

District Goals 2017-2018

FINAL UPDATE: June 26, 2018



District Priorities 2017-2018

- *We believe that students should be independent problem solvers, challenged through comprehensive and cohesive programming, particularly in science, technology, engineering, and mathematics.*
- *We believe that a culturally-sensitive school climate in combination with career exploration and real world experiences best prepares students for success.*
- *We believe that quality instruction for students is contingent on best practices in recruitment, professional growth, and empowerment of staff.*
- *We believe that student achievement increases with collaboration among all stakeholders.*
- *We believe that up-to-date and modern school facilities ensure learning environments that support the health and well-being of all staff and students.*

Metuchen Public Schools 2017-2018 District Goals

Healthy

Promote cultural sensitivity

Safe

Integrate Social Emotional
Learning Competencies

Engaged

Implement homework guidelines

Supported

Promote comprehensive career
readiness

Challenged

Enhance STEM programming

Sustainability

Ensure systems for
communication and
collaboration

Goals Summary: Scoreboard

Tenets →	Healthy	Safe	Engaged	Supported	Challenged	Sustainability
Priorities ↓	90%	95%	100%	90%	80%	97%
Problem Solving through STEM 88%					<ul style="list-style-type: none"> • 8 year STEM Plan (100) • K-12 CompSci Curriculum (80) • Redesign STEM spaces (70) 	<ul style="list-style-type: none"> • Science Labs (100)
School Climate & Career Readiness 90%	<ul style="list-style-type: none"> • Promote Cultural Sensitivity (90) 	<ul style="list-style-type: none"> • Integrate SEL Competencies (90) 		<ul style="list-style-type: none"> • Promote Comprehensive Career Readiness (90) 		
Instructional Quality 92%		<ul style="list-style-type: none"> • Integrate SEL Competencies (100) 	<ul style="list-style-type: none"> • HW Guidelines (100) 	<ul style="list-style-type: none"> • K-12 vision for Career Readiness (90) 	<ul style="list-style-type: none"> • NJSLS Learning Standards (80) 	<ul style="list-style-type: none"> • Hiring Action Plan (90)
Collaboration & Communication 94%	<ul style="list-style-type: none"> • Promote Cultural Sensitivity (90) 					<ul style="list-style-type: none"> • District Website (90) • School Leadership teams (100)
Facilities 90%					<ul style="list-style-type: none"> • Redesign STEM spaces (70) 	<ul style="list-style-type: none"> • Science Labs (100) • LT Capacity Planning (100)

Healthy: Each student enters schools healthy and learns about and practices a healthy lifestyle

Promote Cultural Sensitivity

Highlights

- DPDC Survey Question, 59 responses: “My principal promoted Cultural Sensitivity via building-based PD for staff.” On a scale of 1 (Strongly Agree) to 5 (Strongly Disagree): 1 = (22%), 2 = (16.9%), 3 = (37.3%), 4 = (16.9%), 5 = (6.8%)
- CES staff use of social media w/families: Sept=27%, Jan=38%, April=40%
- “Angst” – Movie, discussion about causes and resources to combat anxiety
- “Jim: The James Foley Story” – Movie and conversation about risks and rewards of teaching moral courage
- “The Power of Witness” – STREAM, student videos
- MHS use of Instagram, Facebook, and Twitter
- CES promising practice award for “Creating a Culturally Sensitive Community”

Safe: Each student learns in an environment that is physically and emotionally safe for students

Integrate SEL Competencies

Highlights

- DPDC Survey, 58 responses: “The District provided PD on SEL integration”:
 - 29.3% = Agree (I took part in the Professional Development offered).
 - 51.7% = Agree (I know that the district offered SEL, but I did not participate).
 - 5.2% = Disagree (I was not aware of PD offered, but I would have participated).
 - 13.8% = Disagree (I was not aware of PD offered for SEL integration).
- K-12 curricular integration of NJSLs for research and SEL competency for responsible decision making in. Done!
- EMS: integration of relationship building into Advisory
- DPDC Survey Question, 58 responses: “The district provided opportunities to participate in training to address anxiety.”
 - 25.9% = Agree (I participated in training to address anxiety).
 - 34.5% = Agree (I am aware that training was offered, but did not participate).
 - 39.7% = Disagree (I was not aware of any training to address anxiety)
- Year 2 of Quest (SEL assessment tool): expanded to grade 6, allows for year over year growth analysis.
- Forty (40) teachers participated in mindfulness training to address anxiety.

