

Livingston Elementary School

District: NEW BRUNSWICK CITY

County: MIDDLESEX

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 233530090

Annual School Planning 2021-2022

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
School Principal	Nadine Sanchez	Yes	Yes	Yes		
School Vice Principal	Hope Wilkins	Yes	Yes	Yes		
Reading Specialist	Brianne Giuliani	Yes	Yes	Yes		
Math Specialist	Marianne Mammon	Yes	Yes	Yes		
Math and Science Grade 5 Teacher	Angie Beneciuk	Yes	Yes	Yes		
Math and Science Grade 4 Teacher/ Grade 3 Teacher	Lauren Peters	Yes	Yes	Yes		
Special Education Grade 2 Teacher	Alexandra Ash	Yes	Yes	Yes		
	Stephanie Miele	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Bilingual Grade 2 Teacher	Paulina Vas	Yes	Yes	No		
School Social Worker	Aidaliz Cuevas	Yes	Yes	No		
Media Specialist	Elmer Rivera	Yes	Yes	Yes		
School Secretary	Laichin Joa Vendrell	Yes	Yes	Yes		
Paraprofessional	Jacqueline Benitez	Yes	Yes	No		
Bilingual K Teacher	Ana Lupp	Yes	Yes	Yes		
Special Education K Teacher	Melissa Hoffman	Yes	Yes	Yes		
Supervisor of Humanities K-6	Danielle Mastrogiovanni	Yes	Yes	Yes		
Supervisor of Science	Sarah Sterling Laldee	Yes	Yes	Yes		
Caregiver	Bridgette Perez	Yes	Yes	Yes		
Caregiver	Karol Avila	Yes	Yes	Yes		
Caregiver	Carmen De Duran	Yes	Yes	Yes		
Caregiver	Jessica Bueso	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Caregiver	Yahaira Ramos	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
09/24/2020	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment	Yes	Yes
10/07/2020	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
10/08/2020	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
10/29/2020	Priority Performance Needs and Root Cause Analysis	Yes	Yes
11/16/2020	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
11/23/2020	Priority Performance Needs and Root Cause Analysis	Yes	Yes
12/02/2020	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
12/14/2020	Priority Performance Needs and Root Cause Analysis	Yes	Yes
12/14/2020	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
12/10/2020	Priority Performance Needs and Root Cause Analysis	Yes	Yes
02/25/2021	Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis	Yes	Yes
02/17/2021	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
04/08/2021	Comprehensive Data Analysis and Needs Assessment	Yes	Yes

Date	Topic	Agenda Uploaded	Minutes Uploaded
04/15/2021	Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis	Yes	Yes
04/12/2021	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
04/26/2021	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
02/22/2021	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/07/2021	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/12/2021	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/21/2021	Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis	Yes	Yes
01/14/2021	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment	Yes	Yes
01/28/2021	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment	Yes	Yes
09/01/2020	Prior Year Evaluation	Yes	Yes
09/21/2020	Prior Year Evaluation	Yes	Yes
05/28/2021	Priority Performance Needs and Root Cause Analysis, Smart Goal Development	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS						
Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Evening Academic Support	All	All	No	Yes	No	Voluntary support for students and parents.
Response to Intervention (Guided Reading)	Reading	Latinx/ Black	Yes	Yes	Yes	47% of students in grades K-5 met end of year growth goals (at least one year's reading growth). 55% of non ELL students met growth goals while 35% of ELL students met growth goals in grades K-5.
Basic Skills Intervention (LLI)	Reading	Below Level Students	Yes	No	Yes	Both teachers took a leave of absence so program was inconsistent. Planning to continue academic support for students next year using Leveled Literacy Instruction. Only 7% of students met growth goals due to leave of absences by both instructors this school year.

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Focus Groups and counseling supports	Social Emotional Well Being	Students disengaged from virtual instruction	Yes	Yes	Yes	Targeted efforts in grade 3 which led to a decrease in failures for this grade level. Students had support from paraprofessionals, support staff, and special area teachers. Counselor and social worker focused mostly in grade 3 due to high failure rates, and we saw most dramatic decreases in failure rates in this grade level.
Math Modeling and Connecting Representations	Math grades 3-5	ALL	Yes	Yes	Yes	Formative assessment data (student math work on tasks) shows students in grades 3-5 are growing in modeling and connecting representations. At least 70% of students were able to meet 5 of the 6 components during our PLC coding sessions with sampled student work.
Extended Homeroom	Social Emotional Learning	ALL	Yes	Yes	Yes	Students expressed satisfaction with having SEL time with classmates and homeroom teachers in a student survey that was given. Teachers classroom environments greatly improved with this intervention, and relationships were prioritized. Teachers reported in a reflection survey that they would like to continue having extended homeroom for SEL. Lessons were provided focused on social justice, black lives matter, and current events to help our students develop agency and make sense of this time.

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data)	Observations / Trends
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. <a <="" _blank">link<="" a>="" access="" href="http://www.nj.gov/education/schools/achievement/target=" reports.="" td="" to="" website="" with=""> <td data-bbox="777 368 994 432">Student Group</td> <td data-bbox="1001 368 1075 432">ELA</td> <td data-bbox="1081 368 1155 432">Math</td> <td data-bbox="1162 368 1236 432">Alg1</td> <td data-bbox="1243 368 1317 432">Alg2</td> <td data-bbox="1323 368 1397 432">Geo</td> <td data-bbox="1413 368 1805 1417" rowspan="15"> ELA Achievement Data Overall Comparison 17-18: 27.8% Met/ Exceeded 18-19: 29.4% Met/ Exceeded ELA Data by Grade Level 17-18: Grade 3: 25.3% Met/ Exceeded 18-19: Grade 3: 19.7% Met/Exceeded 17-18 Grade 4: 22.2% Met/ Exceeded 18-19 Grade 4: 34.3% Met Exceeded 17-18 Grade 5: 30.7% Met/ Exceeded 18-19 Grade 5: 37.0% Met Exceeded ELA Evidence Statement Strengths: (60% -79%) Gr. 3 - RL 3.3.1 Gr. 4 - RI 4.2.2 Gr. 5 - RI 5.2.3, RI 5.4, L 5.4.1 ELA Evidence Statement Challenges (0-19%) Gr. 3 - RI 3.8.1, RI 3.9.1 Gr. 4 - RL 4.2.2 Gr. 5 - RI 5.6.2, RI 5.9.1 </td> <td data-bbox="1812 368 2179 1417" rowspan="15"> ELA Achievement: From 2018-2019, there was a 1.6% increase in school wide proficiency. There was a 5.6% decrease in Grade 3, a 12.1% increase in Grade 4, and a 6.3% increase in Grade 5. In 2019, Grade 4 had a 15% increase in reading proficiency on the DRA. Proficiency rates were highest in Grade 5. This demonstrates growth in the standards as students advance through the grade levels and correlates to Grade 5 proficiency rates on the DRA and DUA. Disparity between ELL students a non ELL students in ELA proficiency is about 5 percentage points, there is a 20% disparity </td> 	Student Group	ELA	Math	Alg1	Alg2	Geo	ELA Achievement Data Overall Comparison 17-18: 27.8% Met/ Exceeded 18-19: 29.4% Met/ Exceeded ELA Data by Grade Level 17-18: Grade 3: 25.3% Met/ Exceeded 18-19: Grade 3: 19.7% Met/Exceeded 17-18 Grade 4: 22.2% Met/ Exceeded 18-19 Grade 4: 34.3% Met Exceeded 17-18 Grade 5: 30.7% Met/ Exceeded 18-19 Grade 5: 37.0% Met Exceeded ELA Evidence Statement Strengths: (60% -79%) Gr. 3 - RL 3.3.1 Gr. 4 - RI 4.2.2 Gr. 5 - RI 5.2.3, RI 5.4, L 5.4.1 ELA Evidence Statement Challenges (0-19%) Gr. 3 - RI 3.8.1, RI 3.9.1 Gr. 4 - RL 4.2.2 Gr. 5 - RI 5.6.2, RI 5.9.1	ELA Achievement: From 2018-2019, there was a 1.6% increase in school wide proficiency. There was a 5.6% decrease in Grade 3, a 12.1% increase in Grade 4, and a 6.3% increase in Grade 5. In 2019, Grade 4 had a 15% increase in reading proficiency on the DRA. Proficiency rates were highest in Grade 5. This demonstrates growth in the standards as students advance through the grade levels and correlates to Grade 5 proficiency rates on the DRA and DUA. Disparity between ELL students a non ELL students in ELA proficiency is about 5 percentage points, there is a 20% disparity
		Schoolwide	29.4 %	19.4%					
		White							
		Hispanic	29.3 %	20.4%					
		Black or African American	*	*					
		Asian, Native Hawaiian, or Pacific Islander							
		American Indian or Alaska Native							
		Two or More Races	*	*					
		Female	35.4 %	15.6%					
		Male	22.6 %	23.8%					
		Economically Disadvantaged Students	28.6 %	14.3%					
		Non-Economically Disadvantaged Students	30.3 %	24.7%					
		Students with Disabilities	10.7 %	14.3%					
		Students without Disabilities	32.9 %	20.4%					
		English Learners	10.5 %	13.2%					
Non-English Learners	34.5 %	21.1%							
Homeless Students	*	*							
Students in Foster Care									

Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math	Alg1	Alg2	Geo		
		Military-Connected Students						<p>Math Evidence Statements (comparison of 2018 to 2019)</p> <p>Grade 3 We showed an increase in performance of 2 range levels in standard 3.OA.2 and performed in the 80 - 100% range levels in standards 3.NF.1, 3.MD.3-1, and 3.MD.6. We showed a decrease in of 2 range levels for standards 3.OA.6 and 3.Int. 1 (related standards 3.OA.8 AND 3.NBT.1-3) *Overall, we did not perform well in the Integrated (Int) standards and performed mostly in the 20-39% range level</p> <p>Grade 4 We performed in the 80 - 100% range levels in standards 4.NF.3a and 4.NF.6. We showed a decrease in of 2 range levels for standards 4.OA.2, 4.OA.4-3, 4.NBT.2, 4.G.1, 4.NF.C.7 *Overall, we performed mostly in the 20-39% range level</p>	<p>in proficiency for students with disabilities.</p> <p>Analysis of evidence statements from 2018-2019, demonstrates that grades 3-5 performed below 40% on RI.9.1, which indicates that students require additional practice with analysis of two or more informational texts on the same topic. Grades 4 and 5 performed below 40% on RI.2.1, RI.5.1, and RI.6.1, which indicates that students require additional practice with determining the main idea and text structure of informational texts and analyzing first hand vs. second hand accounts.</p> <p>Math Achievement: From 2018 to 2019, there was a 7.8% decrease in proficiency</p>
		Migrant Students							

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Grade 5 We showed an increase in performance in standard 5.G.1. We showed a decrease in of 2 range levels for standards 5.OA.2, 5.NBT.7-3, 5.NF.3-1, 5.MD.1-2 *Overall, we performed mostly in the 0-19% and 20-39% range levels. We did not perform well in the Reasoning and Modeling Domains.</p>	<p>rates in 3rd grade, a 1.1% decrease in 4th grade, and a 10% decrease in 5th grade.</p> <p>Generally speaking, we would like to see an increase in students performing well in levels 4 & 5 of the NJSLA (proficient/advanced proficient), but showing a decrease in levels 1 and 2 may signify progression in student achievement (moving from not proficient to approaching proficiency)</p>

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/	NJSLA-S				N/A	N/A
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	5%				
		White	*				
		Hispanic					
		Black or African					
		Asian, Native	*				
		American Indian or	*				
		Two or More Races	*				
		Female	4%				
		Male	5%				
		Economical ly	0%				
		Non-Economical	8%				
		Students with					

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Students without					
		English Learners	0%				
		Non-English	6%				
		Homeless Students	*				
		Students in Foster Care	*				
		Military-Connected	*				
		Migrant Students	*				

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.	Student Group	ELA	Math	ELA 2018-2019 SGP by Proficiency Level Level 1 H: 28% T: 28% L :44% Level 2 H: 18% T: 32% L: 50% Level 3 H: 27% T: 35% L: 38% Level 4 H: 17% T: 38% L: 45% Level 5 H: 0 T: 0 L: 0 ELA SGP Overall 17-18 47.5 18-19 41 18-19 SWD: 25.5 ELA SGP by Grade Level 17-18 Grade 4: 42.5 18-19 Grade 4: 33 17-18 Grade 5: 49 18-19 Grade 5: 48	ELA: In 2018 and 2019, the median student growth percentile overall and in the Hispanic and ELL subgroup categories met the state standard of 40-59.5. From 2018-2019, the percentage of students exhibiting high growth increased for levels 3 and 4. Language arts growth has declined by 6 percentage points overall, and by 9 percentage points for grade 4, one percentage point decline in grade 5. SGP for students with disabilities is 22 percentage point disparity from general education students, while SGO for ELL students was 7 percentage points higher.
		Schoolwide	41%	23%		
		White				
		Hispanic	41%	22%		
		Black or African American	*	*		
		Asian, Native Hawaiian, or Pacific				
		American Indian or Alaska Native				
		Two or More Races	*	*		
		Female	46%	26%		
		Male	37%	20%		
		Economically Disadvantaged	40.5%	24.5%		
		Non-Economically Disadvantaged				
		Students with Disabilities	25.5%	28.5%		
Students without Disabilities						

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math	<p>Math SGP by level</p> <p>Level 1 H - 10% T - 50% L - 40%</p> <p>Level 2 H - 7% T - 37% L - 56%</p> <p>Level 3 H - 2% T - 31% L - 67%</p> <p>Level 4 H - 5% T - 15% L - 80%</p> <p>Level 5 H - 0% T - 0% L - 0%</p> <p>Math SGP 2017 - 65 2018- 41.5 2019 - 23</p>	<p>Math: Livingston School did not meet the state standard for the median student growth percentile in 2019. The median SGP for 2018-2019 was 23 and that did not meet the state standard range of 40 - 59.5.</p> <p>The median SGP target was not met for any of the subgroups.</p> <p>For each of the NJSLA proficiency levels (1-5) the highest percentage of growth is seen in the low growth range, indicating that students are progressing at a lower rate than in previous years.</p> <p>The low growth indicated in the SGP data aligns to the overall 2019 NJSLA data, where proficiency rates in grades 3-5 decreased from 2018 to 2019.</p> <p>er than school wide</p>
		English Learners	48%	14%		
		Non-English Learners				
		Homeless Students				
		Students in Foster Care				
		Military-Connected Students				
		Migrant Students				

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
				rate.

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends		
Benchmark Assessment Participation*	Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade	ELA					Virtual learning affected student participation rates. Attempts were made to call parents and get students to complete assessments.	Virtual learning affected student participation rates. Attempts were made to call parents and get students to complete assessments.		
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4				
		K	0%	0%	0%	0%				
		1	0%	0%	0%	0%				
		2	0%	0%	0%	0%				
		3	0%	92%	91%	0%				
		4	0%	99%	99%	0%				
		5	0%	94%	96%	0%				
		6	0%	0%	0%	0%				
		7	0%	0%	0%	0%				
		8	0%	0%	0%	0%				
		9	0%	0%	0%	0%				
		10	0%	0%	0%	0%				
11	0%	0%	0%	0%						

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	87%	83%	0%		
		4	0%	94%	87%	0%		
		5	0%	93%	87%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 2 Proficiency by Subgroup Grade 3 SpED: 17% Hispanic: 34% African American: 50% Grade 4 SpED: 57% Hispanic: 63% African American: 100% Grade 5 SpED: 40% Hispanic: 67% African American: 25% Cycle 3 Proficiency by Subgroup Grade 3 SpEd: 17% Hispanic: 20% African American: 100% Grade 4 SpEd:6% Hispanic: 44% African American: 25% Grade 5 SpEd: 60% Hispanic: 66% African American: 50% 47% of students in grades 1-5 met end of year growth goals according to running record data. Percentage of students by	Reading growth data supports benchmark proficiency. Grade 3 had the lowest growth of the grade band grades 3-5 in reading growth. The percentages for grades 3, 4 and 5 were consistent with proficiency rates in the unit assessments for ELA. Teachers looked a formative assessments related to student reasoning over the course of the year, and identified strategies to support student sense making in the humanities such as citing evidence, explaining thinking. We saw growth in this area with grades 4 and 5 from PLC discussions and review of student work samples. The percentage of students that met
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	34%	21%	0%		
		4	0%	66%	43%	0%		
		5	0%	64%	65%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>grade level meeting growth goals: Grade 5: 77% Grade 4: 53% Grade 3: 30% Grade 2: 63% Grade 1: 18%</p> <p>ELL Growth:</p>	<p>growth goals was significantly less, indicating that more needs to be done to ensure equitable instruction for ELL students and close the general education to ELL reading growth gap.</p> <p>The district refined the virtual guided reading model, using teacher leaders from our building. We were able to see growth across grade levels due to the innovation of educators and consistent prioritization of small group instruction time.</p>

