

# District Goals 2018-2019



# District Mission Statement

*The Metuchen Public School District will provide all students with a **safe and nurturing environment** in which to foster **academic, social and emotional growth**. The District is committed to allowing **every student to develop to their fullest potential** by providing a strong foundation of skills based on **academic excellence** and high performance standards. The district expects all students to achieve the New Jersey Student Learning Standards at all grade levels. The district will provide a **curriculum which is fully inclusive and recognizes the high expectations of the community**.*

# ASCD's The Whole Child



# District Goals from last year

- Organized around ASCD's Whole Child
  - Healthy: "cultural sensitivity"
  - Safe: "SEL competencies"
  - Engaged: "homework guidelines"
  - Supported: "career readiness"
  - Challenged: "STEM programming"
  - Sustainability: "communication and collaboration"
- Activities to accomplish each goal
- Developed with input from board members, from community, from staff, and from students

# District Goals from last year: How did we do?

One way to tell...the annual results from the ASCD School Improvement Tool:

- Needs assessment based on Whole Child; includes indicators on the tenets and the school improvement components of climate & culture, C&I, leadership, family & community engagement, PD & staff capacity, and assessment
- Survey response = 1261 (largest-ever survey return and a 9.5% higher response rate than last year's previous high): students (n=951), staff (n=149), board members/central office (n=14), and parents (n=147)
- Overall, results say our students are especially safe, engaged, and challenged. High scores also in PD & staff capacity and social & emotional climate.
- Parent scores were lower in sustainability, family engagement, assessment, health services, employee wellness, and policy/process/practice
- Staff scores were lower in healthy, leadership, family engagement, nutrition, and employee wellness
- Students scores were lower in sustainability, family engagement, and policy/process/practice

# District Priorities 2018-2019

- *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 2018-2019 District Goals

## *Healthy*

Promote mental health and cultural sensitivity

## *Safe*

Ensure physical, social, and emotional safety

## *Engaged*

Provide real-world learning opportunities

## *Supported*

Meet the differentiated needs of students

## *Challenged*

Offer rich cross-curricular learning opportunities

## *Sustainability*

Ensure continuous improvement

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

# Promote mental health and cultural sensitivity

Activity	Person Responsible	Timeline	Measure(s) of Success
Use of Title IV funds to train students as mentors	Assistant Superintendent; Guidance Supervisor	January April	Types & number of referrals to CES & EMS guidance; class performance and attendance data
Implement small group interventions and assessment with Rutgers psychology dept interns	Assistant Superintendent; Guidance Supervisor	December May	Types & number of referrals to CES & EMS guidance; class performance, attendance data; anecdotal interview data
Application of social problem solving	Assistant Superintendent; Assistant Principals; Guidance Supervisor	October February May	Outcome of summer Peace Squad; number of peer mediations; discipline office data
Embed cultural sensitivity into curriculum	Principals; Supervisors	December March (August)	Principals highlight model lessons; partnership with Alliance; EMS RIISA participation; curriculum revisions; PARCC evidence statement data-ELA
Students lead world language workshops for staff	World Language Supervisor	December May	Staff attendance and feedback; student participation and feedback



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

## Ensure physical, social, and emotional safety

Activity	Person Responsible	Timeline	Measure(s) of Success
District wide commitment to stigma-free mental health	Principals; Assistant Principals; Guidance Supervisor	January May	Partnership with County; collect data (w/o PII on mental health referrals); updated directory of mental health services; training to address microaggressions
Embed SEL Competencies into curriculum across multiple grade levels	Assistant Superintendent; Principals; Supervisors	November March	Partnership w/Alliance – teacher prof development; STAT in social studies; track SEL instruction in lessons
Pilot an app that supports SEL skills	Assistant Superintendent	November March	Usage report; interview data;
Balance technology use	Assistant Superintendent; Principals; District Tech Committee	December March May	Show <u>Screenagers</u> to community; facilitate discussion groups, panels, parent group partnerships; CES screen-free week
Safety/security	Superintendent, Business Administrator, Principals	October February May	Audit/threat assessment; Develop plan

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

## Provide real-world learning opportunities

Activity	Person Responsible	Timeline	Measure(s) of Success
Increase student engagement in internships	Supervisors	January April	Number of opportunities; Number of students
Develop plan for career exploration vision	Guidance Supervisor	November	Stakeholder input; Public presentation
Develop the career clusters vision from the STEM plan	Math and Science supervisors	December	2019-2020 program of studies