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

Implement Homework Guidelines

Highlights

- DPDC Survey Question: “Implementation of Homework guidelines was supported this year via PD at staff meetings.” Scale of 1 (Strongly Agree) to 5 (Strongly Disagree): 1 = (27.3%), 2 = (16.4%), 3 = (34.5%), 4 = (12.7%), 5 = (9.1%).
- Stakeholder survey on HW: 798 responses (54% parents, 34% students, 13% teachers).
 1. 89% say HW advances objective of the course
 2. 68% say HW is challenging. 56% say HW is meaningful to students.
 3. 85% say objective and purpose of assignment is apparent to student
 4. 96% say HW relates to current instruction
 5. 88% say standards of academic integrity apply to HW completion.
 6. 68% say meaningful feedback is provided to students
 7. 79% say grading criteria is made clear
 8. 76% say time to complete HW is appropriate
 9. 70% say efforts are made to “even out” HW loads for students
 10. 74% say additional time is provided around holidays and breaks

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

Promote comprehensive career readiness

Highlights

- K-12 vision for career exploration developed. Presentation at July 17th BOE meeting. Integrates SEL. Aligned with 21st Century Life and Careers Standard 9.2 Career Awareness, Exploration, and Preparation. Highlights include: student self-awareness and questioning, goal setting, and work habits.
- 10 internships offered, 7 students placed
- 4 student interns with Mr. Cohen teaching social media
- Increased SEPAC opportunities, SE leadership team, new IEP system, expansion of co-teaching and behavioral supports.
- MEF grant for school store. Addition of transition coordinator, training for 2 structured learning experience teachers, and Metuchen Internship Learning Experience (MILE) added to MHS program of studies
- Research-based MHS advisory program developed. Individualized supports for at-risk students. Career exploration, community service, and SEL. Served 49 students this year. Initial positive feedback, including reduced code of conduct infractions and improved attendance.

Challenged: Each student is challenged academically, prepared for success in college, further study & for employment, participation in global environment

Enhance STEM Programming

Highlights

- 8-year STEM plan developed. Presentation at July 17th BOE meeting. Includes k-12 computer science curriculum. Highlights include: integration of problem-solving research loop, plan for intentional integration across multiple disciplines, focus on real world outcomes like internships and industry certifications/outside third party assessments, and exciting new courses.
- Expansion of Edgar program to infuse design-thinking
- Expansion of MHS woods program to include robotics and redesigned engineering class.
- Participation in year 2 of Rutgers Math/Science grant for NGSS implementation. Multiple trainings for teachers throughout the year. 2017 data showed gains. Benchmarks administered in Edgar and MHS grade 9.

Sustainability: Schools using whole child approach use collaboration, coordination, and integration to ensure long-term success

Ensure systems for communication and collaboration

Highlights

- Hiring action plan including:
 - >wider distribution of recruitment materials
 - >attendance at job fairs, Employment Showcase (over 100 candidates, community involvement, branding, and increase in substitute pool as a result)
 - >more consistency from observation to observation for targeted support for teachers
 - >administrative retraining on Stronge system: alignment of met/unmet recommendations
- SLTs – all four schools plus special education. Teams established, consistent meetings, results included multiple shared decisions to benefit schools and students. Recognized as a state and national model.
- New science labs approved. Work to begin shortly.
- Enhancement to website user experience based on stakeholder feedback
- Successful administrative preparations for growing student enrollment