



# Superintendent's Goals 2021-2022

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# Strategic Plan: SY 2020-2024



NEW HAVEN PUBLIC SCHOOLS

## Core Values

We believe...

- 1 Equitable opportunities** create the foundation necessary for every child to succeed
- 2 A culture of continuous improvement** will ensure that all staff are learners and reflective practitioners
- 3 High expectations** and standards are necessary to prepare students for college and career
- 4 Collaboration** and partnerships with families and the New Haven community will enhance learning and achievement



## Mission

To provide all students in New Haven Public Schools with personalized, authentic, and engaging learning experiences through creativity, exploration, innovation, critical thinking, problem-solving, and high quality instruction. To foster a culture of continuous improvement through collaborative partnerships with staff, families, and the New Haven community. To support students' growth and development by utilizing the Whole Child Framework.

## Vision

Our vision is to be a premier urban school district that ensures access to equitable opportunities and successful outcomes for all students as they prepare for college, career, and life.

## Priority Areas for 2020-2024

- |  |                                |
|--|--------------------------------|
| <b>1 Academic Learning</b>             | <b>2 Culture &amp; Climate</b> |
| <b>3 Youth &amp; Family Engagement</b> | <b>4 Talented Educators</b>    |
| <b>5 Operational Efficiencies</b>      |                                |

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# Superintendent's Goals 2021-2022 Standards



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# Standard 1: VISIONARY LEADERSHIP



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## **Goal:**

*By the end of the school year 2021-2022, I will work collaboratively with the Board of Education to articulate the vision and mission of the district as stated in the district's strategic plan.*

## **Performance Indicators:**

- 1.1 Collaboratively develops and implements a shared vision and mission.
- 1.2 Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning.
- 1.3 Creates and implements plans to achieve goals;
- 1.4 Promotes continuous and sustainable improvement.
- 1.5 Monitors and evaluates progress and revises plans.

## Standard 1: VISIONARY LEADERSHIP



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### **Metrics:**

*Evidence to support the implementation of this goal includes, but is not limited to:*

- Strategic operating plan inclusive of vision, mission, and goals: sample stakeholder surveys, meeting agendas, other documents related to the creation of the strategic plan.
- Communication methods utilized to articulate a clear and coherent vision: newsletters, professional development agendas, email blasts, board meeting agendas, website, etc.
- School-based improvement plans that align with the district vision and strategic plan.





### **Goal:**

*By the end of the 2021-2022 school year, ensure that systems and protocols are in place to support the learning of students and staff as measured by the following:*

### **Performance Indicators:**

- 2.1 Nurtures and sustains a culture of collaboration, trust, learning, and high expectations.
- 2.2 Creates a comprehensive, rigorous, and coherent curricular program.
- 2.3 Creates a personalized and motivating learning environment for students.
- 2.4 Supervises and supports instruction;
- 2.5 Develops assessment and accountability systems to monitor student progress.
- 2.6 Develops the instructional and leadership capacity of staff.
- 2.7 Maximizes time spent on instruction.

