

District Goals 2016-2017

May 2017 – Progress Report

- Organized around ASCD's The Whole Child
 - Five tenets
 - Sustainability
- Greater stakeholder input
- Maximizing engagement and success

Metuchen Public Schools 2016-2017 District Goals

Healthy

Asthma-friendly schools
Staff wellness

Safe

Overall facilities review

Engaged

Student goal setting
Academic integrity

Supported

Delivery of personalized learning
Authentic assessment
Traumatic loss plans

Challenged

Math
Science
Business courses

Sustainability

PD: engagement, WholeChild, HW
Preparedness for growth
Collaborative School Leadership
Parent communication

ASCD Whole Child Tenet #1 – HEALTHY

Each student enters school healthy and learns about and practices a healthy lifestyle.

	District-wide
<p>Asthma-friendly schools <i>Our school facility and environment support and reinforce the health and well-being of each student and staff member.</i> Implement Sustainable Jersey for Schools’ <u>“Asthma Friendly Schools Program”</u></p>	<p>Sustainable Jersey for Schools suggests a six-step process:</p> <ol style="list-style-type: none"> 1. Asthma management in the classroom – each nurse conducts faculty in-service 2. Asthma basics – nurses do online training and complete an assessment 3. NJDEP’s no-idling pledge – superintendent signs statement of assurance and pledge 4. Asthma treatment plan training – nurses do online training and complete assessment 5. NJPEOSH program training – attend indoor air quality training and form school team 6. Nebulizer in every school – NJSA 18A:40-12.7, nebulizer required in every school <p>All six steps have been completed at all four schools and certificates have been issued.</p>
<p>Staff-wellness program <i>Our school addresses the health and well-being of each staff member.</i> Implement Sustainable Jersey for Schools’ <u>“Staff Wellness Program”</u></p>	<p>Sustainable Jersey for Schools outlines five components of a staff wellness program, which have been addressed at all four schools:</p> <ol style="list-style-type: none"> 1. Health education, including wellness committee newsletters and tips, surveys, recipe swaps, and mindfulness training 2. Supportive social and physical environment, including activity challenges, 5K teams, spirit wear, Weight Watchers, exclusive access to fitness center, and yoga and CrossFit classes 3. Integration of worksite program into organizational structure, including active wellness committees at each school, wellness breakfasts 4. Linkages with related programs, including insurance company wellness program 5. Screening programs, including flu shots and healthy school index assessment

ASCD Whole Child Tenet #2 – SAFE

Each student learns in an environment that is physically and emotionally safe for students and adults.

	District-wide
<p>Overall Facilities Review <i>Our school building, grounds, playground equipment, and vehicles are secure and meet all established safety and environmental standards.</i></p> <p>Implement 10-step district plan:</p> <ol style="list-style-type: none">1. Facility assessment2. Preventative plan3. Review of policies4. Energy conservation5. Update SOPS (Standard Operating Procedures)6. Indoor air quality review7. Inventory all equipment8. Master contact list9. Security training10. Safety audit	<p>Status -</p> <ol style="list-style-type: none">1. Updated with completed projects2. Fully operational3. Compliant with all facility-related policies4. Researching options5. Completed6. Completed all of TTI's recommendations7. Inventory completed8. Completed9. Currently researching providers10. Audit conducted and awaiting report

ASCD Whole Child Tenet #3 – ENGAGED

Each student is actively engaged in learning and is connected to the school and broader community.

