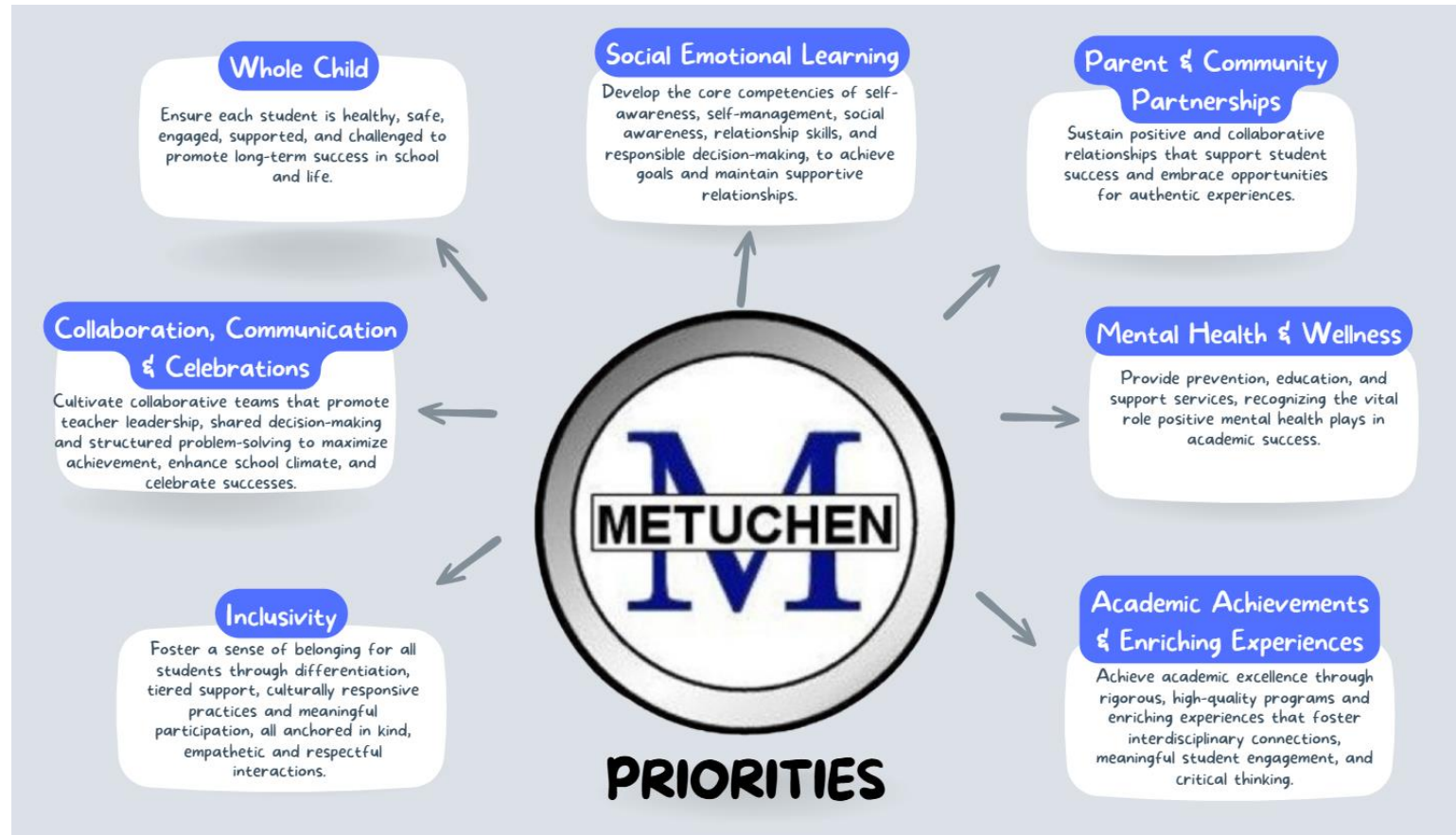


Metuchen Public Schools “Every Moment Matters” District Goals 2025-2026



District Priorities



Metuchen Public Schools

“Every Moment Matters”

Goal 1: Classroom & Community Engagement

Actively engage students in meaningful problem-solving experiences both inside and outside the classroom by integrating real-world issues and inquiry-based learning.

Goal 2: Building Forward Together

Foster collaboration and shared decision-making to navigate major organizational changes, using the construction project and grade realignment as catalysts to strengthen and transform our learning environments and operations.

Goal 3: Sky's the Limit

Engage school communities through structured teams and processes in reviewing and acting on NJSCI data to drive continuous improvements in school climate.

Goal 4: Information Literacy

Equip students with critical thinking and sense-making strategies to identify, evaluate, and navigate a wide range of information across digital, academic, and everyday sources, empowering them to become informed, responsible, and engaged citizens.

Goal 5: The Best Me

Align and promote shared values, tiered supports, and targeted interventions, to empower students and equip staff in fostering positive and meaningful student interactions that promote success.

How will we measure our progress in 2025-2026?

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: Goal #1

Classroom & Community Engagement

Actively engage students in meaningful problem-solving experiences both inside and outside the classroom by integrating real-world issues and inquiry-based learning.