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) Math Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 2 Proficiency by Subgroup Grade 3 SpEd: 17% Hispanic: 10% African Am: 50% Grade 4: SpEd: 22% Hispanic: 26% African Am: 0% Grade 5 SpEd: 60% Hispanic: 30% African Am: 17% Cycle 3 Proficiency by Subgroup Grade 3 SpEd: 17% Hispanic: 30% African Am: 0% Grade 4 SpEd: 13% Hispanic: 18% African Am: 0% Grade 5 SpEd: 20% Hispanic: 39% African Am: 25% Formative assessment data (student math work on tasks) shows students in grades 3-5 are growing in modeling and connecting representations. At least	Teachers focus this year was on labeling models and explaining thinking in grades 3-5. Teachers engaged in plan do study action cycles around critical thinking and conceptual understanding in mathematics. In addition, teachers facilitated choice and differentiated supports using oral recordings to support student critical thinking and sense making. This platform wasn't used in district unit assessments. Supporting students ability to explain their thinking will be a focus for next year.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	11%	28%	0%		
		4	0%	24%	16%	0%		
		5	0%	28%	38%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>70% of students were able to meet 5 of the 6 components during our PLC coding sessions with sampled student work.</p> <p>Math unit assessment data from MP 2 and MP 3 shows increases in some areas, and decreases in some areas of modeling and connecting representations.</p> <p>Grade 3: Students increased proficiency in providing the meaning of numbers (6% to 60% of students) and in using visual representations such as models (21% to 71%). Students decreased proficiency in being able to explain their thinking (60% to 27% of students).</p> <p>Grade 4: Students increased proficiency in connecting visual representations to symbolic representations (25% to 44%) and in connecting like representations (1% to 49%). Students decreased proficiency in providing the meaning of numbers with labels (71% to 23%) and explaining their thinking (58% to 8%).</p> <p>Grade 5: Students increased</p>	

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
				<p>proficiency in connecting like representations (23% to 54%) and in creating visual representations (31% to 61%). Students decreased proficiency in providing the meaning of numbers with labels (65% to 4%) and explaining thinking (71% to 37%).</p>	
English Language Proficiency (ELP)*	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	51.4%	44.1% of ELL students in 2017-2018 made expected growth to proficiency.	There was a 7.3% point increase in ELL students making expected growth to proficiency.

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	381	Student enrollment by marking period Marking Period 1 - 411 Marking Period 2 - 400 Marking Period 3 - 404 Marking Period 4 - 394	We had an influx of port of entry students the second half of the year in our bilingual classes. Most movement was in our kindergarten classes, and grades 1-3 bilingual sections. Due to the effects of pandemic, students went back to home countries or went to live with family members and withdrew from Livingston.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	94.29%	N/A	Data demonstrates that kindergarten and grade 1 had more students consistently absent. Caregivers and teachers attributed absences due to concerns with finding adequate child care during virtual and hybrid instruction, and capacity of family members and child care providers in supporting virtual learning. The higher the grade levels, the better the rates of attendance. Marking Period 3 and 4 had decreases in chronically absent students due to opportunities for hybrid learning.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Chronic Absenteeism (Students)*	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	12.63%	Marking Period 1 Enrollment 411 67 chronically absent 32 chronically absent ELL 13 chronically absent SPED	Data demonstrates that kindergarten and grade 1 had the highest rates and numbers of chronically absent students, including special education and ELL designated students. Caregivers attributed absences due to concerns with finding adequate child care during virtual and hybrid instruction, and capacity of family members and child care providers in supporting virtual learning. The higher the grade levels, the better the rates of attendance. Marking Period 3 and 4 had decreases in chronically absent students due to opportunities for hybrid learning.
		Subgroup 1 YTD Chronic	0.00%	Marking Period 2 Enrollment 404 85 chronically absent 42 chronically absent ELL 12 chronically absent SPED	
		Subgroup 2 YTD Chronic Absenteeism	0.00%	Marking Period 3 Enrollment 400 91 chronically absent 47 chronically absent ELL 13 chronically absent SPED	
			Marking Period 4 Enrollment 394 62 chronically absent 34 chronically absent ELL 6 chronically absent SPED		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Attendance Rate (Staff)*	<p>The average daily attendance for staff</p> <ul style="list-style-type: none"> *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism 	Staff Attendance YTD	94.51%	<p>Five staff members took a leave of absence this school year. During virtual instruction, staff absences were minimal.</p> <p>We have one staff member consistently chronically absent with approximately 35 days absent this year, and increment was withheld.</p>	<p>Due to leave of absences this year, we had to cancel basic skills instruction after January. We also had three classes without coverage or long term leave replacement substitutes.</p>

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders	Student Suspension YTD Average - In School	0.00%	N/A	N/A
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family	Domain	ES	MS/HS	Parents	Staff	Caregiver Forum Feedback Survey - 30% participation rate by caregivers 94.4% of parents indicated they felt welcome at Livingston School. 78% of parents indicated that their input guided decisions being made at Livingston in May, while 68% of parents surveyed felt this way in October.	Holding regular forums where parents could share their perceptions and feedback with regard to instruction and school environment helped to build trust. There was a 10% increase in parents feeling that their input impacted decision making at Livingston.
		Participation	80.2	0	1.52	84.44		

COLLEGE & CAREER READINESS						
Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
Graduation Cohort (HS ONLY)	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)	Student Group	5 Year Rate	4 Year Rate		
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific Islander				
		American Indian or Alaska Native				
		Two or More Races				
		Economically Disadvantaged Students				
		Students with Disabilities				
		English Learners				
		Homeless Students				
Students in Foster Care						

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.			
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT			
Algebra	Previous year's data provided. Please provide current year's data if possible.			

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	null	One teacher will be on a corrective action plan next school year.	Areas for growth: - Questioning and discussion, - Engaging students in the learning - Designing coherent instruction - Using assessment in instruction Teachers grew in in use of resources to support online instruction and there was positive growth noted in teachers ability to create a productive classroom community and build relationships with students.
		Observation Waiver?	null		
		# Teachers to Evaluate	null	Domain 1 1a demonstrating knowledge of content and pedagogy: 8 observations were rated partially effective under 61 were effective, and 16 were highly effective.	
		# Non-tenure teachers (years 1 & 2)	null		
		# Non-tenure teachers (years 3 & 4)	null		
		# Teachers on CAP	null	1e designing coherent instruction: 9 observations were rated partially effective, 65 effective and 11 highly effective/	
		# Teachers receiving mSGP	null		
		Observations	Total	1d demonstrating knowledge of resources: 1 partially effective, 61 effective, and 22 highly effective.	
		# Scheduled	98		
		# Completed	98	Domain 3 3a communicating with students: 8 partially effective, 73 effective, 4 highly effective 3b questioning and discussion techniques: 12 partially effective, 60 effective and 13 highly effective	
		# Highly Effective	15		
		# Effective	82	3c engaging students in the learning: 8 partially effective, 65 effective, and 12 highly	

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
		Observations	Total	effective 3d using assessment in instruction: 9 partially effective, 69 effective and 6 highly effective	
		# Partially Effective	1		
		# Ineffective	0		
				Walk through data trends show that teachers were stronger in creating inclusive learning environments and building a community with students. Administrative feedback focused on questioning and discussion, and student engagement in the learning.	

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Caregiver Engagement	Dialogue and authentic collaboration and communication with caregivers	Caregivers engaged in dialogue with admin and teacher leaders around how their children were experiencing learning. This data was used to center our efforts throughout the year to support students. Livingston held a total of four caregiver forums throughout the year, in addition to parent meetings.	At the start of the year 92% of parents felt welcome and 68% felt included in the decision making process. In May, 94% feel welcome and 78% of parents feel they are included in the decision making process at Livingston. There was a 10% increase in parents that believed they were part of the school decision making process.
Professional Capacity - Mathematics	Teachers engaging in PLC work around small tests of change and improvement science in supporting students with modeling and connecting representations in math.	Teachers were able to see success with their small tests of change this year, despite virtual learning presenting challenges.	Focusing on more narrow goals helps to measure success and focus on student strengths.

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Professional Capacity - Equity and Cultural Responsiveness	Small group of teachers volunteered to be part of an equity affinity group at Livingston. Livingston also had PD sessions focused on social emotional learning that was grounded in students lived experiences and realities, and antiracism PD facilitated by an equity consultant.	PD survey data from teachers indicate that about half of the staff feel this work isn't relevant to their responsibilities of teaching. Teacher's reflection survey indicates teachers have a better understanding of culturally responsive practices and how to put them into action.	There is more work to be done in deepening teachers sociopolitical context and understanding of the community we serve. Also, there is work to be done with engaging teachers around critical self reflection, and understanding of their power and privilege and unique identities. Feedback from PD session on antiracism showed a need to develop educators' racial literacy and understanding of sociopolitical context with regard to the experiences of our students and community.
Community Engagement	Columbia University Writing Enrichment Collaborative for Grade 5/ George Street Playhouse residencies in grades 3-5	77% of students in grade 5 met their growth goals, suggesting that writing and engagement impact student reading. Grades 4 and 5 had increase reading growth suggesting the arts positively impacts student comprehension and academic success when it is aligned with curriculum goals.	Students enjoyed these programs. George Street was deeply connected to the curriculum, which made it much more relevant. We will continue with these interventions and programs.

