



Livingston Public Schools Strategic Plan 2022-2027

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



Livingston Public Schools - Strategic Plan 2022-2027

STRATEGIC PLANNING CORE TEAM

Jenissa Arnette - Board of Education Member

Oscar Benavides - Teacher, Livingston High School

Matt Block - Superintendent of Schools

Sara Bright - Principal, Burnet Hill School

Pam Chirls - Board of Education Member

Seth Cohen - Board of Education Member

Mike Davison - Business Administrator/Board Secretary

Val Desamours - School Counselor, Livingston High School

Greer Lapinson - Teacher and President LEF

Nidhi Gosalia - Student, LHS

Xiaoshan He - Parent

Anthony Keys - Parent

Vineeta Khanna - Board of Education Member

Hannah Kim - Student, LHS

Sam Messer - Board of Education Member

Amro Mohammed - Dean of Students, LHS

Bronawyn O'Leary - Principal, Mount Pleasant Middle School

Paul Raiz - Teacher, Livingston High School

Teresa Rehman - Director of Technology and Innovation

Angelina Rodriguez - Supervisor, Math K-6

Anthony Rosamilia - Teacher and President LEA

Danielle Rosenzweig - Principal, Livingston High School

Mara Rubin - Supervisor, Fine and Performing Arts - K-12

Ilyse Shainbrown - Parent, President of PT Council

Kevin Sinsimer - Teacher, Hillside Elementary School

Lisa Steiger - Assistant Superintendent of Schools

Mark Stern - Assistant Superintendent of Schools

Justin Toomey - Principal, Riker Hill Elementary School

Kevin Wittmack - Supervisor, English Language Arts 7-12

Ken Zushma - Teacher, Heritage Middle School



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STATE OF COMMUNITY

Inception

Livingston is a suburban, residential township in Essex County, New Jersey. Livingston was incorporated as a township by an act of the New Jersey Legislature on February 5, 1813, from portions of Caldwell Township and Springfield Township. Other parts were later taken from West Orange and Roseland. The township was named for William Livingston, the first Governor of NJ.

Based on data from the American Community Survey for 2013–2017, township residents had a median household income of \$153,381, ranked 14th in the state among municipalities with more than 10,000 residents, more than double the statewide median of \$76,475.

History

Livingston's history dates back to 1699 when 101 settlers from Newark wanted to move westward. They set up a committee to negotiate from Lenni Lenape Native Americans for the purchase. After the American Revolution, more permanent settlements took place with the first school built in 1783. In 1811, a petition was filed to incorporate the township from about 100 people who lived in seven distinct areas. On February 5, 1813, the township was officially incorporated.

During the 1800s, lumber and farming were major industries in the town. Shoemaking and dairy farming became major industries during and after the Civil War. The population grew quickly after the 1920s when automobiles became more accessible. The town experienced many housing developments especially after World War II with its peak in 1970 of more than thirty thousand residents. During this growth period, many services were organized including the public library in 1916, volunteer Fire Department in 1922, first regular police chief in 1923, an ambulance unit in 1937 which became first aid squad in 1949. The Livingston Public Schools serves students in pre-kindergarten through 5th grade. The district consists of six elementary schools grades Pre-K/K–5; one middle school for grade 6 only and another middle school for grades 7 and 8, and one four-year high school. As of the 2019–20 school year, the district, comprising nine schools, had an enrollment of 6,151 students and 500.6 classroom teachers for a student-teacher ratio of 12.3:1.



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STATE OF COMMUNITY

Population Trends

In 2020, Livingston had 31,330 residents, which is a gain of 1,964 persons from the 2010 Census. Forecasts prepared by the North Jersey Transportation Planning Authority project the population to be 32,732 in 2040, which would be a 4.5% increase from the 2020 population count and a gain of 1,402 persons. While White people are the largest race in Livingston, their population is declining. In the 2020 Census, Livingston was 60.0% White people as compared to 73.3% in 2010, which is a loss of 13.3 percentage points. Asian people were the second-largest race at 28.8% in 2020, which is a gain of 9.7 percentage points from the 2010 percentage of 19.1%. Hispanic people were the third-largest race consisting of 5.1% of the population in 2020.

With respect to nativity, 25.9% of Livingston residents were foreign-born in the 2015- 2019 American Community Survey ("ACS"), which is slightly higher than that of New Jersey (23.4%). China and India are the largest sources, accounting for 25.2% and 18.5%, respectively, of the township's foreign-born population.

In a report performed by the United Way of Northern New Jersey based on 2012 data, around 14% of Livingston households were classified as "Asset Limited, Income Constrained, Employed" households (below a threshold of \$50,000 for households below 65, below \$35,000 for those over 65), struggling with basic necessities, such as housing, childcare, food, health care, and transportation, compared to 38% statewide and 47% in Essex County.

Historical Enrollment Trends

Historical enrollments (PK-12) were analyzed from 2012-13 through 2021-22, a ten-year period. Enrollments steadily increased over the last decade before declining by 86.5 students in 2020-21, which was likely due to the coronavirus pandemic. In 2021-22, enrollment is 6,122, which is a gain of 338.5 students (+5.9%) from the 2012-13 enrollment of 5,783.5.

For grades PK-5, with the exception of 2020-21 when enrollments declined due to the pandemic, enrollments have been fairly stable, ranging from 2,541-2,664. In 2021-22, enrollment is 2,664, which is the highest value in the last ten years.

For grades 6-8, enrollments have been increasing over the last decade. In 2021-22, enrollment is 1,490, which is a gain of 148 students from the 2012-13 enrollment of 1,342.



