

District Goals 2021-2022
Update - November 2021

HEALTHY		
Our school integrates health and well-being into the school's ongoing activities, PD, curriculum, and assessment practices		
OBJECTIVE	EXAMPLES	Current level on Self-Assessment
Self-Management / Coping Skills Pilot	37 total staff members interested <ul style="list-style-type: none"> • 17 out of 18 returning from Year I last year • 20 new certified staff interested • Plans to train Year I to turn key to Year II 	11/23/21: 2.75
Embedding Social Awareness into Social Studies Curriculum	Quest SEL Online assessment: all K-12 students - week of Dec 6; permission forms out now - parents, please complete Disciplinary referrals way down at MHS Social Studies and ELA Teacher training on Embedding Social Awareness through STAT on In-service Days and Department Meetings: Teachers designing lesson plans utilizing metacognitive pedagogies including Yes No Maybe and Respectful debate:	11/23/21: 3
Embedding Responsible Decision Making into secondary Math	Respectful debate: <ul style="list-style-type: none"> • promoting seeking diverse perspectives • engaging all students in discussions about relevant content in safe spaces Embedding structured SELf-Questioning into Math and Health curricula and instruction to build self-awareness, self-management and responsible decision-making	11/23/21: 2

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SAFE		
Our school upholds social justice and equity concepts and practices mutual respect for individual differences at all levels of student interactions: student-to-student, adult-to-student, and adult-to-adult		
OBJECTIVE	EXAMPLES	Current level on Self-Assessment
<p>Equity through a SEL Lens: <i>Adults and students learning how to seek, understand and respect diverse perspectives</i></p>	<p>Dr. Maurice Elias, Keynote Speaker on Social Awareness</p> <p>Social Awareness and Empathy Exercises at staff meetings</p> <p>Day of Dialogue and continuing MHS student group work</p>	<p>11/23/21: 3</p>
<p>Incorporation of diverse collection of authors and literature across the curriculum</p>	<p>Measurements planned:</p> <ul style="list-style-type: none"> • Quest SEL Online assessment - week of Dec 6 • NJ School Climate Survey - week of Jan 14 • Rutgers Collaboration Survey - spring <p><i>George/Melissa</i> adoption and book read by Edgar staff</p>	<p>11/23/21: 2.5</p>
<p>Closing the achievement gap among subgroups</p>	<p>Diversity, Equity and Inclusion letter to parents of grades 6-8 with diverse collection of authors and literature along with information of the new law and standards</p> <p>Three titles were adopted and infused into the ninth grade reading workshop options: <i>Symptoms of Being Human, The 57 Bus, Aristotle and Dante Discover the Secrets of the Universe</i></p>	<p>11/23/21: 2.33</p>
<p>Increase student subgroup representation in honors and accelerated courses</p>	<p>ASVAB scheduled (Feb)</p> <p>AccuPlacer scheduled (spring)</p> <p>Baseline data collected and analyzed (Start Strong, iReady, DIBELS, Linkit, mClass, ACCESS correlations) shows work to be done in math and with subgroups (African-American and special education students)</p>	<p>11/23/21: 2</p>

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ENGAGED		
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.		
OBJECTIVE	EXAMPLES	Current level on Self-Assessment
Student Inquiry	Embedding 4 Square SELf-questions into math for students to be able to write out Math thinking	11/23/21: 2
Reading and Writing Across the Curriculum	<p>The Math & Science departments are working on inquiry-based interdisciplinary projects throughout the year while implementing the Problem Solving Steps</p> <p>“What Stays/What Goes” action research</p> <p>Numerous choice workshops by Natalie Dougherty, Google and teacher turn-key sessions at In-service Days. Open House support sessions and technical support for teachers from Natalie Dougherty</p>	11/23/21: 1.75
Strategic integration of technology into everyday experience	Google Classroom/Class Dojo: one platform established for students, parents and teachers at every school	11/23/21: 2.75
Emphasis on informational literacy		11/23/21: 2

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SUPPORTED		
Each student has access to school counselors and other structured academic, social and emotional support systems		
OBJECTIVE	EXAMPLES	Current level on Self-Assessment
Transition supports for students	<p>All schools offered Open House events at the beginning of the year to Support Successful Transitions</p> <p>SLTs</p> <p>Moss conducted a staff wellness/staff efficacy survey, analyzing successes and areas focus to continue fostering social and emotional health amongst staff</p> <p>CES focusing on teacher collaboration, gathering information from teachers stakeholders</p>	11/23/21: 3
Data-driven SLT work to foster the social and emotional health of staff and students	<p>Edgar re-establishing PLCs to provide more time for collaborative data analysis and co-planning</p> <p>MHS leveraging existing committees and relationships; building capacity and defining parameters for best collaboration</p> <p>Principals and co-chairs invited to upcoming labor-management collaboration training at Rutgers.</p>	11/23/21: 2.33

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CHALLENGED		
Our curriculum and instruction develop students' global awareness and competencies, including understanding of language and culture		
OBJECTIVE	EXAMPLES	Current level on Self-Assessment
Long Term STEM Plan	All Math/Sci/PA teachers: introduced STEM projects incorporating Metuchen Problem Solving Model.. Sci teachers: Reviewed UN Sustainability Goals with Science staff. Gave all teachers collaborative time to develop/implement projects.	11/23/21: 2
UN sustainable development goals	STEM 4.0 Infusing UN Sustainability Goals into STEM projects	11/23/21: 2
Long Term World Language Plan	World Language: we are in a self-questioning stage. Are there micro changes that we can make? What are other districts doing? Is our status-quo mostly ok?	11/23/21: 1.5

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SUSTAINABILITY		
<p>Our school staff, community-based service providers, families, and other adult stakeholders share research, appropriate data, idea generation, and resources to provide a coordinated, whole child approach for each student</p>		
OBJECTIVE	EXAMPLES	Current level on Self-Assessment
<p>Prepare for Building Referendum</p>	<p>Participate in referendum planning meetings with architects. Analysis of staffing requirements and overall staffing efficiencies. Next steps - incorporate more student- and teacher-voice too.</p> <p>Asking what are the things we do really well and the best practices that we are not yet doing.</p> <ul style="list-style-type: none"> ● Some things we do well: ELA, embedding SEL, arts/athletics/academics balance, Whole Child focus, curriculum, professional development, [principles of collaboration 	<p>11/23/21: 3</p>
<p>Audit current practices for best practices</p>	<ul style="list-style-type: none"> ● Next areas of focus: grading, balancing our highly effective strategy-based reading curriculum and instruction with best practices for reading foundations, STEM, closing the achievement gap, informational literacy 	<p>11/23/21: 2.75</p>
<p>Extend our labor-management collaboration</p>	<p>Labor-management collaboration: <i>“the answer is in the room,”</i> and <i>“we will not let each other fail.”</i> Where does this happen? DLT, leadership partners, SLTs, special ed leadership team, instructional council, nine district committees, student advisory board, and other existing collaborative teams. These various teams incorporate many stakeholders: board, administration, teachers, support staff, parents, and students.</p>	<p>11/23/21: 3.5</p>