



Learn.
Achieve.
Rise.

SY 2020-2024

STRATEGIC PLAN

New Haven Public Schools

www.NHPS.net





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WELCOME

A Letter from Mayor of New Haven, Superintendent of Schools and New Haven Board of Education Chair

Dear Learning Community,

Our plan is about shifting focus to our strengths and creating an organizational culture where staff and students are supported and encouraged, and where the community becomes a part of the fabric of schooling in supporting students. We want to do the right things well, so that we can become a school system that builds on the strengths of students and where all teachers make students excited about the present and the future.

The strategic plan consists of our newly coined mission and vision, values, and goals. At the center of the plan is our mission to ensure that students will graduate ready for college and career. This plan is our guide for achieving our vision to be a high performing urban school district where students have a desire to learn, our educators inspire, families engage, and the community restores trust in the system.

The launch of the 2020-2024 strategic plan provides an exciting new chapter for New Haven Public Schools, as we build upon the past, and project into the future.

We believe that this strategic plan is an important step of many we plan to do collaboratively, to move our school system forward. We have to work hard to make this happen. Becoming high performing is not by chance, but hard work—a strong system, strong schools, strong students, strong staff, and strong community partnership—requires our individual and collective efforts dedication, insistence, persistence, commitment, discipline and focus to build a caring culture of collaboration and trust. The success of the strategic plan is the responsibility of all of us. When we understand and carry out our respective roles and responsibilities, then our students can achieve their goals of graduating college, career, and life ready.

Sincerely,

Justin Elicker,
Mayor
City of New Haven

Dr. Iline P. Tracey,
Interim Superintendent
New Haven Public Schools

Ms. Yesinia Rivera,
Chair
New Haven Board of Education

Introduction

The New Haven Public Schools Learn-Achieve-Rise 2020 Strategic Plan is designed to drive the academic and social emotional growth of our students. The strategic plan is organized in support of clear, outlined goals and strategies. It was prepared by a dedicated team of educators, parents, and community stakeholders. The contents are built from best research-based practices as well as from an analysis of our school district; outlining areas of need.

The plan is designed to:

- Provide a strong academic foundation for all students
- Provide access to standards based, rigorous and relevant curriculum
- Emphasize equity and opportunity gaps
- Establish standards for parent and community engagement
- Improve organizational efficiencies
- Focus on the whole child

Please explore this document and our website NHPS.net to learn more about our 2020-2024 plan. We thank everyone who has contributed to this document. We received valuable insights upon which to build as well as areas to improve.



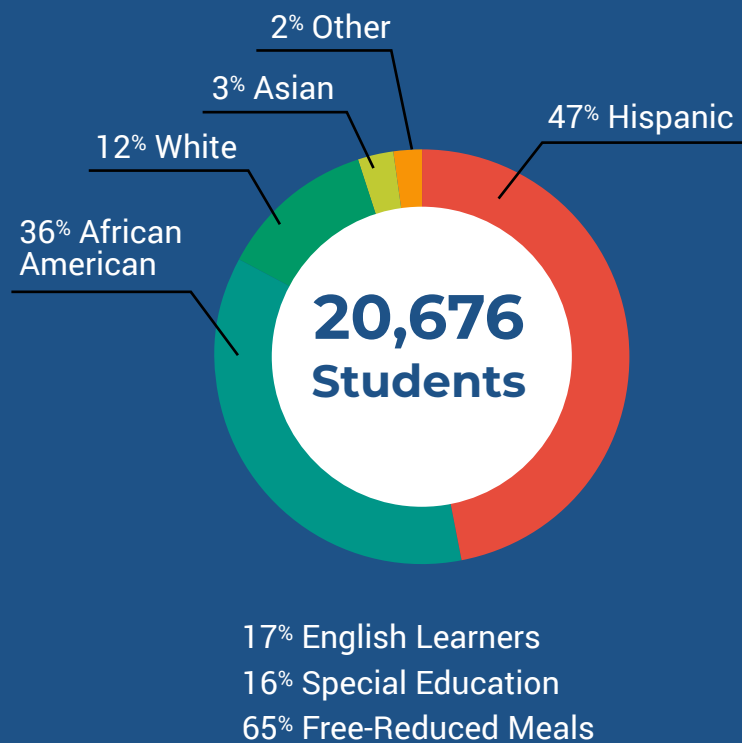
District Profile

Stats

New Haven by Numbers

- 31** Elementary/Middle Schools
- 10** High Schools
- 2214** Certified Staff
- 846** Non-Certified Staff

Demographics



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.

