



# Livingston Public Schools DISTRICT GOALS 2023-2024

October 10, 2023



# What is a District Goal?

- 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.
- Consistency of goals provides for deeper impacts and clear direction.
- Aligned with 2022-2027 strategic plan.

## DISTRICT GOAL - Safety and Wellness

**Ensure the emotional well-being and mental health of all our students through a strong feeling of connectedness, a sense of belonging to their school community, and an awareness of the resources and support available to students and families. In an effort to thwart the negative impacts of stress and mental illness, and as the Strategic Plan 2022-2027 indicates “implementing the programming, resources, and opportunities to address the priority gaps to build the skills necessary to develop healthy habits for a well-balanced life.”**

# ACTION STEPS - Safety and Wellness

- Establish the home-school connection with *Community Conversations*, which will provide information on District curriculum, programs, and activities that support student mental health, and in addition, to hear community member concerns in surveys, forums, and meetings about them. Use information gathered from the conversations in order to better understand the main mental health concerns of the members of our school community.
- Use the new Mental Health Advisory Panel to address significant mental health concerns the District is observing, meeting with the panel a minimum of three times during the 2023-2024 school year. Implementing feedback and advice provided by the panel, feedback from counselors and other educators at each grade level, data from the equity audit, focus groups, and any other available sources, refine mental health programs and practices used by the District. Document at least two improvements to our mental health practices from the new information learned this year.
- As a result of ongoing feedback collected through teacher focus groups and observations, develop a Tier 1 compendium of resources and strategies to assist adults (i.e., staff and parents) in ensuring our students have the skills and support necessary for their social, emotional, and academic growth.. Through Professional Development, ensure that educators throughout the District access these resources and raise awareness about them in the greater community (i.e., parents).
- Conduct research and gather information on the mental health effects of technology use for children both in and out of school. Based on the information collected, audit current district practices across all grade bands in terms of screentime, access to appropriate information, and social challenges that may be connected to technology use. Using this data, reflect, assess, and adapt student technology usage practices based on existing research.



## DISTRICT GOAL - Teaching and Learning

**Investigate and identify highly valued instructional elements for the development of an instructional framework around which to build common language of instruction, authentic learning experiences and assessment, and a real-world context to foster curriculum development and student and educator growth.**

# ACTION STEPS - Teaching and Learning

- Engage in district-wide instructional rounds to identify recurring highly-valued instructional elements from K-12. The initial rounds will occur between September 2023 and December 23, 2023 with some rounds in the Spring. A report will be made to the Board no later than the summer of 2024.
- Analyze data of recent observation and evaluation documents, other districts' instructional frameworks, rigor of individual courses, student outcomes, and satisfaction with post-secondary opportunities in order to recognize pluses and deltas currently evident in the district.
- Establish a documented framework for defining district-wide focuses in curriculum and instruction that align with our Portrait of a Graduate and feedback cycle and ensure opportunities for real-world learning.
- Establish a process for continuous reflection and growth including resources and professional development opportunities. The instructional framework will be based on continuous evolution rather than stagnate requirements. Ultimately to embed a process of continual reflection and development for instructional excellence over time.
- By August 2024 articulate instructional focuses of the district for the 2024-2025 school year, and work with administrators, supervisors, teachers, and SCIP Committees to design professional development, which addresses and enables assessment of identified focus areas in all aspects of schooling (Pre-K-12, academic, specials, school culture, advisory, and community).
- Present to the Board determined values and priorities as a District.



## DISTRICT GOAL - Leadership and Governance

**Enlist staff leaders to contribute to the process of comprehensive self-evaluation and reflection, and work with administrators and content area supervisors to ensure the continuation of the alignment of district efforts to incorporate values-based practice.**

