Presentation of Colors

**Drum Majors:**
- Nelson Shi
- Flavia DelleFemine
- John Li

**Color Guard Captains:**
- Noah Fong
- Melanie McNeil
- Alex Wong

**Drum Captain:**
- Nolan Spera

**Chorus:**
- Nelson Shi
- Noah Fong
- Alexandra Wong
- Rebecca Perlmutter
- Aaron Wong
- Emma Rogers
Governor’s Educators of the Year

Metuchen High School
Chad Murray

Edgar Middle School
Eileen Kuchar

Campbell Elementary School
Lisa Levin

Moss School
Katie McKenna
Educational Services Professionals of the Year

Metuchen High School
Joseph DiMeglio

Edgar Middle School
Judi Hoffman

Campbell Elementary School
Laurie Walker

Moss School
Danielle Mauro
Paraprofessional of the Year

Alan Ames

Edgar Middle School
# Newly-tenured Employees

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Assignment</th>
<th>Tenure Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suzy Azevedo</td>
<td>District</td>
<td>Supervisor</td>
<td>11/3/2019</td>
</tr>
<tr>
<td>Lauren Campbell</td>
<td>Edgar</td>
<td>School Counselor</td>
<td>9/1/2019</td>
</tr>
<tr>
<td>Shannon Connors</td>
<td>Edgar</td>
<td>Math</td>
<td>9/1/2019</td>
</tr>
<tr>
<td>Kathy Rice</td>
<td>Edgar</td>
<td>Special Education</td>
<td>9/1/2019</td>
</tr>
<tr>
<td>Barbara King</td>
<td>Edgar</td>
<td>Spanish</td>
<td>9/1/2019</td>
</tr>
<tr>
<td>Margaret Banner</td>
<td>Edgar/MHS</td>
<td>Art</td>
<td>9/1/2019</td>
</tr>
<tr>
<td>John Flynn</td>
<td>CES/MHS</td>
<td>Music</td>
<td>9/1/2019</td>
</tr>
<tr>
<td>Jennifer North</td>
<td>Edgar</td>
<td>Special Education</td>
<td>12/2/2019</td>
</tr>
<tr>
<td>Sarah Jensen</td>
<td>Moss</td>
<td>Special Education/K</td>
<td>2/25/2020</td>
</tr>
</tbody>
</table>
Congratulations are in order!

- CES - Megan Shapiro – Master’s Degree in Elementary Education from American College of Education

- EMS – Beth McLaughlin – Master’s Degree in Psychology from Purdue University Global

- MHS – Schuyler Fannell – Master’s Degree in Exercise Science and Physical Education from Montclair State University
New Teacher Orientation - 2019

• August 20-22 at Edgar School
• Academic sessions
• Technical sessions
• Meetings with students and mentors
• Bus tour with Mayor Jonathan Busch
• Thanks for organizing a great program - Rick Cohen and Amy Opitz
New Hires

Alyssa Dugas

- English/Language Arts Teacher
- Edgar Middle School
- Bachelor’s Degree in English Secondary Education from The College of NJ
- Certification: Teacher of English
- Previous experience – One year teaching 6-8th grade Language Arts in the Cranbury School
- Student taught at Bordentown Regional Middle School
New Hires

Amy Piekarski

• Speech Language Specialist
• Edgar Middle School/Metuchen High School
• Bachelor of Science in Communicative Disorders, with a minor in Psychology from the University of Rhode Island
• Master’s Degree in Speech-Language Pathology from Nova Southeastern University in Florida
• Holds NJ certification as a Speech Language Specialist
• Has 5 years previous experience as a speech language pathologist in Carver Public Schools in Massachusetts
• 5 years experience in a private NJ school for students with severe disabilities
New Hires

Brian Kalmus
• ESS Clinician at Metuchen High School
• Begins this Fall
New Hires

Pamela Sypniewski
• ESS Clinician at Metuchen High School
• Started last Spring
New Hires

Christopher McEwan

- Music Teacher (Strings)
- Metuchen High School/Edgar Middle School
- Bachelor’s Degree in Music Education from the College of New Jersey
- Certification: Teacher of Music
- Completed his student teaching in the South Brunswick School District
- Teaches private violin lessons
Clarence Stone

- Technology Education Teacher
- Metuchen High School
- Bachelor’s Degree in Electrical Engineering from West Virginia University
- Master’s Degree from Purdue University in Electrical Engineering
- Additional coursework from New Jersey City College for alternate route certification
- Certification: Teacher of Technology Education and Mathematics
- Previous experience – 7 years in the North Hunterdon Voorhees School District, 2 years in the Cranford School District
- Adjunct professor at the County College of Morris
- Prior experience in the engineering/management field in industry
New Hires

Eric Stein

- Speech Language Specialist
- Campbell School
- Bachelor of Science in Communication Disorders, with a minor in Education from the University of Massachusetts, Amherst
- Master’s Degree in Speech-Language Pathology from Florida State University
- Holds NJ certification as a Speech Language Specialist
- Has 8 years previous experience as a speech language pathologist in Massachusetts at various age levels
New Hires

Francine Galassa

• Special Education Teacher – Self contained class Gr. 3 - 4
• Campbell School
• Bachelor’s Degree in Psychology from Ashford University, IA
• Master’s Degree in Social Science/Education from University of Phoenix
• Teacher certification in Special Education from NJ City University
• Certification: Teacher of Elementary K-6 and Teacher of Students with Disabilities
• Previously completed long term assignments in Hazlet and Atlantic Highlands
New Hires