Core Values

We believe...

1 Equitable opportunities create the foundation necessary for every child to succeed

3 High expectations and standards are necessary to prepare students for college and career

2 A culture of continuous improvement will ensure that all staff are learners and reflective practitioners

4 Collaboration and partnerships with families and the New Haven community will enhance learning and achievement

NHPS Strategy Map

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.

GOAL: OUTSTANDING STUDENT ACHIEVEMENT

EARLY CHILD DEVELOPMENT

SOCIAL/EMOTIONAL GROWTH

COLLEGE/CAREER READINESS

PRIORITY AREAS AND STRATEGIES

| | | | | | |
|--------------------------------------|----------------------------|---------------------------------|----------------------------------|------------------------------------|-----------------------------|
| Academic Learning | Standards-Based Curriculum | Engaging Instruction | Assessment, Feedback and Grading | College and Career Readiness | Early Childhood Experiences |
| Culture & Climate | Safe School Environments | Social and Emotional Growth | Equity and Excellence | | |
| Youth & Family Engagement | Engagement | Extended Learning Opportunities | Support At-Risk Youth | Attendance and Chronic Absenteeism | |
| Talented Educators | Recruitment | Retention | Professional Learning | Staff Data Systems | |
| Operational Efficiencies | Equitable Resourcing | Network Support | Process Efficiencies | | |

EMPHASIS ON THE WHOLE CHILD

PERFORMANCE MANAGEMENT SYSTEM OF ACCOUNTABILITY

Overarching Goals 2020 - 2024

**Goal
1**

Strong Foundation in Early Learning

If we assure that all students receive high quality early childhood experiences, focusing on appropriate Child Developmental Strategies, then all students will have the necessary skills to meet their personal growth targets.

By 2024 80% of PreK-3 students with uninterrupted learning will meet or exceed grade level literacy and math benchmarks.

By 2024 100% of students will meet or exceed grade level growth expectations.

By 2024 100% of elementary schools and 85% of all PreK-3 classrooms will have fully implemented play-based/inquiry-based learning.

**Goal
2**

High Achievement for all Learners

If we take the necessary steps to close the opportunity gaps for students with disabilities, English Learners, and students with low-incomes, we will increase the graduation rate among students.

By 2024 80% of students will demonstrate grade-level proficiency in literacy, math, and science.

By 2024 English Learners will achieve 80 percent of their Literacy and Oral growth targets on average on the LAS Links.

By 2024 the 6-year graduation rate for high-needs subgroups will increase to 85%.

By 2024 the gap between the high needs and non-high needs subgroups will decrease to less than 10 points in ELA, Math, and Science performance indices.

**Goal
3**

Development of the Whole Child

If we create positive school communities that focus on the needs of all stakeholders, then we will assure that the learning needs, social-emotional wellness, and physical wellness of the whole child are met.

By 2024 the number of students who are Chronically Absent from school will decrease to 10%.

By 2024 80% of PreK-8 students with 80+ school attendance (uninterrupted learning) will meet or exceed Social Emotional Learning grade level benchmarks.

By 2024 60% of Grades 4, 6, 8 and high school students will meet age-appropriate Physical Fitness benchmarks.

**Goal
4**

Preparation for College, Career and Life

If we take the necessary steps through our curriculum, district initiatives, and community partnerships to prepare students for college and career then NHPS students will graduate with the necessary skills they need to succeed in post secondary opportunities.

By 2024 90% of ninth grade students will be "on track" for graduation.

By 2024 the 4-year cohort graduation rate will increase to 85% and the 6-year cohort graduation rate will increase to 90%.

By 2024 85% of all Seniors will have presented a project OR portfolio measured with the NHPS 21st Century Competency rubrics.

**Goal
5**

Unwavering Commitment to Equity, Growth and Progress

If all district stakeholders participate in a cycle of continuous improvement with the focus on high expectations and the equitable distribution of resources, then we will assure that all children will receive a quality education with a variety of experiences and outcomes.