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Social Emotional Learning	Teachers had extended homeroom to provide SEL support and community building.	All teachers engaged in SEL instruction. In previous years only 60% of staff indicated they included SEL intentionally in their instruction. Now we have 100% inclusion of SEL. This year we focused on social justice and SEL grounded in students' lived experiences and socio political reality with inclusion of LGBTQIA and Black Lives Matter topics.	Teachers report positive outcomes with increased SEL with regard to student voice and feeling safe to learn and make mistakes in the classroom. More teachers are engaging students in social justice discussions with current events. Administration provides PD and lessons and slides to support teacher implementation and comfort with topics.

Process Questions and Growth and Reflection Tool

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary	
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	Strengths in this area are the implementation of PLC time to conduct plan-do-study-action cycles focused on instructional strategies that can move student achievement in both language arts and math. We consistently examine student work and assess progress on goals over time.	We did not spend enough time unpacking standards and SLOs in all content areas to support strategic instruction.
	2	A	2-Emerging		
	3	A	2-Emerging		
	4	A	3-Developing		
	5	A	1-Not Addressed		
Assessment	1	A	3-Developing	We are consistently focused on examining student work and formative assessments throughout units of study as part of our PLC work. Analysis of formative assessments has helped us collaboratively identify and share strategies to move student achievement forward.	We did not incorporate use and analysis of pre-assessments this school year.
	2	A	2-Emerging		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	3-Developing	A big focus for us has been collaborating in teams and establishing professional learning communities through shared norms and professionalism. We have build collective efficacy through the collaborative structures implemented during grade level meetings.	Continuing to hold members accountable to the norms and protocols will be our work moving forward. Some teams are more successful and collaborative than others, so there is work to be done.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	Our work this year has been focused on building relationships with students and families, and establishing safe learning communities. Our teachers prioritize social emotional learning, and have created more student centered environments in their classrooms.	Opportunities for increased student leadership, and staff leadership are needed. In addition, there is a need to continue developing educators ability to reflect on the their identity and sociopolitical awareness as part of our teaching practice.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
	6	A	3-Developing		
	7	A	3-Developing		
	8	A	4-Sustaining		
	9	A	3-Developing		
	10	A	4-Sustaining		
	11	A	3-Developing		
	12	A	3-Developing		
	13	A	4-Sustaining		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	3-Developing	Feedback is provided to teachers following walk throughs and observations, and feedback is connected to our professional development and school wide goals. We have co-constructed common language around what student engagement and discussions should look and sound like, and what practices such as accountable talk and assessing and advancing questioning, can yield high student achievement.	We will continue to work on aligning our student growth objectives with the teaching and learning practices, and moving towards multiple measures of progress over time that are more culturally responsive and inclusive.

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
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Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
<p>Assessment/Data Analysis</p>	<p>47% of students in grades K-5 met end of year growth goals according to running record data. Percentage of Students Meeting Growth Goals: Grade 5: 77% Grade 4: 53% Grade 3: 30% Grade 2: 63% Grade 1: 18% K: 3% proficiency</p> <p>35% of ELL students met growth goals in grades K-5 ELL Students Meeting Growth Goals Grade 5: 38% Grade 4: 60% Grade 3: 40% Grade 2: 31% Grade 1: 19% K:0%</p> <p>55% of non ELL students met growth goals in grades K-5 Non ELL students meeting growth goals Grade 5: 84% Grade 4: 52% Grade 3: 16% Grade 2: 88% Grade 1: 18% K: 3%</p> <p>Grade K, 1, and 3 had the lowest growth of the grade band grades 3-</p>	<p>Teachers are using leveled resource suggestions to plan for instruction rather than evidence of student learning.</p> <p>Analysis and application of running record data and anecdotal notes is not occurring consistently to inform practice.</p> <p>Lack of professional development around administration, coding and analysis of running records.</p> <p>Phonics scope and sequence is missing in grades 1 and 2 and kindergarten teachers do not begin guided reading instruction until January. Uneven understanding of how to utilize visuals and scaffolds to support English language learners with guided reading.</p> <p>Uneven understanding of how to administer and analyze a running record. Some teachers are not assessing for students true instructional level in the running record process (only assessing one level up)</p> <p>Lowered expectations and lessened rigor in guided reading instruction due to inconsistent assessment and analysis practices.</p> <p>Inconsistent intervention for primary</p>	<p>ELL, Latinx, Black</p>	1	<p>Implement small tests of change in plan-do-study-action cycles through analysis of formative assessment data to promote strategic, student centered, reading instruction in grades K-5. Utilize structures and protocols to engage teachers in reflection of their identity and worldview to better honor and recognize the potential and brilliance in students served.</p>
				2	<p>Partner with Humanities department and reading specialist to provide job embedded professional development on how to administer, assess and apply formative assessment data when planning for instruction.</p>
				3	<p>Strategically use assessment data to identify interventions and supports for students with unfinished learning in reading.</p>

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
	<p>5 in reading growth. Disparities between grade 2 ELL and non ELL students were the widest in grade 2 (88% and 31%) The percentages for grades 3, 4 and 5 were consistent with proficiency rates in the common assessments for ELA.</p> <p>Observation Data 3d using assessment in instruction: 9 partially effective, 69 effective and 6 highly effective</p>	<p>grade students with unfinished learning (due to teachers on leave of absence)</p> <p>Root Cause: A lack of understanding in how to administer, analyze and apply running records and formative assessment data when planning for guided reading leads to instruction that is not aligned with students' actual learning needs.</p>		

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
<p>Effective Instruction</p>	<p>Low proficiency on DUA 2/ 3 Grade 3 - 11% and 28% Grade 4 - 24% and 16% Grade 5 - 28% and 38%</p> <p>Math reasoning performance on district unit assessments and PLC data indicate there is a need for students to make sense in math and connect representations in order to reach essential understandings.</p> <p>Formative assessment data (student math work on tasks) shows students in grades 3-5 are growing in modeling and connecting representations. At least 70% of students were able to meet 5 of the 6 components during our PLC coding sessions with sampled student work.</p> <p>Math unit assessment data from MP 2 and MP 3 shows increases in some areas, and decreases in some areas of modeling and connecting representations. Grade 3: Students increased proficiency in providing the meaning of numbers (6% to 60% of students) and in using visual representations such as models ((21% to 71%). Students decreased proficiency in being able to explain their thinking (60% to 27% of students). Grade 4: Students increased</p>	<p>Teachers have difficulty finding and leveraging student strengths when selecting student work to share in professional learning communities, indicating a need adopt an asset based, growth mindset towards student potential.</p> <p>Walk through data and CPT discussions reveal that teachers are rushing through the share, discuss and analyze phase in math instructional block leading to gaps in student understanding.</p> <p>Students are behind in math pacing as evidenced by low proficiency in district unit assessments and teacher feedback.</p> <p>Teachers attribute lowered student proficiency on common assessments to lack of foundational math fluency skills, indicating a need for increased professional development on how to leverage math practices to advance student understanding.</p> <p>Root Cause: Limited use and application of formative assessment data and pedagogical practices when creating focused learning plans resulting from a lowered sense of collective efficacy in ability to help learners reach essential understandings.</p>	<p>Latinx, Black</p>	1	<p>Implement small tests of change in plan-do-study-action cycles focused on student strengths using formative assessment data to increase student sense making in math and collaboration among educators. Utilize structures and protocols to engage teachers in reflection on their identity and lens to better honor and recognize potential and brilliance in students served.</p>
				2	<p>Partner with C&I Math Department and math specialists to focus formative assessment data collection and provide PD on pressing students to explain their thinking and expand their reasoning by requiring multiple representations.</p>
				3	<p>Provide job embedded support when planning math instruction to support teachers in arriving at the share/ discuss analyze phase in order to solidify essential understandings.</p>

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
	<p>proficiency in connecting visual representations to symbolic representations (25% to 44%) and in connecting like representations (1% to 49%). Students decreased proficiency in providing the meaning of numbers with labels (71% to 23%) and explaining their thinking (58% to 8%).</p> <p>Grade 5: Students increased proficiency in connecting like representations (23% to 54%) and in creating visual representations (31% to 61%). Students decreased proficiency in providing the meaning of numbers with labels (65% to 4%) and explaining thinking (71% to 37%).</p> <p>Domain 3 Observation Data 3a communicating with students: 8 partially effective, 73 effective, 4 highly effective 3b questioning and discussion techniques: 12 partially effective, 60 effective and 13 highly effective 3c engaging students in the learning: 8 partially effective, 65 effective, and 12 highly effective</p>			