Jennifer List

- Special Education: 18-21 Year Old Program
- Metuchen High School
- Bachelor’s Degree in Fine Arts from New York School of Visual Arts
- Master’s Degree in Teaching/Special Education from Pace University, New York
- Certification: Teacher of Elementary School K-6 and Teacher of Students with Disabilities
- Previous experience – 4 Years of experience as a Special Education Teacher in New York
- 3 years as a paraprofessional at a state approved school for students with disabilities that specializes in autism and developmental disabilities
- Experience with 18-21 year olds, job training and community based instruction
Katie Tencza
• English Teacher
• Metuchen High School
• Bachelor’s Degree in English Secondary Education at TCNJ
• Certification: Teacher of English
• Previous experience – Completed leave replacement positions at Rahway High School and Park Middle School in Scotch Plains.
• 2018-19 Full Year Leave Replacement – 2 months at MHS and 8 months at EMS
New Hires

Kelly Murphy

• Art Teacher
• Metuchen High School
• Bachelor’s Degree in Printmaking and Art History from Rutgers University
• Master’s Degree from Kean University in Fine Art Education
• Certification: Teacher of Art
• Previous experience – 7 years’ experience in the Mahwah School District at the high school
New Hires

Lindsay Fishman

- Special Education ELA Teacher
- Edgar Middle School
- BS in Education from University of Delaware
- Master’s Degree in Special Education from Western Governors University
- Holds NJ certification as a Teacher of Students with Disabilities, Elementary School Teacher and has Subject matter Specialization 5-8 in Language Arts Literacy
- Worked for Golden Door Charter School in Jersey City as a 6th grade Language Arts Teacher
New Hires

Lindsay Nalepa

- Special Education Teacher (Science)
- Metuchen High School
- Bachelor’s Degree from Rutgers University in Psychology
- Master’s Degree in Education from Rutgers University with additional graduate credits from TCNJ
- Holds NJ certification as a Teacher of Students with Disabilities, Elementary Education K-6 and Psychology
- Worked for the New Providence School District for 9 years as a Special Education Teacher at all levels in math, science and social studies, where she was named Teacher of the Year in 2017-18
New Hires

Martin Klee

- Physics Teacher
- Metuchen High School
- BS in Applied Science in Engineering, Physics Option and a BS in Computer Science from Rutgers University
- Master’s Degree in Mechanical Engineering from Drexel University
- Holds certification of eligibility in Physics and Mathematics
- Taking alternate route courses at Rutgers University
- Prior experience as an adjunct professor at NJIT and previously worked in industry
New Hires

Megan Horezga

- Special Education Self Contained Grades 1-2
- Campbell School
- BA from Rutgers University in Spanish Literature and Political Science
- Master’s Degree in Special Education from St. Joseph’s University, Philadelphia, PA
- Certification: P-3, Elementary K-6 and subject matter specialization in Social Studies, Teacher of Students with Disabilities
- Previous experience in Edison, East Brunswick and North Plainfield
New Hires

Nicolas Vosinas

- Spanish Teacher – hired in April 2019
- Metuchen High School
- Bachelor’s Degree in Spanish and a Master’s degree in Language Education from Rutgers University
- Certification: Teacher of Spanish
- Previous experience – Piscataway School District
- Leave replacement in Metuchen
New Hires

Ryan Clapp

• Science Teacher
• Metuchen High School
• Bachelor’s Degree in Marine Science from Richard Stockton College of New Jersey
• Completed teacher certification program through NJ City University/Brookdale Community College
• Certification: Teacher of Biological Science
• Previous experience – Leave replacement teacher in Biology for the Middletown Board of Education
• Five years as a science teacher at Oak Hill Academy
New Hires

Samantha Rubin

- Student Assistance Coordinator
- Bachelor’s Degree in Psychology from Rutgers University
- Master’s Degree in Mental Health Counseling from Monmouth University with a minor in Alcohol and Drug Counseling
- Holds NJ Department of Education certification as Student Assistance Coordinator and is a Licensed Clinical Alcohol and Drug Counselor
- Previous employment as a Psychotherapist, Mental Health and Addiction Therapist, and a Care Coordinator Support Specialist
Michele Reed

- Integrated Preschool – 2nd Year as Full Year Leave Replacement
- Moss School
- Bachelor’s Degree in English and Education from Monmouth University
- Certification: P-3 and Teacher of Students with Disabilities
- Previous experience at preschool in Piscataway
New Hires

Sydney Rudin

- 5th Grade Teacher
- Edgar Middle School
- Bachelor’s Degree in Elementary Teacher Education with a minor in Special Education from the University of Delaware
- Certification: Elem K-6
- Completed her student teaching in New Castle Delaware
New Hires

Wendy Keller

- Part Time Kindergarten Teacher
- Moss School
- Bachelor’s Degree in Family Child Studies from Montclair State University
- Certification: Teacher of Preschool – 3rd Grade
- Previous experience – one year in the South Bound Brook School District teaching 1st grade
- Completed several leave replacement positions in the Union School District
- Two years teaching Kindergarten for a private school
New Hires

Richard Cundari

- Math Teacher (Leave Replacement)
- Edgar Middle School
- Bachelor’s Degree in Mathematics from St. John’s University in New York
- Certification: Teacher of Mathematics
- Previous experience – Leave replacement Math teacher in New York City
- Substitute teaching and tutoring for Cranford Public Schools
- 17 years in the corporate world
New Hires

Rebecca Dwyer

- Special Education/English Language Arts Teacher
- Edgar Middle School
- Bachelor’s Degree from William Paterson University in Secondary English Education
- Certification: Teacher of English and Teacher of Students with Disabilities
- Previous experience – Leave Replacement assignments as an English Teacher at the middle and high school levels in Westfield, West Orange and Hawthorne
New Hires

