

Metuchen Public Schools: 2024-2025

“Better Every Day”

June 2025 final update



Metuchen Public Schools

“Quality schools...

...employ rigorous, engaging, and coherent curriculum; offer effective instruction that yields high quality work; and use curricula-aligned assessments that inform instruction.”

...have a clear philosophy and intentional structures for a positive, equitable school culture; and support a culture of learning that includes high expectations.”

...show clear alignment and intention between resource allocation and mission, vision, and goals.”

...have effective systems to attract, develop, and evaluate staff; and leverage professional collaborations to improve outcomes.”

...have effective structures to evaluate decisions and to monitor and accelerate student growth.”

How did we measure our progress in 2024-2025?

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

District Goals: Focus Area #1

Quality schools employ rigorous, engaging, and coherent curriculum; offer effective instruction that yields high quality work; and use curricula-aligned assessments that inform instruction.

Goal: Implement rigorous curriculum, effective pedagogy, and assessments that drive adjustments and supports to maximize student learning.

Key actions for 2024-2025:

- a) Collaboration around the implementation of revised curriculum guides with a focus on interdisciplinary connections (SEL, Climate change, PBL, STEM), additional curricular mandates and common resources
- b) Review new AI policy, create a district AI Plan and provide age-appropriate lessons on acceptable use
- c) Facilitating student discourse and maximizing instructional time to ensure high levels of student engagement

Mean score = 3.92 (range = 3 to 5)

Evidence

- **Moss: Holistic approach to climate, geography, plant/animal needs through new ELA curriculum fostering empathy and awareness**
- **Campbell: ELA K-5 PD leaders. Parent webinars and event at Cais.**
- **Edgar: STEM projects: Math - At least two STEM projects; Science - At least three STEM projects, activities, lessons incorporated with at least one being climate-change related; 21st Century - At least two STEM projects**
- **MHS: 21st Century classes collaborated on the construction of a business project connected with digital media, business/ entrepreneurship, and cooking classes, to potentially be launched with a downtown business for 2025-2026 school year.**

District Goals: Focus Area #2

Quality schools have a clear philosophy and intentional structures for a positive, equitable school culture; and support a culture of learning that includes high expectations.

Goal: Create a positive learning environment that supports high expectations.

Key actions for 2024-2025:

- a) Select and implement recommendations from the Parents as Partners Forum to foster collaboration and increase engagement between parents and school personnel
- b) Enhance systems to communicate progress on school and student achievement
- c) Mobilize students by leveraging co- and extracurricular experiences to foster kindness and connectedness
- d) Emphasize character education through structures for coordination of SEL and supports.

Mean score = 4.31, highest (range = 3 to 5)

Evidence

- **Moss: Kindergarten Power Hour - general education peers pushing into self-contained classroom to foster connections, model prosocial behaviors, and build relationships**
- **Campbell: The Bulldog Buddies program has been selected by Character.org as a 2025 Promising Practice.**
- **Edgar: Character Education Program was a focus this year. Every month had its own theme. The SLT worked to brainstorm ideas for the program, implement them, and reflect on it. Changes were made throughout the year.**
- **MHS: MHS identified through NJ.com as the top public high school in Middlesex County, communicated with the parents.**

District Goals: Focus Area #3

Quality schools show clear alignment and intention between resource allocation and mission, vision, and goals for school improvement.

Goal: Dedicate time, resources and expertise, combined with stakeholder input, to analyze indicators of success.

Key actions for 2024-2025:

- a) Boost achievement in tested areas, with a particular focus on early ELA, upper elementary/middle math, and entry-level AP courses, through focused PD, supplemental programming, and vertical articulation
- b) Review accountability data and make shared decisions about grows and glows
- c) Align instructional approaches and establish common focus areas through department collaboration
- d) Involve community stakeholders in school improvement initiatives by eliciting feedback
 - i. Rutgers Collaborative Survey for staff (**note: was not offered this year; new survey under construction**)
 - ii. School surveys for staff, parents, students
 - iii. NJSCI survey (**note: district results on next slide**)
 - iv. Client surveys as part of staff evaluation process

Mean score = 4.00 (range = 3 to 5)

Evidence

- **Moss: Grade level leads spearheaded team articulation/curricular adoption in preparation for Full Day K**
- **Campbell: NJSLA and benchmark data reflect pre-COVID levels**
- **Edgar: NJSCI was taken in the Spring. Data analysis has begun. Data will be shared with the School Leadership Team, Student Advisory Board, and the Parent Advisory Board to review and develop a focus action plan for improvement.**
- **MHS: Additional AP Teachers have been identified for the 2025-2026 school year, so they have been enrolled in full-week AP training.**