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STATE OF COMMUNITY

Performing and Fine Arts

Livingston is home of several community-based performing arts organizations:

- **Livingston Symphony Orchestra** is a group of community-based performers which was formed in 1960.
- **Livingston Community Players** is a community-based theater organization
- **Children's Theater of Livingston** is a local organization that provides performance opportunities for Livingston children grades 2 to 8.
- **New Jersey Ballet** is a major ballet company based in Livingston. Livingston is also the headquarters of New Jersey School of Ballet which offers many classes in different types of dance.

Livingston has many local artists in varied forms. Local artists have support from Livingston Arts Association which is an organization formed in 1959 to promote art in the community including large scale exhibitions, demonstrations, and workshops. There are many studios at Riker Hill Art Park with more than 40 working artists in various media.

The Livingston Public Schools has multiple art and performing arts programs at various grade levels. This includes various programs connected to its band, orchestra, and chorus programs. Students present their work in multiple media in art shows, both inside and outside the community. All of the secondary schools mount full theatrical performances each year. Livingston High School annually produces a full scale drama and musical production.

Sports

From 1984 to 1989, Livingston was the site of the Grand Prix Tennis Circuit tournament, the Livingston Open, held at Newark Academy. The Grand Prix was the only professional circuit since 1985 before it was succeeded by the ATP Tour in 1990. The tournament was won by Andre Agassi in 1988, earning him the seventh title in his career.

Livingston High School offers multiple varsity sports over three athletic seasons:

FALL - Football, Girls Tennis, Boys and Girls Cross Country, Field Hockey, Boys Soccer, Girls Soccer, Girls Volleyball, Cheer, Gymnastics

WINTER - Bowling, Ice Hockey, Boys and Girls Basketball, Wrestling, Boys and Girls Swimming, Boys and Girls Winter track, Boys and Girls Fencing

SPRING - Baseball, Golf, Boys and Girls LaCrosse, Softball, Boys Tennis, Boys and Girls Spring Track, Boys Volleyball



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STATE OF COMMUNITY

Community Police Department:

The Livingston Police Department (LPD) was established in 1813. It consists of the following divisions: Patrol, Traffic, Communications (911 dispatch), Police Records, Internal Affairs, and Community Policing. Bureaus include the Detective and Juvenile bureaus. Volunteer-based public safety organizations include the Livingston Auxiliary Police and the Livingston Volunteer First Aid Squad.

Volunteer organizations:

There are more than 40 volunteer committees and boards operated by community members, including Healthy Community Committee, Livingston Neighbors Helping Neighbors, Livingston Municipal Alliance Committee (LMAC), Holiday Committees, Consumer Affairs Office, Planning Board, Zoning Board of Adjustment, and Committee for Diversity & Inclusion.



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The Core Committee looked at data including district records, survey data, demographic data, and stakeholder feedback in several sub-groups to identify areas of needed growth for the district:

SUBGROUPS WERE DELINEATED AS FOLLOWS:

- **Safety and Wellness**
- **Teaching and Learning**
- **Leadership and Government**
- **Community and Culture**
- **Finance and Facilities**



CONCLUSIONS DERIVED FROM DATA ANALYSIS

Safety & Wellness:

- There appears to be a lack of consensus in whether or not shared/collaborative decision making is occurring in our school community. And, how this impacts the safety and wellness of our school community.
- There doesn't seem to be representation in the survey data that is commensurate with the identified groups and the size of these groups.
- There are a number of adults who feel students in our schools are being teased based upon gender, race, ethnic background, and sexuality, and a minority of students do not feel their peers are respectful to their teachers.
- Approximately half of students do not agree that they are able to maintain a healthy balance between school and life.

Teaching & Learning:

- More than half of our students felt comfortable going to their guidance counselor.
- A quarter of our students feel that they have relationships with people other than their teachers.
- Just under half of our students believe their teachers know them.
- Less than half of our staff believe that they have the opportunity to participate in school wide decisions as they pertain to teaching & learning.
- More than half of our staff believe that they spend a great deal of time dealing with students' social and emotional challenges.
- Only half of our students feel that they have a school/life balance.



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CONCLUSIONS DERIVED FROM DATA ANALYSIS

Leadership & Governance:

- A majority of teachers perceive that they are not included in decision-making processes at the building and district levels.
- There is little evidence of what opportunities teachers have or don't have to cultivate their leadership abilities and skills.
- There is insufficient evidence of how communication is responsive to, and supportive of, the community's need.

Community & Culture:

- There is a lack of parent participation in sports & extracurricular activities.
- Less than half of the students reported that their school valued learning over grades.
- Less than half of the students reported that their teachers know them, and around a quarter of students reported that adults (other than their teachers) know them.

Finance & Facilities:

- Many students feel that their classrooms are not clean and conducive to learning.
- A majority of students feel that our hallways and classrooms are overcrowded and difficult to navigate.
- Classrooms are not consistently set up to house a multitude of diverse learning experiences or accommodate independent learning.
- Many teachers feel that they do not have the opportunity to participate in decision-making on teaching and learning.