	Moss	Campbell	Edgar	MHS
<p>Student goal setting <i>Our staff works closely with students to help them monitor and direct their own progress... through effective goal setting and time management.</i> District-wide differentiation including student training sessions, teacher conferencing, expanded use of technology tools, student surveys, student progress monitoring, and student samples</p>	<p>Mrs. Kandel’s students set at-home Reading Log Goals; Ms. Spring’s students set their own academic goal and personal goal; Mrs. Fischer’s class set a class goal of over 200 items for Food Drive – collected 500+.</p>	<p>Gr1-4 using self-assessment tools, shared with parents. Gr1-2 charting math fluency. Gr1-4 PE: activity calendars done by students, monitored by parents, charted by teachers.</p>	<p>Advisory lesson. Lesson plans. Wheel of Life w/ 5th grade students. Report card reflection/goal progress = 100% completion. Student engagement survey.</p>	<p>Meetings w/ at-risk students (data, attendance, grades, behavior, teacher input). Naviance – career exploration interviews. PreACT. Career maps. SMART goals.</p>
<p>Academic integrity <i>Our school expects and prepares students to assume age-appropriate responsibility for learning through effective decision making...</i> District-wide continuum including: teaching and modeling honesty, identifying trusted information sources, applying proper citation conventions, and demonstrating integrity</p>	<p>Determined appropriate student behaviors that demonstrate honesty. Student self-assessment. Rutgers SECD intern program.</p>	<p>Grades 3 and 4 focused on two important themes: digital citizenship and reliable, trustworthy sources.</p>	<p>Gr7-library lessons on MLA format, citations. Gr8 - “What You Need to Know About Plagiarism” publication from NJ State Bar.</p>	<p>Turn-It-In. All citations in MLA format. Academic honesty tracking.</p>

ASCD Whole Child Tenet #4 – SUPPORTED

Each student has access to personalized learning and is supported by qualified, caring adults

	Moss	Campbell	Edgar	MHS
<p>Delivery of personalized learning <i>Our school personalizes learning including the flexible use of time and scheduling to meet academic and social goals for each student.</i> Development of, and compliance to, all IEPs, 504 plans, and I&RS action plans as measured by case log data and student learning outcomes</p>	<p>Staff PD. At all schools-quantitative data to include: dates, identified issues, #meetings, #interventions/accommodations.</p>	<p>Tracking data on reasons for referrals, time in program, and additional referrals.</p>	<p>Staff training on teacher feedback for 504s and process for I&RS action plans.</p>	<p>PD for teachers on I&RS and 504 and IEPs. Ongoing data collection.</p>
<p>Authentic assessment <i>Our teachers use a range of diagnostic, formative, and summative assessment tasks to monitor student progress, provide timely feedback, and adjust teaching-learning activities to maximize student progress.</i> Across the district, samples of authentic assessments and student work. At MHS, comparison of:</p> <ol style="list-style-type: none"> 1. Current, future assessments 2. Current, future student work 3. Student engagement 4. Student achievement 5. Data to drive instruction 	<p>STEM design challenge. Garden Project. MakerSpace writing assignments. Social problem solving rubric. Revision/self-reflection writing checklist.</p>	<p>SGO assessments. STEM projects.</p>	<p>CO₂ dragster races. Computer Science games. Grade 7 G&T robotics. New grade 7 humanities STEM G&T.</p>	<p>Sample plans reviewed, feedback provided. Use of authentic assessment question as part of exams. Part of our work with NGSS.</p>
<p>Traumatic loss plans <i>Each student has access to school counselors and other structured academic, social, and emotional support systems.</i> Formal adoption of Traumatic Loss Plans at each school</p>	<p>District-wide team with all schools represented was formed by and facilitated by Kathy Glutz. The team completed a comprehensive district-wide Traumatic Event Plan. Binders available in central office and all schools.</p>			

