

District Goals 2023-2024: “Amazing Together” April 2024 update



Metuchen Public Schools

2023-2024 District Goals Overview

Goal #1: Establish and communicate norms for adult communication that reflect shared values and result in positive impact and outcomes for all stakeholders.

Goal #2: Maximize instructional opportunities for differentiation, small group instruction, academic intervention, and co-teaching to increase academic outcomes.

Goal #3: Develop student problem-solving skills through active engagement and connection to others, including through problem-based learning, service learning, and internships, plus leveraging the opportunities we have with the construction project

Goal #4: Enhance tiered interventions through training and modeling strategies to address mental health and behavioral challenges.

Goal #5: Mobilize students by leveraging co- and extracurricular experiences to build pro-social behaviors and to combat meanness and bullying.

Goal #6: Utilize curricular and instructional strategies/practices to develop social awareness, emotional regulation and coping skills with practice throughout the day.

Self-assessment of our progress in 2023-2024

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

Goal #1

Goal: Establish and communicate norms for adult communication that reflect shared values and result in positive impact and outcomes for all stakeholders

Aligned with Whole Child Tenets and Indicators: Healthy 5, Safe 7, and Supported 6/7

Areas to address: parent-teacher, parent-administrator, teacher-administrator, parents as partners

Actions

- a) Collaborate with stakeholders, emphasizing norms, values, and the “hows” of effective communication
- b) Input and shared commitment from the various parent advisory groups
- c) Update and share chain of command
- d) Create a permanent product, connected to chain of command (add the “how” to the “who”)

Mean score = 3.75 (up from 2.44)

Range = 3 to 5

Sample evidence:

- **Moss: The Family Connection through Class Dojo is highly subscribed and is used as an effective communication tool.**
- **Campbell: The 4th Bi-Monthly Survey is currently open for staff, community, and students. Results and proposed action steps will be shared with relevant constituent advisory groups.**
- **Edgar: PTO sessions on how parents should contact school and suggest appropriate communication strategies. During board meetings, we discuss "hot topics" that may have been brought to their attention.**
- **MHS: Engagement by all stakeholders in collaboration using the activity, “Do You Really Know Me?”, which focused on relationship building and knowing how to best communicate with one another.**

Goal #2

Goal: Maximize instructional opportunities for differentiation, small group instruction, academic intervention, and co-teaching to increase academic outcomes.

Aligned with Whole Child Tenets and Indicators: Supported 1, Engaged 6/7, and Challenged 6

Areas to address: workshop model, small group instruction (SGI), AP scores, grade-level test scores, protection of instructional time, scheduling efficiency, response-to-intervention (RtI), and ESL

Actions:

- a) Professional development on co-teaching for teachers/administrators
- b) Co-observation administrator triads will occur in co-teaching settings with a focus on SGI and co-teaching models
- c) Offer peer observations during duties or other identified times to see co-teaching in ICR, ESL and RTI settings, or SGI, focused on instructional strategies, workshop model, etc.
- d) Observations will focus in on two of the four areas: workshop model; co-teaching; SGI; differentiation
- e) Operationalize the “grows” identified in assessment data presentations
- f) Maximize instructional time, with a focus on current and future scheduling efficiency and effectiveness

Mean score = 3.67 (up from 2.46)

Range = 1 to 5

Sample evidence:

- **Moss: Assessment data is used daily to monitor academic and behavioral goals. The Dibels assessment is implemented multiple times per year and instruction is prioritized based on the results.**
- **Campbell: A departmentalized schedule exists in 4th grade with data being collected on student and teacher experience. The data will be used to inform future schedule changes that maximize instructional time.**
- **Edgar: Data Dives with supervisors and coaches to analyze the data and develop plans.**
- **MHS: Final Exam schedule is more efficient. Rotating schedule utilized for NJGPA testing. SLT initiating conversations about Field Trips**

Goal #3

Goal: Develop student problem-solving skills through active engagement and connection to others, including through problem-based learning, service learning, and internships, plus leveraging the opportunities we have with the construction project

Aligned with Whole Child Tenets and Indicators: Engaged 1/2/3/6 and Challenged 2

Areas to address: Problem-based and service learning, construction lessons, artificial intelligence, and STEM

Actions:

- a) Audit, pilot and plan for internship opportunities at MHS, including via independent study
- b) Implement and report out on STEM Plan for 2023-24
- c) Establish AI committee with an emphasis on instructional use, ethics, benefits, and cautions
- d) Pilot use of AI in the classroom: professional learning, explore tools, and instruct students in use
- e) Incorporate construction project content into classroom lessons: real-world learning, career exploration, and community engagement
- f) Encourage use of project-based and service-learning projects (choice workshops, shared resources and best practices) with a focus on connectedness, empathy, compassion, passion projects, and civic engagement

