



Kinnelon Public Schools Board, District, and School Goals

2019-2020

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.

2019-2020

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.
3. To conduct a complete review of the district's Technology Plan and make recommendations regarding the infrastructure and resources.
4. Gather baseline data on morale throughout the district.



District Goals

Student Achievement:

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

Kiel

Grades K-2 English Language Arts Goals:

1. Kindergarten students reading at or above grade-level will increase by no less than 40% as measured by running records using the Teacher College Reading and Writing Project Independent Reading Benchmarks between the Fall and Spring assessments.
2. Students in grade one reading at or above grade-level will increase by no less than 35% as measured by running records using the Teacher College Reading and Writing Project Independent Reading Benchmarks between the Fall and Spring assessments.
3. Students in grades two reading at or above grade-level will increase by no less than 30% as measured by running records using the Teacher College Reading and Writing Project Independent Reading Benchmarks between the Fall and Spring assessments.

Grades K-2 Mathematics Goals:

1. No fewer than 85% of students in grade one will be able to apply properties of operations as strategies to add and subtract, understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
2. No fewer than 90% of students in grade two will be able to fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Stonybrook

Grade K, Grades 4-5 English Language Arts Goals:

1. Kindergarten students reading at or above grade-level will increase by no less than 40% as measured by running records using the Teacher College Reading and Writing Project Independent Reading Benchmarks between the Fall and Spring assessments.
2. No fewer than 90% of the grade four general education students will Meet or Exceed grade-level standards (Performance Level 4 or 5) on the Spring Administration of the NJSLA ELA grade 4 assessment.

3. No fewer than 95% of the grade five general education students will Meet or Exceed grade-level standards (Performance Level 4 or 5) on the Spring Administration of the NJSLA ELA grade 5 assessment.
4. No fewer than 27.8% of the subgroup students with disabilities in grades three, four and five will meet or exceed grade level standards (PL 4 or better) on the Spring Administration of the NJSLA ELA assessment (Every Student Succeeds Act (ESSA) Annual Yearly Target).

Grades 4-5 Mathematics Goals:

1. No fewer than 92% of the grade four general education students will Meet or Exceed grade-level standards (Performance Level 4 or 5) on the Spring Administration of the NJSLA Math grade four assessment.
2. No fewer than 95% of the grade five general education students will Meet of Exceed grade-level standards (Performance Level 4 or 5) on the Spring Administration of the NJSLA Math grade five assessment.
3. No fewer than 36.7% of the subgroup students with disabilities in grades three, four and five will meet or exceed grade level standards (PL 4 or better) on the Spring Administration of the NJSLA ELA assessment (ESSA Annual Yearly Target).

Pearl R. Miller School

Grades 6-8 Language Arts Goal:

1. No fewer than 75% of students who scored in the Approached Expectations Performance Level (PL 3) on the New Jersey Student Learning Assessment (NJSLA) in English Language Arts (ELA) 5 in 2019 will move into the Met Expectations Performance Level (PL 4) on the Spring Administration of the NJSLA ELA grade 6 assessment.
2. No fewer than 75% of students who scored in the Approached Expectations Performance Level (PL 3) on the New Jersey Student Learning Assessment (NJSLA) in English Language Arts (ELA) 6 in 2019 will move into the Met Expectations Performance Level (PL 4) on the Spring Administration of the NJSLA ELA grade 7 assessment.
3. No fewer than 75% of students who scored in the Approached Expectations Performance Level (PL 3) on the New Jersey Student Learning Assessment (NJSLA) in English Language Arts (ELA) 7 in 2019 will move into the Met Expectations Performance Level (PL 4) on the Spring Administration of the NJSLA ELA grade 8 assessment.
4. No fewer than 39.6% of the subgroup students with disabilities in grades six, seven and eight will meet or exceed grade level standards (PL 4 or better) on the Spring Administration of the NJSLA ELA assessment (ESSA Annual Yearly Target).

Grades 6-8 Mathematics Goals:

1. No fewer than 75% of students who scored in the Approached Expectations Performance Level (PL 3) on the New Jersey Student Learning Assessment (NJSLA) in Mathematics 5 in

2019 will move into the Met Expectations Performance Level (PL 4) on the Spring Administration of the NJSLA Math grade 6 assessment.

