



**LPS**  
**STRATEGIC PLAN**  
**2016-2021**  
*LBOE Adopted August 15, 2017*



**Livingston Public Schools**  
**Strategic Plan**  
**Executive Summary**

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# LPS STRATEGIC PLAN 2016-2021

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# **ACKNOWLEDGEMENTS**

The Livingston Public Schools Strategic Planning process, completed during the 2016-17 academic year, could not have occurred without the support, cooperation and dedication of the following people and groups:

## **Livingston Board of Education**

Ronnie Konner, President

Pam Chirls, Vice-President

Charles (Buddy) August

Samantha Messer

George Shen

Christina Steffner, Superintendent

Steven Robinson, Business Administrator/Board Secretary

## **Internal Coordinators**

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Lisa Capone-Steiger, Assistant Superintendent

## **New Jersey School Boards Association**

Charlene Peterson, Field Services Representative

## **Staff, Parents, and Community Members**

Thank you to all of the staff, parents, and community members who assisted in the formation of the district's strategic plan. There are too many of you to list and thank individually.

The time you devoted and the input you provided are greatly appreciated. The outcome of the plan has been shaped by the input of every participating member. You have provided the district with a 5-year roadmap that reflects the aspirations of the various stakeholders for our students.

Special Thank You to the:

### **Strategic Planning Standing Committee**

Lisa Becker  
Pat Boland  
Susan Burman  
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# STRATEGIC PLANNING PROCESS

## Executive Summary

### A. Initiation of the Strategic Planning Process

In 2015 the Livingston Public Schools began the work of reviewing its expiring strategic plan. The district's assistant superintendents served as the coordinators of this process. A team of 30 examined the expiring plan and the core beliefs to determine what was still relevant and what needed updating. The input from multiple stakeholders was then added to the process.

### B. Gathering of Voices

Forums were held with the K-8 faculty and staff, 9-12 faculty and staff, parents, community, Cabinet, principals, supervisors, and Board of Education representatives to gather input on:

1. Where are we now?
2. Where do we want to go?
3. How do we get there?

### C. Synthesizing the Information

The Standing Committee, comprised of representatives of the above stakeholder groups:

1. Reviewed and analyzed all of the information gathered from the stakeholder groups.
2. Reviewed and analyzed the expiring strategic plan, the district's mission statement, and the core beliefs.
3. Determined priorities of the groups represented.
4. Projected possible Action Plans (objectives), Indicators of Success, and Resources for recommendation to the Board.
5. Using all of the above work and resources, proposed goal statements and accompanying objectives were recommended for each of the strands.
6. Full committee review of the work in each of the four strands took place.

## **D. Administrative and Board Review of Standing Committee's Work**

Review of the Standing Committee's work included:

1. Support/reframe recommended Action Plans, Indicators of Success, and Resources, and revisions to the Core Beliefs statements.
2. Board review resulted in a recommendation to have NJSBA assist in the completion of the strategic planning process.
3. Presentations were made to the Board of the progress. Formal adoption of the strategic goals is needed by the Board.

## **E. Outcomes of the Standing Committee's Work**

1. Number of Strands reduced from 8 in the previous plan to 4 in this plan.
2. Development of a proposed goal statement and supporting objectives for each of the 4 strands, using the goal statements from the previous plan as a resource.
3. Identification of components, some action steps, indicators of success and resources for each strand to be used when writing the action plans.
4. Recommended revisions to the core belief statements.

