

District Goals 2019-2020



District Mission Statement

*The Metuchen Public School District will provide all students with a **safe and nurturing environment** in which to foster **academic, social and emotional growth**. The District is committed to allowing **every student to develop to their fullest potential** by providing a strong foundation of skills based on **academic excellence** and high performance standards. The district expects all students to achieve the New Jersey Student Learning Standards at all grade levels. The district will provide a **curriculum which is fully inclusive and recognizes the high expectations of the community**.*

District Priorities

- *We believe that students should be independent problem solvers, challenged through comprehensive and cohesive programming, particularly in science, technology, engineering, and mathematics.*
- *We believe that a culturally-sensitive school climate in combination with career exploration and real world experiences best prepares students for success.*
- *We believe that quality instruction for students is contingent on best practices in recruitment, professional growth, and empowerment of staff.*
- *We believe that student achievement increases with collaboration among all stakeholders.*
- *We believe that up-to-date and modern school facilities ensure learning environments that support the health and well-being of all staff and students.*

ASCD's The Whole Child



District Goals from last year

- Organized around ASCD's Whole Child
 - Healthy: "mental health and cultural sensitivity"
 - Safe: "physical, social, and emotional safety"
 - Engaged: "real-world learning opportunities"
 - Supported: "differentiated needs of students"
 - Challenged: "cross-curricular learning opportunities"
 - Sustainability: "continuous improvement"
- Activities to accomplish each goal
- Developed with input from board members, from community, from staff, and from students

District Goals from last year: How did we do?

One way to tell...the annual results from the ASCD School Improvement Tool:

- Needs assessment based on Whole Child; includes indicators on the tenets and the school improvement components of climate & culture, C&I, leadership, family & community engagement, PD & staff capacity, and assessment
- Survey response = 1261 (largest-ever survey return and a 9.5% higher response rate than last year's previous high): students (n=951), staff (n=149), board members/central office (n=14), and parents (n=147)
- Overall, results say our students are especially safe, engaged, and challenged. High scores also in PD & staff capacity and social & emotional climate.
- Parent scores were lower in sustainability, family engagement, assessment, health services, employee wellness, and policy/process/practice
- Staff scores were lower in healthy, leadership, family engagement, nutrition, and employee wellness
- Students scores were lower in sustainability, family engagement, and policy/process/practice

Self-assessing our progress 18-19

5	Did it well	with significant evidence of impact at student level
4	Did it well	and some evidence of impact at student level
3	Good progress	but not completed or limited evidence of student impact
2	Some progress	that was minimal or not at the student level
1	Didn't do it	or circumstances prevented us from doing it

18-19 Goals Summary

	Healthy = 3.6	Safe = 3.8	Engaged = 3.0	Supported = 4.0	Challenged = 4.2	Sustainability=4.25
Problem Solving through STEM = 3.75			<ul style="list-style-type: none"> Career clusters from STEM Plan (2) 		<ul style="list-style-type: none"> Science Labs for all levels (4) Year 1 of STEM plan 4 K-12 CompSci curriculum 5 	
School Climate & Career Readiness = 3.7	<ul style="list-style-type: none"> Students as Mentors 4 Rutgers Interns 4 Social Problem Solving 5 Cultural Sensitivity 3 	<ul style="list-style-type: none"> Stigma-free mental health 4 Balance technology use 5 	<ul style="list-style-type: none"> Increase internships 3 Plan for career exploration 4 Career clusters from STEM Plan (2) 			<ul style="list-style-type: none"> Can we change the way we think about Scheduling? 3
Instructional Quality = 3.5	<ul style="list-style-type: none"> Student led foreign language workshops 2 	<ul style="list-style-type: none"> SEL in curriculum 4 SEL skill app 2 		<ul style="list-style-type: none"> Daily support for struggling students 4 Differentiated instruction 4 	<ul style="list-style-type: none"> Science Labs for all levels (4) SAMR Model 4 Authentic Research 4 	
Collaboration & Communication = 4.33				<ul style="list-style-type: none"> Investigate tech tools/ platforms 4 		<ul style="list-style-type: none"> Digital Comms & Identity 4 Collaborative Leadership 5
Facilities = 4.5		<ul style="list-style-type: none"> Safety/ Security review 4 				<ul style="list-style-type: none"> Science Labs construction 5

