

# District Goals 2022-2023

## FINAL update June 27,2023



# Metuchen Public Schools

## 2022-2023 District Goals: *Voice and Choice*

### *Healthy*

Student toolkits for emotional health

### *Safe*

Connections between students

### *Engaged*

Civic engagement

### *Supported*

Collaboration in support of student experiences

### *Challenged*

Academic and social problem-solving

### *Sustainability*

Space, assessment, and collaboration for long-term student success

# Here's how we will self-assess our progress in 2022-2023:

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

# Healthy

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

**Score = 4.25 (range 4 to 5) highest score!**

Goal: Utilize evidence-based instructional strategies to build student toolkits for emotional health and wellness

Activities will include:

- Consistency with SEL and coping strategies
- Addictive behaviors
- Mental health first aid

**Highlights:**

- **Embedded Coping Skills consistently P-12**
- **Built coping strategies and embedded Emotional Structured SELF-Questioning into Health curriculum documents K-12.**
- **Pk-5 classrooms implementing embedded Emotional Structured SELF-Questioning as part of the daily routine / Morning Meeting across all classrooms**
- **Embedded into Do Now routines Grades 6-12 (6-8 in Social Studies and 9-12 Health and 21st Century elective classes)**
- **Completed 2 year training of second cohort (31 certified staff**

# Safe

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

**Score = 3.71 (range 1 to 5)**

Goal: Facilitate connections between students

Activities will include:

- Setting group norms
- Inclusivity
- People-first language
- Student-to-student social connections
- Social conflict resolution

**Highlights:**

- **Moss received State & National School of Character Awards and two National Promising Practice Awards**
- **Campbell student feedback used to change sinks, make changes to lunch offerings, and design Field Day activities and tee-shirt themes**
- **Edgar Wingman and Advisory met 14 times; 193 students signed up for the 7 WIN Wednesday sessions, and 42 students to present their passion projects**
- **MHS practices highlighted for staff to understand the perspectives of students who identify as LGBTQ+; empathy & awareness instruction for students through a book study**

# Engaged

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

**Score = 3.83 (range 3 to 5)**

**Goal:** Develop deep understanding of civic engagement through student-directed service-learning projects

**Activities will include:**

- Research projects
- Listening
- Taking action
- Community environmental impact
- Taking diverse perspectives

**Highlights:**

- **Daily routine:** Students at Moss now ask each other “How do you feel?” as part of morning routine to promote student to student connections, empathy and social awareness.
- **Observable changes in recycling, # of bikers, and with the Campbell Green Team Crayon Recycling Initiative**
- **Edgar SS/ELA research projects:** How does a nation mend itself? Holocaust and City Garden. Engaging youth with public policy. **Global Perspectives:** what continues to shape my identity? Who is someone that has impacted the world in a positive way? What has and continues to shape identity? **Mental Health and AI.** Islam- most influential ancient achievement. **Urbanization.** Taking a Stand. Engaging with Public Policy. Midterm Elections.
- **Facilitation at MHS of respectful and active listening within all group meetings - SLT, Principal Advisory, Student Leadership.**

# Supported

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

**Score = 3.92 (range 1 to 5) largest increase!**

Goal: Stakeholder collaboration in support of students and their academic experiences

Activities will include:

- Scheduling
- Grading
- Articulation
- Collaboration
- Rtl
- Model transition practices
- Student input
- Adult-student interactions
- Parent communication
- Family involvement

**Highlights:**

- **Per DIBELS: students who are at or above benchmark = 86% of K students, 79% of 1<sup>st</sup> grade, 83% of 2<sup>nd</sup> grade, 81% of 3<sup>rd</sup> grade, 79% of 4<sup>th</sup> grade.**
- **Campbell Rtl team meets every 6 weeks; on average, 62 children being serviced**
- **Edgar Rtl: Math Q1-56 students, Q2-48 students, Q3-32 students, Q4-31 students. ELA Q1-28 students, Q2-18 students, Q3-16 students, Q4-11 students**
- **At MHS, of the 21 students who were enrolled in ELA Rtl during the school year, 7 exited the program, 3 shifted from Tier 3 to Tier 2 support. Remaining students - 5 enrolled in Tier 2 & 3, while 6 remained solely in Tier 2.**

# Challenged

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

**Score = 3.82 (range 3 to 5)**

Goal: Enriching learning experiences for students to enhance academic and social problem-solving skills

Activities will include:

- STEM
- American Sign Language
- Embedded problem-solving in curriculum
- Career and technical education opportunities
- Foundational reading skills
- STEM plan
- Robotics
- E-sports
- United Nations Sustainable Development Goals

**Highlights:**

- **K-5 STEM: Climate Change Initiative/PD**
- **Teachers are implementing problem solving process as an inquiry-based research process to target UN Sustainable Development Goals**
- **All science classes = 3 STEM projects, one on climate change. Math classes = 2.**
- **Table of STEM projects:**  
<https://docs.google.com/document/d/1T1SOQR2KP7lufSQXznE4fR7TQZ0-yrXP0PXzK0KVjtk/edit>



# Sustainability

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

**Score = 2.89 (range 1 to 4)**

Goal: Redesign space, review assessment practices, and use collaborative structures to support long-term success

Activities will include:

- Celebrating achievements
- Assessment audit and deliverables
- Assessment balance
- Referendum

**Highlights:**

- **SLTs - planning for parking to meet the needs of the staff and students.**
- **MP 4 Quarterlies show more flexibility in types of assessments and approaches.**
- **Start Strong has been eliminated, which will help with assessment balance.**
- **pre-ACT was given as test-optional this year.**
- **Recommended PSAT to be on Saturday and that it is test-optional, as well.**
- **Initial planning and discussion meetings regarding the start of online SAT & AP exams**
- **Edgar: National Blue Ribbon School**
- **Moss: State and National School of Character and two National Promising Practice Awards**

# Next steps – goal ideas for 2023-2024

- Ideas from: board, parent advisory, student advisory, Friday Forums (new this year), administrators, schools (how? in-service choice session and optional input on own and what else?).
- Some initial suggestions include:
  - UN sustainable development goals,
  - elementary STEM,
  - kindness,
  - parent partnerships,
  - artificial intelligence in K-12,
  - scheduling,
  - maximization of instructional time,
  - communication,
  - ELL,
  - small group instruction,
  - pro-social student behaviors,
  - equity vs equality,
  - math,
  - 24/7 tutoring (supported),
  - student-driven service learning,
  - climate studies,
  - prep for virtual exams,
  - assessment,
  - 0s vs 50s,
  - final grade calculation (quality pts vs %),
  - collaboration,
  - and what else? Stay tuned – working all summer – will unveil in August