



NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

NEW HAVEN BOARD OF EDUCATION

Monday, August 10, 2020

INFORMATION ONLY

The Superintendent approved the following Information Only Items:

1. Agreement with Delta- T Group to provide nurse consultant services to the School Readiness Registration Office, from August 3, 2020 to May 31, 2021 in an amount not to exceed \$11,700.00.
Funding Source: School Readiness Program **Acct. #** 2523-5736-56694-0442
2. Agreement with Management Information Technology, USA, Inc. d/b/a Child Plus to provide Child Plus database training and support for Head Start staff, from August 10, 2020 to June 30, 2021 in an amount not to exceed \$10,800.00.
Funding Source: Head Start Program **Acct. #** 2532-5279-56694-0443
3. Agreement with Constance Catrone, LCSW, to provide field instruction to 6 MSW Interns at Metropolitan High School, from August 24, 2020 to June 30, 2021, in an amount not to exceed \$16,000.00.
Funding Source: Interdistrict Magnet Program **Acct. #** 270-433-60-56694



Memorandum

To: New Haven Board of Education Finance and Operations Committee
From:
Date:
Re:

Please ***answer all questions and attach any required documentation as indicated below***. Please have someone **ready to discuss** the details of each question during the Finance & Operations meeting or this proposal might not be advanced for consideration by the full Board of Education.

1. **Contractor Name:**

2. **Description of Service:**

3. **Amount** of Agreement and hourly or session cost:

4. **Funding Source** and account number:

5. **Continuation/renewal or new Agreement?**

Answer all questions:

- a. If continuation/renewal, has the cost increased? If yes, by how much?
- b. What would an alternative contractor cost?
- c. If this is a continuation, when was the last time alternative quotes were requested?
- d. For new or continuation: is this a service existing staff could provide. If no, why not?

6. **Type of Service:**

Answer all questions:

- a. Professional Development?
 - i. If this is a professional development program, can the service be provided by existing staff? If no, why not?
- b. After School or Extended Hours Program?
- c. School Readiness or Head Start Programs?
- d. Other: (Please describe)

7. **Contractor Classification:**

Answer all questions:

- a. Is the Contractor a Minority or Women Owned Business?
- b. Is the Contractor Local?
- c. Is the Contractor a Not-for-Profit Organization? If yes, is it local or national?
- d. Is the Contractor a public corporation?
- e. Is this a renewal/continuation Agreement or a new service?
- f. If it is a renewal/continuation has cost increased? If yes, by how much?

- g. Will the output of this Agreement contribute to building internal capabilities? If yes, please explain:

8. Contractor Selection:

Answer all questions

- a. What specific skill set does this contractor bring to the project? If a new contractor, please attach a copy of the contractor's resume.
- b. How was the Contractor selected? Quotes, RFP/RFQ, Sealed Bid or Sole Source?
- c. Please describe the selection process including other sources considered and the rationale for selecting this Contractor:

9. Evidence of Effectiveness & Evaluation

Answer all questions

- a. What specific need will this contractor address and how will the contractor's performance be measured and monitored to ensure that the need is met?
- b. If this is a renewa/continuation service attach a copy of the evaluation or archival data that demonstrates effectiveness.
- c. How is this service aligned to the District Continuous Improvement Plan?

10. Why do you believe this Agreement is fiscally sound?

11. What are the implications of not approving this Agreement?

Draft of Policy 7551

Naming and Renaming Facilities

In his book, *Forgiveness, and Remembrance: Remembering Wrongdoing in Personal and Public Life*, Jeffrey Blustein posits that memorialization carries a moral responsibility. The actions of those with the power to memorialize send a message across time and space. These messages reflect our country's ideals of respect for the sanctity of life, liberty, and the pursuit of happiness. While the individuals we choose to memorialize should not and even cannot be perfect, their lives and contributions to humanity should reflect a commitment to justice, fairness, and service, especially to the disadvantaged. Groups offering names to adorn our buildings and spaces should provide the evidence necessary to assure the public that the individuals they recommend have made significant contributions in American life and have practiced the ideals espoused in our Constitution and humanitarian traditions.

The naming and renaming of school buildings, major portions of buildings, or school grounds is the responsibility of the Board of Education. In fulfilling this responsibility, the Board will make every effort to respect community preferences. Such names should be clearly identifying, widely known, and recognized.

It is the policy of the Board to name school buildings as close as possible to the time construction begins in order to lessen the confusion about the new schools.

