



Administrators Institute and Our Commitment to Equity

Our Administrators' Institute focused on the importance of developing a clear theory of action to ensure that we are making progress towards our desired outcomes of "achieving excellence" for all students".

We worked with our partners from the Panasonic Foundation to identify the underlying assumptions about how we can move Elizabeth Public Schools from its current state to its desired future. As a result we crafted our Theory of Action:

***IF** we can develop the right strategies for each of the five levers, and
IF we can implement those strategies in ways that successfully link/connect central office to principal to teacher to family to student, and
IF we can infuse those links/connections with shared accountability for student achievement,
THEN we will accomplish our objective of college and career readiness for all EPS graduates.*

We have focused our discussions during the month of September with all principals and supervisors specifically on the areas that require our attention by utilizing the Data Dive Protocol from the book entitled 'Using Data To Improve Learning for All' by Nancy Love.

The 5 Levers for Educational Equity

- Literacy Pk-3
- 8th Grade Algebra
- High School Persistence and Advancement
- Teaching and Learning and the Common Core Standards
- Data to Drive Instruction

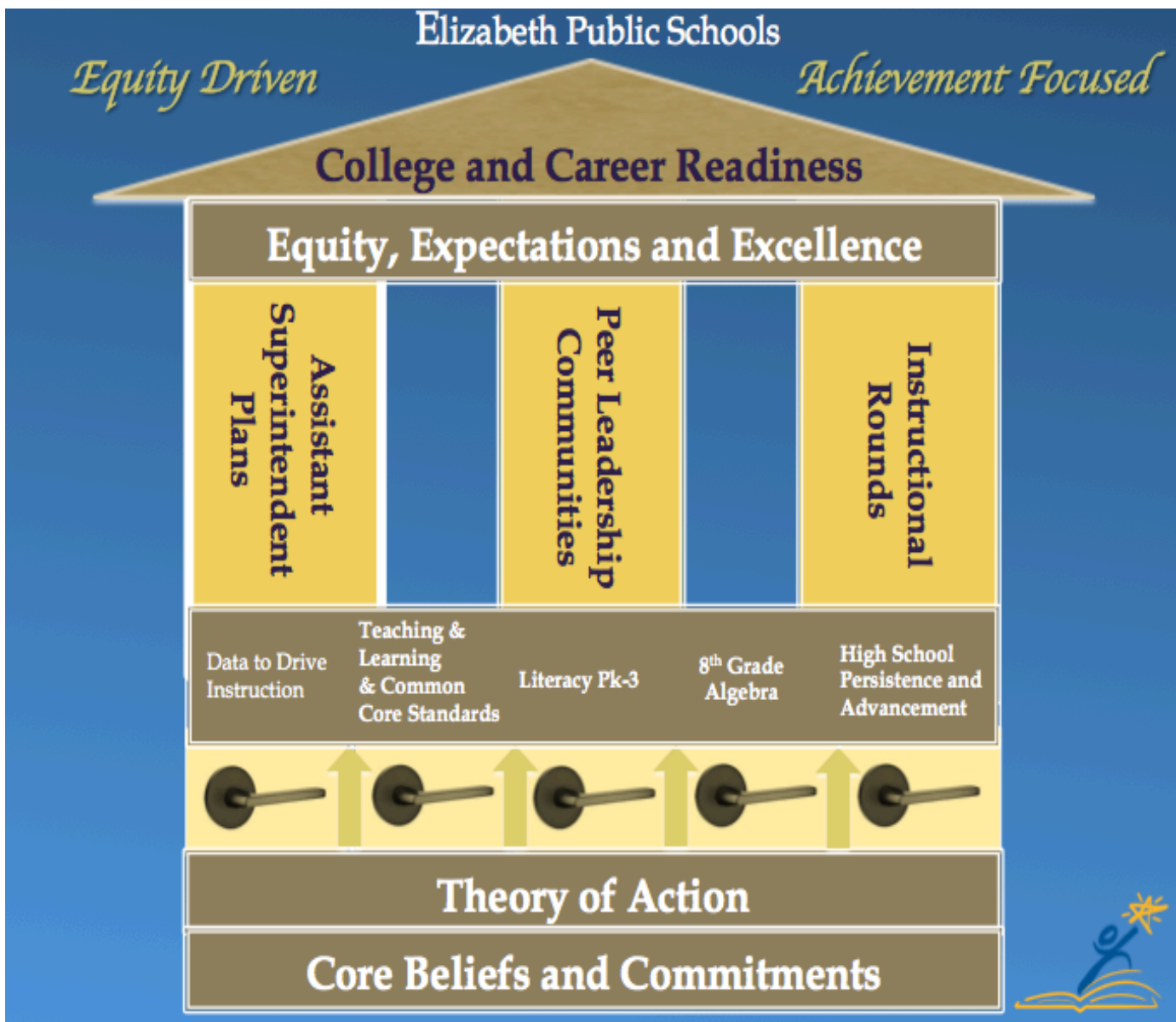


We examined aggregated and disaggregated data beginning with Literacy Pk-3 and 8th Grade Algebra and discussed the performance of our students in meeting challenging standards as well as examined student achievement gaps. We then explored some of the inferences being drawn from this data at this point.

Continued from page 1

We will continue to examine Equity and Excellence in Education each month and discuss our district problem of practice that focuses on the aim of education today...to create a culture of shared responsibility and leadership and fostering learning communities where teachers and principals individually and collaboratively continuously reflect on and improve their practice.