## Standard 2: INSTRUCTIONAL LEADERSHIP



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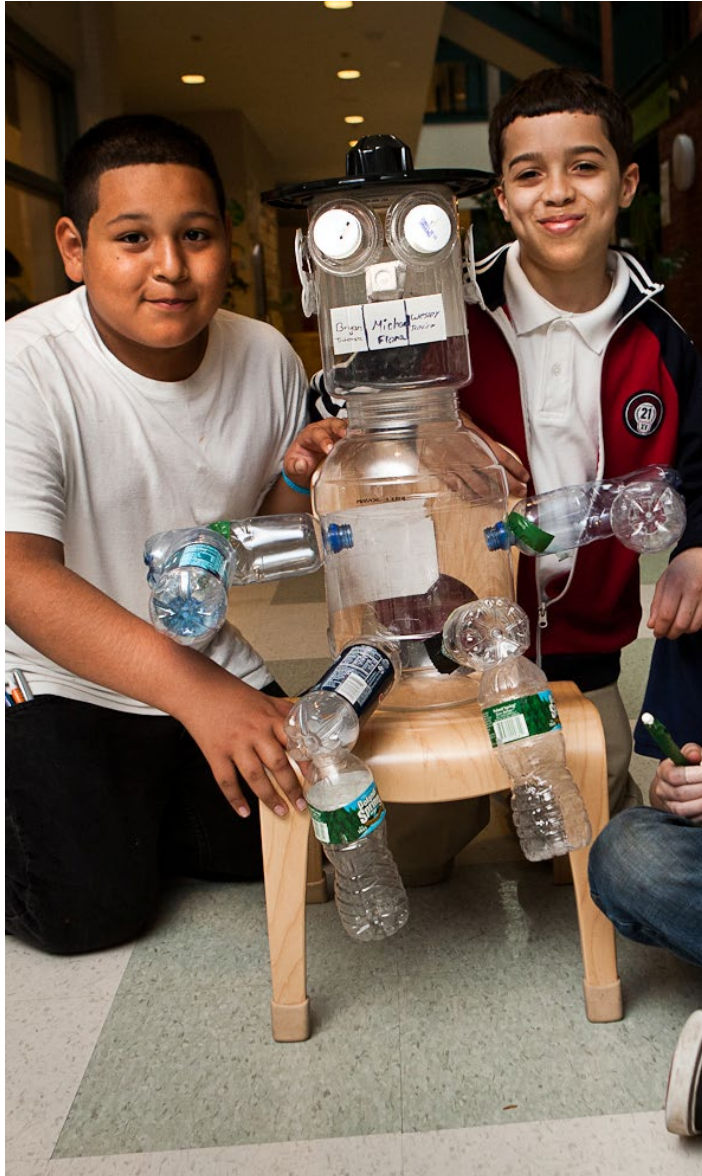
### **Performance Indicators** *continued:*

- 2.8 Promotes the use of the most effective and appropriate technologies to support teaching and learning.
- 2.9 Monitors and evaluates the impact of instruction.

### **Metrics:**

*Evidence to support the implementation of this goal includes, but is not limited to:*

- Academic and social-emotional educational program artifacts: curricular artifacts (academic and social-emotional), instructional framework, district assessment system/calendar, growth data, data protocols and goal setting documents, progress monitoring tools, collaborative planning meeting agendas, technology plan, etc.
- System for staff evaluation and professional learning for continuous improvement: evaluation rubrics and protocols, professional learning plans, leadership academy, new teacher academy/mentorship agendas.



### **Goal:**

*By the end of the 2021-2022 school year, I will provide technical advice to the Board regarding contract negotiations, keep the Board apprised of legislative updates and changes, and promote a robust staff evaluation and recruitment process.*

### **Performance Indicators:**

- 3.1 Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development.
- 3.2 Identifies and applies appropriate policies, criteria, and processes for the recruitment, selection, induction, compensation, and separation of personnel with attention to issues of equity and diversity.
- 3.3 Develops bargaining strategies based upon collective bargaining laws and processes.



### **Performance Indicators** *continued:*

- 3.4 Identifies contract language issues and proposes modifications.
- 3.5 Participates in the collective bargaining processes as determined by the Board.
- 3.6 Establishes productive relationships with bargaining groups while managing contracts effectively.
- 3.7 Monitors and evaluates progress and revises plans.

### **Metrics:**

*Evidence to support the implementation of this goal includes, but is not limited to:*

- Communication documents connected to informing Board and community stakeholders about legislative updates: governance committee agendas, board meeting agendas, letters, memos, meeting notes, etc.
- Staff evaluation process to support talent development.
- Artifacts that outline the process for recruitment, selection, induction.
- District and union agendas where collaboration took place.



### **Goal:**

*By the end of the 2021-2022 school year, I will engage all stakeholders in implementing the district's policy on Race and Equity, ensure that all staff is knowledgeable, and begin full implementation of the Code of Conduct and restorative practices.*

### **Performance Indicators:**

- 4.1 Develops formal and informal techniques to gain internal and external perceptions of the district.
- 4.2 Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small groups, and one-on-one environments.
- 4.3 Promotes stakeholder involvement, engagement, and participation in the process of schooling.
- 4.4 Establishes effective school/community relations, school/business partnerships, and public service.
- 4.5 Understands the role of media in shaping opinions as well as how to work with the media.