## **F. Developing the Action Plans**

The superintendent and administrative team will develop action plans to implement the strategic plan. The actions plans will include:

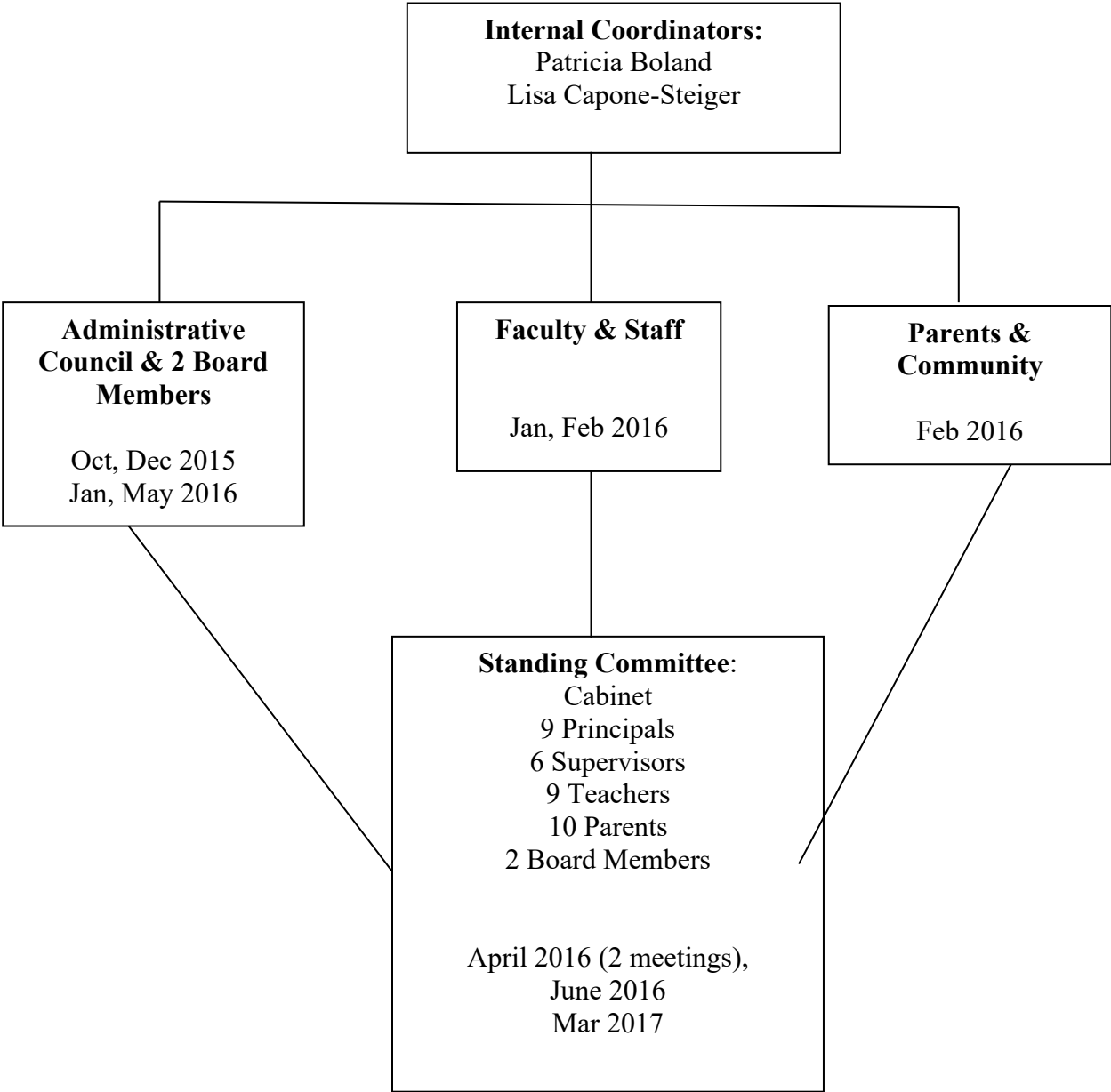
1. The actions needed to accomplish the goals/objectives
2. Select measures for accountability
3. Resources required
4. Timeline for implementation

## **G. Additional Resources**

Additional resources not included in this report are the input from all of the various stakeholder groups, notes from the meetings, the synthesized information, and drafts of the work.