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
<p>Curriculum and Standards</p>	<p>District Science Survey: Total students in 3-5 that participated: 73 81% of students agreed or strongly agreed that they like their Science class 40% of students agreed or strongly agreed that they are good at Science 51% of students agreed or strongly agreed that they will need to know about Science when they grow up. 23% of students agreed or strongly agreed that they had opportunities to engage in engineering & design challenges</p> <p>Walk through data trends show that teachers were stronger in creating inclusive learning environments and building a community of learners with students. Areas of growth focused on questioning and discussion, and student engagement in the learning.</p> <p>Domain 3 Observation Data 3a communicating with students: 8 partially effective, 73 effective, 4 highly effective 3b questioning and discussion techniques: 12 partially effective, 60 effective and 13 highly effective 3c engaging students in the learning: 8 partially effective, 65</p>	<p>Root Cause: Uneven understanding of Next Generation Science Standards and implementation of science instruction leads to inconsistent application of equitable talk strategies and sense making in the classroom and a lack of formative assessment data to inform instructional decision making.</p>	<p>Latinx, Black</p>	1	<p>Implement small tests of change in plan-do-study-action cycles focused using formative assessment data to increase opportunities for talk and student sense making in science.</p>
				2	<p>Partner with the Science department to provide PD on Next Generation Science Standards, equitable talk strategies and student sense making.</p>
				3	<p>Provide job embedded support for educators in planning and delivering instruction that prioritizes teacher as facilitator of learning, equitable talk practices, and student voice, choice and feedback in learning.</p>

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
	<p>effective, and 12 highly effective 3d using assessment in instruction: 9 partially effective, 69 effective and 6 highly effective</p> <p>Grades K-5 student reflection survey responses indicate that students would like more choice in projects and tasks provided by the teacher</p>			

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
<p>Climate and Culture, including Social and Emotional Learning</p>	<p>During parent forums, caregivers shared concerns regarding student engagement and personalized attention during instruction.</p> <p>PD survey data over the course of the year from teachers indicate that about 1/3 of the staff feel they do not need professional learning on understanding culturally responsive practices or social emotional learning. However, teacher reflection survey and summative conferences indicate that that teachers are limited in their understanding of how to make culturally responsive teaching actionable in practice outside of building relationships with students.</p> <p>High student failures in grades 1-5 according to gradebook data during virtual and hybrid instruction. Marking Period 1 - 115 students failing Marking Period 2 - 112 students failing Marking Period 3 - 93 students failing</p> <p>One to one student conference goal data established by teachers suggests that students were having difficulty engaging in the learning process during instruction.</p>	<p>Teachers struggle with finding and leveraging student strengths when selecting student work to share in professional learning communities, indicating a need to increase collective efficacy and develop asset based mindsets towards student potential.</p> <p>Teachers value the importance of relationships to leveraging achievement, but are limited in their understanding of how to make culturally responsive practices, and student voice and choice actionable during instruction.</p> <p>Observation and walk through data shows that questioning and discussion, and engagement in student learning are areas of growth for teacher practice.</p> <p>Root Cause: Lack of self reflection and awareness around sociopolitical context and students' cultural frames of reference causes educators to unintentionally limit opportunities for increased engagement in student learning.</p>	<p>Latinx, Black,</p>	1	<p>Utilize structures and protocols to engage teachers in reflection of their identity and worldview to better honor and recognize the potential and brilliance in students served.</p>
				2	<p>Partner with the district and utilize outside resources to provide professional learning on making culturally responsive, antiracist teaching practices actionable.</p>
				3	<p>Provide job embedded support for educators in planning and delivering instruction that prioritizes teacher as facilitator of learning, and student voice, choice and feedback in learning.</p>

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
	<p>Domain 3 Observation Data 3a communicating with students: 8 partially effective, 73 effective, 4 highly effective 3b questioning and discussion techniques: 12 partially effective, 60 effective and 13 highly effective 3c engaging students in the learning: 8 partially effective, 65 effective, and 12 highly effective 3d using assessment in instruction: 9 partially effective, 69 effective and 6 highly effective</p> <p>Walk through data trends show that teachers were stronger in creating inclusive learning environments and building a community of learners with students. Areas of growth focused on questioning and discussion, and student engagement in the learning.</p> <p>Grades K-5 student reflection survey responses indicate that students would like more choice in projects and tasks provided by the teacher.</p>			

SMART Goal 1

By the end of 2021- 2022 school year, 60% of Livingston students in grades K-2 will meet their growth goal of at least one year's reading growth from fall to spring by focusing on use of running record and anecdotal data to inform pedagogical practices related to modeling, assessing and advancing questioning and student discussions, and strategic word study and phonics.

Priority Performance

47% of students in grades K-5 met end of year growth goals according to running record data.

Percentage of Students Meeting Growth Goals:

Grade 5: 77%

Grade 4: 53%

Grade 3: 30%

Grade 2: 63%

Grade 1: 18%

K: 3% proficiency

35% of ELL students met growth goals in grades K-5

ELL Students Meeting Growth Goals

Grade 5: 38%

Grade 4: 60%

Grade 3: 40%

Grade 2: 31%

Grade 1: 19%

K:0%

55% of non ELL students met growth goals in grades K-5

Non ELL students meeting growth goals

Grade 5: 84%

Grade 4: 52%

Grade 3: 16%

Grade 2: 88%

Grade 1: 18%

K: 3%

Grade K, 1, and 3 had the lowest growth of the grade band grades 3-5 in reading growth. Disparities between grade 2 ELL and non ELL students were the widest in grade 2 (88% and 31%) The percentages for grades 3, 4 and 5 were consistent with proficiency rates in the common assessments for ELA.

Observation Data

3d using assessment in instruction: 9 partially effective, 69 effective and 6 highly effective

Strategy 1: Implement small tests of change in plan-do-study-action cycles through analysis of formative assessment data to promote strategic, student centered, reading instruction in grades K-5. Utilize structures and protocols to engage teachers in reflection of their identity and worldview to better honor and recognize the potential and brilliance in students served.

Strategy 2: Partner with Humanities department and reading specialist to provide job embedded professional development on how to administer, assess and apply formative assessment data when planning for instruction.

Strategy 3: Strategically use assessment data to identify interventions and supports for students with unfinished learning in reading.

Target Population: ELL, Latinx, Black

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	<p>Administer baseline reading assessments and establish growth targets of at least on year's reading growth for each student.</p> <p>Guided reading instruction will occur consistently in all language arts classrooms. Teachers will use and apply formative assessment practices regularly.</p> <p>Students with reading intervention needs will be identified using multiple measures by specialists and interventions will occur consistently.</p>	<p>Reading Level Data Tracker Walkthroughs and Observations Lesson Plans Anecdotal Notes/ Running Records Teacher Schedules Meeting Agendas Plan-do-study-action cycle data</p>

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	<p>40% of students will meet mid year growth targets based on running records and mid year reading assessment data.</p> <p>Teachers will utilize plan-do-action-cycles, running record and formative data to monitor and adjust instruction. Action plans will be developed for students not on track for meeting growth targets.</p>	<p>Reading Level Data Tracker Walkthroughs and Observations Lesson Plans Anecdotal Notes/ Running Records Teacher Schedules Meeting Agendas Plan-do-study-action cycle data Student Action Plans</p>
Apr 15	<p>50% of students will be on track towards meeting end of year growth goals based on running record data.</p> <p>Teachers will utilize plan-do-action-cycles, running record and formative data to monitor and adjust instruction. Action plans will be developed/ revisited for students not on track for meeting growth targets.</p>	<p>Reading Level Data Tracker Walkthroughs and Observations Lesson Plans Anecdotal Notes/ Running Records Teacher Schedules Meeting Agendas Plan-do-study-action cycle data Student Action Plans</p>
Jul 1	<p>By the end of 2021- 2022 school year, 60% of Livingston students in grades K-2 will meet their growth goal of at least one year's reading growth from fall to spring by focusing on use of running record and anecdotal data to inform pedagogical practices related to modeling, assessing and advancing questioning and student discussions, and strategic word study and phonics.</p>	<p>Reading Level Data Tracker</p>

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
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Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Provide professional development and structured time for all educators to reflect on their identity and worldview, and how that might impact delivery of instruction and classroom environment. Engage all teachers in continuing to unpack white supremacy culture, sociopolitical context, and the purpose of creating antiracist schools to support marginalized communities	9/1/21	6/24/22	Admin, teacher leaders
2	1	Ensure guided reading is prioritized within teacher's schedules. Teachers will identify times and groupings for instruction.	9/14/21	11/15/21	Administrators
3	3	Teachers will analyze previous year's reading data and student addendum data to group students and plan for instruction.	9/14/21	10/29/21	Teachers, specialists
4	2	Provide professional development on how to assess students using running records and anecdotal notes, and how to use this information to plan for instruction	10/1/21	11/15/21	Reading Specialist/ Humanities Department
5	1	Teachers will administer and use fall reading assessments to support growth goal setting. Teachers will set growth goals for students using formative data.	10/1/21	11/15/21	Teachers
6	1	Conduct walk through visits, observations, and lesson plan reviews to monitor consistency and quality of guided reading instruction.	9/14/21	11/15/21	Administrators
7	3	BSI teachers will utilize LLI reading interventions and progress monitor biweekly for students identified that have unfinished learning.	10/1/21	6/24/22	BSI Teachers/ Specialists
8	1	Classroom teachers will consistently progress monitor using weekly anecdotal notes and bimonthly running records. Classroom teachers will consistently use formative assessment data to plan for strategic, guided reading instruction.	11/16/21	6/24/22	Teachers
9	2	Provide job embedded coaching and professional learning during grade level meetings around formative assessment collection and analysis of data to inform instruction.	11/16/21	6/24/22	Specialists
10	1	Engage in plan do study action cycles monthly using formative assessment data to inform and plan for strategic, reading instruction	11/16/21	6/24/22	Teachers, specialists, BSI teachers, administrators