By 2024 All schools will participate in a full implementation of a transparent budget process that reflects equitable distribution of resources.

Priority Areas Overview

Priority Areas for 2020-2024





1 Academic Learning

1.1 Standards-Based Curriculum: Ensure that every subject area has standards-based, culturally-relevant, developmentally appropriate, engaging curriculum that integrates social-emotional and real-world skills. Publish learning expectations for each grade or level in every subject area.

- ✓ Create a K-5 document outlining the grade-by-grade continuum of content and skill-based expectations K-5 to be shared broadly with teachers, administrators, parents, community members and central office.
- ✓ Create a 6-12 document outlining the continuum of content and skill-based expectations 6-12 to be shared broadly with teachers, administrators, parents, community members and central office.
- ✓ Establish a universal format for development of curriculum documents.
- ✓ Establish a curriculum management system for revision of written curriculum and re-establish clear curriculum revision cycle.
- ✓ Establish expected outcomes for play-based learning initiatives K-3 to be shared broadly with teachers, administrators, parents, community members and central office.
- ✓ Ensure that all curricula are culturally-responsive, have relevance for students and include real-world connections and clear links between subject areas.
- ✓ Revise and integrate distance learning opportunities into district level core curriculum.

1.2 Engaging Instruction: Build teacher capacity to implement curriculum through the use of purposeful, meaningful and supportive instruction that integrates social-emotional needs with a focus on rigor and relevance to students.

- ✓ Develop a set of expectations and guidelines for monitoring coaching, and professional development at the district and school level.
- ✓ Establish guidelines for instructional best practices in each content area and support implementation through coaching and professional development.
- ✓ Develop a set of guidelines and best practices for distance learning and technology that enhances teaching and learning along with a plan for implementation including specific examples to be shared (video, lesson plans, etc.).
- ✓ Develop an online source for professional learning resources inclusive of video, articles, lesson plans, and student work with a particular focus on differentiation and discourse.
- ✓ Build teachers' capacity to integrate NHPS social-emotional learning standards with core content to enhance teaching and learning.
- ✓ Build capacity for teachers to provide instruction that is culturally-responsive, relevant for students, and includes real-world connections.

1.3 Assessment, Feedback and Grading: Utilize robust educational assessment and data systems for collection and disaggregation of data to improve instruction for all students. Build teacher capacity to monitor learning and provide regular, meaningful feedback to students. Implement clearly-defined grading practices.

- ✓ Create a document with K-5 grade-by-grade student learning outcomes and provide protocols for student goal-setting and meaningful feedback based on student work portfolios.
- ✓ Create a document with 6-12 student learning outcomes for each level/course and provide protocols for student goal-setting, meaningful feedback based on student portfolios, and implementation of student-led conferences.
- ✓ Develop plans for student assessment and evaluation of instructional programs and materials.
- ✓ Establish a protocol for student goal-setting, portfolios, and student-led conferences appropriate to each grade level.

1.4 College and Career Readiness: Ensure that all students have access to learning opportunities that are specifically aligned to the skills needed for a range of future work and life experiences. Increase student enrollment and success in college-level courses. Support students in seamless transitions from middle school to high school and high school to life.

- ✓ Develop a district-wide vision of the graduate including expectations for courses that all students have had access to by the end of high school.
- ✓ Improve access to dual-enrollment, college-before-college, Advanced Placement, Seal of Bi-literacy, and other initiatives that give students the opportunity to gain college credit before graduation.
- ✓ Improve access to opportunities for internships, vocational experiences, certifications, and other initiatives directly related to career preparation.
- ✓ Provide targeted support for student success in the transition from 8th grade to high school, especially for those students most in need of support.
- ✓ Increase opportunities for students to graduate through access to Opportunity Programs for overage under-credited students.

1.5 Early Childhood Experiences: Develop and implement play-based/inquiry-based early childhood experiences that are developmentally appropriate and prepare students for future learning.

- ✓ Create a plan to provide coherence and alignment among all NHPS early childhood programs.
- ✓ Train all staff and implement an early childhood developmentally appropriate inquiry-and-play-based learning model.
- ✓ Develop an assessment for play-based learning that captures social and cognitive strengths and areas of growth.



2 Culture & Climate

2.1 Safe School Environments: Strengthen and sustain safe, engaging, responsive environments within each of our schools and all district departments.

