

District Goals 2016-2017

June 27, 2017 – Final Report

- Organized around ASCD's The Whole Child
 - Five tenets
 - Sustainability
- Greater stakeholder input
- Maximizing engagement and success

Metuchen Public Schools 2016-2017 District Goals

Healthy

Asthma-friendly schools
Staff wellness

Safe

Overall facilities review

Engaged

Student goal setting
Academic integrity

Supported

Delivery of personalized learning
Authentic assessment
Traumatic loss plans

Challenged

Math
Science
Business courses

Sustainability

PD: engagement, WholeChild, HW
Preparedness for growth
Collaborative School Leadership
Parent communication

ASCD Whole Child Tenet #1 – HEALTHY

Each student enters school healthy and learns about and practices a healthy lifestyle.

	District-wide
<p>Asthma-friendly schools <i>Our school facility and environment support and reinforce the health and well-being of each student and staff member.</i> Implement Sustainable Jersey for Schools’ <u>“Asthma Friendly Schools Program”</u></p>	<p>Sustainable Jersey for Schools suggests a six-step process:</p> <ol style="list-style-type: none"> 1. Asthma management in the classroom – each nurse conducts faculty in-service 2. Asthma basics – nurses do online training and complete an assessment 3. NJDEP’s no-idling pledge – superintendent signs statement of assurance and pledge 4. Asthma treatment plan training – nurses do online training and complete assessment 5. NJPEOSH program training – attend indoor air quality training and form school team 6. Nebulizer in every school – NJSA 18A:40-12.7, nebulizer required in every school <p>All six steps have been completed at all four schools and certificates have been issued.</p>
<p>Staff-wellness program <i>Our school addresses the health and well-being of each staff member.</i> Implement Sustainable Jersey for Schools’ <u>“Staff Wellness Program”</u></p>	<p>Sustainable Jersey for Schools outlines five components of a staff wellness program, which have been addressed at all four schools:</p> <ol style="list-style-type: none"> 1. Health education, including wellness committee newsletters and tips, surveys, recipe swaps, and mindfulness training 2. Supportive social and physical environment, including activity challenges, 5K teams, spirit wear, Weight Watchers (group lost over 200 pounds), exclusive access to fitness center, and yoga and CrossFit classes 3. Integration of worksite program into organizational structure, including active wellness committees at each school, wellness breakfasts 4. Linkages with related programs, including insurance company wellness program 5. Screening programs, including flu shots and healthy school index assessment

ASCD Whole Child Tenet #2 – SAFE

Each student learns in an environment that is physically and emotionally safe for students and adults.

	District-wide
<p>Overall Facilities Review <i>Our school building, grounds, playground equipment, and vehicles are secure and meet all established safety and environmental standards.</i></p> <p>Implement 10-step district plan:</p> <ol style="list-style-type: none">1. Facility assessment2. Preventative plan3. Review of policies4. Energy conservation5. Update SOPS (Standard Operating Procedures)6. Indoor air quality review7. Inventory all equipment8. Master contact list9. Security training10. Safety audit	<p>Status -</p> <ol style="list-style-type: none">1. Updated with completed projects2. Fully operational3. Compliant with all facility-related policies4. Compliant w/earlier audit; ongoing effort5. Completed6. Completed all of TTI's recommendations7. Inventory completed8. Completed9. Working w/NJDOE, training by end of Dec10. Received audit report from NJSIG

ASCD Whole Child Tenet #3 – ENGAGED

Each student is actively engaged in learning and is connected to the school and broader community.

	Moss	Campbell	Edgar	MHS
<p>Student goal setting <i>Our staff works closely with students to help them monitor and direct their own progress... through effective goal setting and time management.</i> District-wide differentiation including student training sessions, teacher conferencing, expanded use of technology tools, student surveys, student progress monitoring, and student samples</p>	<p>Mrs. Kandel’s students set at-home Reading Log Goals; Ms. Spring’s students set their own academic goal and personal goal; Mrs. Fischer’s class set a class goal of over 200 items for Food Drive – collected 500+.</p>	<p>Gr1-4 using self-assessment tools, shared with parents. Gr1-2 charting math fluency. Gr1-4 PE: activity calendars done by students, monitored by parents, charted by teachers. Increased goal setting: up 28%</p>	<p>Advisory lesson. Lesson plans. Wheel of Life w/ 5th grade students. Report card reflection/goal progress = 100% completion. Student engagement survey.</p>	<p>Meetings w/ at-risk students (data, attendance, grades, behavior, teacher input). Naviance – career exploration interviews. PreACT. Career maps. SMART goals.</p>
<p>Academic integrity <i>Our school expects and prepares students to assume age-appropriate responsibility for learning through effective decision making...</i> District-wide continuum including: teaching and modeling honesty, identifying trusted information sources, applying proper citation conventions, and demonstrating integrity</p>	<p>Honesty is one of 5 school values. - Do what you think is right and not what others are doing. -Tell the truth about what happened, -Problem solve.</p>	<p>Grades 3 and 4 focused on two important themes: digital citizenship and reliable, trustworthy sources.</p>	<p>Grade 8: All students received instruction on plagiarism. Grade 7: All students received instruction on the use of MLA format including proper citations.</p>	<p>Turn-It-In: 3 teachers, 125 students, 400 assignments. All citations in MLA format. Academic honesty tracking.</p>