Three books, three essential questions for 2019-20

- Collins' *Good to Great* – hedgehog concept (**Essential Question - What can we be the best at?**)
- Schmoker's *Focus* – (read, write, and speak each day, and more generally, focus on best curricular practices with minimal new initiatives) - **Essential Question - Are these best curricular practices with minimal new initiatives?**
- Hattie's *Visible Learning* - Effect Sizes (**Essential Question - What makes a significant impact on student learning?**)

Metuchen Public Schools 2019-2020 District Goals

Healthy

Staff wellness

Safe

Academic and behavioral
interventions

Engaged

Help students deepen their
understanding

Supported

Data-informed decisions
and timely feedback

Challenged

Academic and personal
growth

Sustainability

Long-term success

Healthy

Healthy indicator #5 - Our school addresses the health and well-being of each staff member.

- Provide ongoing staff wellness programming for certified staff,
- mentoring programming for new staff
- engaging teachers in teaching students SEL; activities listed are directly from research on best practices to address teacher stress, see [Penn State article here](#)
- PE/Health staff provide training/workshops on physical healthy practices at in-service days

Safe

Safe indicator #10 - Our teachers and staff develop and implement academic and behavioral interventions based on an understanding of child and adolescent development and learning theories.

- Trauma Informed Schools (training teachers on ACEs and develop interventions)
- Inventory of Rtl implementation and results
- Wingman implementation at Edgar School
- Build student self monitoring into day to day educational programming
- Expand on restorative justice and SEL approaches in the disciplinary process
- Assist students in dealing with stress related issues, i.e.time management, goal setting and balancing academic, school activities (sports/clubs), and social life.

Engaged

Engaged indicator #7 - Our teachers use a range of inquiry-based experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it.

- Extend inquiry-based research opportunities.
- Adults (staff and parents) and students will ask and answer the following: “What are you learning?” with the follow up question “Why are you learning that?”
- Form committees to investigate the incorporation of student-led conferences for the 2020-2021 school year.
- The Career Exploration Plan will be continued and expanded in all schools.

Supported

Supported indicators #5 and #2 - Our school staff understands and makes curricular, instructional and school improvement decisions based on child and adolescent development and student performance information and provides timely feedback to students.

- Conduct Collaborative Teacher Inquiries to make a shared decisions
- Integrating Orton Gillingham strategies into reading instruction
- Audit current practices and explore best practices for providing students with timely feedback

Challenged

Challenged indicator #3 - Our school collects and uses qualitative and quantitative data to support student academic and personal growth.

- Ensure that collaborative teams use data and engage in evidence-based conversations to make shared decisions in order to improve student achievement and growth
- Conduct an audit of student math data sets used for differentiated learning experiences for all students.
- ELA and Math departments will expand the use of benchmarking data in to include grade 11 (specify which 11th grade courses will be benchmarked).
- Science teachers will develop a lab inventory and a standards-based lab rubric and measure student lab performance throughout the year.
- Create and implement action plans to assist students in Tier 2: Secondary Level of Prevention

Sustainability

Sustainability - Schools implementing a whole child approach use collaboration, coordination, and integration to ensure the approach's long-term success. Areas would include: Indoor Air Quality, residency, collaboration, STEM, and SEL.

- MHS Green Team will complete activities to earn recertification from Sustainable Jersey Schools
- Department staff and supervisors will collaborate to select and implement additional SEL competencies that are embedded into curriculum and instruction.
- Implement Year 2 of the 8 year STEM Plan
- Long range facility and program planning (Referendum)
- Budget Question

Next steps

- August and September faculty meetings to determine:
 - how to accomplish these, and
 - how success will be measured
- Monthly updates to the board (8x)
- Quarterly public reports at board meetings (3x)
- June final report and self-assessment

Self-assessing our progress 19-20

5	Did it well	with significant evidence of impact at student level
4	Did it well	and some evidence of impact at student level
3	Good progress	but not completed or limited evidence of student impact
2	Some progress	that was minimal or not at the student level
1	Didn't do it	or circumstances prevented us from doing it

*or at teacher level, for Healthy goal: “our school addresses the health and well-being of each staff member.”