Emphasis is needed on making sure students' needs, ranging from academic, psycho-social and emotional, are balanced with the demands of tasks that are standards-based, aligned, authentic and meaningful. Developing knowledgeable and inspired leadership that is relentlessly focused on aligning all functions toward the goal of improving classroom instruction is the key to raising achievement and closing gaps.



SEFAT SURVEY BEING HELD DISTRICTWIDE

Our priority at the Elizabeth Public Schools is to ensure that all of our students are college and career ready and this begins with a firm pledge that we are making to every child in our school system. The Elizabeth Public Schools has declared its commitment to equity, expectations and excellence. Together, as a school community we all share in the responsibility of building the future success of our students. I am asking for your time this week to participate in improving the educational access and outcomes for all of our PK-12 children.

The anonymous online survey that you will be taking is entitled the *System-wide Equity Framework and Assessment Tool* (SEFAT). This survey was designed by the Panasonic Foundation. The Elizabeth Public Schools has a ten year partnership with the Panasonic Foundation to realize academic and social success for all of our students: ALL MEANS ALL.

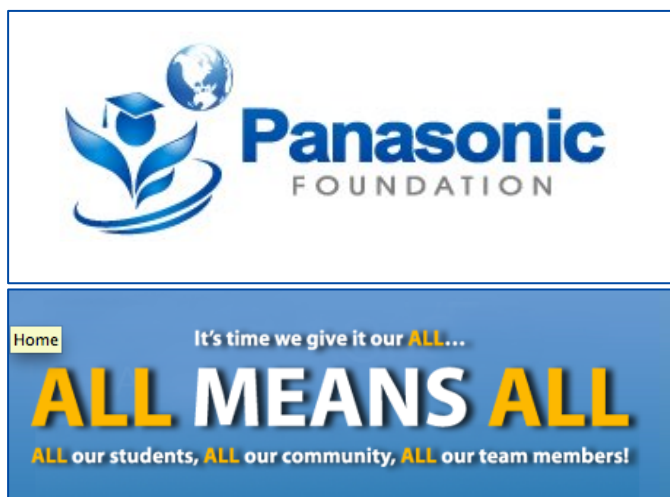
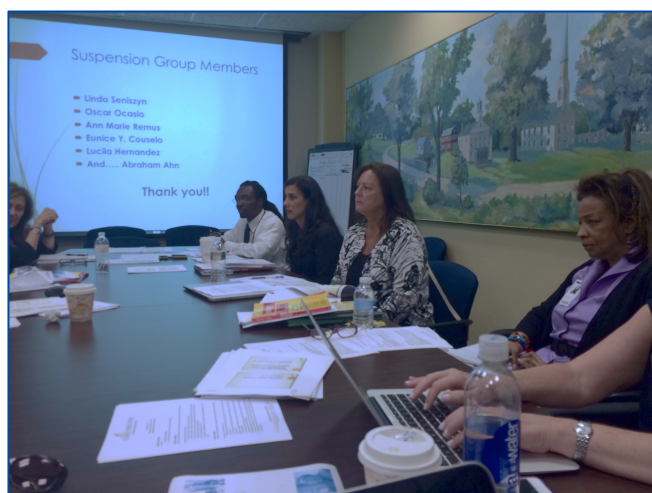
The results of the SEFAT survey will help us assess how well we are equitably educating all of our students at the Elizabeth Public Schools. The survey can be accessed on the computer provided from October 20th through October 24th. We have tried to accommodate all of our team members as best possible because we value your time and commitment. Please know that the SEFAT survey is anonymous.