- ✔ Increase accessibility of social, emotional, mental, and physical health resources for all families, staff, and stakeholders.
- ✔ Provide a catalog of strategies for educators to address the social, emotional, and behavioral needs of our students.
- ✔ Implement a multi-tier approach to disciplinary practices at all schools that includes engaging, rigorous, and culturally responsive learning experiences aligned to our Code of Conduct.

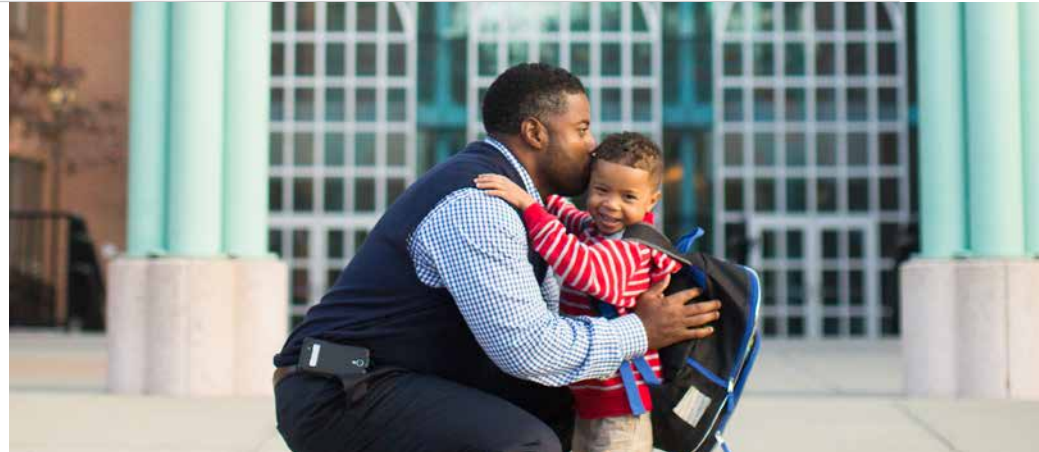
2.2 Social and Emotional Growth: Increase accessibility of social, emotional, and physical health resources for all families, staff, and other stakeholder groups.

- ✔ Incorporate social emotional learning standards into all academic areas.
- ✔ Incorporate explicit social emotional skills instruction across all schools.
- ✔ Implement utilization of child development pathways across schools.
- ✔ Incorporate restorative practice throughout NHPS.

2.3 Equity and Excellence: Provide school experiences that are culturally relevant and promote equitable resources for all schools.

- ✔ Increase access and opportunity for students of color into AP, TAG , and other college-level courses.
- ✔ Provide culturally responsive pedagogy that enables students to reflect upon their cultures, identities and experiences.
- ✔ Utilize the District Equity Leadership Team (DELT) to strengthen the system-wide racial equity plan.
- ✔ Establish and Implement race and equity policy.





3 Youth & Family Engagement

3.1 Engagement: Strengthen the Comer model and utilize the Connecticut Framework to align family and community engagement across the district.

- ✔ Provide varied opportunities for families and community stakeholders to engage parents as partners in their children’s academic development.
- ✔ Strengthen school governance (SPMT/SGC, PTO/PTA, SSST) across all New Haven schools.
- ✔ Provide clear and concise information regarding NHPS systems and how to navigate it. How to advocate for student needs and opportunities within the system. (Promise, Naviance, Powerschools, KHAN Academy, etc.).

3.2 Extended Learning Opportunities: Provide students and families with increased access to extended learning opportunities through Saturday Academies, after-school programming, and mentoring.

- ✔ Provide students and families with increased access to extended learning opportunities through Saturday Academy, extra curricular activities, summer school programming, and mentoring.
- ✔ Provide families with information regarding restorative practices, child development, and other social emotional learning tools to extend the learning beyond the school day.
- ✔ Provide families and community partners with additional academic tools and online resources to continue to help their children at home.
- ✔ Ensure all extra curricular programs have standards-based safety and medical protocols and procedures in place.

3.3 Support At-Risk Youth: Continue citywide and data-driven collaboration to identify and support the needs of our most at-risk and struggling students. Provide preventative and recuperative services for disengaged students.