# STRATEGIC PLAN

## PARTICIPANTS



# STRATEGIC PLAN TIMELINE

October 7, 2015	Administrative Council	To what extent does Strategic Plan still meet our needs? How do envision your role and that of other stakeholders in review/ updating plan? Changes that will guide us through next 5 years.
December 2, 2015	Administrative Council	Review core beliefs and strategic goals, determine relevance of 8 strands, who and how, role going forward, next steps. Changes to guide us through next 5 years.
January 20, 2016	Administrative Council + 2 board members	Goals, accomplishments, review of strand language, framing the work goals or action plans
February 1, & 8 2016	Staff	Current priorities at school level or department critical to be addressed in next 5 years
February 29, 2016	Parent and Community Forum	What are some of the things that make our district what it is?
April 13, 2016	Standing Committee	Reflection on mission, goals. New goals and priorities
April 27, 2016	Standing Committee	Reviewed initial draft of priorities in each strand and discussed action plan process.
May 25, 2016	Supervisors	Reviewed work by the standing committee.
June 8, 2016	Standing Committee	Reviewed essential recommendations captured in the synthesized version of the action plans. Develop timelines and indicators of success for actions.
January 18, 2017	Supervisors/ Board	Presentation to Board at public meeting
March 27, 2017	Standing Committee	Wrote proposed goal statements and objectives for each of the 4 strands
April 24, 2017	NJSBA/ Board	Presentation to Board at public meeting on proposed goals/objectives
August 16, 2017	LBOE Voting Meeting	Final approval of 2016-2021 Strategic Plan



# MISSION STATEMENT

**Empowering all to learn, create,  
contribute, and grow.**



# STRANDS

The four strands that emerged from the group work are:

- 1. Students: Development, Empowerment, Engagement and Achievement**
- 2. Staff: Development, Inspiration, Innovation and Instruction**
- 3. Facilities & Environment: Safe, Civil and Nurturing**
- 4. Community: Partnerships, Practices and Programs**

This was a consolidation of the 8 strands from the previous plan:

- Curriculum
- Instruction
- Professional Growth
- Technology
- Assets, Resources and Financial Support
- Facilities
- Parent/Community Partnerships
- Policies and Procedures

# **STRAND # 1**

## **Students: Development, Empowerment, Engagement and Achievement**

### **Goal Statement:**

**The district will: Establish a cycle of continuous improvement to develop and implement preschool – 12th grade research-based practices that will engage and empower each student to become college and career ready.**

### **Objectives:**

1. To identify and embed multiple measures to assess student growth and achievement.
  - 1.1.1 – Conduct a district analysis to identify existing measures of student growth and achievement.
  - 1.1.2 – Identify and analyze current benchmark assessments at each grade level and content area to determine reliability, alignment, inter/intradisciplinary connections and predictive value of these assessments.
  - 1.1.3 – Assess the current levels of math offered in Pre-Algebra 6 to determine whether levels B and C should be combined by analyzing placement data and how students continue to perform as they move through the math sequence in grades 6, 7 and 8.
  - 1.1.4 – To assess the accelerated math program in grades 7-12 by identifying the students enrolled in the accelerated math program (Algebra 1 in grade 7) and tracking their performance as they move through the 7-12 math sequence.
  - 1.1.5 – Determine the success of students who enter LHS at a level 2 World Language course to determine student proficiency and their future advancement in the target language.
  - 1.1.6 – Research, develop and implement use of a variety of alternate assessment practices that mirror differentiated instructional practices.
  - 1.1.7 – Research, develop/acquire, and implement an instrument to collect, store, and analyze data in order to inform instruction.

- 1.1.8 – To determine the value of taking the PSAT in preparation for performance on the SAT by comparing SAT scores of the students who take the PSAT to those who do not.
- 1.1.9 – To align the LHS and AP curricula by comparing student AP exam scores with final grades in corresponding courses.
- 1.1.10 – To determine the effectiveness of the forced drop procedure by analyzing year-long student performance and utilizing a comparison of classroom grades in the honors and AP level with the course dropped into as well as grades in course with AP exam scores.  
\*\*\*Analyze the data from the non-forced drop pilot to determine continuation of practice and/or pilot.
- 1.1.11 – Conduct a district analysis to determine “open-access” policies and procedures, analyze student achievement in those areas, and make appropriate recommendations based on the data acquired.