### **Performance Indicators** *continued:*

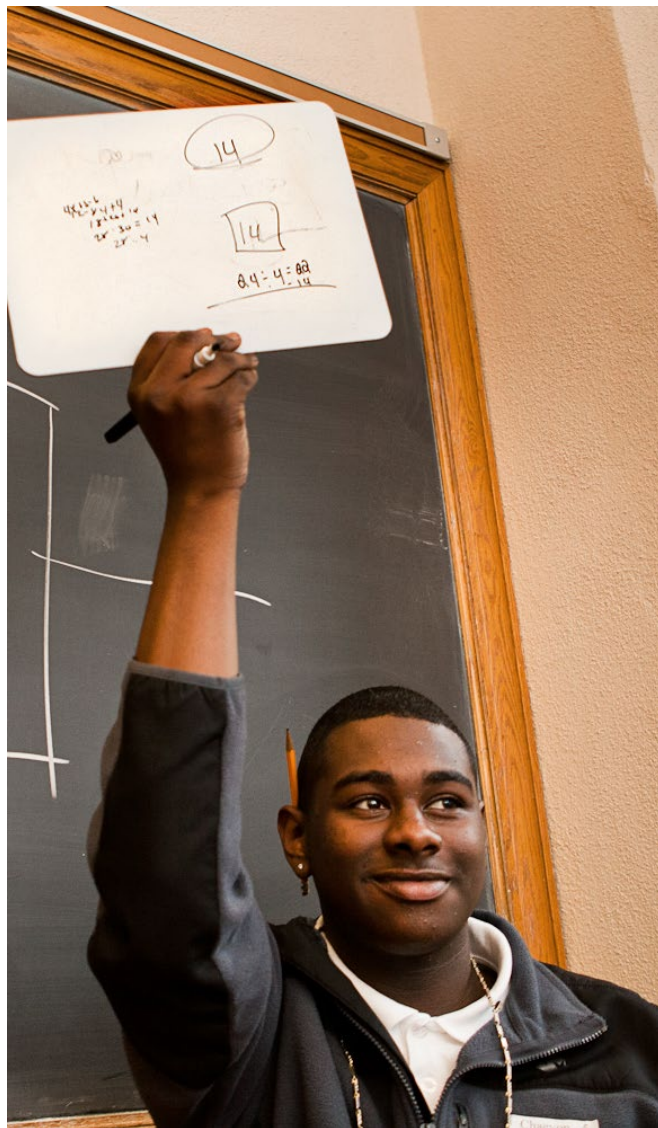
- 4.6 Models principles of self-awareness, reflective practice, transparency, and ethical behavior.
- 4.7 Safeguards the values of democracy, equity, and diversity.
- 4.8 Promotes social justice and ensures that individual student needs inform all aspects of schooling.

### **Metrics:**

*Evidence to support the implementation of this goal includes, but is not limited to:*

- Professional learning evidence that supports capacity building around Race and Equity and restorative practices: agendas, materials from professional learning events, monthly meeting agendas related to equitable practices, Superintendent advisory inclusive of community stakeholders, etc.
- Professional learning evidence that supports capacity building around restorative practices: agendas, materials from professional learning events, etc.
- Progress monitoring and communication feedback loop documents: survey data, two-way communication channels (email, in-person/zoom meeting, suggestion box, etc.).
- District code of conduct document.
- Artifacts that highlight intentional efforts to highlight the district positively: pictures, stories in the newspaper, district newsletter, etc.





### **Goal:**

*By the end of the 2021-2022 school year, I will organize and manage the operational aspects of the school district in transportation, food services, finance, and facilities, as measured by:*

### **Performance Indicators:**

- 5.1 Monitors and evaluates the management of operational systems.
- 5.2 Obtains, allocates, aligns, and efficiently uses human, fiscal, and technological resources.
- 5.3 Promotes and protects the welfare and safety of students and staff.
- 5.4 Develops the capacity for adaptive leadership.
- 5.5 Ensures teacher and organizational time is focused to support quality instruction/student learning.