Total Mean Scores ⓘ
2024-2025 Admin#1

Domain	Students 3-5	Students 6-12	Staff	Parents /Caregivers
	486	1084	202	384
Behavioral Expectations	3.09	2.99	3.02	2.94
Academic Culture and Classroom Practices	3.00	2.84	2.88	3.09
Negative Student Interpersonal Behaviors ⚠	2.60	2.82	2.55	2.68
Prosocial Student Interpersonal Behaviors	3.08	2.84	2.95	2.97
Sense of Physical Safety	3.43	3.30	3.17	3.17
Student Voice and Involvement	2.86	2.90	3.13	3.04
Supportive Staff-Student Relationships	3.27	3.20	3.27	3.09
Supports for Student Social and Emotional Learning	3.24	2.98	3.04	2.93
Family Support and Engagement			3.11	3.07
Collegial Support			3.11	
Leadership Support			2.92	
Organizational Resources and Supports			2.76	
Student Sense of Belonging	3.33	3.10		

District Goals: Focus Area #4

Quality schools have effective systems to attract, develop, and evaluate staff; and leverage professional collaborations to improve outcomes.

Goal: Enhance teacher support, use collaborative structures, and encourage distributed leadership to further develop district priorities.

Key actions for 2024-2025:

- a) School Leadership Teams will address clearly identified initiatives that impact school outcomes and celebrate their achievements
- b) Train administrators on equitable hiring practices and incorporating these best practices into hiring routines
- c) Develop a statement of a commitment aligned to a high performing inclusive organization (**note: will work on this in 2025-26**)
- d) Formalize and communicate current district priorities
- e) Update the New Teacher Orientation program and the 3-year New Teacher Academy series to align with current district priorities

Mean score = 3.65, lowest (range = 3 to 5)

Evidence

- **Moss: Moss SLT SEL bins, Whole Child Tenets lens for hiring/recruitment, strong community ties**
- **Campbell: Collaboration around a more defined NJTSS model as well as building usage occurs through SLT sub-committees. SLT also dedicated time to planned for the 2026 transition.**
- **Edgar: SLT worked on the Character Education Program, possible schedules for Edgar for after realignment, room utilization, as well as School Goals for the 2025-26 school year.**
- **MHS: SLT analysis of absenteeism information and collaborated with both student and parent advisories to create an incentive program to decrease student absences through their absentee rate being tied to parking permits, senior privilege, and final exam exemptions.**

District Goals: Focus Area #5

Quality schools have effective structures to evaluate decisions and to monitor and accelerate student growth.

Goal: Support student mental health and wellness by enhancing tiered systems of support to remove barriers to student achievement

Key actions for 2024-2025:

- a) Implement *Lifelines Trilogy* as a comprehensive suicide prevention program
- b) Educate staff and students on wellness and the impact of social media
- c) Include parent representation on district mental health leadership team
- d) Provide professional development for multidisciplinary teams (I&RS, 504) on tiered interventions aligned to common areas of need
- e) Coordinate and communicate steps towards prevention, intervention, and efforts to modify behavior when responding to instances of HIB

Mean score = 3.85 (range = 3 to 5)

Evidence

- **Moss: Quarterly job embedded data coaching with RtI teacher/elementary supervisor for progress monitoring**
- **Campbell: Morning Meeting content that helps students identify strategies for managing emotions and social situations.**
- **Edgar: Prevention - Seventy-six (76) sixth graders participated in the Lifelines Trilogy lessons this year.**
- **MHS: *Accountable* has been read by the English department and they have made the recommendation for novel adoption for tenth grade curriculum.**

District Goals Focus Areas & Alignment to ASCD's Whole Child Tenets

Focus Area #	Healthy – indicator #s	Safe – indicator #s	Engaged – indicator #s	Supported – indicator #s	Challenged – indicator #s	Sustainability – indicator #s
1			1, 6, 7, 9, 10	6	1, 2, 4, 8	
2		3, 4, 6, 7		3, 4, 6, 10		
3		9				4, 9, 10
4				9		1, 2, 8
5	1, 2, 6, 7	10		4		
Score for each tenet →	3.85	4.18	3.92	4.09	3.92	3.83