## 2. To identify and implement imperatives for academic, social and emotional development.

- 1.2.1 – Conduct a district assessment of existing initiatives for academic, social and emotional development.
- 1.2.2 – To reduce the number of student discipline referrals and recidivism at the high school level by implementation of Collaborative and Proactive Solutions model as well as student assisted processing in the reflection room.
- 1.2.3 – To continue to develop programming and targeted support at Heritage Middle School for students with academic, social, emotional and behavior needs by evaluating the current practices and programs offered.
- 1.2.4 – Elementary Schools - Track and examine current disciplinary practices and office referral & climate and culture needs.
- 1.2.5 – Elementary Schedule - To examine the current elementary specials’ schedule in order to determine if it is the most efficacious use of time. Make a recommendation regarding the most efficacious elementary schedule to include: specials rotation and required instructional minutes in all content areas.
- 1.2.6 – To research best practices in the use of homework as an instructional tool and examine current practices across all levels and content areas in order to determine the most meaningful and manageable homework practices.

3. Increase partnerships among students, community volunteers and parents to focus on the emotional/ social wellness of students.

- 1.3.1 – Survey stakeholders to identify possible areas where partnerships can facilitate student wellness.
- 1.3.2 – Partner with building PTA/PTO/HSA organizations to provide programming for parents that will offer strategies for supporting social emotional well-being for their children.

# **STRAND # 2**

## **Staff: Development, Inspiration, Innovation and Instruction**

### **Goal Statement:**

**The district will: Attract, hire, retain and develop a high quality staff that will create, innovate, and implement best practices to foster student growth and address the diverse needs of students.**

### **Objectives:**

1. To provide meaningful, targeted professional development with specific intended outcomes.
  - 2.1.1 - Develop a comprehensive PD program that revolves around the evaluation of student performance data, cross-curricular skill sets, and Social/Emotional Learning.
  - 2.1.2 - Expand the use of our learning management systems to provide online professional development, blended learning opportunities and learning communities for all staff.
  
2. To fully align and integrate scope and sequences in all curricular areas, which address the needs of all learners, and aligns to local and state requirements.
  - 2.2.1 - Assess curricula at each grade level to identify opportunities for interdisciplinary connections.
  - 2.2.2 - Review the frequency with which cross content articulation is occurring during curriculum development in the summer, and plan for incorporation in future meetings.

3. Integrate technology as an effective teaching tool within all content areas.

- 2.3.1 - Identify the needs of the individual content areas regarding technology integration within the classroom, K-12.
- 2.3.2 - Increase student achievement across content areas by providing a reliable, sustainable technology plan and framework to improve learning that instills our students with 21st century skills and strategies.
- 2.3.3 - Expand the use of Schoology to provide course content and online-assessments to learners in grades 4-12.

4. Create systems to support best practices in hiring, evaluating, supporting, and developing staff.

- 2.4.1 - Develop a system through the Human Resource Dept. to track the retention of new staff over a five-year period.
- 2.4.2 - Provide yearly training in the Teacher Evaluation system and associated evaluation terminology for appropriate stakeholders.
- 2.4.3 - Evaluate and update the New Teacher Mentoring Program.
- 2.4.4 - Evaluate and update the New Teacher Orientation Program.
- 2.4.5 - Develop and evaluate a structure which facilitates the use of instructional rounds within individual buildings for observers and teachers.
- 2.4.6 - Develop schedule so all staff participate in building and district based instructional round professional development opportunities.