Christopher Territo

- Special Education Teacher (Leave Replacement)
- Metuchen High School
- Bachelor’s Degree in Criminal Justice/Liberal Arts from Richard Stockton College of New Jersey
- Currently working on Master’s Degree in Special Education from NJ City University
- Certification: Teacher of Social Studies and Teacher of Students with Disabilities
- Previous experience – two years in Newark Public Schools teaching social studies
- Member of the Army National Guard
New Paraprofessionals

• Brian Jeney - Moss
• Anurima Bakshi – Campbell
• Mary Ellen Polye – Campbell
• Margie Clark – Campbell
• Michelle Schutz - MHS
Extended School Year (ESY) 2019

**ESY Program Highlights**
- July 9- Aug 15
- 18 Class Sections
- Preschool- High School
- 123 students in district
- Minimize regression
- Instruction in core academics
- Support in social skills
- New MHS ESS program
- Expanded Job sampling and job coaching

**Child Study Team**
- IEP meetings
- Referrals and evaluations
- Case Management services
- Monitoring 147 students in summer programs in/out of district
<table>
<thead>
<tr>
<th>Session</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Essay Writing</td>
<td>Lauren Volosin, Eileen Wagenblast, and Dianne Kuenzel</td>
</tr>
<tr>
<td>AP Edge: AP US History: Part 1</td>
<td>Chris Giddes</td>
</tr>
<tr>
<td>AP Edge: AP US History: Part 2</td>
<td>William Schlavis</td>
</tr>
<tr>
<td>The Common Application</td>
<td>Elizabeth DeMott</td>
</tr>
<tr>
<td>SAT Test Prep</td>
<td>Jane Harmon, Jonathan Stevens</td>
</tr>
<tr>
<td>Algebra 1 Prep</td>
<td>Janis Lewandowski, Sherry Lifson</td>
</tr>
<tr>
<td>Algebra 2 Prep</td>
<td>Janis Lewandowski, Sherry Lifson</td>
</tr>
<tr>
<td>AP Edge: Calculus AB/BC</td>
<td>Jonathan Stevens</td>
</tr>
<tr>
<td>AP Edge: English Language</td>
<td>Lauren Volosin, Eileen Wagenblast</td>
</tr>
<tr>
<td>AP Edge: Physics 1</td>
<td>Joseph Keagle</td>
</tr>
</tbody>
</table>
Labor-Management Collaboration and Climate Survey

SCHOOL DASHBOARDS SNAPSHOT

Results of statistical analyses at p= .05 level

<table>
<thead>
<tr>
<th>Climate Attribute</th>
<th>Moss Relative to other ESs</th>
<th>Moss Relative to 2016</th>
<th>Campbell Relative to other ESs</th>
<th>Campbell Relative to 2016</th>
<th>Edgar Relative to other MSs</th>
<th>Edgar Relative to 2016</th>
<th>MHS Relative to other HSs</th>
<th>MHS Relative to 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Collaboration</td>
<td>★★★</td>
<td>★★★</td>
<td>★★★</td>
<td>★★★</td>
<td>★★★</td>
<td>★★★</td>
<td>★★★</td>
<td>★★★</td>
</tr>
<tr>
<td>Discretion</td>
<td>★★★</td>
<td>★★★</td>
<td>★★★</td>
<td>★★★</td>
<td>★★★</td>
<td>★★★</td>
<td>★★★</td>
<td>★★★</td>
</tr>
<tr>
<td>Goal Alignment</td>
<td>★★★</td>
<td>★★★</td>
<td>★★★</td>
<td>★★★</td>
<td>★★★</td>
<td>★★★</td>
<td>★★★</td>
<td>★★★</td>
</tr>
<tr>
<td>Psychological Safety</td>
<td>★★</td>
<td>★★</td>
<td>★★</td>
<td>★★</td>
<td>★★</td>
<td>★★</td>
<td>★★</td>
<td>★★</td>
</tr>
<tr>
<td>Shared Decisions</td>
<td>★★</td>
<td>★★</td>
<td>★★</td>
<td>★★</td>
<td>★★</td>
<td>★★</td>
<td>★★</td>
<td>★★</td>
</tr>
<tr>
<td>Efficacy Perceptions</td>
<td>★★</td>
<td>★★</td>
<td>★★</td>
<td>★★</td>
<td>★★</td>
<td>★★</td>
<td>★★</td>
<td>★★</td>
</tr>
<tr>
<td>Resource Access</td>
<td>★★</td>
<td>★★</td>
<td>★★</td>
<td>★★</td>
<td>★★</td>
<td>★★</td>
<td>★★</td>
<td>★★</td>
</tr>
</tbody>
</table>
How do I get involved?

• District Leadership Team
• School Leadership Teams
• District Committees: Policy, SE/CD, Attendance, Health & Safety, DPDC, Staff Wellness, Service Learning, Technology
• Instructional Council
• School-based committees/teams
Collaborative School Leadership

2019-20

- DLT to help establish targets for collaboration, plan for budget question and future referendum, and pair up MEA with more admins
- Instructional Council to review lesson planning and calendar input
- SLTs – shared decisions at the school level
## District-wide Committees 2019-2020

<table>
<thead>
<tr>
<th>Group A – Sept 24 at MHS, Nov 26 at EMS, Jan 28 at CES, Mar 24 at Moss</th>
<th>Group B – Oct 29 at MHS, Dec 17 at EMS, Feb 25 at CES, Apr 28 at Moss</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy – Paredes and Baird</td>
<td>DPDC – Williams and Logan</td>
</tr>
<tr>
<td>SECD – Kirschner and Levin</td>
<td>Staff Wellness – Cathcart and Fannell</td>
</tr>
<tr>
<td>Attendance – Henn and Karger</td>
<td>Service Learning – Kamin and Khoudja</td>
</tr>
<tr>
<td>Health &amp; Safety – Stike and Miller</td>
<td>Technology – Evans and Williams</td>
</tr>
<tr>
<td>Instructional Council – Robbins, chair</td>
<td>All-Committees Celebration – May 26</td>
</tr>
<tr>
<td>Meetings likely on Thursdays</td>
<td></td>
</tr>
</tbody>
</table>

Meetings likely on Thursdays
Our decision; we will inform you prior to implementing.