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DEMOGRAPHIC STUDY

Table 1
Historical and Projected Populations for Livingston Township
1940-2040

Year	Population	Percent Change
Historical¹		
1940	5,972	N/A
1950	9,932	+66.3%
1960	23,124	+132.8%
1970	30,127	+30.3%
1980	28,040	-6.9%
1990	26,609	-5.1%
2000	27,391	+2.9%
2010	29,366	+7.2%
2020	31,330	+6.7%
Projected²		
2030	30,798	-1.7%
2040	32,732	+6.3%

Sources: ¹United States Census Bureau

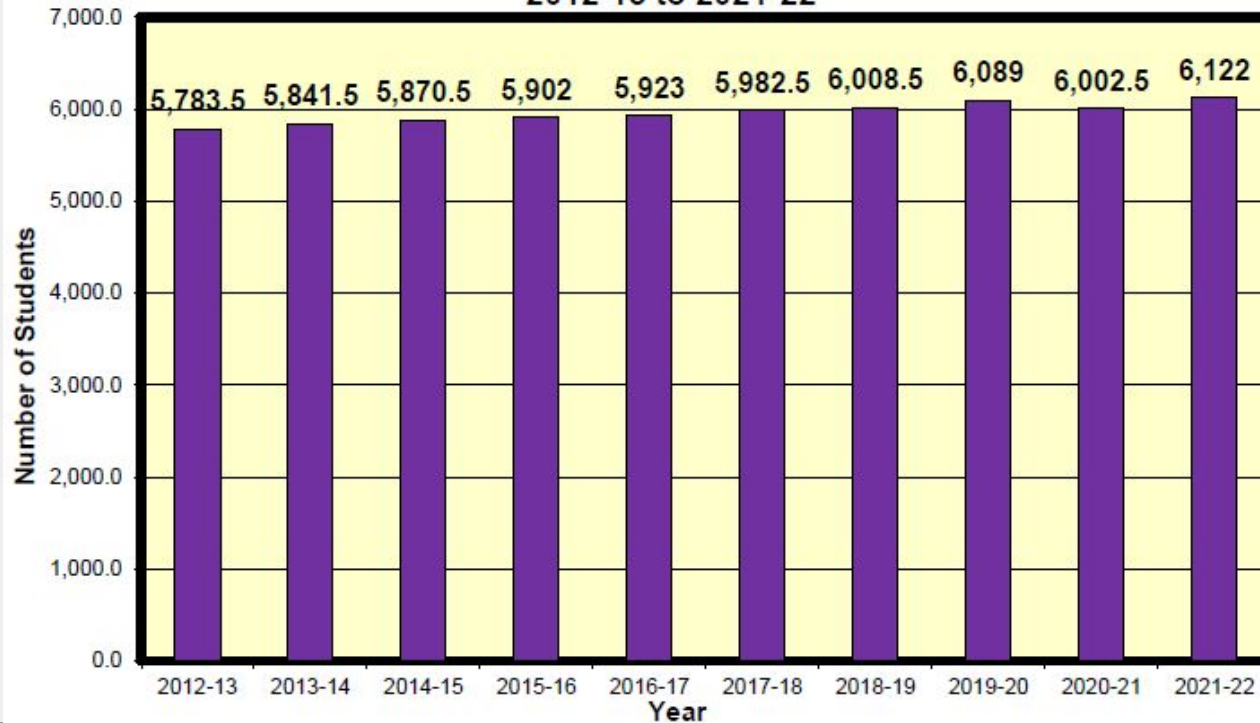
²North Jersey Transportation Planning Authority, Inc. (2017)



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DEMOGRAPHIC STUDY

Figure 10
Livingston Public Schools Historical Enrollments
2012-13 to 2021-22

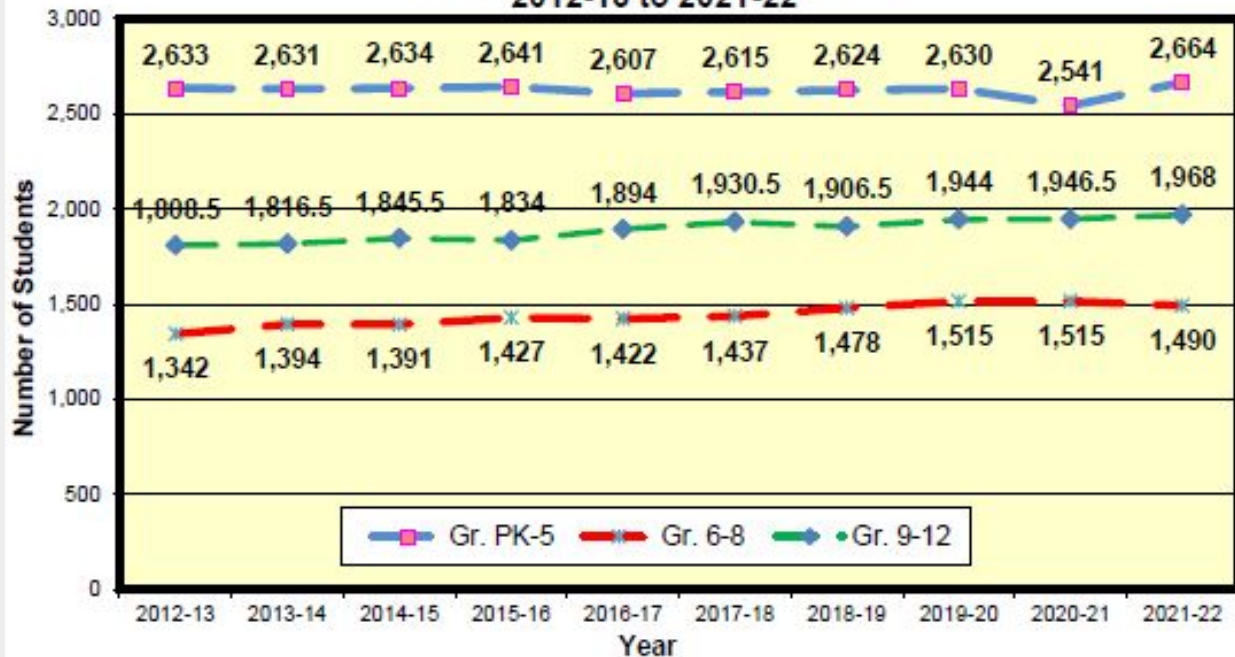




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DEMOGRAPHIC STUDY

Figure 11
Livingston Public Schools
Historical Enrollments by Grade Configuration
2012-13 to 2021-22





