



Livingston Public Schools

Strategic Plan 2022-2027

Board of Education Meeting
October 18, 2022

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



Livingston Public Schools - Strategic Plan 2022-2027

PROCESS - OCTOBER, 2021 - OCTOBER, 2022

FROM CORE TEAM INVITATION:

Every five years, members of the Livingston Public Schools Community come together to dream, design, and plan the future of our school district. The time has arrived to create a blueprint for the Livingston Public Schools for the next five years. This strategic planning process will produce a map leading us to the kind of education we want to provide for our students and families in the years to come.





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PROCESS - OCTOBER, 2021 - OCTOBER, 2022

- **The Madison Institute** - Facilitators
- **The Core Team** - 30 Stakeholders
- **Outreach** - Surveys, Community Expert Forum, Data Repository, Group Discussions
- **Steps** - Beliefs, Vision, Mission, Data Analysis, Gaps, Goals, Action Plans, Implementation Teams





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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**





SO MUCH GREAT FEEDBACK

- Livingston continues to be a top ranked district (#7 by *Naviance*) in a top ranked State (NJ - #2 by *U.S. News*).
- Demographic study shows families move to Livingston due to strong schools and excellent educational opportunities.
- More than half of the community members surveyed without children in the schools feel that the school district communicates with them and keeps them well-informed.
- 97% of parents responded that their children feel safe at school.
- More than 90% of staff members said their interactions with colleagues are positive and respectful.
- Most students surveyed believed strongly that their fellow students are open-minded and accepting of all genders, races, ethnic backgrounds and orientations.





KEY UNDERSTANDINGS

Safety & Wellness:

- Approximately half of students do not agree that they are able to maintain a healthy balance between school and life.
- More than half of our students do feel comfortable going to their guidance counselor.

Teaching & Learning:

- Less than half of the students reported that their school valued learning over grades.
- Lack of cohesion and consistency across the district in terms of instructional expectations.

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.



KEY UNDERSTANDINGS

Community & Culture:

- There is insufficient evidence of how communication (customer service) meets the community's need.
- There are a number of parents 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.
- 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:

- A majority of students feel that their classrooms are not highly 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.



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OUR MISSION

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



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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.
- Leaders are effective listeners who place value in the input of all stakeholders.



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As an educational community we believe that...

- 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.



OUR VISION

Safety & Wellness:

- Decision making 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.
- Teachers and administrators share a common understanding and a commitment to effective instructional practices.
- Students learn social-emotional skills and apply them across learning experiences to contribute to a diverse global community.



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OUR VISION

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.
- 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.



AREAS OF FOCUS

1. Investigate and implement a district-wide instructional framework 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.



PORTRAIT OF A GRADUATE

Portrait was created out of the collective vision formulated during the 2022 strategic planning process:

- Aspirational document designed to unify our district's efforts, PreK-12, to strategically leverage the academic program to foster lifelong learners, citizens, and humans.
- Provides guidance as we work district-wide to sharpen the tools our students will need to succeed and thrive throughout their lives, even after graduation.
- Competencies that form the *Livingston Portrait of a Graduate* will inform curriculum writing, teaching practices, programming and assessment across the district.



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



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LOOKING AHEAD

- Items in the strategic plan are meant to highlight certain aspects of 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.





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QUESTIONS?