Our decision; we will consult with you before we decide.

Joint decision; we will co-construct this decision.

Your decision; you will consult with us before you decide.

Your decision; you will inform us before you implement.

Your decision.
## Homework Survey Results

### Q1 Who are you?

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>33.8%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Parents</td>
<td>53.6%</td>
<td>70.8%</td>
</tr>
<tr>
<td>Teachers</td>
<td>12.7%</td>
<td>11.9%</td>
</tr>
<tr>
<td><strong>TOTAL RESPONDENTS</strong></td>
<td><strong>797</strong></td>
<td><strong>486</strong></td>
</tr>
</tbody>
</table>
Homework Survey Results

Q2 *Homework is designed to advance the academic objectives of a course.*

<table>
<thead>
<tr>
<th>Frequency of Homework</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of the time</td>
<td>36.8%</td>
<td>36.2%</td>
</tr>
<tr>
<td>Most of the time</td>
<td>52.6%</td>
<td>53.1%</td>
</tr>
<tr>
<td>Once in a while</td>
<td>10.5%</td>
<td>10.7%</td>
</tr>
</tbody>
</table>
Homework Survey Results

Q3 *Teachers create homework assignments that are (check all that apply)*

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interesting to students</td>
<td>37.3%</td>
<td>35.2%</td>
</tr>
<tr>
<td>Challenging for students</td>
<td>67.5%</td>
<td>68.5%</td>
</tr>
<tr>
<td>Meaningful for students</td>
<td>56.3%</td>
<td>61.2%</td>
</tr>
<tr>
<td>Engaging for students</td>
<td>37.5%</td>
<td>42.7%</td>
</tr>
</tbody>
</table>
Homework Survey Results

Q4 *The learning objective and purpose of the assignment is made apparent to the student at the time of assignment.*

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of the time</td>
<td>34.1%</td>
<td>30.2%</td>
</tr>
<tr>
<td>Most of the time</td>
<td>50.6%</td>
<td>55.8%</td>
</tr>
<tr>
<td>Once in a while</td>
<td>15.4%</td>
<td>14.0%</td>
</tr>
</tbody>
</table>
Homework Survey Results

Q5 *Homework relates to current instruction within a course.*

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of the time</td>
<td>51.4%</td>
<td>45.7%</td>
</tr>
<tr>
<td>Most of the time</td>
<td>45.0%</td>
<td>49.2%</td>
</tr>
<tr>
<td>Once in a while</td>
<td>3.6%</td>
<td>5.1%</td>
</tr>
</tbody>
</table>
Homework Survey Results

Q6 *Standards of academic integrity apply to homework completion.*

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>35.4%</td>
<td>36.2%</td>
</tr>
<tr>
<td>Agree</td>
<td>52.5%</td>
<td>51.2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>10.0%</td>
<td>10.3%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2.0%</td>
<td>2.3%</td>
</tr>
</tbody>
</table>
Homework Survey Results

Q7 Meaningful feedback on assigned work is provided for students.

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of the time</td>
<td>21.5%</td>
<td>18.9%</td>
</tr>
<tr>
<td>Most of the time</td>
<td>46.9%</td>
<td>45.6%</td>
</tr>
<tr>
<td>Once in a while</td>
<td>31.6%</td>
<td>35.5%</td>
</tr>
</tbody>
</table>
Q8 When homework is to be graded, the grading criteria is made clear to students at the time of assignment.

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of the time</td>
<td>33.6%</td>
<td>35.1%</td>
</tr>
<tr>
<td>Most of the time</td>
<td>45.6%</td>
<td>49.6%</td>
</tr>
<tr>
<td>Once in a while</td>
<td>20.9%</td>
<td>15.3%</td>
</tr>
</tbody>
</table>
Homework Survey Results

Q9 *The amount of time needed to complete homework is appropriate.*

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>27.5%</td>
<td>25.4%</td>
</tr>
<tr>
<td>Agree</td>
<td>48.5%</td>
<td>51.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>14.9%</td>
<td>16.5%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>9.1%</td>
<td>6.6%</td>
</tr>
</tbody>
</table>
Homework Survey Results

Q10 *Efforts are made to “even out” homework loads. Such measures may include assigning homework over several nights or weekly, providing flexible due dates when possible, consulting with students, etc.*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of the time</td>
<td>31.2%</td>
<td>31.0%</td>
</tr>
<tr>
<td>Most of the time</td>
<td>39.1%</td>
<td>41.5%</td>
</tr>
<tr>
<td>Once in a while</td>
<td>29.8%</td>
<td>27.5%</td>
</tr>
</tbody>
</table>
Homework Survey Results

Q11 *When homework is assigned on religious holidays or over school breaks, additional time is provided for completion.*

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>29.5%</td>
<td>28.4%</td>
</tr>
<tr>
<td>Agree</td>
<td>45.1%</td>
<td>46.4%</td>
</tr>
<tr>
<td>Disagree</td>
<td>15.6%</td>
<td>18.2%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>9.7%</td>
<td>7.0%</td>
</tr>
</tbody>
</table>
Metuchen District PD Plan
2019-2020

As recommended by the District Professional Development Committee

2019-20 Professional Development should focus on student outcomes. Metuchen has a wealth of data, both scores and anecdotal. Supervisors and/or experts will guide and support teachers to create Collaborative Teacher Inquiries (CTIs) that work to improve student outcomes through collaborative inquiry, research and learning. CTIs will select one SEL Competency and sub-competency as the focus for this year’s CTI Process.