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DEMOGRAPHIC STUDY

Table 14
Projected Enrollments for Grades PK-5, 6-8, and 9-12
for Each Projection Method

Historical	PK-5		6-8		9-12	
2021-22	2,664		1,490		1,968	
Projected	PK-5 CSR 4-YR	PK-5 CSR 5-YR	6-8 CSR 4-YR	6-8 CSR 5-YR	9-12 CSR 4-YR	9-12 CSR 5-YR
2022-23	2,717	2,715	1,476	1,480	2,018	2,027
2023-24	2,747	2,746	1,489	1,493	2,014	2,025
2024-25	2,737	2,716	1,515	1,514	2,010	2,019
2025-26	2,759	2,731	1,529	1,521	1,993	2,001
2026-27	2,783	2,750	1,523	1,513	1,996	2,009
5-year Change	+119	+86	+33	+23	+28	+41



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As an educational community we believe that...

- Learning is a process, and mistakes are an integral part of that process, and as such should be expected and valued.
- Students should have agency in their learning.
- All children can learn.
- Learning is a lifelong process.
- It is important for teachers and student support staff to have an understanding of a student's responsibilities at home and the expectations that come with that.
- Student wellness will become prioritized if it's connected in a supportive environment through access to adult mentors, facilities, supportive peers, and sufficient resources that support their emotional, physical, and mental wellbeing.
- Members of our school community will benefit when we are equally responsible for the physical, mental, and emotional safety and wellness, and inclusion of all of our members.



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As an educational community we believe that...

- Leaders are effective listeners who place value in the input of all stakeholders.
- Effective leaders foster the development of aspiring leaders.
- Leadership includes being vulnerable and acknowledging room to grow.
- Leaders demonstrate integrity and can make difficult decisions in the best interest of children.
- Leaders can see beyond our current state of being and to the future.
- Community involvement and support is essential for a district to flourish.
- Open and respectful communication are essential to building community.
- Creating relationships with community members and businesses within the community helps to bolster the curriculum and enhance student learning activities.
- Our community can support students by providing them with opportunities to assume leadership roles, gain confidence, and build a personal network.
- Our community can play an active role in fostering global citizenship through reinforcing curricula and real world skills.



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OUR MISSION

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



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OUR VISION STATEMENT

Safety & Wellness:

- Decision making that reflects empathy, respect, cultural awareness, kindness, and inclusiveness.
- All stakeholders take responsibility to encourage each other to take advantage of available resources and supports, and to ensure that these connections are visible and easily accessible.
- Members of the community are provided with the knowledge and skills to create a healthy school environment.

Teaching & Learning:

- Students engage in open, reflective dialogue with teachers, advisors, and coaches in safe, welcoming spaces to promote collaboration and problem solving.
- Educators working with students, and students working with each other to create connections and foster interests in order to understand rigorous content and demonstrate individual growth.
- Students learn social-emotional skills and apply them across learning experiences to contribute to a diverse global community.
- Teachers collaborate with each other through meaningful professional development opportunities and are empowered to use their knowledge, skills, and experiences to personalize student learning for all.



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OUR VISION STATEMENT

Leadership & Governance:

- Leaders collaborate, listen, and actively seek out and learn from the input of others.
- Leadership is accomplished as a shared task and with an understanding of the impact of decisions on all.
- Leaders lead from a position of strength by modeling the behaviors and attitudes they want to instill in others.
- Leaders communicate in a timely, open, and transparent manner.
- Current leaders cultivate future leaders, and focus on the professional growth of others.

Community & Culture:

- Promotes global citizenship, community involvement, and multiculturalism, with students participating in a variety of learning opportunities including extracurricular activities, field trips, internships, and community service.
- Encourages students to play an active role in fostering global citizenship through real-world skills.
- Ensures opportunities for communicating, collaborating, and celebrating cultural diversity.

Finance & Facilities:

- Supports safe, flexible learning environments that promote collaboration, innovation, technology infusion, hands-on, and independent learning.
- Models exemplary environmental practice while planning future-ready facilities that strengthen instruction and the greater community.
- Includes a financial process focused on instructional needs where we utilize data to determine the impact of current programming, and where future resources should be allocated.



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AREAS OF FOCUS

1. Investigate and implement a district-wide instructional model with emphasis on common language of instruction, authentic assessment, and a real-world context to foster student growth
2. Collaborate as a school community to provide students with the tools to build skills necessary to develop healthy habits for a well-balanced life
3. Involve key stakeholders in the decision-making, planning, and implementation of programming and budgets
4. Foster an environment in which people of all different backgrounds have the freedom to express themselves without fear of judgment or bias
5. Create flexible, innovative educational spaces that meet the needs of a growing and changing student population who have diverse learning needs and interests



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GOALS AND PLANS FOR AREA 1

Investigate and implement a district-wide instructional model with emphasis on common language of instruction, authentic assessment, and a real-world context to foster student growth

By March 2023, the district will conclude an investigation and analysis of surveys to make a decision about adopting an instructional model or creating a new instructional model. The process will include investigating instructional models, evaluating pilots, and establishing best practices in assessment.

By September 2023, the district will finalize the LPS Instructional Model and Evaluation Tool and create an aligned professional development plan to support the accompanying pedagogy, instructional rounds, standards, common language and assessment of learning.

By September 2024, the district administrators will have completed training on the integration of curriculum and standards for curriculum writing, and begin to incorporate the instructional model into curriculum documents, including a new grading and reporting handbook.