### **Metrics:**

*Evidence to support the implementation of this goal includes, but is not limited to:*

### **Operations:**

*Constant monitoring of all systems in collaboration with executive team and supervisors: meeting agendas, school visit calendar, evaluation process of staff.*

- Finance artifacts: balanced budget, staff allocation document, evidence of grant funding allocation, a document outlining resources obtained for the school year related to teaching and learning, procurement policy, etc.
- Nutrition: nutrition policies, food service task force agendas, artifacts promoting healthy eating; documented events connected to fitness and health, etc.
- Technology: documented number of new devices (hotspots, Chromebooks, etc.) and software purchased to support student learning, marketing artifacts via media that highlight the district positively, etc.
- Facilities: artifacts that support improvements to district buildings, resources allocated for facilities via budget, procurement policy, etc.
- Transportation: transportation and vendor agenda meetings, transportation safety plan, transportation budget allocation.
- School safety: school safety plans, COVID-19 artifacts used to mitigate the risk of spread, code of conduct, professional development related to hostile intruders and lockdowns, etc.



### **Goal:**

*By the end of the 2021-2022 school year, I will work collaboratively with stakeholders to build and strengthen family and community stakeholder relationships.*

### **Performance Indicators:**

- 6.1 Continuously communicates and collaborates with families, community/regional, and state stakeholders to support student learning and development at home, school, and in the community.
- 6.2 Collaborates with families and community partners on the use of data to identify goals, assess organizational effectiveness, and promote organizational learning.
- 6.3 Involves families and community in the implementation of strategic plans to achieve goals.
- 6.4 Promotes continuous and sustainable improvement with families and community members as partners.
- 6.5 Involve families and community partners in monitoring and evaluating progress and revising plans.



### **Metrics:**

*Evidence to support the implementation of this goal includes, but is not limited to:*

- Superintendent advisory (inclusive of community stakeholders) agendas.
- Parent support and capacity building (COVID-19, curriculum, health, etc.) event artifacts.
- Two-way communication efforts (emails, phone calls, home visits, in-person meetings, artifacts with opportunity to provide feedback, surveys).
- Marketing artifacts to highlight school in a positive way.
- Budget process event agendas.
- Agenda artifacts from District Equity Leadership Team (DELT).
- Artifacts from attendance meetings to assess reengagement efforts with all students.



### **Goal:**

*By the end of the 2021-2022 school year, I will foster and maintain a coherent and sustainable governance environment.*

### **Performance Indicators:**

- 7.1 Works with the Board to establish district goals and systems and processes for monitoring progress over time.
- 7.2 Works in cooperation with the Board of Education to engage and inform of progress toward goals.
- 7.3 Works with the Board of Education to regularly assess and to clarify the roles and responsibilities of the Board and superintendent in the areas of policy, management, and collaborative governance.
- 7.4 Demonstrates strong support and advocacy for Board approved district goals in various public settings.

### **Metrics:**

*Evidence to support the implementation of this goal includes, but is not limited to:*

- Strategic plan document inclusive of vision, mission, and goals: progress monitoring meeting agendas or document, board committee meeting agendas.
- Board retreat to support capacity building and continuous improvement: agenda and materials as artifacts.
- Consistent communication of vision, mission, and goals: artifacts include meeting agendas, presentations, mailings, etc.





## Metrics:

- 100% of certified staff will participate in a formal evaluation process.
- 90% of school leaders will participate in the recruitment and hire process of certified and non-certified staff.
- 100% of schools will establish and maintain an active School Planning Management Team and school Governance committee with various stakeholders.
- 100% of schools and departments will create and share their School Improvement Plans and District Improvement Plans.
- 100% of schools will have an update crisis plan.
- 100% of schools will follow the implementation of COVID-19 mitigation plan.
- Decrease in chronic absenteeism.
- 100% of staff will receive professional lessons.
- Increase in beginning and end of year assessments in Literacy and Math.