ASCD Whole Child Tenet #5 – CHALLENGED

Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment

	Moss	Campbell	Edgar	MHS
<p>Mathematics <i>Each student in our school has access to challenging, comprehensive curriculum in all content areas.</i> Detailed review of K-12 math; Adjust instruction based on PARCC and benchmark data; Math acceleration program beyond 2015/2016 pilot; Plans for 8th grade Geometry; Differentiated math centers; PARCC, AP exams, SAT, and ACT</p>	<p>Customized math workshop model for K. Professional development on the math shifts.</p>	<p>Measurement and geometry integration tracked through lesson plans and walkthroughs. Differentiated centers noted in walkthroughs. Recommendation in observations.</p>	<p>New course proposal – Geometry. Data review. New navigational dashboard for LinkIt. PARCC Navigator Analysis report.</p>	<p>All students by end of 9th complete algebra1. Lab courses in algebra 2. Trigonometry topics added. Streamlined offerings to raise bar for all. Benchmarking in 2017-18.</p>
<p>Science <i>Each student in our school has access to challenging, comprehensive curriculum in all content areas.</i> State assessments, AP exams, and SAT subject tests</p>	<p>Turnkey PD through Rutgers Math-Science Partnership. STEM engineering project.</p>	<p>Reviewed with teachers the NJASK4 science results. Prep for NGSS school goal for 2017-18.</p>	<p>Required science benchmarks administered 3x w/ grade 6-8. Alignment with NGSS.</p>	<p>Two Biology benchmarks. NGSS prof dev. Increase in experimental design and NGSS.</p>
<p>Business <i>Each student in our school has access to challenging, comprehensive curriculum in all content areas.</i> Course offerings in the MHS Program of Studies for 2017-2018</p>	<p>Enrichment class – using problem-solving steps to design Moss School Garden competition.</p>	<p>Proposed opportunity for MHS students to teach CES students. Upcoming enrichment fair.</p>	<p>Annual career fair.</p>	<p>New courses approved. Students enrolled. Hiring process and resource & curr dev underway.</p>

ASCD Whole Child – SUSTAINABILITY

Schools implementing a whole child approach use collaboration, coordination, and integration to ensure long-term success.

	District-wide and all schools
<p>Professional Development for authentic engagement, Whole Child, and homework <i>Our professional development plan reflects emphasis on and implementation of a whole child approach to education, is individualized to meet staff needs, and is coordinated with ongoing school improvement efforts.</i> Walkthrough forms to support teacher growth in authentic engagement; ASCD School Improvement Tool; Teacher/parent/student HW surveys</p>	<p><u>District-wide</u> – professional development around HW at May in-service <u>Moss</u> – PD on self-monitoring, student goal-setting, Learning Through Play. <u>MHS</u> – use of ASCD SI tool data, HW and service learning PD <u>Campbell</u> – happiness initiative; student engagement at 89% during student-centered lessons <u>Edgar</u> – Increase to 57% student-centered learning. Also, a shift from compliance to engagement.</p> <ul style="list-style-type: none"> • DEEP ENGAGEMENT (CES=4.8%) • ENGAGEMENT (CES=57.7%, EMS=22.5%). • ACTIVE COMPLIANCE (CES=29.1%, EMS=71.9%) • PASSIVE COMPLIANCE (CES=7.2%) • PERIODIC COMPLIANCE(CES=1.3%) • RESISTANCE: none
<p>Preparedness for Growth <i>Our school regularly reviews the alignment of our policies and practices to ensure the health, safety, engagement, support, and challenge of our students.</i> ASCD School Improvement Tool; Architect’s district report; MHS schedule and facility report</p>	<p>All schools – principals have met with district architects. Multiple table-top exercises to address potential enrollment increase/unplanned shut down of a school/construction contingencies.</p>
<p>Collaborative School Leadership <i>Our school leaders implement a distributed leadership plan to ensure progress.</i> ASCD School Improvement Tool; Rutgers Univ. survey data</p>	<p>Representatives from all schools at various conferences during the year. Presentation at NE TURN. Presenting at NJSBA. Established 7-point decision making scale. Up to 10 district committees. Committees reps from all committees meeting with comparable board committees.</p>
<p>Parent Communication <i>Our school staff...and families share research, appropriate data, ideas, and resources to provide a coordinated Whole Child approach for each student.</i> ASCD School Improvement Tool; Supt dialogue w/ PTO; Electronic flyer system</p>	<p>Leave replacement letters. High participation at parent conferences. New electronic flyer system. Increase in parent volunteers. Strategic use of Honeywell and parent surveys.</p>