# **STRAND # 3**

## **Facilities & Environment: Safe, Civil and Nurturing**

### **Goal Statement:**

**The district will: Create and maintain a safe, civil and sustainable environment in which to teach, learn, and grow.**

### **Objectives:**

1. Plan and respond to changing current conditions.
  - 3.1.1 - District Safety Team will ensure that all updates, changes, and expectations from the local, state, and federal regulations and laws are implemented with fidelity.
  - 3.1.2 - District Safety Team will ensure compliance with all reporting requirements are met within all buildings.
  - 3.1.3 - Monitor capacity of current facilities for future enrollment increases or decreases based on new construction or declining enrollment trends.
  
2. Enable the physical safety of all students and staff.
  - 3.2.1 - District Safety Team will meet at least twice annually to ensure collaboration and consistency for safety concerns throughout the district as well as share new information to assist principals in the creation of procedures and responses to emergency situations.
  - 3.2.2 - In alignment with the District Safety Plan, building principals will respond to climate, safety and security issues within each school building by:
    - Collecting ongoing data
    - Consulting with local police and fire departments
    - Establishing and implementing protocols regarding the safety of school community
    - Providing a report of the findings and recommendations



3. Build awareness and support the safety and well-being of the school community.
  - 3.3.1 - District Safety Committee will develop and communicate information regarding safety procedures for outside organizations and volunteers when using LPS facilities.
  - 3.3.2 - Evaluate current programs for student safety. School safety programs will be offered to students, staff and/or parents including HIB, stranger danger at the elementary level, and Internet safety.
  
4. Promote a healthy culture and climate for all stakeholders.
  - 3.4.1 To ensure that each school designs programming to address the well-being of the school community by promoting mindfulness.

# **STRAND # 4**

## **Community: Partnerships, Practices and Programs**

### **Goal Statement:**

**The district will: Strengthen the partnership among parents, school, and community, as active partners in the education of all children.**

### **Objectives:**

1. Through practices, programs, and resources, increase communication to support the growing and diverse needs of the district.
  - 4.1.1 - To develop and administer a needs assessment designed to gather feedback from appropriate stakeholders.
  - 4.1.2 - Analyze the results of needs assessments in order to make recommendations to be considered in future district planning and decision making.
  
2. Increase district-wide collaboration with students, community volunteers, organizations and businesses to provide exposure to, and experience of career paths and interests.
  - 4.2.1 Engage in a review of current curricula across all disciplines, inclusive of the counseling curriculum, to ensure 21st Century skills are effectively addressed and links to career exploration are evident and implemented.
  - 4.2.2 Implement recommendations regarding opportunities within and across curricula for students to explore career connections.

### 3. Enhance communication between home and school.

- 4.3.1 - Address new regulations regarding website access, including providing various language translations, talk to text and text to talk, etc.
- 4.3.2 - Utilize parent and community forums/information sessions/book chats for new initiatives undertaken by the Livingston Public Schools.

### 4. Increase partnership among schools, community organizations and parents to support wellness.

- 4.4.1 - Creation of a Wellness committee comprised of stakeholders to oversee initiatives to promote health and well-being.
- 4.4.2 - The Wellness Committee will select and oversee the administration of an organization health survey to determine gaps in desired outcomes.
- 4.4.3 - The Wellness Committee will analyze the results and make recommendations to address gaps in desired results.
- 4.4.4 - Work with Executive Committee of the LEF to revitalize efforts to increase support of the Livingston Public Schools financially and through increased partnerships with alumni and community members

# Core Beliefs

Those imperatives that get at the base of what we hold to be of most importance. Using the 2011-2016 Core Beliefs as the base, additions, deletions, and revisions were made to develop the Core Beliefs listed below for consideration.