When naming or renaming buildings, major portions of buildings, or school grounds, the Board shall formally identify the need for a naming process for the identified school locations, as well as criteria it wishes to be considered in the process.

When naming or renaming a school building, major portions of school buildings, or school grounds the Board shall direct the Superintendent to establish a committee, subject to Board approval, comprised of the Superintendent or designee, the building Principal, central office representative, teacher, paraprofessional, food service staff, clerical, security, parent representation from across all grade levels, community members, alderperson and students to consider name recommendations for consideration by the Board. Opportunities for public input must be made available prior to the committee's recommendation to the Board. Such opportunities for public input must be publicly announced in local media outlets and on the district website at least eight weeks prior to final decision. The process of renaming should take a total of eight weeks.

When naming or renaming buildings, the committee shall have representation by the community members that is representative of the entire school district. The committee shall propose a list of names to the school board of not more than five (5) names for Board consideration. Additionally, in the rare occurrence of renaming a building, major portions of school buildings, or school grounds, a fiscal impact statement will be presented by the Superintendent or designee. This statement will include costs and a timeline for potential implementation of the new name.

If a major portion of a school building or school grounds (media center, auditorium gymnasium, field, etc.) is proposed to be named after an individual, that person shall have attained local or national prominence via significant contributions in any field of endeavor. Such contributions or the significance of their place in history shall be clearly established beyond the generation of the contribution. Individuals so recognized shall no longer be active in his/her career. Further, the individual for whom a portion of a school building or school grounds is to be named must be shown to have broad-based, long-term impact to the school district community.

Collections of works, memorials, or other major gifts to the school district may be acknowledged and named by individual schools, subject to the district's policy and procedures for accepting donations. Prior to accepting such donations and naming, a plan for maintenance and upkeep must be identified and presented to the school Board.

The Board retains the right to make final determination in the naming and renaming of buildings, major portions of school buildings, or school grounds. This policy notwithstanding, it is the intent of the Board that naming of portions of the building and school grounds occur infrequently and on a limited based.

Policy adopted:

DRAFT
TENTATIVE AGREEMENTS
July 7, 2020

NEW HAVEN BOARD OF EDUCATION
And
NEW HAVEN FEDERATION OF TEACHERS, LOCAL 933, AFT, AFT-CT

The New Haven Board of Education (Board) and the New Haven Federation of Teachers, Local 933, AFT, AFT-CT (Union) hereby agree to this Tentative Agreement toward modifying the existing collective bargaining agreement as well as reaching a successor collective bargaining agreement:

1. The parties are presently governed by a collective bargaining agreement from July 1, 2018 and expiring on June 30, 2021.
2. The salary schedule attached as Appendix A of the 2018-2021 cba calls for a step movement effective July 1, 2020.
3. The parties agree to forgo the step increase that would have gone into effect with the start of the 2020-2021 academic school year. Teachers shall remain at their current rate of pay as reflected in the 2019-2020 salary schedule for the 2020-2021 academic year. Example: teacher on Step H MA (\$58,919) for the 2019-2020 schedule shall remain on Step H MA (\$58,919) for the 2020-2021 academic year.
4. The 2020-2021 salary schedule shall be incorporated into the successor collective bargaining agreement with the effective dates of July 1, 2021 to June 30, 2022. Bargaining unit members will advance from the step they are on to the next step in the salary schedule effective July 1, 2021. Example: teacher on Step H MA (58,919) for 2020-2021 academic school year will move to Step I MA (\$61,284) effective July 1, 2021 for the 2021-2022 academic school year. Teachers at the top step shall realize an increase of \$1500 effective July 1, 2021.
5. The 2021-2022 salary schedule shall remain the same as the 2020-2021 salary schedule and shall be incorporated into the successor collective bargaining agreement Bargaining unit members shall advance one step form the step they were on for the 2020-2021 academic school year effective July 1, 2021. Example: teacher on Step I MA (61,284) for the 2021-22 academic school year shall move to Step J MA (63,780) effective July 1, 2022 for the 2022-2023 academic school year. Teachers at the top step shall realize an increase of \$1000 effective July 1, 2022.