ASCD Whole Child Tenet #4 – SUPPORTED

Each student has access to personalized learning and is supported by qualified, caring adults

	Moss	Campbell	Edgar	MHS
<p>Delivery of personalized learning <i>Our school personalizes learning including the flexible use of time and scheduling to meet academic and social goals for each student.</i> Development of, and compliance to, all IEPs, 504 plans, and I&RS action plans as measured by case log data and student learning outcomes</p>	<p># of 504 = 0 Interventions=n/a #I&RS = 6 Interventions=3.5 # mtgs/S = 3.8 (range: 3 to 5) 4 exits, 1 to CST</p>	<p># of 504 = 43 Interventions=3.2 #I&RS = 23 Interventions=4.7 # mtgs/S = 2.5 (range: 1 to 5) 1 exit, 2 to CST</p>	<p># of 504 = 35 Interventions=4.2 #I&RS = 6 Interventions=3.8 # mtgs/S = 1.4 (range: 1 to 10) 5 exit, 2 to CST</p>	<p># of 504 = 43 Interventions=4.7 #I&RS = 13 Interventions=3.2 # mtgs/S = 1.4 (range: 1 to 3) 6 exit, 1 to CST</p>
<p>Authentic assessment <i>Our teachers use a range of diagnostic, formative, and summative assessment tasks to monitor student progress, provide timely feedback, and adjust teaching-learning activities to maximize student progress.</i> Across the district, samples of authentic assessments and student work. At MHS, comparison of:</p> <ol style="list-style-type: none"> 1. Current, future assessments 2. Current, future student work 3. Student engagement 4. Student achievement 5. Data to drive instruction 	<p><u>MHS</u>: 13 Teachers, 9 Administrators received training on Authentic Assessment</p> <ul style="list-style-type: none"> • Total # of Teachers at MHS that gave exams (not including PE/Health)= 45 • Total # of Teachers that designed an Authentic Assessment = 42 • Total # of Teachers that counted their AA on Final Exam = 40 • Total # of Teachers that used AA as a bonus question = 1 • Total # of teachers that used AA as a field test question = 1 • Total # of Teachers that did not design or include any Authentic Assessment=5 <p><u>Edgar</u>: 173 seventh grade students participated in CO2 Dragster Races, 45 eighth grade students developed Computer science games</p> <p><u>Campbell</u>: ELA3 – Proficiency Scores doubled from first to third benchmark. Math3 – Proficiency Scores increased by 40% from first to third benchmark. ELA4 – Partial Proficient Scores decreased by 25% from the first to third benchmark. Math4 – Proficiency Scores doubled from first to third benchmark.</p>			
<p>Traumatic loss plans <i>Each student has access to school counselors and other structured academic, social, and emotional support systems.</i> Formal adoption of Traumatic Loss Plans at each school</p>	<p>District-wide team with all schools represented was formed by and facilitated by Kathy Glutz. The team completed a comprehensive district-wide Traumatic Event Plan. Binders available in central office and all schools.</p>			