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
11	1	Provide professional development and job embedded coaching on how to engage families and students in culturally responsive ways to ensure we are building student academic mindset and affirming student strengths.	10/1/21	3/31/22	Administrators, teacher leaders
12	1	Teachers will utilize culturally responsive strategies to communicate student reading progress to caregivers using formative assessment data during parent-teacher conferences.	11/16/21	3/31/22	Teachers
13	3	I&RS team will meet with individual teachers and families to review student progress and provide coaching and supports for students with unfinished learning.	12/1/21	5/27/22	I&RS team
14	1	Teachers will confer with students individually who are not meeting growth goals to elicit feedback on instruction, provide affirmation, and collaborate to set growth goals with students.	12/1/21	12/31/21	Teachers
15	1	Teachers will administer and use mid year reading assessments to inform goal setting and plan-do-study-action cycles. Teachers will action plan for students not on track for meeting growth goals.	2/1/22	2/25/22	Teachers, specialists, BSI Teachers
16	1	Administer end of year reading assessments to determine progress towards meeting student growth goals.	5/2/22	6/24/22	Teachers, specialists

Budget Items

SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Basic Skills Teachers and Specialists	INSTRUCTION - Personnel Services - Salaries / 100-100	\$193,104	Federal Title I (School Allocation)
3	Summer School	INSTRUCTION - Personnel Services - Salaries / 100-100	\$40,000	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Basic Skills Teachers and Specialists	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$86,897	Federal Title I (School Allocation)
3	Summer School	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$3,060	Federal Title I (School Allocation)

SMART Goal 2

By the end of 2021-2022 school year, 60% of Livingston students in grades 3-5 will increase by 16% (at least 2 components) in math reasoning from fall to spring unit assessments by focusing on use of formative assessment data to inform pedagogical practices on constructing viable arguments and critiquing the reasoning of others, assessing and advancing questioning, as well as modeling with mathematics through multiple representations.

Priority Performance

Low proficiency on DUA 2/ 3
Grade 3 - 11% and 28%
Grade 4 - 24% and 16%
Grade 5 - 28% and 38%

Math reasoning performance on district unit assessments and PLC data indicate there is a need for students to make sense in math and connect representations in order to reach essential understandings.

Formative assessment data (student math work on tasks) shows students in grades 3-5 are growing in modeling and connecting representations. At least 70% of students were able to meet 5 of the 6 components during our PLC coding sessions with sampled student work.

Math unit assessment data from MP 2 and MP 3 shows increases in some areas, and decreases in some areas of modeling and connecting representations.

Grade 3: Students increased proficiency in providing the meaning of numbers (6% to 60% of students) and in using visual representations such as models (21% to 71%). Students decreased proficiency in being able to explain their thinking (60% to 27% of students).

Grade 4: Students increased proficiency in connecting visual representations to symbolic representations (25% to 44%) and in connecting like representations (1% to 49%). Students decreased proficiency in providing the meaning of numbers with labels (71% to 23%) and explaining their thinking (58% to 8%).

Grade 5: Students increased proficiency in connecting like representations (23% to 54%) and in creating visual representations (31% to 61%). Students decreased proficiency in providing the meaning of numbers with labels (65% to 4%) and explaining thinking (71% to 37%).

Domain 3 Observation Data

3a communicating with students: 8 partially effective, 73 effective, 4 highly effective

3b questioning and discussion techniques: 12 partially effective, 60 effective and 13 highly effective

3c engaging students in the learning: 8 partially effective, 65 effective, and 12 highly effective

Strategy 1: Implement small tests of change in plan-do-study-action cycles focused on student strengths using formative assessment data to increase student sense making in math and collaboration among educators. Utilize structures and protocols to engage teachers in reflection on their identity and lens to better honor and recognize potential and brilliance in students served.

Strategy 2: Partner with C&I Math Department and math specialists to focus formative assessment data collection and provide PD on pressing students to explain their thinking and expand their reasoning by requiring multiple representations.

Strategy 3: Provide job embedded support when planning math instruction to support teachers in arriving at the share/ discuss analyze phase in order to solidify essential understandings.

Target Population: Latinx, Black

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	<p>Math teachers will consistently apply the phases of math tasks during instruction, ensuring that the share, discuss analyze phase occurs with adequate time.</p> <p>Administer unit assessment 1 for baseline on student reasoning in mathematics.</p> <p>Utilize formative assessments to implement plan-do-study action cycles focused on supporting student advancement towards essential understandings.</p>	<p>Plan-do-study-action cycle data District Unit Assessment 1 Data Walkthrough and Observation Data Meeting Agendas Lesson Plans Professional Development</p>
Feb 15	<p>30% of students will increase by 16% (2 components) on math reasoning as evidenced by district unit assessment data.</p> <p>Teachers will utilize plan-do-action-cycles and formative data to monitor and adjust instruction.</p>	<p>Plan-do-study-action cycle data District Unit Assessment 2 Data Walkthrough and Observation Data Meeting Agendas Lesson Plans Professional Development</p>

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15	50% of students will increase by 16% (2 components) on math reasoning as evidenced by formative assessment data. Teachers will utilize plan-do-action-cycles and formative data to monitor and adjust instruction.	Plan-do-study-action cycle data District Unit Assessment Data Walkthrough and Observation Data Meeting Agendas Lesson Plans Professional Development
Jul 1	By the end of 2021-2022 school year, 60% of Livingston students in grades 3-5 will increase by 16% (at least 2 components) in math reasoning from fall to spring unit assessments by focusing on use of formative assessment data to inform pedagogical practices on constructing viable arguments and critiquing the reasoning of others, assessing and advancing questioning, as well as modeling with mathematics through multiple representations.	District Unit Assessment 3 Data

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Provide professional development and structured time for all educators to reflect on their identity and worldview, and how that might impact delivery of instruction and classroom environment. Engage all teachers in continuing to unpack white supremacy culture, sociopolitical context, and the purpose of creating antiracist schools to support marginalized communities	9/1/21	6/24/22	Administrators. Department Supervisors
2	1	Utilize student addendum to identify student strengths and unfinished learning to begin planning for instruction.	9/1/21	6/24/22	Teachers
3	3	BSI teachers will utilize SOAR math interventions and progress monitor biweekly for students identified that have unfinished learning	10/1/21	6/24/22	BSI Teacher, Math Specialist

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
4	3	Provide job embedded coaching during common planning time and math block to support implementation of share/discuss/analyze phase of math task aligned with essential understandings.	9/14/21	6/24/22	Math Specialist
5	3	Engage in collaborative planning around essential understandings and standards to support teacher practice in assessing and advancing questioning and pressing students to expand on reasoning. Engage in collaborative planning to incorporate opportunities for students to demonstrate different ways of knowing and ensure multiple access points for students.	9/14/21	6/24/22	Teachers/ Math specialist
6	2	Provide professional development to math teachers on pressing students to explain thinking and reasoning and expand reasoning by providing multiple representations. Engage in self-reflection on teacher practice to ensure entry points and opportunities for students to demonstrate understanding.	9/14/21	5/31/22	Math Department/ Math Specialist/ Administrators
7	2	Provide job embedded coaching and professional learning during grade level meetings around formative assessment collection and analysis of data to inform instruction	11/16/21	6/24/22	Math Specialist/ Admin/ Math Supervisors
8	1	Engage in monthly plan-do-study-action cycles using formative assessment data to increase student sense making in math, focusing on leveraging student strengths and multiple opportunities to explain thinking and reasoning.	10/1/21	6/24/22	Math Specialist/ Teachers/ Administrators
9	3	Conduct walkthrough visits, learning walks, observations, and review lesson plans to ensure teachers are implementing phases of math instruction Provide feedback to teachers on implementation of components.	9/14/21	6/24/22	Administrators/ Math Supervisors
10	1	Administer unit 1 assessment for baseline data purposes and engage in collaborative analysis and planning to support student reasoning.	10/1/21	11/15/21	Teachers/ Math Specialist
11	1	Provide professional development and job embedded coaching on how to engage families and students in culturally responsive ways to ensure we are building student academic mindset and affirming student strengths.	10/1/21	3/31/22	Administrators, Teacher Leaders

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
12	1	Teachers will utilize culturally responsive strategies to communicate student progress towards standards and math essential understandings to caregivers using formative assessment data during parent-teacher conferences	10/1/21	3/31/22	Teachers
13	1	Administer unit 2 assessment and engage in collaborative analysis and planning to support student reasoning.	11/16/21	2/15/22	Teachers/ Math Specialist
14	1	Teachers will confer with students individually who are not meeting growth goals to elicit feedback on instruction, provide affirmation, and collaborate to set growth goals with students	12/1/21	12/31/21	Teachers
15	1	Administer unit 3 assessment to determine student progress in meeting reasoning goals.	4/1/22	6/24/22	Teachers/ Math Specialist

< SMART Goal 2 - Budget Items: NO DATA >

SMART Goal 3

During the 2021-2022 school year, Livingston School will focus pedagogical practices on equitable talk strategies, student sense making and reasoning, and student voice and feedback to inform planning, resulting in 60% of students in grades 3-5 increasing by 20% on science talk self assessment from fall to spring.