6. The entire 2018-2021 collective bargaining agreement will be extended for two years, expiring on June 30, 2023 except for the following changes:
- a. Article II, Sec 3(a) eliminate the final two sentences adding 15 minutes of unencumbered time. The length of the school day will remain as it is for 2019-2020. (6.75 hours for all NHFT members)
 - b. Article II, Sec. 8(b) There will be one staff meeting per month and one CIA meeting per quartile for a total of 14 meetings per AY, each no more than 90 minutes in length.
 - c. Article XV: there shall be no layoffs or reductions in force for AY 2020-2021, AY 2021-2022 or AY 2021-2022.
 - d. There shall be no furlough days during the life of the collective bargaining agreement.
 - e. Article VII, Sec. 2: there shall be no involuntary transfers for the duration of the collective bargaining agreement.
 - f. Article XIII: Health Insurance. There shall be no increase in cost to bargaining unit members for health insurance above the cost, in dollars, paid by bargaining unit members for 2019-2020 school year. The dollar amount paid by bargaining unit members for health insurance for AY 2019-2020 shall be fixed and not increase for AY 2020-2021, AY 2021-2022, or AY 2022-2023.
 - g. Article XIII: Health Insurance. Sec (g) Effective for retirements after June 30, 2021, changed to June 30, 2023.
7. Any language not addressed by this Tentative Agreement shall remain consistent with the respective 2018-2020 collective bargaining agreement and be incorporated into the July 1, 2021 to June 30, 2023 collective bargaining agreement.
8. This Agreement is subject to the ratification of the parties and drafting of final contract language.

Dated in New Haven, Connecticut this _____ day of July, 2020

NEW HAVEN BOARD OF
EDUCATION

NEW HAVEN FEDERATION OF
TEACHERS, LOCAL 933, AFT,
AFT-CT

By

By

Attachment A

July 1, 2020 – June 30 2021 Salary Schedule

STEP	BA	MA	6 TH	PHD
A	43,759	45,953	48,555	52,618
B	45,357	47,551	50,151	54,215
C	46,708	48,901	51,503	55,567
D	48,246	50,440	53,042	57,106
E	49,945	52,138	54,740	58,803
F	52,156	54,349	56,951	61,013
G	54,409	56,603	59,204	63,268
H	56,719	58,919	61,513	65,595
I	59,091	61,284	63,885	67,948
J	61,566	63,780	66,410	70,516
K	64,303	66,538	69,194	73,340
L	67,176	69,433	72,117	76,304
M	70,238	72,505	75,203	79,411
N	73,600	75,876	78,589	82,817
O	77,562	79,838	82,551	86,779
P	81,700	83,976	86,689	90,917
Q	88,080	90,356	93,069	97,297

Teachers with 30 or more years of teaching experience as of July 1, 2017 shall Receive a \$750 longevity added to their salary. Teachers who do not have 30 years of experience as of July 1, 2017, shall not be eligible for longevity.



Learn.
Achieve.
Rise.

SY 2020-2024

STRATEGIC PLAN

New Haven Public Schools

www.NHPS.net





Table of Contents

Welcome

Letter from the Superintendent & BOE	4
Introduction to the Plan	5

District Profile

Stats & Demographics	6
Mission & Vision	7

Core Values

8

Strategy Map

9

Overarching Goals

10-11

Priority Areas Overview

Infographic Overview	12-13
Academic Learning	14-15
Culture & Climate	16-17
Youth & Family Engagement	18-19
Talented Educators	20-21
Operational Efficiencies	22-23

Data Targets

24-25

Acknowledgment

26



New Haven Public Schools

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.



