

Metuchen Public Schools District Goals 2015-2016 Year-End Update, July 2016

“The Whole Child”

Fewer and focused goals

Emphasis on measurement

Staff-developed, school-based activities

District Goals 2015-2106

Summary of Achievement

#	Tenet	Descriptor	Achieved	% Achieved
1	Healthy	Each student enters school healthy and learns about and practices a healthy lifestyle	7 of 8	87.5%
2	Safe	Each student learns in an environment that is physically and emotionally safe for students and adults	5 of 8	62.5%
3	Engaged	Each student is actively engaged in learning and is connected to the school and broader community	11 of 14	78.5%
4	Supported	Each student has access to personalized learning and is supported by qualified, caring adults.	11 of 14	78.5%
5	Challenged	Each student is challenged academically and prepared for success in college or further study and participation in a global environment	10 of 13	76.9%

ASCD Whole Child Tenet #1 – HEALTHY

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

DESCRIPTOR	GOAL	MEASUREMENT
<p>Our school physical education schedule, curriculum, and instruction support and reinforce the health and well-being of each student by addressing lifetime fitness knowledge, attitudes, behaviors, and skills.</p>	<p>Movement in physical education classes</p>	<p>Student fitness records Walkthrough data</p>
<p>Our school facility and environment support and reinforce the health and well-being of each student and staff member.</p>	<p>Anti-idling campaign</p>	<p>Posting of signs; Community outreach; Decrease in vehicle idling at our schools - quantitative and qualitative data</p>
<p>Our school collaborates with parents and the local community to promote the health and well-being of each student.</p>	<p>Walking Wednesdays</p>	<p>Website; Outreach efforts; Weekly data</p>

Healthy

Measurement	Statement of Evidence
Student fitness records	Progress – Ss collect info on cards; Ts use for SGOs
PE walkthrough data	111 walkthroughs, 14 Ts, 3284 Ss; 97% engagement
Posting of anti-idling signs	Posted at all schools
Community outreach – idling	PTOs, flyers, web, newsletters, social media, classes
Decrease in idling – data	MHS: 100% athletics compliance. EMS: 100% bus compliance, up to 70% car compliance. CES: 82% bus compliance, 100% car compliance. Moss: 77% compliance.
Walking Wednesday–on web	Flyers, websites, newsletters, social media
Outreach on Walking Weds.	Flyers, websites, newsletters, social media, Sustainable Schools applications
Data on Walking Weds.	14 more Moss Ss now walk; CES walkers: fall avg = 81, winter avg = 34, spring avg =110.

ASCD Whole Child Tenet #2 – SAFE

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

DESCRIPTOR	GOAL	MEASUREMENT
Our physical, emotional, academic, and social school climate is safe, friendly, and student-centered.	Schools of Character recognition for each school over the next several years	School of Character Award for MHS
Our school teaches, models, and provides opportunities to practice social-emotional skills, including effective listening, conflict resolution, problem solving, personal reflection and responsibility, and ethical decision making.	Common Core Problem Solving Process for academic and social situations	Student exhibition of learning; Tracking grade 1 disciplinary referrals; Mapping in grade 2; Social-emotional assessment tool results
Our school climate, curriculum, and instruction reflect both high expectations and an understanding of child and adolescent growth and development.	Improvement of the Edgar subgroups in math	Reduce achievement gap; Increase in Student Growth Percentile; Meeting the AMOs (Annual Measurable Objectives) Monitor SpEd and at-risk; Exit Focus designation

Safe

Measurement	Statement of Evidence
School of Character Award - MHS	Earned Emerging School + Promising Practice
Student exhibition of learning	Prob-solving Moss and grade 1. Grade 2 next year.
Grade 1 disciplinary referrals	No referrals, tough to correlate to problem-solving
Mapping in grade 2	Modify units of study, writing workshop, lit coach
Social-emotional assessment tool	Moss: 6/14 BOE; teacher-developed tool
Reduce achievement gap	43.5% cutoff: 36.8%, 37.9%, 41.3% in 2012,13,14
Increase Edgar math SGP	mSGP = 63 (84 th %ile for peer, 90 th %ile for state)
Meet AMOs	n/a; eliminated w/ change to PARCC and ESSA
Monitor special ed and at-risk Ss	ELA: 39pts, 50% P < reg ed. Math: 28 pts, 40% <
Exit Focus School designation	n/a; no exits this year; NJDOE waiver was rejected

ASCD Whole Child Tenet #3 – ENGAGED

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

DESCRIPTOR	GOAL	MEASUREMENT
Our school uses curriculum-related experiences such as field trips and outreach projects to complement and extend our curriculum and instruction.	Expansion of our enrichment program	Schedule; G&T student performance; Exhibition of learning
Our curriculum and instruction promote students' understanding of the real-world, global relevance and application of learned content.	Design, engineering, and science	Maker Space; Implement NGSS (Next Generation Science Standards); STEM projects at each grade; Walkthrough data; AP, SAT subject, ACT results
Our staff works closely with students to help them monitor and direct their own progress.	Workshop model for instruction in math and balanced literacy	Walkthrough data; Benchmark results; Correlation between benchmarks and PARCC data
Our school expects and prepares students to assume age-appropriate responsibility for learning through effective decision making, goal setting, and time management.	Full review of best practices on the importance and use of homework as an instructional tool	Survey results; Stakeholder input; Recommendations

