

District Goals 2023-2024: “Amazing Together” November 2023 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.

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 = 2.44 (range = 1 to 4)

Evidence

- **Moss: written agendas for staff meetings include these norms which are reviewed at the beginning of each meeting**
- **Campbell: Parent Advisory Meeting October 10 (evidence of setting up norms, values, and interactions)**
- **Edgar: making it a point to follow the Chain of Command and share it with parents**
- **MHS: “Hierarchy for Problems, Inquiries, & Requests” was developed**

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 = 2.46 (range = 1 to 4)

Evidence

- **Moss: workshop for MIPP teachers on co-teaching models.**
- **Campbell: Implementing AND collecting student and teacher data on new departmentalized schedule in grade 4**
- **Edgar: Peer observations have been offered to teachers.**
- **MHS: RtI Instructional Plans for Math include the incorporation of Teacher Assigned Varsity Tutors**

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 = 2.00 (range = 1 to 3)

Evidence

- **Moss: Current Moss Coat Drive and upcoming Food Drive.**
- **Campbell: An MEF grant that aligns to the STEM plan has been submitted.**
- **Edgar: Advisory - students were placed in one of their 3 choices. Sessions: extra help, Passion Projects, and On-Demand Varsity Tutors classes**
- **MHS: Bridgewater Hackathon on October 1. Banned Books research project to critically analyze books on the banned list across the US. Sinatra's Sneaker Drive is being run through the month of October**

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 = 1.88 lowest score (range = 1 to 4)

Evidence

- **Moss: Building level team has been established and trained.**
- **Campbell: Communication methods and distribution of information, surveys, etc. have been expanded. An audit has been conducted by the SLT on the various communication platforms**
- **Edgar: Team has been established. Members attended the state training. Already had one threat assessment**
- **MHS: Reporting procedures were constructed and posted in all MHS newsletters, emails, daily announcements, and social media for all staff, students, and parents. Procedures implemented on two occasions at MHS.**

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 = 2.67 highest score (range = 1 to 4)

Evidence

- **Moss: Coat and Food Drives offer opportunities to spread kindness and compassion within the community**
- **Campbell: All Campbell Kids have an opportunity to participate in a club if they choose: 81% of the Campbell Kids participate in at-least one club.**
- **Edgar: Counselors included informing students about clubs and athletics in their group and individual meetings. Joining clubs is also included in any re-entry meeting with students and parents.**
- **MHS: Communication provided to coaches and advisors about what they should do to promote pro-social behaviors. Multiple teams participated in the Overdose Awareness Day Event and the Sam Liss 5K event.**

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 = 2.25 (range = 1 to 3)

Evidence

- **Moss: Classrooms all display Zones of Regulation. Observations show evidence of strong implementation of SEL practices and philosophies.**
- **Campbell: Audit of communication, PD in literacy practices, and ML services have already occurred.**
- **Edgar: Staff including SEL strategies in their Do Nows.**
- **MHS: Do Nows - Student journals for check-ins on their feelings. Morning announcements focus on character development.**