ASCD Whole Child Tenet #5 – CHALLENGED

Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment

	Moss	Campbell	Edgar	MHS																														
<p>Mathematics <i>Each student in our school has access to challenging, comprehensive curriculum in all content areas.</i></p> <p>Detailed review of K-12 math; Adjust instruction based on PARCC and benchmark data; Math acceleration program beyond 2015/2016 pilot; Plans for 8th grade Geometry; Differentiated math centers; PARCC, AP exams, SAT, and ACT</p>	<ul style="list-style-type: none"> Sean Powers conducted 3 hours of training to all K-12 math teachers on shifts 	<p>Edgar Math Benchmarks 2016-2017</p> <table border="1"> <thead> <tr> <th>Linkit Form</th> <th>A</th> <th>B</th> <th>C</th> <th></th> </tr> </thead> <tbody> <tr> <td>Grade 5 Average Score</td> <td>48%</td> <td>68%</td> <td>80%</td> <td>+32%</td> </tr> <tr> <td>Grade 6 Average Score</td> <td>53%</td> <td>60%</td> <td>67%</td> <td>+14%</td> </tr> <tr> <td>Grade 7 Average Score</td> <td>55%</td> <td>57%</td> <td>73%</td> <td>+18%</td> </tr> <tr> <td>Grade 8 Average Score</td> <td>29%</td> <td>48%</td> <td>63%</td> <td>+34%</td> </tr> <tr> <td>*Algebra 1 Average Score</td> <td>44%</td> <td>63%</td> <td>81%</td> <td>+37%</td> </tr> </tbody> </table>	Linkit Form	A	B	C		Grade 5 Average Score	48%	68%	80%	+32%	Grade 6 Average Score	53%	60%	67%	+14%	Grade 7 Average Score	55%	57%	73%	+18%	Grade 8 Average Score	29%	48%	63%	+34%	*Algebra 1 Average Score	44%	63%	81%	+37%		
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<p>Science <i>Each student in our school has access to challenging, comprehensive curriculum in all content areas.</i></p> <p>State assessments, AP exams, and SAT subject tests</p>	<ul style="list-style-type: none"> Benchmarks in Math will be conducted in 9th grade 2017-2018, 9th and 10th in 2018-2019 and 9-11th grade 2019-2020 PARCC, AP, SAT, ACT scores will be reported in the fall 100% of CES math classrooms provided direct instruction in measurement & geometry concepts throughout the year vs. only during a specific unit of study 35% of CES walkthroughs were in mathematics. Differentiated math centers were observed in 1/3 of all math walkthroughs. 	<ul style="list-style-type: none"> Benchmark assessments have been implemented using the AAAS (American Association for the Advancement of Science) test question bank in all biology classes and all science classes in grades 6-8 NJASK, NJBCT, AP, SAT, and SAT Subject Test data will be presented in the Fall 																																
<p>Business <i>Each student in our school has access to challenging, comprehensive curriculum in all content areas.</i></p> <p>Course offerings in the MHS Program of Studies for 2017-18</p>	<p>Course Offerings 2017-2018:</p> <p>AP Microeconomics (1 FY sect.), Entrepreneurship (2 FY sections), Computer Applications for Business: Information Management (1 semester section), Computer Applications for Business: Visual Technology Design (1 semester section), Financial Literacy (2 semester sections)</p> <p>AP Macro will be offered 2018-2019</p>																																	

ASCD Whole Child – SUSTAINABILITY

Schools implementing a whole child approach use collaboration, coordination, and integration to ensure long-term success.

	District-wide and all schools
<p>Professional Development for authentic engagement, Whole Child, and homework <i>Our professional development plan reflects emphasis on and implementation of a whole child approach to education, is individualized to meet staff needs, and is coordinated with ongoing school improvement efforts.</i> Walkthrough forms to support teacher growth in authentic engagement; ASCD School Improvement Tool; Teacher/parent/student HW surveys</p>	<p><u>District-wide</u> – professional development around HW at May in-service <u>Moss</u> – PD on self-monitoring, student goal-setting, Learning Through Play. <u>MHS</u> – use of ASCD SI tool data, HW and service learning PD <u>Campbell</u> – 58.9% student centered; student engagement at 89% during student-centered lessons <u>Edgar</u> – Increase to 57% student-centered learning. Also, a shift from compliance to engagement.</p> <ul style="list-style-type: none"> • DEEP ENGAGEMENT (CES=4.8%) • ENGAGEMENT (CES=57.7%, EMS=29.4%). • ACTIVE COMPLIANCE (CES=29.1%, EMS=63.2%) • PASSIVE COMPLIANCE (CES=7.2%) • PERIODIC COMPLIANCE(CES=1.3%) • RESISTANCE: none
<p>Preparedness for Growth <i>Our school regularly reviews the alignment of our policies and practices to ensure the health, safety, engagement, support, and challenge of our students.</i> ASCD School Improvement Tool; Architect’s district report; MHS schedule and facility report</p>	<p>All schools – principals have met with district architects. Multiple table-top exercises to address potential enrollment increase/unplanned shut down of a school/construction contingencies. CES - Revision to the 2017-18 schedule will allow for multi-grade resource room opportunities</p>
<p>Collaborative School Leadership <i>Our school leaders implement a distributed leadership plan to ensure progress.</i> ASCD School Improvement Tool; Rutgers Univ. survey data</p>	<p>Representatives from all schools at various conferences. Presentation at NE TURN, NJSBA, and NJASA. Established 7-point decision making scale. Up to 10 district committees. Committees reps from all committees meeting with comparable board committees. School budget and student advisory committees to be formed.</p>
<p>Parent Communication <i>Our school staff...and families share research, appropriate data, ideas, and resources to provide a coordinated Whole Child approach for each student.</i> ASCD School Improvement Tool; Supt dialogue w/ PTO; Electronic flyer system</p>	<p>Leave replacement letters. High participation at parent conferences. New electronic flyer system. Increase in parent volunteers. Strategic use of Honeywell and parent surveys. CES parent notifications in multiple languages, Edgar School LinkIt! parent portal was opened to great feedback.</p>