global learning opportunities |
| Facilities and infrastructure | Adding orchestra? |
| Variety of course offerings | |
| Self-motivated students (high achievers) (character) | |


**The second strategic planning session is scheduled for:**
Thursday, December 1, 2016 from 7:00 – 8:30 pm at the Kinnelon High School New Cafeteria.

During the December 1st meeting, using a similar brainstorming process, we will identify our visions for the Kinnelon Public Schools five years from now.  For example, if Kinnelon Schools were on the cover of a magazine, what would you want the article to say?

The final meeting will be held on Thursday, January 5 at 7:00 pm to write goal statements using the input from the two previous sessions.

Please join us. Everyone is welcome, even if you were not able to attend the first meeting.  We look forward to seeing you!

# Appendix B - Developing a Vision for the Kinnelon Public Schools in the Next Five Years

**District Mission Statement**

The Kinnelon Public School District's mission is to empower students to utilize complex skills to pursue intellectual achievement, personal excellence and social responsibility, which will enable them to positively impact our changing global society.

**Session 2 of 3**
**Developing a Vision for the Kinnelon Public Schools in the Next Five Years**

On December 1, 2016 Kinnelon Public Schools administration, staff, Board members, parents, and community members came together to continue the strategic planning process. The second meeting topic focused on creating a shared vision for the Kinnelon Public Schools in the next five years.

The meeting, facilitated by Charlene Peterson and Matt Lee from New Jersey School Boards Association, began with an overview of the Strategic Planning process and the steps taken at the October 27, 2016 meeting.

To begin the visioning process, participants were asked to picture themselves away from the district for five years, and returning to find the Kinnelon Public Schools on the cover of TIME magazine, with the caption "21st Century Success." The participants were asked to envision what was written in the magazine article that warranted such high recognition – what programs / services / curriculum / student outcomes / best practices / facilities would you expect to see in your district that are succeeding? 21st century skills were highlighted in a video clip.

Participants then gathered in four randomly assigned groups to brainstorm their visions of how the district achieved this remarkable success. Each group's outcomes were shared with all meeting participants. The session concluded with the identification of common threads throughout the groups' work and five broad goal areas for the next meeting.

**Group Work**
The information that follows is a summary of the work of the small groups. As discussed with the meeting participants, all consensus points are recorded and posted on the district's website to share the group work during the course of the strategic planning process.

**Green Dot Group:**
**Title of Article: "A New Direction"**

| Vision - Initiatives | Vision - Initiatives |
|---|---|
| Emphasis on the whole child | Advocate for themselves |
| Self motivation | Instill curiosity |
| Accentuate performance over achieving | Encourage their passions |
| Creative problem solvers | Critical thinking skills |
| Self expression and prepared to be respectful global citizens | Social skills |
| Focus on what was learned, not grade | Adaptable |
| Increase Arts | |

**Blue Dot Group:**
**Title of Article: "Kinnelon Pioneering the New Reality"**

| Vision - Initiatives | Vision - Initiatives |
|---|---|
| Innovative and collaborative 21st century classrooms <br> ● open facilities <br> ● state-of-the-art including athletics | Educators: <br> ● Foster the 21st century educator <br> ● Encourage lifetime learner <br> ● Growth and learning culture |
| Technology – smart use, deliberate and focused | Course Selection – Enhancement <br> ● Virtual learning |
| Civic responsibility | Social interaction – Social Media <br> ● Self-aware <br> ● Manage, scrutinize, prioritize all data that comes their way |

**Red Dot Group:**
**Title of Article: "Back to the Future"**

| Vision - Initiatives | Vision - Initiatives |
|---|---|
| Staff professional development | Leadership/team building opportunities |
| Strong staff collaboration | Encouragement to trades |
| Respect of diverse learners (staff & students) | Grants |
| Well rounded students | Substantive Board of Education meeting |
| Later start time | More detail to budgeting |
| Altered school calendar | Freshman sports teams |
| Internship/structured learning | Anonymous surveys |

**Yellow Dot Group:**
**Title of Article: "Kinnelon School District Tech-Toc .."**

| Vision - Initiatives | Vision - Initiatives |
|---|---|
| Sociology and community classes | Continuous analysis of technology department – keeping up with change |
| Online classes in school environment with options | Online assessment – regular feedback for all |
| 1:1 devices (leased 3 years) Grades 1-12 | Better communication |
| Updated hardware and software | Professional development in technology |
| Technology specialist/department | Classes for career readiness in STEM |

**Common Threads**:

Inclusion of all students

Whole Child

Interpersonal skills

Character development

Social skills

Communication

21st century skills

Facilities and security

College and Career Readiness

Technology

Community

Nontraditional approaches

Student and professional education

# Appendix C - Session 3 of 3 - Developing a Broad Goal Statement and Supporting Objectives for Each Goal Area

**Mission Statement**

The Kinnelon Public School District's mission is to empower students to utilize complex skills to pursue intellectual achievement, personal excellence and social responsibility, which will enable them to positively impact our changing global society.

