



Livingston Public Schools District Goals for the 2020-2021 School Year

September 21, 2020

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 of Education.
- Required approval of the Board of Education 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 - Action Steps

Create an Equity Leadership Advisory Team (Superintendent, Assistant Superintendent, Administrators, Teachers, Counselors, Students, Community Members,etc) to:

- **Identify and evaluate existing efforts to engage in culturally responsive practices and determine new ways to raise awareness of and promote best practices across the district at every level (elementary, middle school, high school)**
- **Work with teachers to make instruction more responsive to diversity, and inclusive of various cultures.**
- **Strategically implement professional development and school-based programming focused on diversity, anti-racism, and cultural inclusivity in teaching and learning in order to create a common language and set of expectations for the school community.**



Focus Area #1 - Outcomes (Cont'd)

6. Reviewing professional development offered to teachers at all levels. Creating and implementing additional professional development programs as identified.
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.
8. Engage in community conversations with appropriate members to continue to identify and evaluate the needs of our students and our school community.
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.



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 - Action Steps

- **Oversee and monitor implementation of a new elementary mathematics program K-2 and facilitate an expansion of instructional strategies in Grades 3-8 in preparation for this curriculum transition.**
- **Measure growth at each grade level through periodic benchmark assessments and collect and analyze data related to the effects of the new program and instructional enhancements on student learning outcomes.**
- **Ensure ample professional development opportunities for teachers who are using the new program in Grade 2 and continue implementing new strategies in Grades 3-8.**



Focus Area #2 - Outcomes

1. **Successfully creating a remote learning guide and resource manual for implementation of the new curriculum.**
2. **Compiling Student Growth Objective (SGO) data to demonstrate student achievement at each grade level utilizing the new program.**
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.**
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.**



Focus Area #3

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



Focus Area #3 - Action Steps

- Gather data regarding current implementation of SEL standards (NJDOE and CASEL) both in curriculum and in practice in order to inform changes to both.
- Continue to analyze what effective instruction looks like through the lens of the Social Emotional Learning (SEL) core competencies via the Danielson Teacher Evaluation Rubric.
- Engage faculty and staff in professional development that allows for the understanding of core beliefs about instructional practices that best foster social and emotional growth.
- Define how we promote and operationalize these approaches throughout the district.
- Reinforce a common language surrounding socially and emotionally supportive instructional practices.



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.
2. Analyzing observation and lesson plans of teachers/faculty implementing SEL core competencies.
3. Expanding SEL outreach to additional stakeholders.



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 - Action Steps

- Gauge student entry points using effective assessment strategies to establish baseline data from which to plan instruction.
- Design and/or redesign instructional units based on the baseline data to remediate any deficiencies and advance students' learning.
- Establish streamlined communication with parents and families and provide targeted training in order to partner with them in supporting student growth.
- Consult the continuum of skills and standards identified in the curriculum when designing individual learning experiences to ensure continued growth.
- Design teacher observation and feedback tools to support strong teaching in a remote/hybrid environment.



Focus Area #4 - Outcomes

1. Providing professional development in instructional technology to help teachers facilitate in-person, hybrid, and remote instruction.
2. Observing teachers and lesson plans implementing strategies for successful remote and hybrid learning.
3. Expanding administrator training in applying, anchoring, and updating observation and evaluation rubrics to remote and hybrid learning environments.
4. Creating a thorough repository of resources for teachers regarding remote and hybrid learning.



Questions?