CTI’s will then work collaboratively through Metuchen’s Inquiry-Based Research Cycle to make shared decisions on how to improve student social and emotional learning outcomes.

SMART Goal
“What do we want to achieve?”

Gathering Information
“How can we gather information?”

Select a Focus
“What are we trying to improve?”

Acting and Observing
“How is it going?”

Reflecting
“Did student learning increase?”
“How do we know?”

Brainstorming and Planning
“What are possible solutions?”

Developing a Focus Question
“What do we need to know?”

Brainstorming and Planning
“What are possible solutions?”

Reflecting
“Did student learning increase?”
“How do we know?”

Acting and Observing
“How is it going?”
Instead of choosing tracks by content (like was done last year), 2018-2019 CTIs will be developed within Departments:

- Department Supervisors will provide their teachers the NJ SEL Competencies and Sub-competencies PDF and teachers will collaboratively identify the NJ SEL Sub-competency that best aligns with their core curriculum standards.
- Teachers will participate in Department-wide CTIs.
- Each CTI will form their own Focus Question SMART Goal, and follow the collaborative teacher inquiry cycle.
- 2 hour sessions in August, November and May and Department Meetings throughout the year.
- Implementation of CTI Plans for improvement will begin after the November In-service. Data collection on student outcomes will be on-going.
- May In-service: Data collected on student outcomes for 2019-2020 will drive Reflections of how the PD / CTI action research and plan contributed to attaining the student outcomes observed.
New Jersey Quality Single Accountability Continuum (NJQSAC) is an evaluation system created to ensure that districts are providing a thorough and efficient education to all students. Metuchen’s scores in the five key component areas are:

- Instruction and program = 90%
- Fiscal management = 96%
- Governance = 100%
- Operations = 98%
- Personnel = 100%

Districts must score 80 percent in each area.

Congratulations!!!

Thanks to everyone and the QSAC Team:

- Chief School Administrator
  Dr. Vincent Caputo
- District Administrative Staff Member
  Dr. Tania Herzog
- Teacher
  Michele Gouveia
- School Business Administrator
  Mike Harvierz
- Curriculum and Instruction Representative – Rick Cohen
- Local Collective Bargaining Representative – Jonathan Stevens
- District Board of Education member
  Dan Benderly


**Evaluation Weights**

**Type of Educator Evaluation Component Weights**

- **mSGP Teacher**: Teacher Practice = 70%, SGO = 25%, mSGP = 5%
- **Non-mSGP Teacher**: Teacher Practice = 85%, SGO = 15%
- **mSGP Principal/Assistant Principal (AP)/ Vice Principal (VP)**: Principal Practice = 70%, Administrator Goals = 10%, SGO Average = 10%, mSGP Average = 10%
- **Non-mSGP Principal/AP/VP**: Principal Practice = 80%, Administrator Goals = 10%, SGO Average = 10%

**Key Dates**

- 1) All teachers, principals, APs/VPs and Other Certificated Staff who are to be evaluated and receive summative scores must be notified of policies and procedures related to evaluation rubrics by October 1\textsuperscript{st}
- 2) Student Growth Objectives, Administrator Goals, Professional Development Plans (PDPs) and Corrective Action Plans (CAPs) must be in place by October 31\textsuperscript{st}
Metuchen: By the numbers

Celebrate our successes!
&
“Confront the brutal facts”  
(Good to Great)

17-18 data
• School Performance Reports Growth
• Attendance

18-19 data
• Statewide Assessments
• AP Exams
### School Performance Report – MHS (17-18 data)

<table>
<thead>
<tr>
<th>Accountability Indicator – METUCHEN HS 2017-2018</th>
<th>Score</th>
<th>Weight</th>
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<tbody>
<tr>
<td>English Language Arts Proficiency</td>
<td>79.08</td>
<td>17.5%</td>
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<tr>
<td>Mathematics Proficiency</td>
<td>87.68</td>
<td>17.5%</td>
</tr>
<tr>
<td>Graduation Rate - 4-Year</td>
<td>79.94</td>
<td>25.0%</td>
</tr>
<tr>
<td>Graduation Rate - 5-Year</td>
<td>37.36</td>
<td>25.0%</td>
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<tr>
<td>Progress Towards English Language Proficiency (coming 2018)</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Chronic Absenteeism</td>
<td>86.21</td>
<td>15.0%</td>
</tr>
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</table>

**Summative Score**: Sum of all indicator scores multiplied by indicator weights

71.44

**Summative Rating**: Percentile rank of Summative Score

76.50
### Accountability Indicator – EDGAR SCHOOL 2017-2018

<table>
<thead>
<tr>
<th>Accountability Indicator</th>
<th>Score</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts Proficiency</td>
<td>86.97</td>
<td>17.5%</td>
</tr>
<tr>
<td>Mathematics Proficiency</td>
<td>67.65</td>
<td>17.5%</td>
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<tr>
<td>English Language Arts Growth</td>
<td>76.13</td>
<td>25.0%</td>
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<tr>
<td>Mathematics Growth</td>
<td>49.02</td>
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<tr>
<td>Progress Towards English Language Proficiency (coming 2018)</td>
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</tr>
<tr>
<td>Chronic Absenteeism</td>
<td>85.97</td>
<td>15.0%</td>
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</table>

**Summative Score**: Sum of all indicator scores multiplied by indicator weights

| Summative Score: Sum of all indicator scores multiplied by indicator weights | 71.24 |

**Summative Rating**: Percentile rank of Summative Score

| Summative Rating: Summative Rating | 81.04 |
## School Performance Report – Campbell (17-18 data)