*We believe:*

**All children can learn.**

**We prepare students to succeed in an interdependent and competitive society through the responsible use of technology, problem-solving, and critical thinking and understand the value of contributing to a democratic society.**

**A sense of balance, acceptance, and emotional well-being is critical to the development of the whole child and his/her achieving success as an adult.**

**A supportive and committed community fosters student growth and facilitates the achievement of high expectations.**

**Teaching is a reflective and dynamic process requiring a variety of effective instructional modalities and the willingness to take risks.**

**The attraction, retention, and development of highly effective staff members are critical to the success of our students.**

**A safe, civil, and sustainable environment enriches opportunities to teach and learn.**

**A research-based curriculum engages, inspires and empowers each student to discover, make good decisions, and reach his/her individual potential.**

**All stakeholders are valued members of our school community.**

*Appendix "A"*

**Strategic Plan Final Draft  
June 10, 2016**

Livingston Public Schools  
Strategic Plan 2016-2021  
FINAL DRAFT 6/10/16

**Mission Statement**

Empowering all to learn, create, contribute, and grow.

**Core Beliefs**

We believe

- All children can learn.
- We prepare students to succeed in an interdependent and competitive society through the responsible use of technology, problem-solving, and critical thinking skills, and understanding the value of contributing to a democratic society.
- A sense of balance, acceptance, and emotional well-being is critical to the development of the whole child and to his/her achieving success as an adult.
- A supportive and committed community facilitates the achievement of high expectations.
- Teaching is a reflective and dynamic process requiring a variety of effective instructional modalities and the willingness to take risks.
- The attraction, retention, and development of highly effective staff members is critical to the success of our students.
- A safe, civil, and sustainable environment enriches opportunities to teach and learn.
- A research-based curriculum engages, encourages and empowers each student to discover, and reach his/her individual potential.
- All stakeholders are valued members of our school community.

**Strategic Goals**

The District will:

1. Develop and implement a preschool – 12<sup>th</sup> grade research based curriculum that will engage and empower each student to discover his or her potential.
2. Provide and maintain a safe, civil, and sustainable environment in which to teach and learn.
3. Attract, hire, retain, and develop a quality staff that will implement *best practice* to address the diverse needs and learning styles of students.
4. Encourage parents and the community to be partners in the education of their children.
5. Utilize multiple sources of quantitative and qualitative data in making decisions.

Livingston Public Schools  
Strategic Plan 2016-2021  
FINAL DRAFT 6/10/16

**Strand 1 – Curriculum and Student Achievement**

**Components:**

1. Framework for curriculum
2. Assessment practices
3. Data analysis
4. Personalized learning
5. Character Education
6. Community service & service learning
7. Interdisciplinary opportunities
8. 21st Century Learning – technology & beyond

**Action Plans**

1. Explore and recommend and implement management systems which would be a repository of student work and evidence of student progress over time, including standardized tests, formative and summative assessment in the classrooms, and a variety of alternate assessment practices that mirror differentiated instructional practices. *(September 2017)*
2. Establish measureable, cross curricular benchmark skills for each subject and grade level. *(June 2017)*
3. Analyze the curriculum of College Prep and Honors courses to ensure the appropriate level of challenge and support. *(June 2017 – ongoing 2018)*
4. Establish support for the infusion of technology to transform learning in the classroom. *(September 2016 – on-going)*
5. Evaluate programs at the elementary level and work towards consistency in terms of curriculum, instructional practices and resources. *(May, 2017)*
6. Examine appropriate programs and curricular areas where character education could be integrated. *(January 2107 – ongoing)*
7. Complete Pre-K through 8 scope and sequences. *(October 2016)*

**Indicators of Success:**

- Input of data by staff and use of disaggregated data by administrators and staff to inform instruction and provide differentiation.
- Revised curriculum documents
- Scope and sequences available on line
- Benchmark goals are met as evidenced through formative and summative assessments and student work products
- Observation of teacher and student use of technology

**Resources:**

- Curriculum documents
- Standards
- Representation from departments/grades
- Revised and standardized curriculum template
- Data analysis tools to track skills development that is user friendly and transferable among grades and subject areas