Mean score = 3.48 (up from 2.00)

Range = 1 to 4

Sample evidence:

- **Moss: In the Pre-School Program, the Buildings Investigation Unit includes inquiry questions and activities that focus on construction. Details are provided in lesson plans. At the upcoming Spring X for kindergarten students, one of the books titled, Construction Site, will be the theme in one of the classrooms.**
- **Campbell: The Exploring Climate Education with Wind Turbines project provides 4th grade students with a hands-on STEM learning experience. The project is integrated into the 4th grade science lab was recently highlighted at the recent NJDOE climate change visit and panel.**
- **Edgar: Students participate in Advisory, WIN Periods, and the Wingman Program. The Student Councils donate to different charities throughout the year after events. They also ran "Adopt a Family" drive**
- **MHS: One Independent Study, six Internships, and six Tree Ambassadors**

Goal #4

Goal: Enhance tiered interventions through training and modeling strategies to address mental health and behavioral challenges.

Aligned to Whole Child Tenets and Indicators: Healthy 7 and Safe 3/5/6/10

Areas to address: Student behaviors, mental health, least restrictive environment, proactive strategies and responsive strategies

Actions:

- a) Explore screening strategies and tools for student wellness
- b) Offer professional development in behavioral and mental health to staff and parents
- c) Establish Threat Assessment Team, provide training, and implement procedures
- d) Utilize Friday Forums and other modes of feedback to identify and implement solutions with stakeholder input on mental health and behavioral challenges

Mean score = 3.63 (up from 1.88; biggest increase)

Range = 1 to 5

Evidence

- **Moss: Consistent tools have been identified and used to assess student wellness. This includes physical and mental health.**
- **Campbell: Columbia assessment utilized during student screening by CST and NEST.**
- **Edgar: Suicide Prevention during our May faculty meeting.**
- **MHS: Faculty Meetings: Importance of Making Connections (January), Current Trends in Teen Use of Drugs (February), Police Support (March), Suicide Prevention (April). Workshop to parents from ESS. (March)**

Goal #5

Goal: Mobilize students by leveraging co- and extracurricular experiences to build pro-social behaviors and to combat meanness and bullying.

Aligned to Whole Child Tenets: Safe 5, Supported 10, and Challenged 7

Areas to address: kindness and student leadership

Actions:

- a) Encourage participants of clubs and teams to engage in purposeful activities to spread kindness and inclusion throughout the school community
- b) Engage school community to partner with clubs and teams to provide resources and content to activate student engagement
- c) Audit current practices, implement new practices, and celebrate the activities and successes of student teams and clubs

Mean score = 3.88 (highest score; up from 2.67)

Range = 3 to 5

Evidence

- **Campbell: Well over 1,000 Kindness Hearts submitted highlighting acts of kindness within our school and home community**
- **Edgar: Announcements include meeting information and highlights of success in competitions student groups participate in. We also have a slide show display with club information in the hallway**
- **MHS: Outreach evidence on Twitter for Girls' Basketball, Girls Softball, and Boys Baseball. Consistent evidence from Unified PE reported.**

Goal #6

Goal: Utilize curricular and instructional strategies/practices to develop social awareness, emotional regulation and coping skills with practice throughout the day.

Aligned to Whole Child Tenets and Indicators: Healthy 7/8, Safe 3/6/7, Supported 3, Engaged 9

Areas to address: student skill sets and opportunities to practice

Actions:

- a) Self-assessment from inventory of current best practices
- b) Professional development offered for staff
- c) Share best practices and leverage existing structures (morning meeting, WIN Wednesday, Do Nows, and Zones of Regulation) to address social-emotional learning competencies

Mean score = 3.08 (lowest score; up from 2.25)

Range = 1 to 5

Evidence

- **Moss: Lesson plans, observation reports, and morning meetings provide evidence which addresses SEL competencies. Additionally, in April, members of the Moss staff presented, "Structured SELf Questioning" to professionals in the Edison Public Schools.**
- **Campbell: Teachers have shared resources and approaches to conducting, morning meeting. Additional resources are planned for 2024-2045 implementation.**
- **Edgar: Do Nows that include SEL strategies, WIN, Advisory.**
- **MHS: Collaboration between ESS, Wellspring, and School Counselors to identify students who would benefit from additional attention to ensure connectedness**