Livingston Public Schools

District Goals 2020-2021
End-Of-Year Update
May 24, 2021

What are Focus Areas?

- Areas we want to highlight and prioritize.

- Not the only focus of the Board or the Administration; we have many areas of focus.

- Developed jointly between Administration and Board.

- Required approval of the Board by the end of September of each school year.

- Consistency of goals provides for deeper impacts and clear direction.

Focus Area #1

Improve the culture and community within Livingston Public Schools by enhancing inclusiveness, cultural awareness, anti-racism, and acceptance of individual differences through mandated curricular programming, extracurricular programming, and district operations.

Focus Area #1: Intended Outcomes

1. Establishing an Equity Leadership Advisory Team in order to identify district-wide action steps to operationalize this goal. - COMPLETED

2. Scheduling Equity meetings with the Equity Team, teachers, and student leaders. - COMPLETED

3. Identify and execute a method for gathering feedback (i.e. normative survey, culture and climate survey, other tools) on current culture and climate in LPS. - ONGOING

4. Reviewing curriculum documents for evidence of cultural responsiveness, required diversity-connected curricular mandates, and resources. Revising curriculum documents where needed enhancements are identified. - ONGOING

5. Creating curricular and instructional tools for staff regarding matters of social justice, equity, culturally responsiveness, civility, and empathy. - ONGOING

Focus Area #1: Intended Outcomes (Cont'd)

6. Reviewing professional development offered to teachers at all levels. Creating and implementing additional professional development programs as identified. - ONGOING

7. English Language Arts and Social Studies Departments collaborate to create integrated and synthesized units of study; select a more comprehensive booklist, provide training in facilitating difficult conversations around race and social justice, and in addressing current events related to these areas. Teachers will work age-appropriately at all levels to instill the knowledge and skills required to successfully engage in civil and academic discourse. - ONGOING

8. Engage in community conversations with appropriate members to continue to identify and evaluate the needs of our students and our school community. - STILL TO COME

9. Conduct community outreach connected to cultural awareness, harassment, intimidation, and bullying practices, and issues of social justice. Identify and implement an anti-bias framework that spans academics, student affairs, and community outreach. - STILL TO COME

Focus Area #1: UPDATE
Equity Teams - Great Schools

- **Great Schools Partnership identified and hired as consultants working with the district to correct equity and inclusion.**

- **District Equity Leadership Advisory Team established and meeting weekly since October.**

- **Building Equity Teams have been established at every school. These teams include administrators, parents, teachers, and will soon include student leaders. Teams have been meeting regularly since mid-year.**

- **Individuals were initially invited to volunteer based on interest, experience, and expertise in a diversity of areas. School based teams asked for volunteers.**

Focus Area #1: UPDATE
Equity Teams - Great Schools - Process

Step 1. Establishment of a District Equity Team comprising of representatives from the central office, educators from each school, students from the middle school and high school, parents and guardians, and community members.

Step 2. Continuing to Set a vision and articulate a two- or three-year plan of what the district will do to address inequities and divisions, work on community engagement, build support and shared understanding for equity, anti-racism, diversity, and inclusion work.

Step 3. Continuing to Support school-based teams in the determination and understanding of their site-based needs and in the subsequent development of action steps and strategies to reach their stated goals.

Step 4. Will Expand the circle of community-based partners (e.g. town equity team, community-based groups, faith-based organizations) and work in partnership to host community conversations about race - GSP will help bring these groups together and provide coaching support around the particular leadership moves that will help bring such organizations together.

Focus Area #1: UPDATE
Focused Programming Initiatives

- Worked directly with secondary students over the summer in "listening" groups to understand feelings regarding challenges associated with race and inclusion.

- Academic Departments have **continued** collaborating to create integrated and synthesized units of study; select a more comprehensive booklist, provide training in facilitating difficult conversations around race and social justice, and in addressing current events related to these areas. Teachers **working** age-appropriately at all levels to instill the knowledge and skills required to successfully engage in civil and academic discourse.

- High School Teacher participated in a community forum on race for Martin Luther King weekend and highlighted the proactive work the district is doing on this issue.

