

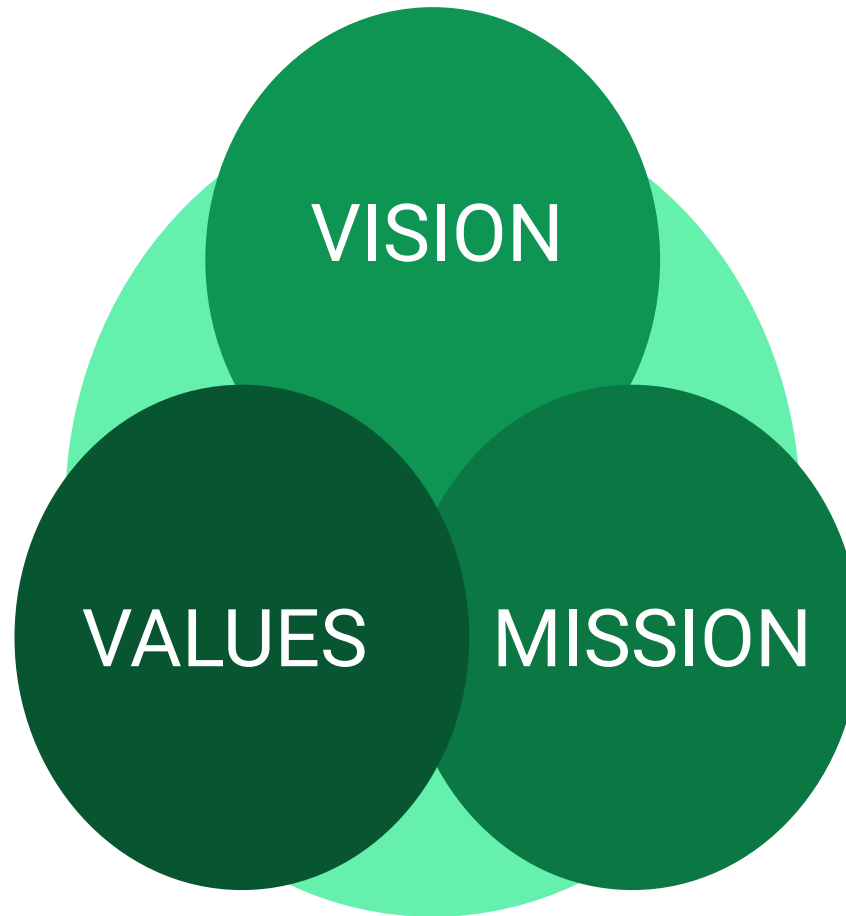
District Goals

2019-2020 Preliminary* Progress
July 23, 2020 Board Goal Setting



*The district has no testing data for the 2019-2020 school year. Advanced Placement Test scores are scheduled to be released July 22, 2020.

Our vision is that learning transfers to life beyond the Kinnelon Public Schools experience. This enables each student to flourish as a responsible citizen in the global community.



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.

Achievement, respect, integrity and responsibility form the foundation of our strong partnership among students, parents, community, and staff, united by a passion for learning. We define excellence by the values we hold. We value the health, safety, and welfare of our students, parents, community and staff.

District Goals

1. Student Achievement

To increase student achievement as measured at grade spans by specific building goals.

2. College and Career Readiness

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.

3. Technology

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.

4. Finance, Facilities, and Safety

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

Student Achievement

- Instructional staff has been provided professional development on unpacking the standards, writing standards-based learning targets, creating proficiency scales aligned to the standards/learning targets, and better aligning instructional strategies to their target (target-task alignment).
- K-12 math teachers have been provided training in the implementation of major standards and the Standards for Mathematical Practice.
 - Ms. Moschella provided professional development specific to areas where our students underperformed on the 2019 Spring NJSLA.
- All K-8 ELA teachers were provided with Teachers College Reading and Writing Project PD and specific instruction on the test-prep units of study.
 - Mrs. Velez provided PD for the 3-11 teachers surrounding the specific area of underperformance on the 2019 NJSLA.
- Title 1 Supplemental Support was provided even through the closure and over the summer

Goal Area 1: Student Achievement:

Due to the COVID-19 Public Health Emergency and School Closure, the NJ Student Learning Assessment were not administered and this the majority of this goal can not be assessed this year.

Goals for students in non-tested areas (K-2) were also not assessed due to remote learning.

