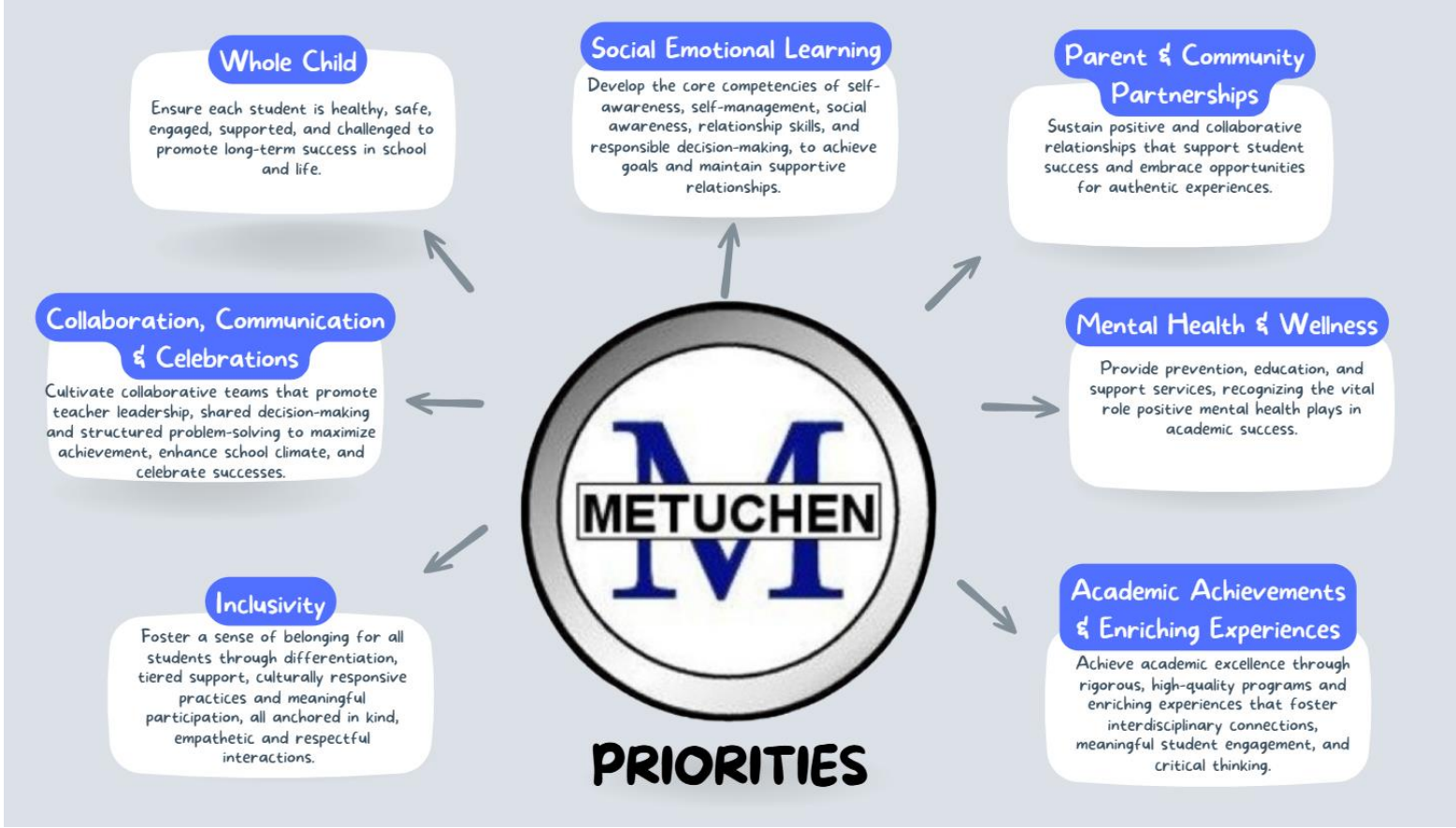


Metuchen Public Schools
“Every Moment Matters”
District Goals 2025-2026



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 we measured 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 = 3.75 (range = 3 to 5)

Moss: 600 pounds collected in the Spring REPLENISH food drive; collaboration with MHS Honors Math - lesson and field trip to the FPC garden and Food Bank tour; "Small Hands/Big Hearts" Spring drive to connect curriculum to food insecurity and donations; Collaboration with Metuchen Disco Soup Event

Campbell: Students actively participate in the school's share table initiative by donating and accessing unopened food items, demonstrating an understanding of food equity, reducing food waste, and supporting efforts to provide nutritious meals to individuals and families in need.