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GOALS AND PLANS FOR AREA 2

Collaborate as a school community to provide students with the tools to build skills necessary to develop healthy habits for a well-balanced life

By June 2023, the district will complete a gap analysis by comparing appropriate district vision components to relevant data sets including: mental health resource mapping, the graduate survey, mental health referrals, the equity survey, and the student, teacher, and parent surveys administered during the strategic planning process.

By June 2024, the district will implement the programming, resources, and opportunities to address the priority gaps to build the skills necessary to develop healthy habits for a well-balanced life.

By June 2025, a district-wide survey of students will show an increase from 53% to 75% of students who report they can find a balance between school and home life.



GOALS AND PLANS FOR AREA 3

Involve key stakeholders in the decision-making, planning, and implementation of programming and budgets

By October, 2023, the district will create a yearly process that allows teachers, administrators, students, and parents to contribute to the formation of yearly district budget goals, which will inform the programming and the budget for the following school year

By October, 2024, teachers, administrators, students, and parents will reflect and assess the efficacy of the process that was formed, using defined criteria and metrics, and make adjustments ahead of the next year's cycle

By October, 2025, the district will analyze qualitative and quantitative data collected from teachers, administrators, students and parents over the previous two years to fine-tune any steps that need to be addressed and/or adjusted



GOALS AND PLANS FOR AREA 4

Foster an environment in which people of all different backgrounds have the freedom to express themselves without judgment or bias

By June of 2023, the district will assemble a committee that includes administrators, teachers, students, parents, and community members to identify the gaps of representation of diverse instructional materials and provide recommendations for each grade band/content area.

By June of 2024 (to accommodate the curriculum revision cycle), recommendations of the committee will be implemented. Upon an audit of curricular documents by the committee, 90% of instructional materials will be representative of varying cultures.

By June of 2025, the number of participants in cross-cultural extracurricular activities will increase by 10% from the previous year.

By June of 2026 and every year thereafter, the number of students who indicate a sense of belonging and inclusivity on an annual climate survey will increase by 20% from the previous year.



GOALS AND PLANS FOR AREA 5

Create flexible, innovative educational spaces that meet the needs of a growing and changing student population who have diverse learning needs and interests

By June 2023, the district will design, secure resources for, determine parameters of, a pilot program for more user-friendly and flexible instructional spaces

By March, 2024, complete a facilities assessment that reflects student, teacher, administrator, and parent feedback gathered from the district pilot and outlining needs for the future.

By December, 2024, the district will work with architects to develop a long-range facilities plan based on the needs of a growing population.



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PORTRAIT OF A GRADUATE

This portrait was created out of the collective vision formulated during the 2022 strategic planning process. It is an aspirational document designed to unify our district's efforts, PreK-12, to ensure that we collectively and strategically teach beyond the academic curriculum to help our students grow and develop as lifelong learners, citizens, and humans. The portrait serves as a guide as we work to provide students with tools to succeed and thrive throughout their lives after they graduate from the Livingston Public Schools. We recognize that our students are best served in this regard by a cohesive effort commenced at the earliest period of their time in our schools.

The characteristics included in the Livingston Portrait represent the top qualities that we believe are important for a student to possess upon graduation. Together, these competencies form the *Livingston Portrait of a Graduate* and serve to inform curriculum writing, teaching practices, programming and assessment across the district.

- **Conscientious Friend**
- **Independent Thinker**
- **Balanced Individual**
- **Thoughtful Communicator**
- **Collaborative Leader**
- **Motivated Learner**



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PORTRAIT OF A GRADUATE

Livingston Public Schools Portrait of a Graduate



Conscientious Friend

- Uplifts others with kindness
- Listens with intention
- Turns empathy into action
- Invests in community
- Weighs impact on other people, the environment, and society



Independent Thinker

- Practices self-reflection and self-advocacy
- Asks probing questions
- Embraces innovation
- Understands the past and envisions the future
- Relies on own values and beliefs in decision making and civic participation



Balanced Individual

- Cares for self and pursues personal passions
- Finds humor and joy in life
- Persists in the face of adversity
- Appreciates beauty and creative expression
- Makes choices that promote social, mental, and physical wellbeing



Thoughtful Communicator

- Listens to and amplifies quieter voices
- Communicates with clarity and purpose
- Uses language to promote inclusivity and unity
- Respects the power of influence and uses feedback to uplift others
- Perceives and promotes truth



Collaborative Leader

- Knows when to observe, when to support, and when to initiate
- Recognizes strength in difference
- Models honesty, humility, and accountability
- Advocates for justice and sees through a global lens
- Believes in the possibilities that come with change, and overcomes obstacles



Motivated Learner

- Views challenges as opportunities
- Persists in making connections and finding solutions through trial and error
- Relishes curiosity, often when no clear outcome is apparent
- Discerningly identifies reliable sources of information
- Rebounds with zeal

- Conscientious Friend
- Independent Thinker
- Balanced Individual
- Thoughtful Communicator
- Collaborative Leader
- Motivated Learner



Livingston Public Schools - Strategic Plan 2022-2027

PORTRAIT OF A GRADUATE CONTENT

CONSCIENTIOUS FRIEND

- Uplifts others with kindness
- Listens with intention
- Turns empathy into action
- Invests in community
- Weighs impact on other people, the environment, and society

INDEPENDENT THINKER

- Practices self-reflection and self-advocacy
- Asks probing questions
- Embraces innovation
- Understands the past and envisions the future
- Relies on own values and beliefs in decision making and civic participation

MOTIVATED LEARNER

- Views challenges as opportunities
- Persists in making connections and finding solutions through trial & error
- Relishes curiosity, often when no clear outcome is apparent
- Discerningly identifies reliable sources of information
- Rebounds with zeal