- **Creation of Job Description Assistant Superintendent for Equity, Inclusion, Intervention, and Inspiration**

Focus Area #1: UPDATE
Staff Resources and Professional Development

- Building and District Equity Teams Reviewing professional development offered to teachers at all levels. Teams will use information to create and implement additional professional development programs as identified.

- Created a repository of resources on the topics of Equity, Diversity, Inclusion, and Anti-Racism.

- Elementary: Redesigning curriculum to reflect diversity including literature, music, and community meeting sessions.

Focus Area #1: UPDATE
Celebration of Diversity - Highlights

- Media Specialists, Teachers, and Administrators **have brought** in new books and curricular materials representing diverse authors and to expand cultural variety.

- Clubs at secondary schools **have continued to champion messages of diversity.**

- High School Culturally Responsive Classroom Committee (has been in place for 3 years). **Finalizing plans** to launch high school advisory program for 2021-2022 school year. **Professional development is ongoing.**

- **Black Student Union developed age-appropriate lessons lesson plans for elementary students on the topics related to diversity using different texts.**

- **LHS Chinese Culture Club and Chinese Honor Society and Philipino Club had a special cultural sharing event outdoors at Hillside to celebrate Asian-American and Pacific Islander Heritage Month.**

Focus Area #1: UPDATE
Looking Ahead

- **Developing process for gathering feedback around school culture and climate. This will be included in the work of the Equity Teams.**

- **Still growing and learning to get to the point where we can do information sharing with the larger community. This is a concrete stated goal of our work with Great Schools Partnership. The first step is completed as we invited parents to become members of our building based equity teams. The second part of this goal will include gathering feedback from community members to assist the teams in reflecting on essential components of our work. This part of the goal will be ongoing into next school year.**

- **Developing a staff guidebook for equity and anti-racism to include community norms, lessons, and resources- plus much more.**

Focus Area #2

Review and refine strategies to enhance instruction and student learning outcomes in Elementary and Middle School Mathematics, Grades K-8.

Focus Area #2: Outcomes

1. Successfully creating a remote learning guide and resource manual for implementation of the new curriculum. COMPLETED & ONGOING

2. Compiling Student Growth Objective (SGO) data to demonstrate student achievement at each grade level utilizing the new program. COMPLETED

3. Analyzing the observation feedback provided to teachers implementing the new math program in grades K-2 to inform professional development meant to improve instructional practice. COMPLETED

4. Provide a presentation to the Board of Education that includes data representative of the impact of the new math curriculum on student achievement. Share next steps in refining implementation of curriculum and instruction in this area. COMPLETED - MOMENTS AGO!!!!!

Focus Area #2: UPDATE - General

- **Professional development provided to teachers K-2 since the summer including *Math In Focus* PD on pacing, instructional strategies, pedagogy, planning. PD has happened at Department Meetings, special professional development meetings. Professional development ongoing, virtual and in person.**

- **All materials ordered and received to support teachers using the new *Math in Focus* program. Already received teacher's editions for third grade, and teachers are moving ahead at the third grade level.**

- **Teachers have observed sample lessons and reflected on those lessons to build capacity. This is ongoing and will continue through the end of the year.**

- **Principals and supervisors have provided in-classroom coaching and support through lesson observations. This is ongoing and will continue through the end of the year.**

- **Development of new common assessments for mathematics grades 3-5. Completed**

Focus Area #2: UPDATE - Program

- **Introduction of new problem solving approach and math vocabulary lessons in grades 3-8 to align with new *Math in Focus* program. - Ongoing**

- **Teachers at upper levels are having conversations about new approaches to problem solving and incorporating them into lesson at all levels. Ongoing**

- **Working to teach in a workshop structure K-8. - Ongoing**

- **Regular analysis conducted of data including assessment results and LinkIt! data. Ongoing**

Focus Area #2: Assessment of Progress Toward Goal

- **First graders experienced *Math in Focus* in Kindergarten and will be assessed at the end of this year. SGO assessments being administered this week, and information about results will be shared when available.**
- **Second graders are assessed three times each year to measure progress in math.**

December - Form A / March - Form B / June - Form C

SECOND GRADE AVERAGE SCORES ON FORM A/B - This year's second graders was the first group of second graders to experience *Math in Focus* for a full year.

