

# District Goals 2023-2024: “Amazing Together”

June 2024 – final 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

<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

# 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 = 4.13 (highest score)**

**Range = 3 to 5**

## **Sample evidence:**

- **Moss: two assembly programs, Mad Science and Eyes of the Wild. Parent volunteers offer a monthly Book Swap. Volunteers provided Spring X activities. 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: The parent advisory group has been very helpful in developing information to be shared with new parents including rising 5th grade parents. As a result of the feedback they my 5th grade parent orientation included information that wasn't there before.**
- **MHS: Administration representation for collaboration with parent advisory groups at MHS including Principal's Parent Advisory, MMEDO, Booster Club.**

# 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 = 3.92**

**Range = 3 to 5**

**Sample evidence:**

- **Moss: Workshops including an October PD session on co-teaching models; co-teaching workshops**
- **Campbell: Implement departmentalized schedule and use teacher/student data to inform adjustments and implementation of a 3rd grade departmentalized schedule.**
- **Edgar: Teachers met with supervisors for data dives and developed action plans to support students' growth.**
- **MHS: 115 observations that were conducted for MHS...Workshop Model: seen in 66% of these observations. Co-Teaching: 27% (31 classes) were observed co-teaching. Note: MHS has 31 co-teaching classes during the course of a day. SGI: seen in 38% of these observations. Differentiation: seen in 66% of these observations.**

# 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 projects, and civic engagement

**Mean score = 3.67 (lowest)**

**Range = 1 to 5**

**Sample evidence:**

- **Moss: Buildings Investigation Unit and Spring X. Video shared with preschool students in preparation for the construction project. I'm an Excavator Song: <https://www.youtube.com/watch?v=A65YUhlkXwQ>**
- **Campbell: A Principal Challenge incorporating the Kindness Club provided evidence of kind acts occurring at home and in school. Over 1,000 entries were received.**
- **Edgar: Teachers have shared AI tools they used throughout the year and their responses were shared with staff.**
- **MHS: STEM Integration Expectations; STEM Integration Submissions; STEM in Our Schools - STEM, problem-based learning; Tree Ambassadors Program - service learning; Environmental Club Initiatives / Actions - anti-idling project (award recipients in Climate Change Challenge), addition of school garden food tower - STEM, problem-based learning**

# 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 = 3.94**

**Range = 3 to 5**

**Evidence**

- **Moss: For Staff:** In-service workshops in August and October, regular articulation with the BCBA's, Suicide Awareness Training Session (April). **For Parents:** Workshops on Suicide Prevention and Coping Strategies.
- **Campbell:** Challenging behavior forum informed professional development and morning meeting adjustments/sharing of information.
- **Edgar:** Suicide Awareness presentation completed during faculty meetings. Information about mental health was sent to parents in the Bulldog Briefs weekly in May for Mental Health Awareness Month.
- **MHS:** Student Assistance Program lunch presentations regarding ACT to Prevent Suicide. Lifelines program to be implemented for the 2024-25 school year, based upon the work and research done throughout this school year.

# 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 = 4.00**

**Range = 3 to 5**

**Evidence**

- **Campbell: Implemented SWENext as a Club with plans on continuing next year.**
- **Edgar: Club advisors update a slide show every month with information about their clubs. Announcements were made about club meetings or activities. Sports teams and athlete successes were included in morning announcements.**
- **MHS: Unified PE constructing a Unity Day event for October. GSA sponsored the full Week of Respect Events. GSA Collaboration with Metuchen Downtown Alliance for PRIDE Events. Student Council collaboration with Metuchen Downtown Alliance for Pre-Prom. Dr. Adler presentation for SNHS. Dr. Shope presentation on Climate Change.**



# 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 = 3.75 (biggest gain since spring break update)**

**Range = 3 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. Five Moss staff members published a book, The Metacognitive Preschooler, to be released 6/27**
- **Campbell: Morning meeting practices shared amongst staff.**
- **Edgar: Do Nows were often used for teachers to gauge students' emotions before beginning their lessons. Students participated in activities that highlighted SEL competencies.**
- **MHS: MHS Staff were asked to share what has worked in their classrooms. They included: second-chance grading, best ways to demonstrate learning, MP syllabi for time management.**