<table>
<thead>
<tr>
<th>Accountability Indicator – CAMPBELL 2017-2018</th>
<th>Score</th>
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<tbody>
<tr>
<td>English Language Arts Proficiency</td>
<td>50.65</td>
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<tr>
<td>English Language Arts Growth</td>
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<td>Mathematics Growth</td>
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<tr>
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<tr>
<td>Chronic Absenteeism</td>
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</table>

**Summative Score**: Sum of all indicator scores multiplied by indicator weights  

68.00

**Summative Rating**: Percentile rank of Summative Score  

77.73
Student Growth Indicators  
(from 2018 assessment data)

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<thead>
<tr>
<th></th>
<th>Student Growth in Language Arts: SGP</th>
<th>Student Growth in Math: SGP</th>
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<tr>
<td>Campbell</td>
<td>59</td>
<td>58</td>
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<td>Edgar</td>
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## Chronic Absenteeism

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<tr>
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<tr>
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<td>10.1%</td>
<td>6.8%</td>
<td>5.02%</td>
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<tr>
<td>Edgar</td>
<td>6.5%</td>
<td>4.5%</td>
<td>2.75%</td>
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<td>6.8%</td>
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<tr>
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<td>11.2%</td>
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## PARCC/NJSLA ELA Results 2019

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<th>2017 NJ % levels 4&amp;5</th>
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<th>2019 NJ % levels 4&amp;5</th>
<th>2015 Met % levels 4&amp;5</th>
<th>2016 Met % levels 4&amp;5</th>
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<td>NJ % levels 4&amp;5 2017</td>
<td>NJ % levels 4&amp;5 2018</td>
<td>NJ % levels 4&amp;5 2019</td>
<td>Met % levels 4&amp;5 2015</td>
<td>Met % levels 4&amp;5 2016</td>
<td>Met % levels 4&amp;5 2017</td>
<td>Met % levels 4&amp;5 2018</td>
<td>Met % levels 4&amp;5 2019</td>
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<td>28</td>
<td>30</td>
<td>24</td>
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<td>44</td>
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# AP Exam Results - 2019

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<tr>
<th>AP Exam</th>
<th>Total Exams</th>
<th>Mean Score</th>
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<tbody>
<tr>
<td>Art History</td>
<td>11</td>
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<tr>
<td>Biology</td>
<td>29 (↑)</td>
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</tr>
<tr>
<td>Calculus AB</td>
<td>29 (↑)</td>
<td>3.41 (↑)</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>27 (↑)</td>
<td>3.63 (↑)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>8 (↑)</td>
<td>3.40 (↑)</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>14 (↑)</td>
<td>3.21</td>
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<tr>
<td>Computer Science Principles</td>
<td>1 (↑)</td>
<td>5.00 (↑)</td>
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<tr>
<td>English Language and Comp</td>
<td>52 (↑)</td>
<td>3.94</td>
</tr>
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<td>English Literature and Comp</td>
<td>9 (↑)</td>
<td>3.78 (↑)</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>30 (↑)</td>
<td>3.13 (↑)</td>
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<tr>
<td>European History</td>
<td>5 (↑)</td>
<td>4.00</td>
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<tr>
<td>Human Geography</td>
<td>1 (↑)</td>
<td>4.00 (↑)</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>6 (↑)</td>
<td>3.83</td>
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<table>
<thead>
<tr>
<th>AP Exam</th>
<th>Total Exams</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics 1</td>
<td>57</td>
<td>2.61 (↑)</td>
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<tr>
<td>Physics 2</td>
<td>7</td>
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<td>Physics C: Elec/Mag</td>
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<td>4.33 (↑)</td>
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<td>Physics C: Mechanics</td>
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<td>3.56</td>
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<td>Psychology</td>
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<td>4.00</td>
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<td>Spanish Language &amp; Culture</td>
<td>10 (↑)</td>
<td>4.50 (↑)</td>
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<td>Statistics</td>
<td>42 (↑)</td>
<td>2.40</td>
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<tr>
<td>Studio Art</td>
<td>7 (↑)</td>
<td>2.71 (↑)</td>
</tr>
<tr>
<td>U.S. Government &amp; Politics</td>
<td>21</td>
<td>4.00 (↑)</td>
</tr>
<tr>
<td>US History</td>
<td>80 (↑)</td>
<td>3.55</td>
</tr>
</tbody>
</table>

TOTAL # EXAMS TAKEN = 488 (↑) by 183 students (↑)

Average score = 3.4

74% of exams had scores of 3+
## AP Leaderboard - 2019

<table>
<thead>
<tr>
<th>Most Exams</th>
<th>Highest % Enrollment Increase</th>
<th>More exams AND higher average score</th>
<th>Highest Average Score (min 3 exams)</th>
<th>Biggest Score Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>US History</td>
<td>Computer Science</td>
<td>Biology</td>
<td>Spanish Language</td>
<td>Chemistry</td>
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<tr>
<td>Physics 1</td>
<td>Biology</td>
<td>Calculus AB &amp; BC</td>
<td>Physics C: E/M</td>
<td>Environ Science</td>
</tr>
<tr>
<td>English Language</td>
<td>Chemistry</td>
<td>Chemistry</td>
<td>US Gov &amp; Politics</td>
<td>Us Gov &amp; Politics</td>
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<td>Statistics</td>
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<td>Environ Science</td>
<td>Calculus AB</td>
<td>Spanish Language</td>
<td>English Language</td>
<td>Spanish Language</td>
</tr>
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</table>

- Biggest Score Increase for Chemistry, Environ Science, Us Gov & Politics, English Literature, and Spanish Language.
District Goals 2019-2020
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.
District Priorities

- 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.
ASCD’s The Whole Child
District Goals from last year