Priority Performance

District Science Survey:

Total students in 3-5 that participated: 73

81% of students agreed or strongly agreed that they like their Science class

40% of students agreed or strongly agreed that they are good at Science

51% of students agreed or strongly agreed that they will need to know about Science when they grow up.

23% of students agreed or strongly agreed that they had opportunities to engage in engineering & design challenges

Walk through data trends show that teachers were stronger in creating inclusive learning environments and building a community of learners with students. Areas of growth focused on questioning and discussion, and student engagement in the learning.

Domain 3 Observation Data

3a communicating with students: 8 partially effective, 73 effective, 4 highly effective

3b questioning and discussion techniques: 12 partially effective, 60 effective and 13 highly effective

3c engaging students in the learning: 8 partially effective, 65 effective, and 12 highly effective

3d using assessment in instruction: 9 partially effective, 69 effective and 6 highly effective

Grades K-5 student reflection survey responses indicate that students would like more choice in projects and tasks provided by the teacher

Strategy 1: Implement small tests of change in plan-do-study-action cycles focused using formative assessment data to increase opportunities for talk and student sense making in science.

Strategy 2: Partner with the Science department to provide PD on Next Generation Science Standards, equitable talk strategies and student sense making.

Strategy 3: Provide job embedded support for educators in planning and delivering instruction that prioritizes teacher as facilitator of learning, equitable talk practices, and student voice, choice and feedback in learning.

Target Population: Latinx, Black

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	<p>By the end of Cycle 1, 100% of teachers will consistently implement grade-level science curriculum specifically related to the science and engineering practice of asking questions and defining problems and using equitable talk strategies in the classroom.</p> <p>By the end of Cycle 1, students will have completed the science talk self-assessment in Oncourse for baseline data purposes.</p>	<p>Plan-do-study-action cycle data Student science talk self-assessment data Walkthrough and Observation Data Meeting Agendas Lesson Plans Professional Development</p>
Feb 15	<p>By the end of Cycle 2, 50% of teachers in grades 3-5 will demonstrate evidence of student voice and feedback, and use of formative assessment data around student sense making and reasoning in planning aligned to Next Generation Science Standards.</p>	<p>Plan-do-study-action cycle data Student science talk self-assessment data Walkthrough and Observation Data Meeting Agendas Lesson Plans Professional Development</p>
Apr 15	<p>By the end of Cycle 3, 70% of teachers in grades 3-5 will demonstrate evidence of student voice and feedback, and use of formative assessment data around student sense making and reasoning in planning aligned to the Next Generation Science Standards.</p>	<p>Student science talk self-assessment data Walkthrough and Observation Data Meeting Agendas Lesson Plans Professional Development</p>
Jul 1	<p>During the 2021-2022 school year, Livingston School will focus pedagogical practices on equitable talk strategies, student sense making and reasoning, and student voice and feedback to inform planning, resulting in 60% of students in grades 3-5 increasing by 20% on science talk self assessment from fall to spring.</p>	<p>Student science talk self-assessment data</p>

Action Steps

SMART Goal 3

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Prioritize science instruction in the master schedule to communicate importance of consistency with content area instruction	7/1/21	9/1/21	Administrators
2	3	Provide professional development and structured time for all educators to reflect on their identity and worldview, and how that might impact delivery of instruction and classroom environment. Engage all teachers in continuing to unpack white supremacy culture, sociopolitical context, and the purpose of creating antiracist schools to support marginalized communities	9/1/21	6/24/22	Administrators, Teachers
3	2	Provide professional development to science teachers on equitable talk strategies, student sense making and reasoning, and student voice and feedback to inform planning Engage in self-reflection on teacher practice to ensure entry points and opportunities for students to demonstrate understanding	9/1/21	6/24/22	Science Department, Administrators, Teachers
4	2	Provide professional development to science teachers on understanding and unpacking Next Generation Science Standards and science practices.	9/1/21	6/24/22	Science Department, Administrators
5	1	Provide job embedded coaching and professional learning during grade level meetings around student voice and feedback as part of formative assessment collection and analysis of data to inform instruction	9/14/21	6/24/22	Administrators, Teacher Leaders, Teachers
6	3	Conduct walkthrough visits, learning walks, observations, and review lesson plans to ensure teachers are implementing phases of science instruction. Provide feedback to teachers on opportunities for student talk and sense making.	9/14/21	5/31/22	Administrators, Science Supervisors
7	1	Administer baseline student science talk self assessment to students in grades 3-5.	10/1/21	11/15/21	Teachers

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
8	1	Engage in monthly plan-do-study-action cycles using formative assessment data to increase student sense making and opportunities for talk.	11/16/21	6/24/22	Administrators, Teachers, Teacher Leaders, Science Department
9	3	Provide professional development and job embedded coaching on how to engage families and students in culturally responsive ways to ensure we are building student academic mindset and affirming student strengths	11/1/21	3/31/22	Administrators
10	3	Teachers will utilize culturally responsive strategies to communicate student progress towards standards to caregivers using formative assessment data during parent-teacher conferences.	11/15/21	3/31/22	Teachers
11	3	Ensure teachers are using student feedback and self assessment data to inform instructional decision making through observation conferences, lesson plans and artifacts, walk throughs, common planning time meetings, and one to one sessions with teachers.	11/16/21	4/15/22	Administrators, Science Supervisors
12	1	Utilize student surveys/ self assessments and focus groups to assess how science instruction and teacher practices are perceived by students, incorporate student feedback in planning, and to inform professional development needs of teachers	11/16/21	6/24/22	Teacher Leaders, Administrators, Parent Leaders
13	3	Administer end of year student science self talk assessment to assess growth in teacher practice and student reasoning and sense making in science.	5/2/22	6/24/22	Teachers, Teacher Leaders, Administrators, Parent Leaders

< SMART Goal 3 - Budget Items: NO DATA >

SMART Goal 4

By end of 2021-2022 school year, 60% of Livingston teachers selected for support will increase by 30% (2 components) in use of culturally responsive student engagement as evidenced by learning walks from fall to spring by focusing on pedagogical strategies on student directed learning and equitable participation, authentic opportunities to process content, student voice, choice and feedback in learning, and instruction that connects to students experiences and cultural frames of reference.

Priority Performance

During parent forums, caregivers shared concerns regarding student engagement and personalized attention during instruction.

PD survey data over the course of the year from teachers indicate that about 1/3 of the staff feel they do not need professional learning on understanding culturally responsive practices or social emotional learning. However, teacher reflection survey and summative conferences indicate that that teachers are limited in their understanding of how to make culturally responsive teaching actionable in practice outside of building relationships with students.

High student failures in grades 1-5 according to gradebook data during virtual and hybrid instruction.

Marking Period 1 - 115 students failing

Marking Period 2 - 112 students failing

Marking Period 3 - 93 students failing

One to one student conference goal data established by teachers suggests that students were having difficulty engaging in the learning process during instruction.

Domain 3 Observation Data

3a communicating with students: 8 partially effective, 73 effective, 4 highly effective

3b questioning and discussion techniques: 12 partially effective, 60 effective and 13 highly effective

3c engaging students in the learning: 8 partially effective, 65 effective, and 12 highly effective

3d using assessment in instruction: 9 partially effective, 69 effective and 6 highly effective

Walk through data trends show that teachers were stronger in creating inclusive learning environments and building a community of learners with students. Areas of growth focused on questioning and discussion, and student engagement in the learning.

Grades K-5 student reflection survey responses indicate that students would like more choice in projects and tasks provided by the teacher.