2. No fewer than 75% of students who scored in the Approached Expectations Performance Level (PL 3) on the New Jersey Student Learning Assessment (NJSLA) in Mathematics 6 in 2019 will move into the Met Expectations Performance Level (PL 4) on the Spring Administration of the NJSLA Math grade 7 assessment.
3. No fewer than 75% of students who scored in the Approached Expectations Performance Level (PL 3) on the New Jersey Student Learning Assessment (NJSLA) in Mathematics 7 in 2019 will move into the Met Expectations Performance Level (PL 4) on the Spring Administration of the NJSLA Math grade 8 assessment.
4. No fewer than 36.7% of the subgroup students with disabilities in grades six, seven and eight will meet or exceed grade level standards (PL 4 or better) on the Spring Administration of the NJSLA Math assessment (ESSA Annual Yearly Target).

Kinnelon High School

Grades 9-12 Language Arts Goal:

1. No fewer than 75% of students who scored in the Approached Expectations Performance Level (PL 3) on the New Jersey Student Learning Assessment (NJSLA) in English Language Arts (ELA) 8 in 2019 will move into the Met Expectations Performance Level (PL 4) on the Spring Administration of the NJSLA ELA grade 9 assessment.
2. No fewer than 75% of students who scored in the Approached Expectations Performance Level (PL 3) on the New Jersey Student Learning Assessment (NJSLA) in English Language Arts (ELA) 9 in 2019 will move into the Met Expectations Performance Level (PL 4) on the Spring Administration of the NJSLA ELA grade 10 assessment.
3. No fewer than 32.5% of the subgroup students with disabilities in grades nine, ten and eleven will meet or exceed grade level standards (PL 4 or better) on the Spring Administration of the NJSLA ELA assessment (ESSA Annual Yearly Target).

Grades 9-12 Mathematics Goals:

1. No fewer than 75% of students who scored in the Approached Expectations Performance Level (PL 3) on the New Jersey Student Learning Assessment (NJSLA) in Math 8 in 2019 will move into the Met Expectations Performance Level (PL 4) on the Spring Administration of the NJSLA Algebra 1 assessment.
2. No fewer than 65% of students who scored in the Approached Expectations Performance Level (PL 3) on the New Jersey Student Learning Assessment (NJSLA) in Algebra 1 in 2019 will move into the Met Expectations Performance Level (PL 4) on the Spring Administration of the NJSLA Geometry assessment.

3. No fewer than 75% of students who scored in the Approached Expectations Performance Level (PL 3) on the New Jersey Student Learning Assessment (NJSLA) in Geometry in 2019 will move into the Met Expectations Performance Level (PL 4) on the Spring Administration of the NJSLA Algebra 2 assessment.
4. No fewer than 22.6% of the subgroup students with disabilities in Algebra 1, Geometry and Algebra 2 will meet or exceed grade level standards (PL 4 or better) on the Spring Administration of the NJSLA High School Math Assessments (ESSA Annual Yearly Target).

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.

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%.
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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.

Kiel

1. To increase the use of and exposure to technology through a variety of digital experiences into classroom instruction and in the management of the school.

Stonybrook

1. The faculty will use technology to communicate, collaborate, and support student achievement.
2. Students will use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others, using 21st-century skills, including critical thinking, collaboration, creativity, and communication.

Pearl R. Miller School

1. By the end of the 2019-2020 school year, all staff members will increase their knowledge of, and ability to implement, the online resources available through OnCourse and Google Apps for Education.
2. Through improved positive communication with and between staff, parents, students, and community, PRM will increase community participation via weekly newsletter, social networking and our updated website.

KHS

1. Through improved positive communication with and between staff, parents, students, and community, the high school will increase community participation via weekly newsletter, social networking and our updated website.
2. Develop a spring student-led, technologically-based (GAPE) TED Talk for students and staff.
3. Identify and utilize student and staff technology/information ambassadors/geniuses.

Finance, Facilities, and Safety:

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

Kiel

1. To ensure a safe and secure environment for students, staff, and visitors.

Stonybrook

1. To maintain a secure, safe learning environment for the Stonybrook School community while increasing the infrastructure to support current technology.

Pearl R. Miller School

1. By the end of the 2019-2020 school year, we will further enhance our emergency procedures by practicing a greater number of them during lunch periods in order to ensure that the plans that are in place work as intended in that context.

KHS

1. Increase administrative awareness, transparency and documentation of pay vouchers generated at high school via System 3000 and Student Activity accounts.
2. Monitor, document and assess the efficiency of the fiscal management of stipend, extra-pay positions, and over-time in all areas.
3. Monitor, document and assess facility fiscal administration and management.