BALANCED INDIVIDUAL

- Cares for self and pursues personal passions
- Finds humor and joy in life
- Persists in the face of adversity
- Appreciates beauty and creative expression
- Makes choices that promote social, mental, and physical wellbeing

COLLABORATIVE LEADER

- Knows when to observe, when to support, and when to initiate
- Recognizes strength in difference
- Models honesty, humility, and accountability
- Advocates for justice and sees through a global lens
- Believes in the possibilities that come with change, and overcomes obstacles

THOUGHTFUL COMMUNICATOR

- Listens to and amplifies quieter voices
- Communicates with clarity and purpose
- Uses language to promote inclusivity and unity
- Respects the power of influence and uses feedback to uplift others
- Perceives and promotes truth



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IMPLEMENTATION TEAMS

<u>CURRICULUM</u>	<u>WELLNESS</u>	<u>LEADERSHIP</u>	<u>CULTURE</u>	<u>ENVIRONMENT</u>
Michelle Cebula	Lisa Barreto	Chris Bickel	Leala Baxter	Dave Cohen
Kristin Fullam	Marie Battist-Rock	Matt Block	Michelle Bent	Mike Davison
Jen Loniewski	Sinead Crews	Sue Burman	Dan Garcia	Lorena Dolan
Antonio Matheus	Rob Grosso	Brian Carey	Alexandra Marzulla	Andrew Espinoza
Bronawyn O'Leary	Shawn Kelly	Yulee Chuy	Amro Mohammed	Dorian Gemellaro
Angelina Rodriguez	Krystie Loeuis	Carlos Gramata	Charlie Raphael	Jamie Perrette
Mark Stern	Shante' Middleton	MaryKate Pretto	Danielle Rosenzweig	Teresa Rehman
Natalie Topylko	Lisa Steiger	Justin Toomey	Mara Rubin	Rob Rolling
Kevin Wittmaack	Jen Zeoli			



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LOOKING AHEAD

- Items in the strategic plan are meant to guide the District's work, not encompass all of the work being done in the district.
- Strategic plan is a living document, and action plans can be modified as needed as new challenges come to the forefront.
- Periodic updates and presentations will be provided to the Board of Education and public over the five years of the plan.
- Implementation teams will meet regularly to reflect on progress and provide direction for moving forward.
- The strategic plan will be posted on the District website and other public places, since it is a document that will guide our work together.
- The Portrait of a Graduate will be utilized immediately to identify and coordinate the purposeful development the skills of a lifelong learner beyond content knowledge.



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ACTION PLANS - GOAL 1

GOAL 1

Objective: By May 2023, the district will conclude an investigation and analysis of surveys to make a decision about adopting an instructional framework or creating a new instructional framework that includes investigating instructional models, evaluating pilots, and establishing best practices in assessment.

Root Causes <i>Why are you not there today?</i>	What? <i>Major initiatives that need to be taken to address root cause</i>	How? <i>Metrics: Sub activities/benchmarks that can be used to measure progress towards major steps</i>	When? <i>Timeframe for completion for this step</i>	Who? <i>Person(s) responsible for coordinating this step</i>
<p>It has been over 10 years since LPS has engaged a district-wide instructional framework and aligned professional development</p>	<p>Research and take stock of our own best practices for instruction to determine the "gold standard," investigate instructional models and best practices that incorporate elements of the district vision and align with LPS values.</p>	<ol style="list-style-type: none"> Form a committee to identify relevant district values Explore best practices, instructional frameworks, and evaluation tools. Visit nearby model districts Process/make sense of instructional frameworks and best practice resources to set priorities Review information and identify the instructional beliefs, practices, and common language that inform our instructional framework (this may include designing a custom model) Determine PD needed for success (role of instructional rounds?) Create timeline for roll out 	<ol style="list-style-type: none"> Aug 2022 (ongoing) Nov. 2022 February 2023 March 2023 April 2023 Summer 2023 Summer 2023 	<ol style="list-style-type: none"> Asst. Super C&I Committee Directors of C&I Asst. Super C&I Asst. Super C&I Directors of C&I PD Asst. Super C&I
<p>The demands, and in the moment adjustments to teaching (including remote and hybrid) has moved us away from common language, expectations, and practice when it comes to teaching</p>	<p>Examine data collection and analysis practices with district data teams.</p> <hr/> <p>Work with depts to explore "language silos" to be streamlined within the instructional framework</p>	<ol style="list-style-type: none"> Assign data teams Review which data points should be collected in the Data Locker/Genesis Review data procedures for analyzing data at the grade level/building level (continuing work with data teams) <hr/> <ol style="list-style-type: none"> Curriculum review by department Co-led department meetings/ cross-building meetings to identify key elements of an instructional model and clarify common language 	<ol style="list-style-type: none"> October 2022 February 2023 Ongoing 2022-23 <hr/> <ol style="list-style-type: none"> Summer 2023 Ongoing - 2023-2024 	<ol style="list-style-type: none"> Director of C&I Data (w/principals) Director of C&I Data Director of C&I Data <hr/> <ol style="list-style-type: none"> Director of C&I (PD) Director of C&I (PD)

If determined that we will design an LPS Instructional Framework curated from research-based best practices that align with our ideals and Portrait of a Graduate aspirations, timelines will be adjusted as stakeholders engage in the collaborative process.



Livingston Public Schools - Strategic Plan 2022-2027

ACTION PLANS - GOAL 2

GOAL 2

Objective: By October of 2023, the district will complete a gap analysis by comparing appropriate district vision components to relevant data sets including: mental health resource mapping, the graduate survey, mental health referrals, the equity survey, and the student, teacher, and parent surveys administered during the strategic planning process.