• Organized around ASCD’s Whole Child
  – Healthy: “mental health and cultural sensitivity”
  – Safe: “physical, social, and emotional safety”
  – Engaged: “real-world learning opportunities”
  – Supported: “differentiated needs of students”
  – Challenged: “cross-curricular learning opportunities”
  – Sustainability: “continuous improvement”

• Activities to accomplish each goal

• Developed with input from board members, from community, from staff, and from students
## Self-assessing our progress 18-19

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>Did it well</td>
<td>with significant evidence of impact at student level</td>
</tr>
<tr>
<td>4</td>
<td>Did it well</td>
<td>and some evidence of impact at student level</td>
</tr>
<tr>
<td>3</td>
<td>Good progress</td>
<td>but not completed or limited evidence of student impact</td>
</tr>
<tr>
<td>2</td>
<td>Some progress</td>
<td>that was minimal or not at the student level</td>
</tr>
<tr>
<td>1</td>
<td>Didn’t do it</td>
<td>or circumstances prevented us from doing it</td>
</tr>
</tbody>
</table>
# 18-19 Goals Summary

<table>
<thead>
<tr>
<th></th>
<th>Healthy = 3.6</th>
<th>Safe = 3.8</th>
<th>Engaged = 3.0</th>
<th>Supported = 4.0</th>
<th>Challenged = 4.2</th>
<th>Sustainability = 4.25</th>
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<tbody>
<tr>
<td><strong>Problem Solving through STEM</strong> = 3.75</td>
<td></td>
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<tr>
<td><strong>School Climate &amp; Career Readiness</strong> = 3.7</td>
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<tr>
<td><strong>Instructional Quality</strong> = 3.5</td>
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<tr>
<td><strong>Collaboration &amp; Communication</strong> = 4.33</td>
<td></td>
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<tr>
<td><strong>Facilities</strong> = 4.5</td>
<td>Safety/Security review 4</td>
<td></td>
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</table>
Three books, three essential questions for 2019-20

• Collins’ *Good to Great* – hedgehog concept (Essential Question - What can we be the best at?)

• Schmoker’s *Focus* – (read, write, and speak each day, and more generally, focus on best curricular practices with minimal new initiatives) - Essential Question - Are these best curricular practices with minimal new initiatives?

• Hattie’s *Visible Learning* - Effect Sizes (Essential Question - What makes a significant impact on student learning?)
Metuchen Public Schools
2019-2020 District Goals

Healthy
Staff wellness

Safe
Academic and behavioral interventions

Engaged
Help students deepen their understanding

Supported
Data-informed decisions and timely feedback

Challenged
Academic and personal growth

Sustainability
Long-term success
Healthy indicator #5 - Our school addresses the health and well-being of each staff member.

- Provide ongoing staff wellness programming for certified staff,
- mentoring programming for new staff
- engaging teachers in teaching students SEL; activities listed are directly from research on best practices to address teacher stress, see [Penn State article here](#)
- PE/Health staff provide training/workshops on physical healthy practices at in-service days
Safe indicator #10 - Our teachers and staff develop and implement academic and behavioral interventions based on an understanding of child and adolescent development and learning theories.

- Trauma Informed Schools (training teachers on ACEs and develop interventions)
- Inventory of RtI implementation and results
- Wingman implementation at Edgar School
- Build student self monitoring into day to day educational programming
- Expand on restorative justice and SEL approaches in the disciplinary process
- Assist students in dealing with stress related issues, i.e. time management, goal setting and balancing academic, school activities (sports/clubs), and social life.
Engaged indicator #7 - Our teachers use a range of inquiry-based experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it.

- Extend inquiry-based research opportunities.
- Adults (staff and parents) and students will ask and answer the following: “What are you learning?” with the follow up question “Why are you learning that?”
- Form committees to investigate the incorporation of student-led conferences for the 2020-2021 school year.
- The Career Exploration Plan will be continued and expanded in all schools.
Supported indicators #5 and #2 - Our school staff understands and makes curricular, instructional and school improvement decisions based on child and adolescent development and student performance information and provides timely feedback to students.

- Conduct Collaborative Teacher Inquiries to make a shared decisions
- Integrating Orton Gillingham strategies into reading instruction
- Audit current practices and explore best practices for providing students with timely feedback
Challenged indicator #3 - Our school collects and uses qualitative and quantitative data to support student academic and personal growth.

- Ensure that collaborative teams use data and engage in evidence-based conversations to make shared decisions in order to improve student achievement and growth.
- Conduct an audit of student math data sets used for differentiated learning experiences for all students.
- ELA and Math departments will expand the use of benchmarking data in to include grade 11 (specify which 11th grade courses will be benchmarked).
- Science teachers will develop a lab inventory and a standards-based lab rubric and measure student lab performance throughout the year.
- Counselors will use academic, behavioral, and attendance data to create and implement action plans to assist students in Tier 2 (MHS) or Tier 3.
Sustainability - Schools implementing a whole child approach use collaboration, coordination, and integration to ensure the approach’s long-term success. Areas would include: Indoor Air Quality, residency, collaboration, STEM, and SEL.

