NEW HAVEN PUBLIC SCHOOLS

**District's Goals Presentation
2018 -2020**

Dr. Carol D. Birks, Superintendent
December 10, 2018

NEW HAVEN PUBLIC SCHOOLS

C — Children First, Continuous Learning

O — One New Haven
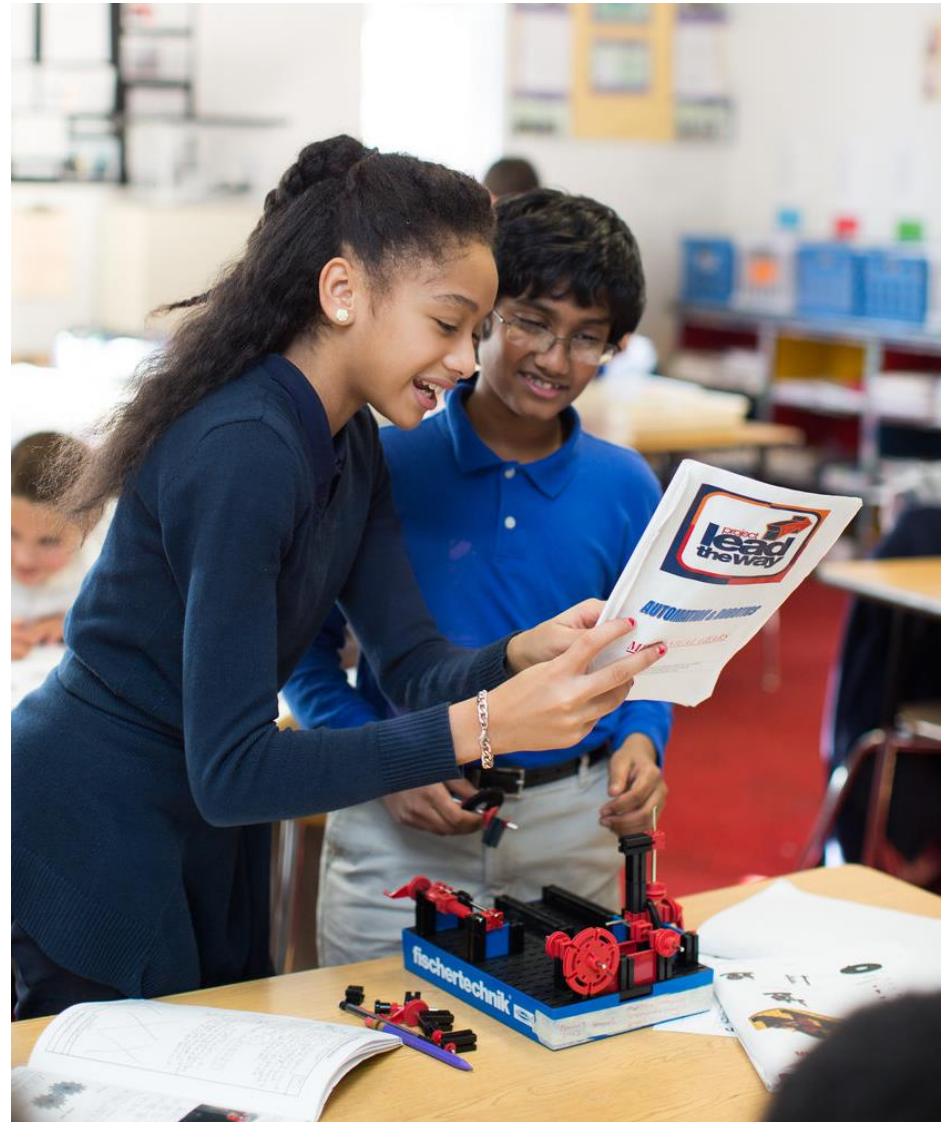
R — Reimagining

E — Equity, Excellence & Emotional Intelligence

Priority Areas

1. Academic Achievement
2. Talent Management and Development
3. Organizational Efficiencies and Effectiveness
4. Culture and Climate
5. Youth, Family and Community Engagement Empowerment

Priority 1: Academic Achievement

We will improve academic achievement for all students by ensuring…

- All students meet or exceed projected growth targets in English Language Arts and Mathematics.
- All students, preschool through third grade, develop the socially/emotional skills needed to engage in appropriate Early Childhood learning.
- All students read at or above grade level by the end of third grade.
- At the completion of grade nine, all students are "on track" relative to the academic standards, including an Algebra grade of C or better and passing all core areas.
- All high school students score 500 or higher on each of the English Language Arts and Math SAT subject tests.*
- All students will have Student Success Plans.
- The graduation rate increases incrementally each year to meet or exceed State targets.

