

District Goals 2021-2022



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**.*

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



Metuchen Public Schools

2021-2022 District Goals Overview

Healthy

SEL Competencies

Safe

Inclusion and Equity

Engaged

Reading and Writing Across
the Curriculum

Supported

Mental Health and School
Climate

Challenged

STEM and UN Sustainable
Development Goals

Sustainability

Referendum and Best
Practices

Healthy

Healthy indicator #7 - Our school integrates health and well-being into the school's ongoing activities, PD, curriculum, and assessment practices.

- Self-Management / Coping Skills Pilot
- Embedding Social Awareness into Social Studies Curriculum
- Embedding Responsible Decision Making into secondary Math

Safe

Safe indicator #8 – Our school upholds social justice and equity concepts and practices mutual respect for individual differences at all levels of student interactions: student-to-student, adult-to-student, and adult-to-adult.

- Equity through a SEL lens (year two)
- Incorporation of diverse collection of authors and literature across the curriculum
- Closing the achievement gap among subgroups
- Increase student subgroup representation in honors and accelerated courses

Engaged

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.

- Reading and writing across the curriculum
- Student inquiry
- Strategic integration of technology into everyday experience
- Emphasis on informational literacy

Supported

Supported indicators #4 – Each student has access to school counselors and other structured academic, social, and emotional support systems.

- Transition supports for students
- Data-driven SLT work to foster the social and emotional health of staff and students

Challenged

Challenged indicator #8 – Our curriculum and instruction develop students' global awareness and competencies, including understanding of language and culture.

- Long-range STEM plan
- United Nations Sustainable Development Goals
- Long-range World Language plan

Sustainability

Sustainability indicator #9 – Our school staff, community-based service providers, families, and other adult stakeholders share research, appropriate data, idea generation, and resources to provide a coordinated, whole child approach for each student.

- Prepare for building referendum
- Audit current best practices
- Extend our labor-management collaboration

Measurements

- Quest SEL online student assessment (pre- and post-tests)
- NJ School Climate Improvement Survey: students, staff, and parents
- Rutgers Labor-Management Survey (third time): all staff

Next steps

- August 24 – public unveiling and board affirmation of goals
- September 2, 3 – share with staff, build in time for reflection
- Three public updates
 - Thanksgiving
 - Spring break
 - Early June

Self-assessing our progress 21-22

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