- ✔ Strengthen Youth Stat. Continue city wide and data-driven collaboration to identify and support the needs of our most at-risk and struggling students. Provide preventative and restorative services for disengaged students.
- ✔ Expand restorative practices/services across the district (including staff and parents) to build community and prevent/reduce exclusionary practices when misconduct occurs. Provide parents with restorative parenting services to help support their children at home and school.
- ✔ PMT (Physical/Psychological Management Training) trained staff must be included in all building emergency plans.
- ✔ Ensure Citywide Equity Committee including all stakeholders incorporates SDP (Comer School Development Programs) guiding principles of consensus, collaboration, and no-fault.
- ✔ Promote and expand student led conferences with portfolios of student work, followed by 1:1 conversations about learning to set goals.
- ✔ Infuse restorative practices into the code of conduct.

3.4 Attendance and Chronic Absenteeism: Increase the number of students arriving to school on-time, every day, and ready to learn.

- ✔ Utilize feedback from student and family survey data to increase school connection.
- ✔ Engage new families in co-developing culturally responsive and welcoming school practices among staff and families.
- ✔ Implement best practices to increase attendance such as home visits, canvases, school informational neighborhood meetings, etc.
- ✔ Conduct root cause analysis of absenteeism trends to determine targeted areas of support and focus.



4 Talented Educators

4.1 Recruitment: Restructure and implement an efficient system and structure for recruiting and hiring diverse staff.

- ✔ Identify the current hiring process and conduct gap analysis.
- ✔ Implement changes as identified within the hiring process gap analysis to improve the hiring process.
- ✔ Create and implement a process to identify vacancies in a timely manner.
- ✔ Develop a streamlined and efficient system and process for hiring that incorporates position control and pre-approval.
- ✔ Identify current recruitment practices and conduct gap analysis.
- ✔ Implement changes as identified within the recruitment gap analysis to improve the hiring process.
- ✔ Analyze current practices for minority recruitment and shortage area recruitment.
- ✔ Refine & revise online job applications for all positions.
- ✔ Develop/write a clear documented process for recruitment and hiring for public.
- ✔ Develop/write a clear documented process for recruitment and hiring for internal use.
- ✔ Post and communicate district successes.
- ✔ Provide clear and accurate online information regarding the hiring process.

4.2 Retention: Restructure, refine and implement an efficient professional learning and performance management system in order to retain high quality staff.

- ✔ Develop an on-boarding process for all stakeholders.
- ✔ Revisit/Resurrect/Re-implement a robust PDEC (District Professional Development and Evaluation Committee) with multiple stakeholder representation.
- ✔ Identify stakeholder groups & current evaluation systems in use.
- ✔ Refine district evaluation systems across all areas (TEVAL, PEVAL, CEVAL).
- ✔ Develop evaluation systems for other stake holder groups (paraprofessionals, administrative, security, etc.).
- ✔ Develop a Leadership Development System
- ✔ Strengthen and refine a Career Lattice across all areas within NHPS

4.3 Professional Learning: Offer individualized professional growth opportunities to support all staff.

- ✔ Create a multifaceted Professional Learning structure to address staffing needs.
- ✔ Develop professional learning plans at the district and school level that are standards based and have clear outcomes connected to evaluation.
- ✔ Identify and define the multiple methods to approach Professional Learning that should be implemented in individual evaluation professional learning plans.

4.4 Staff Data Systems: Develop, refine and connect data systems to improve on-boarding, professional learning and evaluation of all staff.

- ✔ Identify all systems in current use.
- ✔ Gap analysis to determine what we have, need and where we can maximize resources.



5 Operational Efficiencies

5.1 Equitable Resourcing: Create and implement a transparent budget process that is equitable and site based to support the instructional core and premised on a balanced budget.

- ☑ Establish procedures for program-based budgeting and collaborative budget-building to assure equity.
- ☑ Evaluate efficiencies to arrive at a balanced budget while committing to minimizing negative effects on teaching and learning.
- ☑ Align investments to district priorities.

5.2 Network Support: Continue, strengthen, and refine the School Support Network Model by adopting formal data cycles of inquiry and school reviews.

- ☑ Provide system of accountability whereby central office supports schools.
- ☑ Provide schools with current research based practices to improve school functioning.

5.3 Process Efficiencies: Enhance, streamline and optimize processes to improve efficiency, accountability and compliance.