Root Causes <i>Why are you not there today?</i>	What? <i>Major initiatives that need to be taken to address root cause</i>	How? <i>Metrics: Sub activities/benchmarks that can be used to measure progress towards major steps</i>	When? <i>Timeframe for completion for this step</i>	Who? <i>Person(s) responsible for coordinating this step</i>
Relevant data on student mental health and wellness is not always available	Gather, organize, and store mental health and wellness data in a manner that is accessible to student support staff	<ol style="list-style-type: none"> Build a list: <ul style="list-style-type: none"> of resources and supports available to students at this time, by grade level by school. of existing data sources Make a determination about what wellness data is necessary to gather. <ul style="list-style-type: none"> Choose age/grade/stage appropriate methods for gathering data Make a determination how we will be consistently measuring wellness: <ul style="list-style-type: none"> Will this be something new or will we be using existing data or both? Does this look different at different ages, levels, stages of student development? Determine who will analyze the data: <ul style="list-style-type: none"> Who will conduct an immediate review? Who will conduct a long term review? Create consistent and reliable protocols and opportunities (i.e PLC's) to reflect on data and make recommendations for adjustments in data collection and possibly programming. Ensure parents/students/staff have an understanding of what we are gathering and why we are gathering it. Create a predictable schedule for annual data gathering. 	<ol style="list-style-type: none"> January 31, 2023 March 20, 2023 March 20, 2023 March 20, 202 June 30, 2023 October 2023 October 2023 	Directors/Supervisor of Transition Dean of Students Assistant Superintendent
Students have schedules that are not allowing them to actively engage in available counseling. The schedules themselves are limiting opportunities for "balance".	Ensure that students are aware of the opportunities within, before, after school to seek support/balance Schedule time where (staff/parents) can create or support balance for students	<ol style="list-style-type: none"> Develop a list of age/grade/stage appropriate supports, programs, resources to support balance. Develop a list of barriers to accessing balance and support. What are the opportunities that we can create for students to minimize barriers, promote access, and motivate engagement: <ul style="list-style-type: none"> Prioritizing and reinforcing the benefits of balance Scheduling time that allows for balance Calendaring of events at the building and district levels to allow for balance Determine how opportunities are promoted to students, staff, and parents. Communicate the ways we create opportunity for support and balance 	<ol style="list-style-type: none"> October 15, 2022 October 15, 2022 May 31, 2023 	Directors/Supervisor of Transition Dean of Students Assistant Superintendent

Clarifying Questions: (What additional information do we need to ensure that our conclusions on root causes are correct?)

Parking Lot

Initiative 1 or new initiative - From this list, determine core values/skills that each student must acquire at the end of each level.



Livingston Public Schools - Strategic Plan 2022-2027

ACTION PLANS - GOAL 3

GOAL 3

Objective: By October 2023, the district will create a yearly process that allows teachers, administrators, students and parents to contribute to the formation of yearly district budget goals, which will inform the programming and the budget for the following school year.

Root Causes <i>Why are you not there today?</i>	What? <i>Major initiatives that need to be taken to address root cause</i>	How? <i>Metrics: Sub activities/benchmarks that can be used to measure progress towards major steps</i>	When? <i>Timeframe for completion for this step</i>	Who? <i>Person(s) responsible for coordinating this step</i>
Stakeholders are not included in the formation of the district budget goals	Create a council of stakeholders to represent all members in the formation of the district budget goals	<ol style="list-style-type: none"> 1. Establish vision/purpose for group 2. Establish criteria for those involved in council (ensure all departments are represented) 3. Create a description of responsibilities/roles 4. Create process for communicating effectively with stakeholders / collecting information from stakeholders 	<ol style="list-style-type: none"> 1. By October, 2022 2. By December, 2022 3. By March, 2023 4. By May, 2023 	<ol style="list-style-type: none"> 1. Superintendent/ Business Admin 2. Superintendent / Business Admin 3. Superintendent / Business Admin 4. Superintendent / Business Admin
Process for creating the district budget goals and the budget itself are siloed and there is no cohesive process for all stakeholders to give input	Create a cohesive process where all stakeholders come together to aid in the creation of the district budget goals	<ol style="list-style-type: none"> 1. Establish meeting timelines in line with budget process 2. Revisit district budget goal creation process; include stakeholders from all educator groups in the revised process 3. Create process for communicating effectively with stakeholders 4. Collect information from stakeholders 5. Compile collected information/data 6. Collaborate on district budget goals 	<ol style="list-style-type: none"> 1. Within 60 days of adoption of Strategic Plan 2. By December, 2022 3. By December, 2022 4. By October, 2023 5. By October, 2023 6. By October, 2023 	<ol style="list-style-type: none"> 1. Business Admin 2. Superintendent / Business Admin 3. Superintendent / Business Admin 4. Superintendent / Business Admin 5. Superintendent / Business Admin 6. Superintendent / Business Admin

Clarifying Questions: (What additional information do we need to ensure that our conclusions on root causes are correct?)



Livingston Public Schools - Strategic Plan 2022-2027

ACTION PLANS - GOAL 4

GOAL 4

Objective: By June of 2023, the district will assemble a committee that includes administrators, teachers, students, parents, and community members to identify the gaps of representation of diverse instructional materials and provide recommendations for each grade band/content area.