# ACTION STEPS - Leadership and Governance

- Establish, resource, and train newly created Threat Assessment Teams and develop a process through which students who are identified to be at risk for violent behaviors can be paired with a mentor who would then serve as a trusted adult. Use the Threat Assessment Teams to connect struggling students with proper resources in the schools and community to help address issues. Collect data from Threat Assessment Teams across the district to determine how many students have been served through these teams and document what types of interventions have been utilized to support students. Evaluate the operation of Threat Assessment Teams year one in order to inform future practice.
- Complete all preparation for the New Jersey Quality Single Accountability Continuum (QSAC) evaluation scheduled for the Livingston Public Schools during the 2023-2024 school year. Pass all aspects of QSAC as required by the New Jersey Department of Education, with a minimum score of 90% in all indicators, including Instruction and Program; Fiscal Management; Governance; Operations; and Personnel.
  - a. Create a committee to oversee the process of preparing for the QSAC evaluation, ensuring that each requirement is understood, and help facilitate the visit from the Department of Education.
  - b. Work collaboratively with administrators and supervisors to ensure all indicators are met throughout the District. Focus on any indicators that do not appear to be addressed completely and remediate the indicators.
  - c. Ensure that all District Review Components are completed, ensure the Board is informed throughout the process, and present the results of the process to the Board and all stakeholders once complete.
- Conduct a formal assessment of our current post-secondary transition guidance practices. To evaluate progress, conduct student focus groups about their experiences with their post-secondary advice from our Counseling Department. Consult with deans in higher education admissions to provide input on LPS post-secondary counseling practices, including LHS School Profile and LHS student applications.
- Through teacher focus groups, informal discussions with teachers, and A review of teacher lesson plans, ensure the Portrait of a Graduate is being accessed as a resource in curricular and extracurricular settings throughout the district. Continue to thoughtfully connect classroom instruction and parent programming the six elements of the Portrait of a Graduate and reinforce the skills associated with the qualities found in the Portrait of a Graduate. Through observation, teacher focus groups, and discussions with lesson planning groups, evaluate whether skills are being emphasized through classroom learning experiences. Communicate with parents, so they understand those skills they can work on at home. Share feedback from teacher focus groups with the Board.



## DISTRICT GOAL - Community and Culture

Engaging all stakeholders, especially students and their families and guardians, in educational programs is essential to creating a community of equity in our school district. Ensure just outcomes for each student, raise marginalized voices, and challenge imbalances of power and privilege.

# ACTION STEPS - Community and Culture

- Complete and consider the third-party equity audit that began in May, 2023.
  1. Review report with administrators, equity coaches, and the Board's Equity Committee, and full Board.
  2. Examine any disparities between current and recommended practices.
  3. Make the audit report available publicly and conduct a public presentation.
- Continue to provide effective educational opportunities to increase positive student-to-student and teacher-to-student interactions around culture and equity.
  1. Ensure community/advisory time in order to foster relationships between adults and students and strengthen relationships and build connections based on mutual respect, with teachers valuing the individuality of each student and students expressing the feeling of belonging and safety in their classrooms. This will be measured through the observed interactions and relationships developed between teachers and students, collected survey data, and feedback groups. Present feedback to the Board on identified themes.
  2. Maintain forward movement with the district work related to implementation of professional development, 100%'s, and student voice in our school buildings.
  3. Gather input and define responses to the 100%'s from staff, students, and equity team members.
  4. Develop a continuum of skills, resources, and lessons from Pre-k to 12, which enable students/teachers to build upon the skills learned in prior years. These will include social emotional skills, which can be found in the District's SEL materials.
- Begin curriculum, assessment, and instructional audit in a minimum of one additional content area (other than Social Studies) to determine where there are missing perspectives and ensure that content reflects diverse voices and provides opportunities to hear multiple perspectives.
- Continue to use talents of faculty and staff members to help facilitate, reflect upon and expand, and improve equity initiatives in every school in the District.
  1. Based on the results of the Equity Audit, ensure that a diverse range of students (i.e. cultural, ethnic, and neurodiverse students) and their needs are considered when planning and evaluating inclusion work in LPS—curriculum programs, instructional practices, and student activities—so that each student feels heard, valued, and included.
  2. Formally and systematically reflect on the effectiveness of Positions that incorporate equity work and make recommendations for adjustment of job descriptions.
  3. Gather feedback from students, equity team members, and other stakeholders on the impact of the equity-related advisors and coaching positions. Share feedback with the Board, mid-year and end-of-year.
- Share feedback with the Board, mid-year and end-of-year.



## DISTRICT GOAL - Finance and Facilities

Take inventory of the District's facilities to determine current strengths, deficiencies, uses, and needs. Coordinate with town officials and management to gain an understanding of future District needs through regular Liaison Committee meetings, ensuring that our facilities meet the diverse needs of our student population. This should include school facilities and athletic fields and courts. From that investigation, devise a long-range facilities plan. Evaluate current investment in flexible classroom spaces throughout the District.

# ACTION STEPS - Finance and Facilities

- Meet with the Long Range Facility Planning Committee a minimum of five times during the 2023-24 school year. The committee shall be comprised of stakeholders from the District and the community. The goal of the committee will be to identify facilities strengths, deficiencies, uses, and needs and provide recommendations about the long-term needs. Discuss and consider possible solutions for any facility deficiencies and compare benefits and drawbacks of each solution, considering budget, timeline, and alignment with the District vision, mission, and goals.
- Continue meeting regularly with representatives from the Township, including bi-monthly meetings at minimum between the Superintendent and the Town Manager. The Superintendent shall also attend regular meetings with the Liaison Committee composed of two Board Members and two Town Council members.
- Identify, produce, and promote a consensus plan for moving forward with a long-range facility plan.



# Questions?