FORM A - 2019-20: 57%	FORM A - 2020-21: 73%
FORM B - 2019-20: 75%	FORM B - 2020-21: 78%

*This year's 2nd grade cohort went up in both ELA and Math, but went up 7 points more in math.
*Form C will be administered between June 2nd and June 11th

Focus Area #2: UPDATE
Professional Development - Ongoing

- *Math in Focus* consultants conduct initial training for all teachers. This starts the year before the curriculum cycles up. A full day of professional development was conducted with each teacher by the *Math In Focus* trainers.

- **Virtual professional development hours with Math in Focus trainers**

- **Professional Development on Bar Modeling, Polya's Problem Solving Approach, Heuristics, Math Talk, and Data Driven Instruction (Grades Pre-K - 6).**

- **"Blog Talks" - focusing on math pedagogy, practices, and assessment**

- **Ongoing demo lessons (coaching lessons) from Math Supervisor.**

- **Regular (weekly) professional development sessions for small groups of teachers.**

Focus Area #2: UPDATE
Outreach to Families - Ongoing

Math-focused parent nights held throughout the year:

- **Two K-2 Parent Nights held this year.**

- **One 3-5 Parent Night held this year.**

- **Math Information Night - Held for parents of 6th and 7th Grade students.**

- **Each parent program this year has been attended by between 150-250 participants.**

Focus Area #3

Identify and incorporate effective instructional methodologies that create positive social and emotional support for students.

Focus Area #3: Outcomes

1. Expanding PDP focus and Professional Development in SEL strategies for in-person, hybrid, and remote learning, including continued periodic joint meetings between School Counselors and Classroom Teachers to increase collaboration time and expand use of effective SEL strategies. - COMPLETED and ONGOING

2. Analyzing observation and lesson plans of teachers/faculty implementing SEL core competencies. - COMPLETED and ONGOING

3. Expanding SEL outreach to additional stakeholders. COMPLETED and ONGOING

Focus Area #3: UPDATE

- **Launched a school counselor survey for all students in grades 3 - 12 to monitor and track student self-reported social and emotional wellness, to guide future programming and to implement interventions.Successful launch! Adjustments in questions and process as process data is analyzed monthly. Counselors are making more connections as a result of this additional tool for access to students.**

- **Continuing to promote effective instruction through the lens of the Social Emotional Learning (SEL) core competencies as observed through the Danielson Teacher Evaluation Rubric by emphasizing these competencies through daily observations and post-observation conferences with staff as well in administrative meetings. Continuing!**

Focus Area #3: UPDATE Focuses

- **Focused SEL professional development to start the year. Continuing and ongoing PD through department meeting PD, Livingston U and our PD repository. ONGOING**

- **Provided information about SEL through Livingston U courses, and constant sharing of webinars, resources, and tools. School counselors promote and create lessons and tools for teachers to use within the classroom, in addition to delivering school counseling lessons. ONGOING**

- **Fully embraced district wide The Collaborative for Academic, Social and Emotional Learning (CASEL) to provide a common framework and common language. Evidence-based SEL resources and tools are constantly circulated amongst teachers, counselors, supervisors and Principals. CASEL framework is included in every written curriculum document with essential resources and strategies.ONGOING**

Focus Area #3: UPDATE
Other Instructional SEL Information

We have assessing our SEL Efforts through:

❖ Advisory lesson formative assessments;
❖ Teacher gathered formative assessment;
❖ Conversations with teachers, school counselors, CST, and administrators to look at anecdotal information. This feedback is key to understanding the extent to which teachers are practicing SEL instruction in the classroom.