Goal Area 1: Student Achievement - Going Forward

Multi-tiered System of Supports (MTSS)

- MTSS is a framework to select and implement social and emotional, academic, behavioral, and wraparound supports and interventions necessary to maximize the conditions for learning at the school, classroom and individual student level.
 - Universal Screening - Using OnCourse Assessment, we can assess students based on the NJSLs to measure acquisition of the NJ Student Learning Standards in ELA and Math
 - Data-Based Decision-making - systemic analysis of data within multiple levels of instruction and intervention for students who are experiencing learning, behavior, or health difficulties and to assist staff in addressing students' learning, behavior, or health needs
 - Family Engagement - Engaging families in decision-making process regarding interventions and supports

Student Achievement - Going Forward

- Prioritize the most critical prerequisite skills and knowledge for each subject area and grade level.
- Train teachers and leaders to evaluate students' unfinished learning and provide acceleration support.
- Diagnose students' unfinished learning in that prerequisite content knowledge and those prerequisite skills.
- Adapt the curricular scope and sequence/pacing for each subject area and grade level to accommodate where teachers might need to provide acceleration support.
- Monitor the students' progress on grade-appropriate assignments and adjust supports for teachers and leaders based on student results.

College and Career readiness

Kiel

1. Provide a caring, supportive learning environment in which students are given opportunities to practice positive emotions and are taught the skills needed for peer mediation as measured by a student climate survey.
2. Teachers will be provided with the support needed to teach social-emotional skills.
3. Students will be provided with a variety of opportunities to learn self-advocacy skills as well as develop a growth mindset.

Stonybrook

1. Improve school culture and climate to foster a stronger community both within our classrooms and school, where students practice self-advocacy skills as measured by a climate survey.
2. Provide increased opportunities for students to develop leadership skills, and creative and critical thinking skills as assessed by multiple measures.

Pearl R. Miller

1. We will continue our Student Success Principles initiative. By the end of the 2019-2020 school year, all students will be knowledgeable about the critical qualities/traits embodied in the Student Success Principles initiative (i.e. Perseverance, Tolerance, Advocacy-noted as “being an upstander” in the 8th Grade/Classic Corps plan) as measured by student surveys and student participation in specific activities.

KHS

1. Increase student enrollment in dual credit, honors and advanced placement coursework by 3%.

College and Career Readiness - KHS

- The number of students opting to take AP and Honors level course work has increased by almost **11%**.
 - AP average school score **3.60**
 - **85%** scored **3 or better**

Rutgers University Courses/Credits

- Dynamics of Healthcare - 9 students earned 3 RU credits
- Anatomy & Physiology I - 22 Students earned 3 RU credits
- Anatomy & Physiology II - 2 Students earned 4 RU credits
- Medical Terminology - 9 Students earned 3 RU credits

Syracuse University Courses/Credits

- Psychology - 60 students earned 3 Syracuse credits (AP 4.0)

SUNY Albany Courses/Credits

- Science Research - 5 students earned 3 college credits
- Overall 107 students earned 230 college credits at KHS in the 2019-2020 academic year

Course Name	2D Art Dsgn	Biology	Calculus AB	Calculus BC	Chemistry
Number of Exams	13	17	20	7	10
Average Score	3.8	3.5	3.3	4.6	3.4
Percent of Exams with Scores of 3 or Higher	100%	88%	75%	86%	90%
Course Name	Comp Sci A	Comp Sci Prin	Drawing	Eng Lang Comp	Eng Lit Comp
Number of Exams	5	20	7	48	36
Average Score	4	3.6	3.9	3.9	3.3
Percent of Exams with Scores of 3 or Higher	100%	95%	100%	85%	78%
Course Name	Env Sci	Euro Hist	Fren Lang	Latin	Physics 1
Number of Exams	28	3	4	1	43
Average Score	3.6	4.3	4	3	2.9
Percent of Exams with Scores of 3 or Higher	71%	100%	75%	100%	58%
Course Name	Phys C: E M	Phys C: Mech	Psychology*	Sem	Span Lang
Number of Exams	8	8	1	40	9
Average Score	4.4	4.5	4	3.1	4.4
Percent of Exams with Scores of 3 or Higher	100%	100%	100%	88%	100%
Course Name	Stat	US Gov Pol	US Hist	Macr Econ	Micr Econ
Number of Exams	8	41	40	3	3
Average Score	4.3	4	4	4.3	4
Percent of Exams with Scores of 3 or Higher	88%	90%	95%	100%	67%