Key actions for 2025-2026:

1. Teach students about food equity, reduce food waste and provide reliable sources of nutritious meals to those in need through share tables, donations to a food pantry, and community partnerships.
2. Empower student leaders and engage the community in environmental stewardship through hands-on tree-related education, promoting the benefits of trees, and strategically planting new trees across school campuses with grant support.
3. Enhance critical thinking and deepen understanding in STEM subjects by implementing strategies from book studies (i.e., Building Thinking Classrooms; Gather, Reason, and Communicate, etc.), facilitating differentiated center-based activities, and using real world contexts.

Mean score = 2.83 (range = 2 to 4)

Moss: Established Green Team, Applied for NJEA Sustainability Grant for a hydroponic tower

Campbell: Feedback for planting and tree locations provided by Green Team.

Edgar: Environmental Club works on Courtyard and learn all about the plants and trees in the courtyard and plant crops as well as native flowers/plants.

MHS: Tree ambassadors' presentation to authentic audience of site locations and variety of tree for Trees for Schools grant implementation

District Goals: Goal #2

Building Forward Together

Foster collaboration and shared decision-making to navigate major organizational changes, using the construction project and grade realignment as catalysts to strengthen and transform our learning environments and operations.

Key actions for 2025-2026:

1. Update standards-based report cards and align grading and reporting practices for new grade configurations.
2. Collaboratively reimagine instructional experiences that extend the core (i.e., G&T, RtI, ESL, science lab, library, computers, PE/health, world language, music, art)
3. Clarify a common understanding of Metuchen's model of collaboration through teacher leadership.
4. Coordinate staff assignments to support the smooth transition of students between schools, ensure continuity of instruction, and provide consistency in student support.
5. Plan for the use of new learning spaces that maximizes opportunities for innovation, supports teaching and learning, and enhances student engagement and collaboration.

Mean score = 2.30 (range = 1 to 3)

Moss: Visiting first grade - lunch and recess at CES - to assist with the student transition back to Moss

Campbell: 5th grade teachers participate in meetings and representatives are included in Campbell communications

Edgar: Solutions Committee meets monthly. There is a representative from each department

MHS: New grading procedures and report card planning to numeric grades starting with 9th grade presented to students and staff

District Goals: Goal #3

Sky's the Limit

Engage school communities through structured teams and processes in reviewing and acting on NJSCI data to drive continuous improvements in school climate.

Key actions for 2025-2026:

1. Collaborate with parent advisories, student advisories, school leadership teams, committees, and ad hoc teams to analyze school climate data and related practices.
2. Engage in shared decision making to develop and implement action steps aligned to identified areas for growth.

Mean score = 2.50 (range = 2 to 3)

Moss: Stakeholder collaboration in September with a multifaceted approach (i.e. opportunities to collaborate, mentorships, peer observations)

Campbell: First community advisory meeting to review data occurring in December.

Edgar: Met with both the SLT and Student Advisory Board about the NJSCI data. During the summer we had a focus group of parents that worked on analyzing the data.

MHS: Parent Advisory review of the data, discussion of the plans and recommendations for additional actions occurred in October.

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: Goal #4

Information Literacy

Equip students with critical thinking and sense-making strategies to identify, evaluate, and navigate a wide range of information across digital, academic, and everyday sources, empowering them to become informed, responsible, and engaged citizens.

Key actions for 2025-2026:

1. Engage students in collecting, analyzing, and interpreting real-world data using mathematical tools such as graphs, statistics, and data representation, and guide students in evaluating the reliability and limitations of data sources.
2. Implement an Artificial Intelligence (AI) Plan with tools for screening and curating resources and provide staff with “pick your own path” professional development opportunities, including prompt engineering and responsible AI use.
3. Emphasize voting rights and voter registration processes to build civic readiness, ground instruction in primary documents, incorporate current events where students pick, summarize, and evaluate information, foster respectful debate, and understand how geography influences cultures, societies, and nations.

Mean score = 2.33 (range = 1 to 3)

Moss: Student lessons via read-alouds and voting simulations in preparation for Election Day and Mawali visit

Campbell: Students have provided feedback for lunch seating and rotations of new seating options.

Edgar: The AI plan is being implemented by everyone in the school.

MHS: Media Literacy Week- Shared resources on propaganda, political cartoons, source reliability, and censorship.

District Goals: Goal #5

The Best Me

Align and promote shared values, tiered supports, and targeted interventions, to empower students and equip staff in fostering positive and meaningful student interactions that promote success.

Key actions for 2025-2026:

1. Engage school-based teams to review and set behavioral expectations for positive student interactions and empower students with the strategies to foster healthy relationships.
2. Align interventions, services and character education programs to the NJ Tiered Systems of Support (NJTSS) framework.
3. Provide professional development on tiered interventions for areas beyond academics (i.e., mental health, social emotional learning, behavior, etc.)

Mean score = 2.67 (range = 2 to 4)

Moss: Counselor led lunch bunch focusing on assessed student needs, (i.e. coping skills, relationship skills)

Campbell: Embedded in faculty meetings (e.g., NEST presentations on mental health)

Edgar: Focusing on Tier 1 Character Education through Advisory, No Place for Hate, morning announcements about our monthly Character Ed themes, and the Bulldog Values.

MHS: Teen Talk Group established

District Goals & Alignment to ASCD's Whole Child Tenets

Goal #	Healthy	Safe	Engaged	Supported	Challenged	Sustainability
1			x	x	x	x
2		x		x		x
3		x				x
4			x		x	
5	x	x		x		x
Score for each tenet →						

District Goals & Alignment to School Quality Review Indicators

[illegible]