**Livingston Public Schools  
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FINAL DRAFT 6/10/16**

**Strand 2 – Highly Effective Teaching**

**Components:**

1. Variety of teaching methodologies based on a common language of instruction and innovative approaches to teaching
2. Technology integration
3. Staff Development
4. Assessment
5. Grading and Reporting

**Action Plans:**

1. Establish pathways for teachers, through our Staff Development Plan, to access a variety of teaching methodologies and strategies based on a common language of instruction, innovative instructional approaches, attention to the needs of all students and correlated assessment practices. *(October 2017 – ongoing 2018)*
2. Design for professional exchanges for the seamless and appropriate integration of technology as a transformative tool for learning. *(August 2017 – ongoing 2018)*
3. Analyze and explore supports for the continued implementation of open access and more heterogeneous groupings for core classes. *January 2017 – ongoing 2018)*
4. Assess the current plan for supporting new and untenured teachers and recommend appropriate support that could include: a four year cycle of courses within the five strands established by the staff development committee, school-based programs addressing specific needs within the culture and demands of each school, and appropriate mentoring support for certified as well as novice teachers. *(October 2016)*
5. Review and recommend appropriate changes and utilization of assessment and grading practices and guidelines with a focus on:
  - a. Revision of elementary report cards *(November 2016)*
  - b. Homework practices *(January 2017 – on-going 2018)*
  - c. Potential revision of the Grading and Reporting Handbook *(January 2017)*
  - d. Common and alternate assessment practices. *(Through curriculum review Summer 2016 – review June 2017 – ongoing 2018)*

**Indicators of Success:**

1. Digital Portfolios of various content areas for teachers to access
2. District wide handbook on PD opportunities
3. Shared Drives with relevant rubrics and resources to all stakeholders
4. Report/Summary of a staff development plan with recommendations for the future
5. Revised elementary report cards
6. Ongoing discussions and parent meetings concerning regarding homework
7. Revised Grading/Reporting Handbook
8. Assessment Committee/Task Force

**Resources:**

- Assessment Committee/Task Force
- Elementary report Card Committee
- Secondary committee to review the Grading and Reporting Handbook
- Committee work of Staff Development and Technology Committees
- Supervisors and administrators
- Trade books, research articles, workshops
- Teacher exchanges



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**Strand 3 – Supporting a Safe and Nurturing Environment that Allows the Needs of All Students to be Addressed**

**Components:**

1. Assets, Resources and Financial Support
2. Policies
3. Student support programs: Guidance, CST, ESY, LINKS, STARS, Nursing, Gifted, Arts, and Athletics
4. Facilities (3 referendums in 10 years)
5. Safety and security (safety audit in progress)
6. Internet safety

**Action Plans:**

1. Analyze and make recommendations to the Board of Education concerning mandates that are underfunded and work with legislators and other groups to advocate for change. *(November 2016 – ongoing 2018)*
2. Analyze recommendations from security audit and determine an implementation sequence. *(Budget process October 2016 – ongoing June 2017)* Share recommendations with outside groups using facilities *(ongoing 2016 2017)*
3. Explore support programs for appropriate social and emotional learning and of programs that address the unique needs of students who are not available for learning. *(January 2017)* Train all appropriate staff in the support models. *(June 2018)* Adopt a common language used through all schools. *(June 2018)*
4. Align Code of Conduct and student handbooks with district policies and with changing district and state mandates or initiatives. *(September 2016)*
5. Design programs that build awareness of and address the issues of student safety. *(January 2017 – ongoing 2018)*
6. Develop programs to build awareness of internet dangers and teach students internet safety and responsibility. *(June 2017)*

**Indicators of Success:**

- Board Resolutions
- Collaboration with various state associations and legislators
- The school safety plans
- Agendas and minutes from meetings with LPD, FD, Town Council, Municipality and Safety Committee
- Results of community (students and parents) survey on a safe and nurturing environment

**Resources:**

- Data analysis and Demographic information
- Course guides
- BOE policies and regulations
- Strauss Esmay
- Code of Conduct and student handbooks
- Transition placement data
- Look at existing programs and compare to recent research and trends

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**Strand 4 – Integrating Schools, Parents, and Community**

**Components:**

1. Student activities, clubs, sports
2. Parent programs
3. Community Organizations [LEF (Livingston Education Foundation), LACD (Livingston Advisory Committee on Disability), LMAC (Livingston Municipal Alliance) HCHY (Healthy Community Healthy Youth)]
4. Community partnerships (Public Library, businesses, police, post-secondary schools, etc.)