* We will review SAT baseline data for each school to project growth over time to determine college and career readiness. (500 or higher)

Priority 2: Talent Management and Development

We will recruit, retain and build the capacity of all staff by ensuring…

- The Talent Office streamlines protocols for recruitment that results in a larger, more robust candidate pool, with more educators of color.
- All hiring practices adhere to high industry standards and evaluate candidates against competencies for a qualified, diverse workforce.
- All staff have a career ladder against which they can set goals, participate in professional learning, take on leadership roles, and monitor their progress toward increasing levels of effectiveness.
- All staff increase their knowledge of cultures and the assets embedded in diversity.

Priority 3: Organizational Efficiencies and Effectiveness

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We will allocate resources (time, talent, funds) strategically and successfully to be used for instructional and operational purposes by…

- Aligning the District expenses to match the revenue in the current fiscal year in order to balance the current 2018-2019 budget and engage in future budget planning premised on a balanced budget.

- Establishing a budget process that is site based to support the instructional core.

- Establishing staffing criteria centered on services to students and families.

- Evaluating program consolidation(s) and efficiencies where feasible and prudent.

- Enhancing, streamlining/optimizing and modernizing administrative processes and internal controls to improve efficiency, accountability, compliance and cost effectiveness.

- Identifying areas in which technology can assist to make systems more efficient for the organization and in the classroom where student learning can be more personalized.

Priority 4: Culture and Climate

We will develop an organizational culture that is welcoming, safe and secure by ensuring…

- The Superintendent meets quarterly with students and monthly with parents and community members to receive direct input on every aspect of schooling.
- All schools reduce chronic absenteeism to 10% or below.*
- Every school reviews and revises protocols to ensure schools are welcoming, safe and secure for all students, staff, and families.
- Every school establishes a continuum of supports and tiered interventions to ensure students' social, emotional and behavioral successes at every grade level.

* Schools will work to decrease chronic absence rates based on the State's incremental targets.

Priority 5: Family and Community Empowerment

We will empower family and community partners to share in the ownership of vision, mission and continuous improvement of the district by ensuring...

- The District increases community partnerships to support District and school improvement efforts.

- The District, in collaboration with parents, design a Parent University with topics they deem most informative and beneficial to the education of their children.

- Design a new District website and District newsletter commencing mid-year, and make information more readily available to parents.

- All schools identify a clear process for parents and community partners to voice their ideas and concerns.

- All schools administer the School Climate Survey to actively seek the voices of students and families in decision-making.

- All schools distribute a school handbook with important information regarding academics, behavioral expectations and how to contact staff members.

- All schools establish a governance structure with representation for all stakeholders.

Theory of Action

IF we focus on improving academic achievement for all students; recruit, retain and build the capacity of staff; ensure strategic allocation of resources; develop a welcoming, safe and secure organizational culture; empower families and community partners…

THEN we will ensure that all students can learn and rise to a bright future.

Key Indicators of Success

The following seven **key indicators of success** will be used to monitor New Haven Public Schools' progress and implementation of the District Continuous Improvement Plan. These indicators are aligned to the *Every Student Success Act of 2015* and the Connecticut Department of Education *Next Generation Accountability System.*

By June of each year, New Haven Public Schools will meet or exceed the targets for all seven measures, listed in each column 2018-2019 through 2020-2021 (for three consecutive years).

Key Indicators of Success	2016-2017 Actual$^{\phi}$	2018-2019	2019-2020	2020-2021
English Language Arts District Performance Index	56.8%	59.6%	61.0%	62.4%
Mathematics District Performance Index	49.9%	53.7%	55.7%	57.6%
English Language Arts Growth Model (Average Target Achieved)	53.0%	60.2%	63.8%	67.4%
Mathematics Growth Model (Average Target Achieved)	52.9%	60.2%	63.8%	67.4%
Chronic Absenteeism	18.3%	16.3%	15.2%	14.2%
4 yr. adjusted Graduation	77.4%	81.3%	82.6%	83.9%
6 yr. adjusted Graduation High Needs Group**	80.4%	85.6%	86.7%	87.7%

**The High Needs Group is defined as students belonging to at least one of the following subgroups – Eligible for Free- or Reduced-Price Meals, English learners or Students with Disabilities.