Edgar: During each lunch students collect extra food from the cafeteria and deliver it to Ms. Bruno's farm stand where all students can walk by and grab a snack.

MHS: 70 trees planted across 3 schools; students at MHS reviewed the plantings and provided feedback on the needs. MHS students created scavenger hunts for each school to engage with the 70 trees that were planted.

Districtwide food recovery stats: 3,410 meals served; 4,293 pounds of food saved, 17,624 pounds of CO₂ avoided.

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 = 3.70 (range = 3 to 5)

Moss: diagnostic screeners for data driven decision making and differentiation; revision of conference schedules and formats to align with CES and trimesters; adoption of the "iReady MyPath" program for individualized mathematics approach for each child

Campbell: Report Card Team: Drafts created, feedback gathered from grade-level teams, finalized drafts with team, work with SLTs and final view at department meeting; host "get to know the new report cards" with parents.

Edgar: Playlab AI Chatbot Career Interest Inventory, community members came in to speak with students about careers. The SLT also invited former students to come speak with 8th graders

MHS: Reorganization provides "flexible spaces." Humanities room with a stage for performing, engaging in debates, and as a speech/presentation space. STEM room for consistent Building Thinking Classrooms instruction. CORE (Community Outreach Experiences) room for implementing programming that involves the public (ex: providing senior citizens with instructional workshops on how to detect AI and how to better trust resources).

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 = 4.13 (range = 3 to 5); highest goal score

Moss: SCIP, SLT, and SCT analysis of NJ Sci Data and goal setting for collegiality among staff; analysis of school report card and subsequent focus area on enhancing mathematics instruction; absenteeism focus in I&RS process with focus on collaboration of all stakeholders

Campbell: Highwater mark for participation has been achieved with 150 community participants!

Edgar: The lessons focused on empathy, the impact of jokes, and preventing gossip. The Safety and Climate Committee met to analyze data and come up with ideas to improve school climate. We are working on a plan to improve tardiness next year.

MHS: The final exam exemption incentive was well-received, with over 340 students applying for and receiving at least one final exam exemption based on their grade average and class attendance rate.

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 = 3.83 (range = 3 to 5)

Moss: Would rather? Weekly Kindergarten Bar Graph; Preschool data graphing - how far can you jump? (insect study); Kindergarten mathematical activities in visually comparing amounts in a variety of representations (i.e. tallies, manipulatives, ten frames, etc.)

Campbell: Discussions and models of appropriate AI use shared with staff in department meetings, meetings, and club engagement. Teachers have used prompts to consistent and aligned to the prompt engineering work shared.

Edgar: Staff were trained in prompt engineering. They have incorporated AI into lessons. Students were trained in using Notebook LM and have reported using it to study. The District's AI policy has been posted in every classroom as a reminder of when and how AI should be used in class. Our staff shared AI tools they use in class with each other during faculty meetings. Several of our staff members were named AI Top Dog.

MHS: Successful voter registration drive for the Spring, specifically highlighting the birth date requirement for students to participate in the Spring Primaries.

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 = 3.92 (range = 3 to 5)

Moss: SEL Storytime for preschool; SEL classroom kits; Neurodiversity Awareness Week - whole school engagement; SEL Week themed activities to align with Read Across American community connections

Campbell: Lightbulb Lunch group will develop expectations matrix aligned to the new touchstone

Edgar: designated a No Place for Hate School. During each NPH lesson students reflected on the Bulldog Values and shared how to respond to negative behaviors in a positive way based on the values. Activities completed during No Place for Hate lessons were posted throughout the building as reminders for students.

MHS: Student Assistance Program & Wellspring continued to provide tabling events in the cafeteria to help empower the students in building healthy relationships and recognizing their innate abilities.

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 →	3.92	3.85	3.79	3.77	3.79	3.83

District Goals & Alignment to School Quality Review Indicators

Goal #	1 curriculum	2 pedagogy	3 assessment	4 environment	5 expectations	6 resources	7 goals	8 supervision	9 shared leadership	10 improvement	11 student growth
1	x	x	x					x			
2			x			x	x		x		
3				x			x		x	x	
4	x	x	x					x			
5				x	x			x			x
Score for each indicator→	3.79	3.79	3.75	4.00	3.92	3.70	3.82	3.83	3.82	4.13	3.92