- ☑ Streamline procedures for on-boarding staff to ensure they have the correct access to systems.
- ☑ Design and implement a long-range technology planning process to provide for short-term and long-term district and school needs, emphasizing information and instructional technology.
- ☑ Design and implement a long-range facility planning process to provide for short-term and long-term facility and maintenance needs.



Data Targets

| Early Learning | | Base-line | 2020 | 2021 | 2022 | 2023 | 2024 |
|-----------------------------------|--|-----------|-------|-------|-------|-------|------|
| 1.1.a | % of students meeting/exceeding LITERACY grade level expectations | 64% | 67% | 70% | 73% | 77% | 80% |
| 1.1.b | % of students meeting/exceeding MATH grade level expectations | 63% | 66% | 70% | 73% | 77% | 80% |
| 1.2 | % of students meeting/exceeding grade level GROWTH expectations | 49% | 59% | 69% | 80% | 90% | 100% |
| 1.3 | % implementing PLAY-BASED/INQUIRY-BASED learning | -- | 10% | 40% | 60% | 80% | 100% |
| High Achievement for All Learners | | Base-line | 2020 | 2021 | 2022 | 2023 | 2024 |
| 2.1.a | % of grade level proficiency in LITERACY | 34% | 44% | 53% | 62% | 71% | 80% |
| 2.1.b | % of grade level proficiency in MATH | 21% | 33% | 45% | 57% | 69% | 80% |
| 2.1.c | % of grade level proficiency in SCIENCE | 27% | 37% | 48% | 58% | 69% | 80% |
| 2.2.a | LITERACY GROWTH by English Learners on LAS Links | 59% | 63% | 67% | 72% | 76% | 80% |
| 2.2.b | ORAL GROWTH by English Learners on LAS Links | 48% | 54% | 61% | 67% | 74% | 80% |
| 2.3 | The 6-year graduation rate for high-needs subgroup | 83% | 83% | 84% | 84% | 85% | 85% |
| 2.4.a | Gap between High-Needs and Non-High-Needs in ELA | 16% | 14.8% | 13.6% | 12.4% | 11.2% | <10% |
| 2.4.a | Gap between High-Needs and Non-High-Needs in MATH | 15% | 14% | 13% | 12% | 11% | <10% |
| 2.4.a | Gap between High-Needs and Non-High-Needs in SCIENCE | 13% | 12.4% | 11.8% | 11.2% | 10.6% | <10% |

| Development of the Whole Child | | Base-line | 2020 | 2021 | 2022 | 2023 | 2024 |
|---------------------------------------|--|-----------|------|------|------|------|------|
| 3.1 | % of chronically ABSENT students | 19% | 17% | 16% | 14% | 12% | <10% |
| 3.2 | % of PreK-8 students that meet/exceed SEL benchmarks | -- | -- | 20% | 40% | 60% | 80% |
| 3.3 | % of students meeting/exceeding PHYSICAL FITNESS benchmarks | 49% | 51% | 53% | 56% | 58% | 60% |
| Preparation for College, Career, Life | | Base-line | 2020 | 2021 | 2022 | 2023 | 2024 |
| 4.1 | % of ninth grade students "ON TRACK" for graduation | 85% | 86% | 87% | 88% | 89% | 90% |
| 4.2.a | 4-YEAR COHORT graduation rate (2018 cohort) | 79% | 80% | 81% | 83% | 84% | 85% |
| 4.2.b | 6-YEAR COHORT graduation rate (2016 cohort) | 84% | 85% | 86% | 87% | 89% | 90% |
| 4.3 | % of all Seniors who present a PROJECT OR PORTFOLIO measured with the NHPS 21st Century Competency rubrics | -- | -- | 10% | 35% | 60% | 85% |
| Equity, Growth and Progress | | Base-line | 2020 | 2021 | 2022 | 2023 | 2024 |
| 5.1 | All schools will participate in a full implementation of a transparent budget process that reflects equitable distribution of resources. | -- | -- | 100% | 100% | 100% | 100% |





New Haven Public Schools

Acknowledgment

Thank you to the members of the Strategic Plan Committee who have worked diligently to develop and launch our Strategic Plan. Thank you for your enthusiasm, engagement, and support.

Pamela Augustine-Jefferson
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QR Code


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