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

## Meet the differentiated needs of students

Activity	Person Responsible	Timeline	Measure(s) of Success
Provide daily support for struggling students	Director of Special Services; Principals; Supervisors	November March May	Growth of struggling students; supports for staff, students previously in skills classes; best practices in co-teaching; data collected
Differentiated Instruction in all classes	Director of Special Services; Principals Supervisors	November March May	Implementation of iReady math; use of K-10 benchmark data; walkthrough & observation data
Investigate Google vs Microsoft; investigate lesson planning and teacher website tools	IT coordinator; Supervisors; District Technology Committee; Teachers	January May	Stakeholder input from board and district tech committees, teachers, student advisory board, students, and parents

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

## Offer rich cross-curricular learning opportunities

Activity	Person Responsible	Timeline	Measure(s) of Success
Develop a plan to provide science lab experiences for all levels	Principals; Science supervisor	December April (August)	Create inventory of labs; plan now for future implementation at MHS; scheduling recommendations to minimize financial impact
Implement year one of STEM plan	Assistant Superintendent; Principals; Math and Science supervisors	December March May	Number and quality of STEM experiences; recommendations for future clubs and classes; revisit (and revise if needed) the STEM plan timeline
K-12 computer science curriculum	Supervisor; Teachers	October (September)	K-8 by October 2018 9-12 by Sept 2019
SAMR model: Substitution, Augmentation, Modification, Redefinition	Principals; Supervisors	January May	Prof dev for teachers; walkthrough data; feedback from district tech committee and student advisory board
Conduct authentic research across the district	Assistant Superintendent; Supervisors	April	Service learning; professional development for teachers; MHS research paper; district handbook; student presentations

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

## Ensure continuous improvement

Activity	Person Responsible	Timeline	Measure(s) of Success
Digital communications strategy and identity enhancement	Superintendent; Business Administrator; IT Coordinator	May	Improved website; track FB & Twitter engagement; monthly Supt lunches; HW survey in May
Can we change the way we think about scheduling?	Superintendent; Principals; SLTs	October January April	Principals' public reports
Collaborative leadership	Superintendent; Business Administrator; Principals; DLT	December April	Additional stakeholder group involvement; Rutgers climate survey in fall or winter; ASCD survey in spring
Science labs	Superintendent and Business Administrator	Regular updates	Completion for fall 2019

# Goals Summary

	Healthy	Safe	Engaged	Supported	Challenged	Sustainability
Problem Solving through STEM			<ul style="list-style-type: none"> <li>Career clusters from STEM Plan</li> </ul>		<ul style="list-style-type: none"> <li>Science Labs for all levels</li> <li>Year 1 of STEM plan</li> <li>K-12 CompSci curriculum</li> </ul>	
School Climate & Career Readiness	<ul style="list-style-type: none"> <li>Students as Mentors</li> <li>Rutgers Interns</li> <li>Social Problem Solving</li> <li>Cultural Sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>Stigma-free mental health</li> <li>Balance technology use</li> </ul>	<ul style="list-style-type: none"> <li>Increase internships</li> <li>Plan for career exploration</li> <li>Career clusters from STEM Plan</li> </ul>			<ul style="list-style-type: none"> <li>Can we change the way we think about Scheduling?</li> </ul>
Instructional Quality	<ul style="list-style-type: none"> <li>Student led foreign language workshops</li> </ul>	<ul style="list-style-type: none"> <li>SEL in curriculum</li> <li>SEL skill app</li> </ul>		<ul style="list-style-type: none"> <li>Daily support for struggling students</li> <li>Differentiated instruction</li> </ul>	<ul style="list-style-type: none"> <li>Science Labs for all levels</li> <li>SAMR Model</li> <li>Authentic Research</li> </ul>	
Collaboration & Communication				<ul style="list-style-type: none"> <li>Investigate tech tools/ platforms</li> </ul>		<ul style="list-style-type: none"> <li>Digital Comms &amp; Identity</li> <li>Collaborative Leadership</li> </ul>
Facilities		<ul style="list-style-type: none"> <li>Safety/ Security review</li> </ul>				<ul style="list-style-type: none"> <li>Science Labs construction</li> </ul>