**Action Plans:**

1. Establish parent forums and/or academies to address such topics as new academic initiatives, infusion of technology, social and emotional development, special services and safety and security issues. *(Potential parent survey October 2016 – ongoing 2018)*
2. Establish a group of people to create resources to communicate district policies, guidelines, supports, events, and practices to the many families for which English is a second language. *(October 2016)*
3. Investigate best practices and resources in service learning opportunities for students K through 12. *(February 2017)*
4. Collect data and analyze homework practices, its purpose, and its impact on students and families; recommend appropriate guidelines and supports with such things as homework clubs, mentors, podcasts, etc. *(Potential student/parent survey October 2016; recommendations January 2017 – ongoing 2018)*
5. Investigate school partnerships with community organizations and institutions to support curricular and personal exploration of career, educational and mentoring opportunities as well as shared resources. *(April 2017)*

**Indicators of Success:**

- List of parent forums with agendas and materials
- Best practices report
- Survey results of students and parents
- Notes of committee work
- Publication of service learning opportunities
- Student reflections of service learning and career exploration opportunities
- Community and educational partnerships
- Agenda for faculty meeting discussions, committee and focus group notes about homework

**Resources:**

- LEF, LACD, LMAC, HCHY,
- Arts Council and Community service organizations
- Livingston Police
- Programs in other like districts
- ADAPT survey
- Businesses in Livingston
- PTAs and HSAs
- Televisions studio
- Individuals with language skills for translation

*Appendix "B"*

**Core Beliefs from Previous Plan**

## Core Beliefs

<b>2011-2016</b>	<b>Proposed 2016-2021</b>
We believe:	We believe:
All children can learn.	All children can learn.
The District's focus must be on making decisions that are in the best interest of the students, and that such decisions are preferably made through collaborative teamwork in an atmosphere of trust, respect, and open communication among all relevant stakeholders.	
Students must be prepared to live in an interdependent and competitive society by developing proficiency in the responsible use of technology and problem solving and learning how to contribute to a democratic society.	We prepare students to succeed in an interdependent and competitive society through the responsible use of technology, problem-solving, and critical thinking, and understanding the value of contributing to a democratic society.
A sense of balance and emotional well-being is critical to the development of the whole child and to his/her achieving success as an adult.	A sense of balance, acceptance, and emotional well-being is critical to the development of the whole child and his/her achieving success as an adult.
High expectations should be established and communicated to all, and a supportive and committed community facilitates the achievement of these high expectations.	A supportive and committed community fosters student growth and facilitates the achievement of high expectations.
Teaching is a reflective and dynamic process that can be provided in a variety of effective manners, requires a commitment to developing an understanding of emerging research and best practice, and demonstrates a willingness to take risks.	Teaching is a reflective and dynamic process requiring a variety of effective instructional modalities and the willingness to take risks.
Teachers, parents, other responsible adults, and peers serve as models for teaching and learning.	
Human resources are the District's most important asset and continued focus on the attraction, retention and development of highly effective staff members is paramount to the success of the District.	The attraction, retention, and development of highly effective staff members are critical to the success of our students.
Resources need to be used in a sustainable, efficient, and effective manner.	A safe, civil, and sustainable environment enriches opportunities to teach and learn.
	A research-based curriculum engages, inspires and empowers each student to discover, make good decisions, and reach his/her individual potential.
	All stakeholders are valued members of our school community.