After the survey is closed, the Panasonic Foundation will gather all of the valuable data and issue a report showing us how we rate as a district. Every team member will receive a report of the findings in January 2015 and we will gather together once again to review and discuss the findings as we develop together our pathway to ensuring that every child is college and career ready! I believe that the SEFAT survey is an important step in involving every team member and that together with the extraordinary work we are doing with the Panasonic Foundation; we are contributing to making the Elizabeth Public Schools an Equity Driven, Achievement Focused District.

I am proud to share with our school community that as of today, October 23rd, a total of 3,302 surveys were taken!

Thank you for your commitment and participation.

Olga Hugelmeyer
Superintendent of Schools





New Initiative To Highlight ALL Schools Throughout The District

The 2014-2015 school year presents many opportunities *for every child to achieve excellence*. All of our team members contribute to an ever-growing effort to create equitable and excellent schools for all students. All of our team members at the Elizabeth Public Schools demonstrate great effort and accomplishment in providing a quality education. Our belief that *'All Means All'* applies to everyone within our learning community. This belief applies to our students and it applies to our team members. That mantra helps to keep us intensely focused on our *3 E'S: Equity, Expectations, and Excellence* as well as our vision for Elizabeth Public Schools to become one of the best school systems in America.

This month we are announcing the "We Love Our Schools" initiative. This is an opportunity for each school to display their sense of pride and community, their shared sense of purpose and values, their norms of continuous learning and improvement and their commitment to collaborative and collegial relationships as factors that contribute to a positive school culture. This combined with purposeful partnerships that have been well integrated in the school are helping fulfill our mission to prepare our students to be **'college and career ready'**. Each of our schools throughout the district will now be able to showcase three key initiatives or recognitions that reflect innovation, leadership, teamwork, and "goal-orientedness".

"Quite simply, children learn when they are supported with high expectations, quality teaching and deep engagement, and made to feel that they are entitled to good schooling; the richer those opportunities, the greater the learning. When those opportunities are denied or diminished, lower achievement is the dire and foreseeable result."

Prudence Carter, Stanford University Professor co-editor of Closing the Opportunity Gap.



Equity • Expectations • Excellence

EQUITY

As a nation, America's Promise is that every child, regardless of race, ethnicity or social class, should receive a high quality, academically rich and rigorous public education.

EXPECTATIONS

The concept of high expectations is premised on the philosophical and pedagogical belief that a failure to hold all students to high expectations effectively denies them access to a high quality education, since the educational achievement of students tends to rise or fall in direct relation to the expectations placed upon them.

EXCELLENCE

Educational Excellence is defined as students performing at high levels or where students are making significant gains in academic achievement helping to prepare every child for global competitiveness.



Equity • Expectations • Excellence

Student

We believe ALL students can learn and achieve at high levels regardless of race, ethnicity, culture, neighborhood, household income or home language.

ALL Means ALL. We will narrow the achievement gaps of students by providing a high quality education to ensure that ALL of our students are college and career ready.

Teacher

We believe teachers make a positive difference in student achievement. Teachers will prepare ALL students for success in college, career, and our technological global society.

We believe that teachers are central in a child's life. Having an effective teacher is the single most important factor in student success.

Leader

We believe that effective leaders demonstrate unwavering commitment to high levels of achievement for ALL students.

Leaders will exemplify and support practices that promote high levels of achievement for ALL students.

Family

We believe that parents and caregivers are both valued partners and active participants in their children's learning. A shared sense of mutual responsibility for learning is the foundation for family involvement to ensure student success.

We are committed to engaging parents and caregivers in their children's education. We will develop a coordinated strategy that enables parents and caregivers to play an active role in building and sustaining family support for their children's learning and academic success.

Team

We believe that every member of the Elizabeth Public Schools team has a responsibility in producing and supporting high levels of achievement for ALL students.

Every member of the Elizabeth Public Schools team will make a measurable contribution to the success and achievement for ALL students by ensuring equitable distribution of resources throughout the organization.