College and Career Readiness - PRM

- Mr. Mongon and his faculty continued working on a new initiative called **Student Success Principles** since January 2019
 - The faculty developed a list of our students' strengths, challenges that they face, and habits/skills that best equip students to handle those challenges
 - In team meetings, each team chose an area for focus and determined the next steps
 - 6th grade chose perseverance, 7th grade chose tolerance, and the 8th grade chose being an upstander
- The entire student community participated in multiple events to learn about the perseverance of the survivors of the Holocaust as well as lessons on tolerance and anti semitism.
- Mrs. McClain, Mrs. Struntz, and Mrs. Romano worked with students and student groups with toolkits about building coping skills.
- The self-assessment that would have been administered in the spring is not feasible at this time.
- The counseling staff including CarePlus NJ provided support to students and parents who are working to manage virtual learning and anxiety related to the COVID-19 pandemic and stay at home orders.

College and Career Readiness - Stonybrook

- Mrs. Mulholland has structures in place to address mindset, advocacy and kindness
 - Girls on the Run, Lunchtime Yoga, Math Mindset, and Full Value that target emotional health
- Other activities that address responsibility and leadership include
 - Students signed a Bus Contract/Code of Conduct in October to improve bus behaviors
- Mrs. Tenga and Mrs. Romano worked with students and student groups with toolkits about building coping skills.
- Stonybrook has an active Student Council which ran fundraisers
- Mrs. Drews, Mrs. Gupkin , Mrs. Tenga and Mrs. Romano (CST and SC) provided targeted social skill instruction
- Ms. Ellis (TOD) teaches American Sign Language to 3rd-grade students during activity cycle classes
- The counseling staff including CarePlus NJ provided support to students and parents who are working to manage virtual learning and anxiety related to the COVID-19 pandemic and stay at home orders.

College and Career Readiness - Kiel

- Kiel School Counselor Mrs. Tinney developed a range of groups to serve the needs of the young learner, such as:
 - Newcomers, Bounce Back Buddies (resiliency), Feelings Awareness, and Perseverance
 - Mrs. Tinney pushed into classrooms for Full Value lessons as needed and interacts with students during lunch/recess to provide guidance and develop self-advocacy skills
 - Mrs. Tinney continued to provide these services to students during the closure
- Mrs. Santagato is a Certified Art Therapist who meets with individual students who would benefit from this specialized form of therapy
- Ongoing lessons where students learn about conflict resolution, polite behaviors, social mistakes, bullying, and anti-bullying law and how to use respect and respectful ways to act
- Lessons were conducted on shape breathing maps which shows students how to put emphasis on deep breathing techniques and the four main emotions.

College and Career Readiness - Kiel

- Mrs. Velez, in conjunction with Mrs. Gersten, purchased and were implementing the use of books that focus on other cultures to build an understanding of differences across our school community.
- Mrs. Santagato organized the first annual “International Dot Day” at Kiel School.
- The counseling staff including CarePlus NJ provided support to students and parents who are working to manage virtual learning and anxiety related to the COVID-19 pandemic and stay at home orders.

Technology - Across the District

- Kiel and Stonybrook Prior to closure, however, at Kiel, progress had been made toward technology goals in a variety of ways.
- Focus on increasing staff technology skills and comfort
- Staff was provided with continuous training and support to further infuse OnCourse Classroom and Google Classroom at Stonybrook as well as other age-appropriate apps into their instruction.
- Many staff members have become proficient in sharing and collaborating using Google Docs, Google Sheets, and Google Forms.
- All staff members have demonstrated an increased ability to access and use Google Apps and OnCourse Classroom
- Teachers are immersed in productivity technology with the second phase of OnCourse adoption.
- We have expanded robotics, coding and scientific technologies with DNA extraction, sequencing and amplification technology, and forensic science technologies in the high school and middle school.

Board Goals

1. To engage in proactive and consistent communications with the community that will include:
 - The Strategic Plan ✓
 - Board meetings ✓
 - Positive sharing of successes – students, programs, student achievement ✓
2. Successful completion of negotiations with the Kinnelon Education Association and the Kinnelon Administrators Association. Both groups reached a settlement with the Board through 2022
3. To conduct a complete review of the district's Technology Plan and make recommendations regarding the infrastructure and resources. Work toward this was initiated before the closure and since has become a major focus of the BOE as we navigate the 2020-2021 academic year
4. Gather baseline data on morale throughout the district. Work toward this was initiated before the closure but could not be completed.