## Session 3 of 3
## Developing a Broad Goal Statement and Supporting Objectives for Each Goal Area

On January 5, 2017 Kinnelon Public Schools administration, staff, parents, board members and community members came together to continue the strategic planning process. The third and final meeting topic focused on developing a broad goal statement and 4-5 supporting objectives for each of the five goal areas identified at the conclusion of the December 1, 2016 meeting. These goals will represent a shared vision for Kinnelon Public Schools over the next five years.

Matt Lee and Charlene Peterson from New Jersey School Boards Association facilitated the strategic planning process. The group was provided with an overview of the October 27th and December 1st meetings and then the goal writing process was introduced that included definitions, the connection to the work from the first two meetings, and the components of a goal statement.

Participants were able to self-select a goal area of interest to them:
- Student and Professional Education
- College and Career Readiness
- Character Development
- Technology
- Finance, Facilities, and Safety

Each goal area group was tasked with writing a broad goal statement and developing around four to five accompanying objectives that reflected the strengths, challenges, and visions relative to their goal area as determined in Meetings 1 and 2.

**Group Work**

The information that follows is a summary of the work of the small groups. As discussed with the meeting participants, all consensus points are recorded and posted on the district's website to share the group work during the course of the strategic planning process.

| Goal Area | Student and Professional Education |
| --- | --- |
| Goal Statement | To create and foster an aspirational achievement-oriented student body that embraces grit and perseverance and works to optimal capacity through differentiated opportunities supported by an engaged school and parent community. |
| Objectives | 1. To create an environment where differentiated learning is embraced and encouraged to result in a focus on the learning process and skills.<br>2. To ensure that the faculty is prepared to utilize differentiated instruction and strategies to enable all students to learn.<br>3. To analyze curriculum to increase opportunities in all curricular areas and eliminate gaps.<br>4. To increase public relations with all stakeholders.<br>5. To increase community involvement. |

| Goal Area | College and Career Readiness |
| --- | --- |
| Goal Statement | To cultivate the attributes that students will need to adapt to a rapidly changing global society. |
| Objectives | 1. To encourage students to develop self-advocacy skills.<br>2. To provide opportunities for students to persevere and adapt to novel situations.<br>3. To expose students to a variety of leadership styles and opportunities.<br>4. To increase the breadth and depth of opportunities to apply critical thinking and problem-solving skills. |

| Goal Area | Character Development |
| --- | --- |
| Goal Statement | To foster socially responsible citizens who will positively impact our changing global society. |
| Objectives | 1. Guide students to become digitally responsible citizens.<br>2. Create respectful global citizens that embrace diversity.<br>3. Provide students with opportunities to use critical thinking skills and creativity for problem-based learning.<br>4. Promote a positive mindset in order to nurture the student's social-emotional development. |
| Goal Area | Technology |
| Goal Statement | To create a comprehensive long-term technology program inclusive of hardware, software, infrastructure, staffing and training which is applied and ingrained into each curriculum area, while maintaining fiscal responsibility. |
| Objectives | 1. BYOD every school.<br>2. 1:1 devices minimum needed for curriculum 3 years out<br>3. Maintenance contract/plan<br>4. Staff/personnel/training – virtual, stipends, internships<br>5. Infrastructure updates<br>6. Virtual High School online classes<br>7. Google classroom<br>8. Tech ambassadors/Genius bars |

| Goal Area | Finance, Facilities and Safety |
| --- | --- |

| Goal Statement | To fiscally create a safe and sound learning environment that promotes 21$^{st}$ century learning. |
|---|---|
| Objectives | 1. To continue to implement best practices in school safety (active shooter, bomb threats and evacuation). <br> 2. Continue to upgrade and modernize facilities and infrastructure. <br> 3. Explain and obtain alternate sources of funding. |

**Next Steps**

A final report summarizing the work and input from the three strategic planning meetings will be generated by New Jersey School Boards and presented at the February 23 Kinnelon Board of Education meeting for consideration by the Board.

The administration is tasked with writing action plans – one for each objective under each goal statement, that will identify the specific tasks needed to accomplish the objective, who is responsible, the resources needed, the timeline over a 5-year time span, and the indicators of success.  These action plans should be shared with all of the strategic planning meeting participants.

**Thank You**

Thank you to everyone who participated in the strategic planning process.  The outcome of the plan has been shaped by the input of every participating member.  You have provided the district with a 5-year roadmap that reflects the aspirations of the various stakeholders for your student