- Strategy 1: Utilize structures and protocols to engage teachers in reflection of their identity and worldview to better honor and recognize the potential and brilliance in students served.
- Strategy 2: Partner with the district and utilize outside resources to provide professional learning on making culturally responsive, antiracist teaching practices actionable.
- Strategy 3: Provide job embedded support for educators in planning and delivering instruction that prioritizes teacher as facilitator of learning, and student voice, choice and feedback in learning.
- Target Population: Latinx, Black,

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	<p>Select a representative sample of teachers for support throughout the year.</p> <p>Conduct an initial learning walk focused on student engagement to establish a baseline for teacher practice.</p> <p>Utilize coaching sessions with teachers selected to provide written and oral feedback on use culturally responsive student engagement strategies.</p>	<p>Learning Walk Data Tracker</p> <p>Evidence of equitable engagement strategies (rubric)</p> <p>Coaching sessions and written feedback</p> <p>Observation Data</p> <p>Meeting Agendas</p> <p>Professional Development</p> <p>Lesson Plans/ Classroom Artifacts</p>
Feb 15	<p>30% of Livingston teachers selected will increase by 30% (2 components) in use of culturally responsive engagement strategies.</p> <p>Utilize coaching sessions with teachers selected to provide written and oral feedback on use of culturally responsive student engagement strategies.</p>	<p>Learning Walk Data Tracker</p> <p>Evidence of equitable engagement strategies (rubric)</p> <p>Coaching sessions and written feedback</p> <p>Observation Data</p> <p>Meeting Agendas</p> <p>Professional Development</p> <p>Lesson Plans/ Classroom Artifacts</p>

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15	<p>50% of Livingston teachers selected will increase by 30% (2 components) in use of culturally responsive engagement strategies.</p> <p>Utilize coaching sessions with teachers selected to provide written and oral feedback on use of culturally responsive student engagement strategies.</p>	<p>Learning Walk Data Tracker</p> <p>Evidence of equitable engagement strategies (rubric)</p> <p>Coaching sessions and written feedback</p> <p>Observation Data</p> <p>Meeting Agendas</p> <p>Professional Development</p> <p>Lesson Plans/ Classroom Artifacts</p>
Jul 1	<p>By end of 2021-2022 school year, 60% of Livingston teachers selected for support will increase by 30% (2 components) in use of culturally responsive student engagement as evidenced by learning walks from fall to spring by focusing on pedagogical strategies on student directed learning and equitable participation, authentic opportunities to process content, student voice, choice and feedback in learning, and instruction that connects to students experiences and cultural frames of reference.</p>	<p>Learning Walk Data Tracker</p>

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	<p>Provide professional development and structured time for all educators to reflect on their identity and worldview, and how that might impact delivery of instruction and classroom environment.</p> <p>Engage all teachers in continuing to unpack white supremacy culture, sociopolitical context, and the purpose of creating antiracist schools to support marginalized communities.</p>	9/1/21	6/24/22	Administrators/ Equity Alliance Members/ Equity, Culture and Climate Team
2	3	<p>Identify, lift up, and support teacher leaders who are doing the work in creating antiracist, culturally responsive classrooms as a way to leverage whole school capacity through peer collaboration.</p>	8/23/21	6/24/22	Administrators, Teacher Leaders

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
3	1	Provide structured protocols and opportunities for self reflection during grade level meetings, as part of PLC work in mathematics and reading, using student voice and feedback.	9/1/21	6/24/22	Administrators, Specialists, Equity Alliance Members
4	3	Identify a cohort of educators to engage in equity coaching using learning walks over the course of the year.	10/1/21	11/15/21	Administrators
5	1	Mark antiracist practices by focusing on the process and teacher voice, as much as outcomes during professional learning and grade level meetings to model practices educators should use to create inclusive, engaging environments informed by student voice.	9/1/21	6/24/22	Administrators, Specialists
6	3	Conduct an initial learning walk for baseline data. Provide equity coaching and feedback during debrief sessions with identified educators following initial learning walk.	10/1/21	11/15/21	Administrators
7	3	Engage instructional specialists in learning how to coach with an equity lens when supporting teachers. Provide resources and opportunities for specialists to develop their will and skill to confront and address deficit mindset within the coaching cycle.	9/1/21	6/24/22	Administrators, Specialists
8	2	Consult with equity alliance members and Equity, Culture and Climate Team to determine professional development needs of educators school wide around student engagement following each learning walk. Provide professional learning around culturally responsive indicators as part of analysis and needs assessment work.	10/1/21	6/24/22	Administrators, Equity, Culture and Climate Team, Equity Alliance Members
9	1	Provide opportunities for caregiver and student feedback in staff and grade level meetings to model the processes and practices that lift up antiracist, culturally responsive practices.	11/15/21	6/24/22	Administrators, Students, Parents
10	1	Identify a student leadership cohort that will meet bimonthly with principal and vice principal to provide feedback on opportunities for student voice, choice, and engagement at Livingston School and to elicit student input around problems of practice.	11/1/21	6/24/22	Administrators, Teachers, Counselor, SSW
11	1	Co-construct a student feedback survey with student advisory group and equity alliance members that teachers will use quarterly to assess their practice as educators.	11/1/21	11/30/21	Equity, Culture and Climate Team, Students, Administrators

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
12	1	Engage teachers in a structured, self reflection protocol using student feedback during staff meetings or grade level meetings to identify strengths and challenges in creating culturally responsive, engaging environments. Teachers will use feedback to set goals for student engagement in their classrooms.	11/16/21	12/24/21	Administrators, Equity, Culture and Climate Team, Teachers
13	2	Engage in quarterly qualitative protocols to better understand the student experience (i.e. student walk and talks, shadowing, focus groups, empathy interviews) around problems of practice to assess how culture and climate might impact student engagement, and to assess progress towards creating antiracist schools.	12/1/21	2/25/22	Counselor, SSW, Equity Alliance, Equity Culture and Climate Team
14	1	Utilize caregiver forums to assess parent perceptions of student belonging, and inform decision making related to school practices.	10/1/21	6/24/22	Administrators, Teacher Leaders, Parent Engagement Team
15	3	Conduct cycle 2 learning walk. Provide equity coaching and feedback during debrief sessions with identified educators following initial learning walk	11/16/21	2/15/22	Administrators, Equity, Culture and Climate team, Equity Alliance Members
16	3	Conduct cycle 3 learning walk. Provide equity coaching and feedback during debrief sessions with identified educators following initial learning walk	2/16/22	4/15/22	Administrators, Equity, Culture and Climate Team, Equity Alliance Members
17	3	Conduct cycle 4 learning walk to assess growth in student engagement and antiracist classroom environments. Provide end of year sessions with teachers to reflect on their growth over the course of the year and to identify professional development goals around engagement, culturally responsive pedagogy, and antiracist classrooms moving forward.	4/18/22	6/24/22	Administrators, Cohort Teachers

Budget Items

SMART Goal 4

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Professional Development	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$2,000	State/Local

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$0	\$233,104	\$0	\$0	\$0	\$0	\$0	\$233,104
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$2,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,000
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$2,000	\$0	\$233,104	\$0	\$0	\$0	\$0	\$0	\$235,104
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$89,957	\$0	\$0	\$0	\$0	\$0	\$89,957
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Supplies & Materials	200-600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Other Objects	200-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Indirect Costs	200-860	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Sub-total		\$0	\$0	\$89,957	\$0	\$0	\$0	\$0	\$0	\$89,957
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Noninstructional Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Schoolwide Blended	520-930	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
Total Cost			\$2,000	\$0	\$323,061	\$0	\$0	\$0	\$0	\$0	\$325,061

Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions)	Federal Title 1 (School Allocation) Total	Federal Title 1 (Reallocated Funds)	TOTAL
Included in SMART Goal Pages	\$0	\$323,061	\$0	\$323,061
Other Title 1 Expenditures	\$0	\$0	\$0	\$0
Total	\$0	\$323,061	\$0	\$323,061

School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. For designated Targeted Support and all Comprehensive Support schools, the Comprehensive Data Analysis and Needs Assessment process must be completed in collaboration, and with the concurrence of your Comprehensive Support Network (CSN) Team.	
x	The Annual School Plan requires a minimum of three SMART goals with an option to create a fourth. At least one of these goals must be developed with an area of focus "Effective Instruction." Goals must address the areas of priority performance needs identified during Comprehensive Needs Assessment process. Check all the SMART Goal areas included in your ASP.	
x		Assessment/Data Analysis
x		Effective Instruction
x		Curriculum and Standards
x		Climate and Culture, including Social and Emotional Learning
x	For Comprehensive Support and Targeted Support schools, the Annual School Plan includes evidence-based interventions to improve academic achievement for all students who are not yet performing on grade level, and all SIA funds will be used for evidence-based interventions that meet the requirements set forth in the Every Student Succeeds Act (ESSA).	
x	The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART goal pages.	
x	This plan has been submitted for final review and approval by the District Business Administrator, Federal Programs Administrator, Chief School Administrator, and any other district personnel with responsibility for expenditures of federal funds to ensure all purchases and uses of funds (SIA, other Title I, other federal, and state/local) are reviewed and approved.	

Completed By: Nadine Sanchez

Title: School Principal

Date: 07/07/2021

District Business Administrator or District Federal Programs Administrator Certification

x	The Annual School Plan (ASP) has been reviewed by designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and 2 CFR Part 200.
x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

For Comprehensive Support and Targeted Support schools only:

	I certify I have completed and certified the required LEA Resource Equity Review.
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Certified By: Richard Jannarone
 Title: School Business Administrator
 Date: 07/23/2021

ASP District CSA Certification and Approval Page

x	The Annual School Plan (ASP) has been reviewed by the District CSA/designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and
x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

Certified By: Richard Jannarone
Title: School Business Administrator
Date: 07/23/2021