**We continue to communicate with families about SEL through the following avenues:**

❖ Continued Building based SEL nights;
❖ Continued Building based HSA meetings where SEL is an agenda item;
❖ Continued Parent Academy sessions on SEL scheduled via Zoom with sign ups etc;
❖ Continued Screencasts on District SEL website
https://www.livingston.org/domain/2435

Focus Area #3: UPDATE
Professional Development for Staff

- **Department and building meetings including cross-department meetings**

- **Team and grade level meetings**

- **Faculty book studies**

- **Formal professional development from administrators and supervisors**
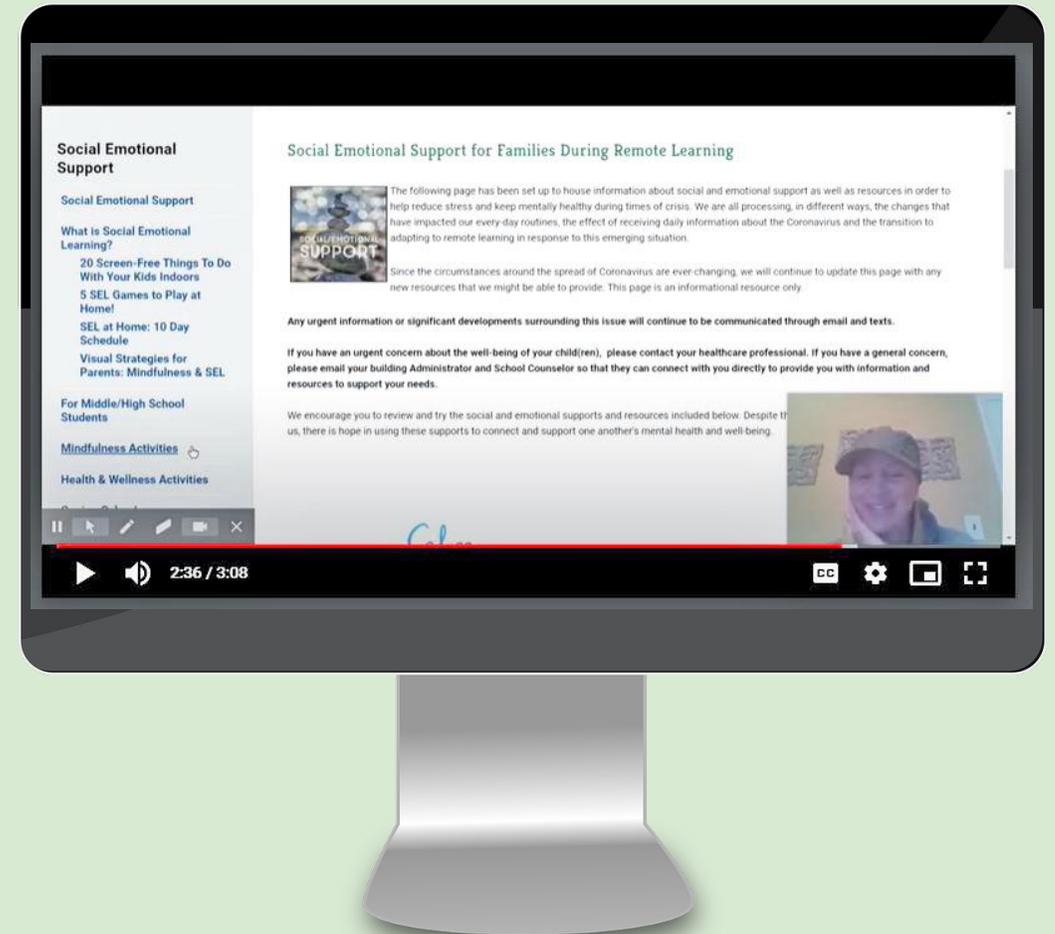
Focus Area #4

Increase capacity of teachers to utilize instructional technology to deliver effective in-person, hybrid, or remote learning experiences to advance student growth and achievement in all areas.