- MHS Green Team will complete activities to earn recertification from Sustainable Jersey Schools
- Department staff and supervisors will collaborate to select and implement additional SEL competencies that are embedded into curriculum and instruction.
- Implement Year 2 of the 8 year STEM Plan
- Long range facility and program planning (Referendum)
- Budget Question
Next steps

• August and September faculty meetings to determine:
  – how to accomplish these, and
  – how success will be measured

• Monthly updates to the board (8x)

• Quarterly public reports at board meetings (3x)

• June final report and self-assessment
Self-assessing our progress 19-20

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<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>Did it well</td>
<td>with significant evidence of impact at student level</td>
</tr>
<tr>
<td>4</td>
<td>Did it well</td>
<td>and some evidence of impact at student level</td>
</tr>
<tr>
<td>3</td>
<td>Good progress</td>
<td>but not completed or limited evidence of student impact</td>
</tr>
<tr>
<td>2</td>
<td>Some progress</td>
<td>that was minimal or not at the student level</td>
</tr>
<tr>
<td>1</td>
<td>Didn’t do it</td>
<td>or circumstances prevented us from doing it</td>
</tr>
</tbody>
</table>

*or at teacher level, for Healthy goal: “our school addresses the health and well-being of each staff member.”
Buildings and Grounds Update - MHS

- Renovation of room 187 for new program
- Roof repairs
- Sealing of ledge front of building
- New split system IDF room 146
- New data and electric for six computers in library
- Installed monitors in new science rooms
- Installed dog houses and electric for teachers stations new science classrooms
- Storm line jetting: kitchen, auditorium and front of school
Buildings and Grounds Update - EMS

- Gym floor refinishing
- Roof repairs
- New 220 lines for copiers
- New data line Zone copier
- New lighting ½ of building
- New floor tile teacher lounge
Buildings and Grounds Update - CES

- Storm drain clearing and pipe repair both interior courtyards
- Removal of all trees and bushes both interior courtyards
- Re-grading for drainage one interior courtyard
- New coil room 33
- Roof repairs
- Re-finishing of gym floor
- Scraping, spackling and painting room 9
- Installed new projector with electric and data lines room 29
Buildings and Grounds Update - Moss

• New lighting for 100% of school
• Roof repairs
• Clearing of storm lines
• Wall repair and painting of BASC classroom and rest rooms
Technology Update

• New switching closet built to extend the network to the MHS Addition
• Wireless, SMART Boards, student monitors in new labs
• Network upgrades to improve stability, speed
  – New core switch
  – New switches
  – New fiber run, and more planned
• Chromebook one-to-one expanded to remaining MHS and Edgar grades.
Mental Health/Emotional Support Proposal

Presented by Dr. Tania Herzog
Director of Special Services
National increase in Mental Health Related Concerns for Teens

**STUDENT DEPRESSION ON THE RISE**

An analysis of a federal survey shows increasing rates of teen and young adult respondents reporting a major depressive episode in the last 12 months. Rates have stayed more consistent among older adults.

SOURCE: Journal of Abnormal Psychology
Mental Health Facts
CHILDREN & TEENS

Fact: 1 in 5 children ages 13-18 have, or will have a serious mental illness.¹

- 20% of youth ages 13-18 live with a mental health condition¹
- 11% of youth have a mood disorder¹
- 10% of youth have a behavior or conduct disorder¹
- 8% of youth have an anxiety disorder¹
A Local Perspective

- 27% of referrals for special education services in 18-19 *primarily* related to emotional concerns
- Many other referrals for academic weaknesses describe social and emotional issues as secondary concerns
- In the past two years, 5 students were placed out of district for therapeutic services and several more students have been identified with a similar level of need
- 14 students were placed on Home Instruction in 18-19 due to psychiatric hospitalizations or participation in short term therapeutic day programs for crisis situations
- Counselors and CST have provided mental health referrals to families of more than 50 students district wide.
- High performing students, average level students, and struggling learners are equally impacted
- Mental health issues are directly impacting academic achievement, social relationships, behavior and attendance
- 40% of K-12 districts in Middlesex County have implemented a Mental Health program
Proposal for Services with Additional Funding

❖ Therapeutic interventions at Campbell and Edgar Middle School, similar to MHS
❖ Expanded School Psychologist services at all 4 schools
❖ Increased CST availability by providing clerical support staff
❖ Expanded behavior intervention services by Board Certified Behavior Analysts
❖ Academic support in the core areas of Reading and Math
❖ Intervention focused on teaching study skills and organizational strategies to address executive functioning
Cost of Proposal

- With input from the Finance Committee, a separate budget proposal for $700,000 is recommended for these services.

- If passed, the taxes on the average home would increase $133 per year or $11 per month.

- In total, school taxes will have risen just 2% over a 2 year period.

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019 Introduced</th>
<th>2019 with separate proposal</th>
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<tbody>
<tr>
<td>Tax Rate Per Hundred</td>
<td>$3.731</td>
<td>$3.721</td>
<td>$3.731</td>
<td>$3.797</td>
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<td>School Taxes</td>
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<td>Tax Increase</td>
<td>$</td>
<td>(20)</td>
<td>$19</td>
<td>$152</td>
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<tr>
<td>Percent Change</td>
<td>-0.3%</td>
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<td>0.3%</td>
<td>2%</td>
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</table>
Sustainable Jersey for Schools

- Campbell School remains **Bronze certified** through June 2020
- Edgar School remains **Bronze certified** through June 2021
- Metuchen High School remains **Bronze certified** through June 2020
- Great work, Green Teams
On Twitter and Facebook...

- Follow me on Twitter @MSD_Caputo
- Like us on Facebook (Metuchen Public School District)
- Keep up with the Tweets and Posts and all kinds of news and updates through our district website (www.metuchenschools.org)
Dr. Justin Tarte
@justintarte

The best schools have this in common:

The adults respect each other, value their colleagues’ contributions, encourage everyone to have a voice, have high professional expectations, and ensure everyone is acknowledged.
If you want to talk about kids you had last year...

DON'T tell their new teacher to watch out for ______ (insert name here).

DO give them advice on how you best supported ______ (insert name here).

#teachergoals #backtoschool
Alex Morgan
@alexmorgan13
Undervalued too often in our society. Great move
@NBA
Quote Tweet

Sports Illustrated
@SInow
· Aug 7
The NBA will require every team to have a licensed mental health professional on retainer this season http://go.si.com/yaqchrf
Elevating the Essentials

Thank you. Have a great school year.