Engaged

Measurement	Statement of Evidence
Enrichment schedule	Gr 6 STEM, humanities, Science Honor Society. Next - gr 7 robotics.
G&T student performance	5/3 School of Arts, Future Cities, Model Congress
Exhibition of learning	Campbell open house, Edgar 6/13 Exhibition
Maker Space	Moss MakerSpace BOE presentation 6/14
Implement NGSS	Ahead of schedule. Required for 16-17.
STEM projects at each grade	Many projects - all schools; more coordination
Walkthrough data - STEM	Collected in all schools: looking for whole vs. small group, engagement, problem-solving
AP, SAT subject, ACT results	AP, SAT, and ACT: All up at all-time or 5-year highs
Walkthrough data – workshop model	Math: 78% warmups <5mins. 85% Ss access prior knowledge. 83% Ss in math talk ELA: 86% workshop model. 89% aligned to maps. 78% reader response notebooks
Benchmark results	Edgar Math: 28% meet or exceed with 25% on bubble Edgar ELA: 25% at >.8 with 42% betw .6 & .8.
Correlation: benchmark & PARCC	CES #2 & PARCC=0.82. LinkIt & PARCC 0.62 to 0.87
HW survey results	See website, results from Ss, Ts, and parents
Stakeholder input on HW	5 district committee mtgs; 2 community summits
HW recommendations	Belief statements developed

ASCD Whole Child Tenet #4 – SUPPORTED

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

DESCRIPTOR	GOAL	MEASUREMENT
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.	Coordinated use of benchmark assessments	Assessment schedule Assessment results Adoption of benchmark tools at MHS in multiple departments
Our school ensures that adult-student relationships support and encourage each student's academic and personal growth.	Administrative support for teachers in the classroom via walkthroughs	Electronic forms; Walkthrough data
Our school staff understands and makes curricular, instructional, and school improvement decisions based on child and adolescent development and student performance information.	Rutgers University Labor-Management Partnership for Improving Student Achievement	Survey results; Creation of district calendar; Greater input into district goals; Budget process committee; Revised committee structure
Our school personnel welcome and include all families as partners in their children's education and significant members of the school community.	Increase in quantity and quality of parental involvement	ASCD parent survey results; PTO membership; Parent-teacher conference data; Increase in # of opportunities

Supported

Measurement	Statement of Evidence
Benchmark schedule	Schedule developed for grades 3-8 math and ELA
Benchmark results	Campbell ELA: gr3 50%, gr4 60% prof. Campbell math: gr3 37%, gr4 50% prof.
Benchmark tools at MHS	Not done - pivot to authentic assessment prof dev?
Electronic walkthrough forms	Used in all four schools, all departments & subjects
Walkthrough data	More than 3000 formal walkthroughs conducted.
Collaborative Leadership survey	Participation rate sufficient – results in the Fall.
District calendar	Input invited. Calendar designed for all stakeholders
Input into district goals	S health program, traumatic loss, use S data, academic integrity, assessments
Budget process committee	5 mtgs. “Educational, enlightening.” More next year.
Revised committee structure	9 committees; each \geq 5 mtg; at least 1 new next yr
ASCD parent survey results	All tenets up; highest, biggest increase: Challenged
PTO membership	Worked closely with PTOs to maximize membership
Parent-teacher conference data	Moss 94%, CES 98%, Edgar 83% = 173,
Increased parent opportunities	Ex: Anti-idling, Walking Wed., TOPS, SEPAC, HW

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

DESCRIPTOR	GOAL	MEASUREMENT
Each student in our school has access to challenging, comprehensive curriculum in all content areas.	Writing across the content areas	Benchmark results; MLA style for all citations
Our school collects and uses qualitative and quantitative data to support student academic and personal growth.	Reading instruction	Benchmark results; Student Growth Percentiles
Our curriculum, instruction, and assessment demonstrate high expectations for each student.	Math instruction	Success of math pilot at EMS; Recommendations fall 2015 Edgar math sequence study; Embedding of measurement and geometry at CES; Grades 9-12 math report; PARCC, PSAT, SAT data SAT prep class data
Our school provides cross-curricular opportunities for learning with and through technology.	BYOD	Student technology survey results; Classroom usage data; Walkthrough data

Challenged

Measurement	Statement of Evidence
Benchmark writing	Blind scoring of opinion, informational, narrative.
MLA style	Good progress. Now, ensure that this is expected.
Reading benchmarks	Edgar ELA: 25% at >.8 w/42% betw .6 & .8. Campbell ELA: gr3 50%, gr4 60% prof.
ELA SGPs	Campbell mSGP = 63.5. Edgar mSGP = 63.
Edgar math acceleration pilot	LinkItB: gr 7 PreAlg=74%. 6 th gr Ss=80%, lowest 74%
Math sequence study - Edgar	6 th : Adv, reg, skills. 7 th : PreAlg w/6 th , reg, skills. 8 th : Alg w/7 th , PreAlg8, skills. (Accel 8 th in HonGeom at MHS)
Measurement, geometry - CES	Spiraled station activities for 2016-2017
Grades 9-12 math report	To be completed in 2016-2017
PARCC, PSAT, SAT data	All scores presented and on wesbsite
SAT prep class data	51 Ss, 4 before/after: up in >=1 area; parents happy
Student tech survey	Edgar: 95% phone, 68% tablet, 33% laptop, 21% Chromebook MHS: highest=social-ethical & internet; lowest=spreadsheets
Classroom BYOD	MHS middle states goal; Google Classroom PD track
Walkthrough data - BYOD	EMS: 92% of classes employ at least periodically

Next steps

- Goals for 2016-2017 developed over the summer: shared at Board meeting on August 30th and with staff on August 31st
- District goals committee will meet five times during 2016-2017 school year
- ASCD School Improvement Tool will again be administered