Focus Area #4: Outcomes

1. Providing professional development in instructional technology to help teachers facilitate in-person, hybrid, and remote instruction.   COMPLETED

2. Observing teachers and lesson plans implementing strategies for successful remote and hybrid learning. COMPLETED

3. Expanding administrator training in applying, anchoring, and updating observation and evaluation rubrics to remote and hybrid learning environments. COMPLETED

4. Creating a thorough repository of resources for teachers regarding remote and hybrid learning. COMPLETED

Focus Area #4: UPDATE
Ongoing Professional Development

- **Creation of PD Repository, weekly technology tips and multiple training sessions for staff increased proficiency levels in District programs and as a result, teachers were more effectively able to enable utilize technology with students. Additional resources added on GoGuardian and FlipGrid.**

- **Continued individual appointments for staff or collaboration during department meetings with tech coaches and sometimes classes to provide training as needed including training on district programs, help with planning lessons, and designing assessments.**

- **Planning bi-weekly training sessions on District programs. Upcoming trainings include NewsELA, EdPuzzle and Kami (Completed). Surveyed staff interest on topics for an in-person summer PD session at the end of August. Topics will include podcasting, WeVideo, FlipGrid, and game-based learning.**

Focus Area #4: UPDATE
Specific PD - Technology Programs

- September 3rd PD day included topics on Flipgrid, GoGuardian, Nearpod, Zoom, Schoology for Secondary Teachers (beginning and advanced), SeeSaw, BrainPop, and Google Classroom.

- Additional PD at staff meetings or scheduled times during the day with the technology coaches included topics on GoGuardian, iPad training for Math & Science Departments, Science Department training to setup for hybrid instruction with macbook and projectors, Zoom breakout rooms, Swank, Macbook training, Incident IQ Help Desk, NewsELA, Kami, and EdPuzzle.

- Assisted teachers, administrators and counselors in learning screencasting for programs, classes and parent Back to School night programs.

Focus Area #4: UPDATE
Parent Support and Empowerment

- **Developed a tech help request form and in-person help desk for parents to get assistance with technology needs and issues. Since September, the technicians have responded to 5,459 requests and provided daily in-person appointments.**

- **Created a parent technology website to provide training materials on the District communication and collaboration platforms - SeeSaw, Google Classroom and Schoology. Updated the parent technology website to provide training materials on additional applications including Genesis and Google.**

- **Conducted an introduction to Schoology webinar for parents.**

- **Conducted a Genesis for Parents webinar.**

- **Continued individual meetings with parents to assist with Schoology and Genesis questions/assistance.**

Focus Area #4: UPDATE
Parent Support and Empowerment

- **Created a New Parent Letter to introduce new families to the technology resources the District provides to be distributed during the registration process.**
- **Provided contact information of District Tech Coaches available on the parent website so that parents can set up an orientation appointment with a coach.**
- **Tech coaches participated in SEPAC webinars to share tips for using Schoology Calendar, Google Keep, Read/Write Toolbar, and Kami.**

Focus Area #4: UPDATE
Teacher Efficacy

- **Feedback from staff to tech coaches has been positive in that they feel more confident in the use of their tools and they continuously book time with individual tech coaches when assistance is needed or to continue learning more tools and strategies. Staff are asking questions about new websites or programs that will help them branch out more with their instructional strategies. Teachers are doing more complicated tasks with technology.**

- **Support of LHS staff in the preparation honor society induction ceremonies.**

- **Supported teachers in creating materials to emphasize working "in the room instead of the Zoom" as more students returned to in-person instruction. Provided instructions and templates to help teachers with the complicated seating charts they needed to maintain for the purpose of contact tracing if needed.**

Focus Area #4: UPDATE
Teacher Efficacy

- **Tech coaches, supervisors, building principals continued to regularly check-in with staff to find out what support they feel they need.**

- **Our data analytics tool on the use of programs in the District enables us to monitor usage on District approved tools and helps guide future PD sessions. Currently analyzing district usage data to determine which programs we will continue licensing and priorities for PD for 21-22 school year.**

GOALS CONTINUED INTO 2021-2022

- **USING THESE GOALS TO INFORM STRATEGIC PLANNING PROCESS - FALL 2021 / WINTER 2022**

- **CONTINUING AND EXPANDING THE WORK OF EACH OF THESE GOALS - 2021-2022**

- **REVISITING DISTRICT GOALS IN JANUARY 2022 TO REFLECT AND POSSIBLY CHANGE THEM.**

- **THESE CONTINUE TO BE RELEVANT LONG-TERM AREAS OF FOCUS**

Questions?