Root Causes <i>Why are you not there today?</i>	What? <i>Major initiatives that need to be taken to address root cause</i>	How? <i>Metrics: Sub activities/benchmarks that can be used to measure progress towards major steps</i>	When? <i>Timeframe for completion for this step</i>	Who? <i>Person(s) responsible for coordinating this step</i>
We have not considered a larger committee (stakeholders include administrators, local college professors, teachers, students, parents, community members, etc.) to identify varying perspectives as they relate to instructional materials/curriculum writing projects.	Create a committee to evaluate equity and inclusion in our curriculum.	<ol style="list-style-type: none"> 1. Development a framework of questions/checklist to evaluate the curriculum with a lens of equity and inclusion. 2. Identify potential participants through stakeholder categories. 3. Create a process for reaching out to stakeholders including dividing stakeholders into subgroups (by grade bands or department specific) 4. Invite stakeholders to participate in the district committee. 5. Create a schedule of meetings throughout the course of the school year (Sep 2022-June 2023). 6. Develop gap analysis of what perspectives are missing. 7. Share outcomes from the committee with all supervisors and teachers. 8. Identify professional development needs for curriculum writing participants prior to being assigned to writing projects. 9. Tie the work in with ESSER funds and diversify classroom libraries and curriculum materials. 	<ol style="list-style-type: none"> 1. January. 2023 2. January. 2023 3. Jan. 2023 4. Jan. 2023 5. Jan. 2023 6. June. 2023 7. July 2023 8. September 2023 9. September 2023 	<ol style="list-style-type: none"> 1. District Equity Team with GSP 2. Dept Supervisors 3. District Equity Team with GSP and C and C Outreach Coordinator 4. Communication & Community Outreach Coordinator 5. Dirs of Curriculum 6. District Equity Team with GSP with Dept Spvrs 7. Dirs of Curriculum and Dept Spvrs 8. Dept Supervisors 9. Dir of Curriculum and Dept Supervisors
Data regarding the demographic breakdown of our community is not being used to inform the curricular materials.	Compare demographic data of enrolled students at LPS with the demographic data of the town of Livingston.	<ol style="list-style-type: none"> 1. Collect data from the demographic study/township data to identify demographic breakdown within the town of Liv. 2. Analyze data from Genesis SIS to identify demographic breakdown across the district. 3. Identify similarities and gaps between the two sets of data. 4. Share demographic data with stakeholders prior to the curriculum writing projects. 	<ol style="list-style-type: none"> 1. October 2023 2. October 2023 3. October 2023 4. October 2023 	District Demographic Data Presentation (from Spring of 2022) Database Admin and Distr Equity Committee
Review of current curriculum to identify the diversity of each curricular document. We need a starting point.	Audit of curriculum. We need to identify or create a tool to determine what a diversified curriculum means.	See row #1 above.	Review of current curriculum to identify the diversity of each curricular document. We need a starting point.	Audit of curriculum. We need to identify or create a tool to determine what a diversified curriculum means.

Clarifying Questions: (What additional information do we need to ensure that our conclusions on root causes are correct?)



Livingston Public Schools - Strategic Plan 2022-2027

ACTION PLANS - GOAL 5

GOAL 5

Objective: By June 2023, the district will design, secure resources for, and determine parameters of, a pilot program for more user-friendly and flexible instructional spaces.

Root Causes <i>Why are you not there today?</i>	What? <i>Major initiatives that need to be taken to address root cause</i>	How? <i>Metrics: Sub activities/benchmarks that can be used to measure progress towards major steps</i>	When? <i>Timeframe for completion for this step</i>	Who? <i>Person(s) responsible for coordinating this step</i>
Covid pandemic has impeded progress on new initiatives.	We need to re-shift our focus to the future rather than being overly burdened with what is happening in the present.	<ol style="list-style-type: none"> 1. Form a team of various stakeholders. 2. Schedule visits internally and externally to other Districts and innovative workspaces. 3. Review and share research on the impact of flexible learning spaces (BOE, Admin Council, LEA). 4. Explore potential partnerships and alternate funding opportunities. Could local organizations support us financially as well. 5. Present a vision for the future to the community. 	<ol style="list-style-type: none"> 1. Jan 2023 2. May 2023 3. Dec 2023 4. April 2023 5. Sept 2024 	<ol style="list-style-type: none"> 1. Superintendent 2. Impl Team 3. Impl Team 4. Impl Team 5. Superintendent
Demographic study and strategic planning survey just completed to gather data.	Internalization of the data, and creating actionable steps based on the data of how things are currently.	<ol style="list-style-type: none"> 1. Share demographic study results to the community through various channels 2. Create an accompanying presentation to increase awareness and understanding of flexible space needs and challenges the District is facing with lack of space. 3. Have a facilities analysis completed. 4. Look at data of how space impacts class size at the elementary level, and elective offerings at the secondary level. 	<ol style="list-style-type: none"> 1. Jan 2023 2. May 2023 3. May 2023 4. Dec 2023 	<ol style="list-style-type: none"> 1. Business Admin 2. Facilities Director 3. Principals 4. Subject Supervisors
Lack of knowledge of this being an option of a possibility.	Raise awareness, and ensure educators know what options can be available for classroom spaces including providing opportunities to see other classrooms, and informing them of resources that are available.	<ol style="list-style-type: none"> 1. Create and implement a future facilities plan for the Livingston Public Schools. (Formulation/ communication of the plan) 2. Conduct informational outreach through PTO meetings, faculty meetings, coffee with the Superintendent and other means. 3. Provide release time for staff to visit internal and external classrooms to increase awareness and understanding of flexible learning spaces. 	<ol style="list-style-type: none"> 1. June 2024 2. Sept 2024 to June 2027 3. Sept 2024 to June 2027 	<ol style="list-style-type: none"> 1. Architects, BA, Supt, BOE, Impl Team 2. Supt, Bus Admin 3. Supt, Imp Team

Clarifying Questions: (What additional information do we need to ensure that our conclusions on root causes are correct?)