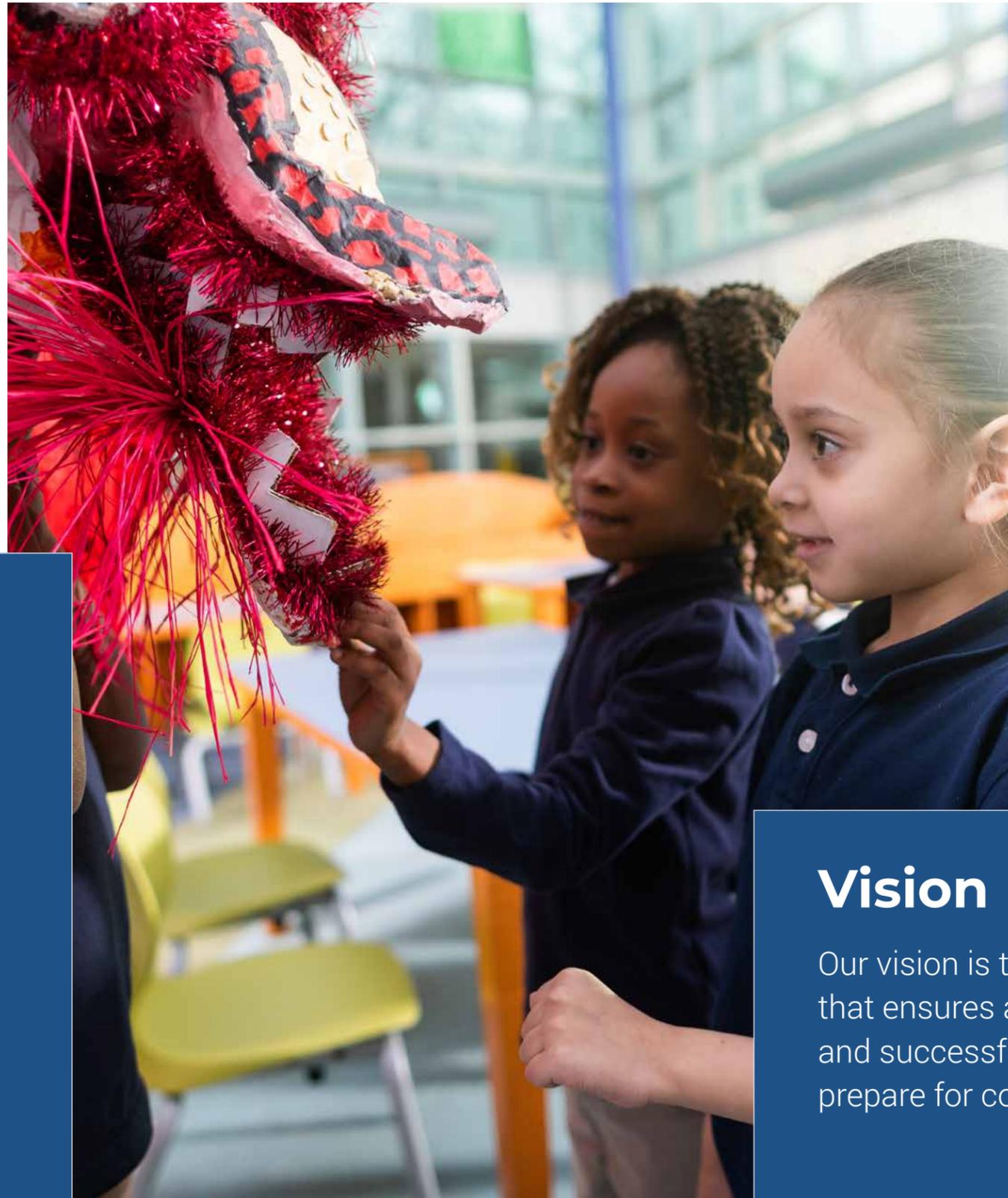
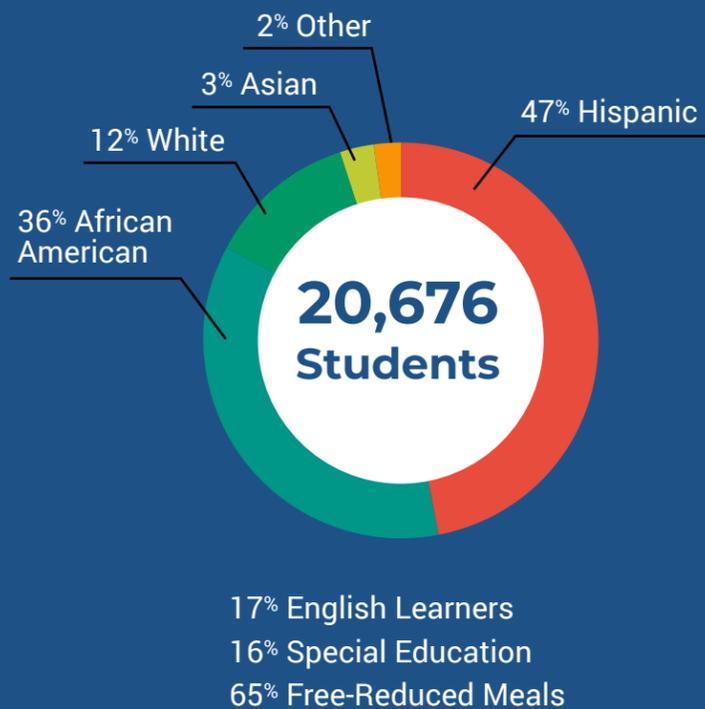
District Profile

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

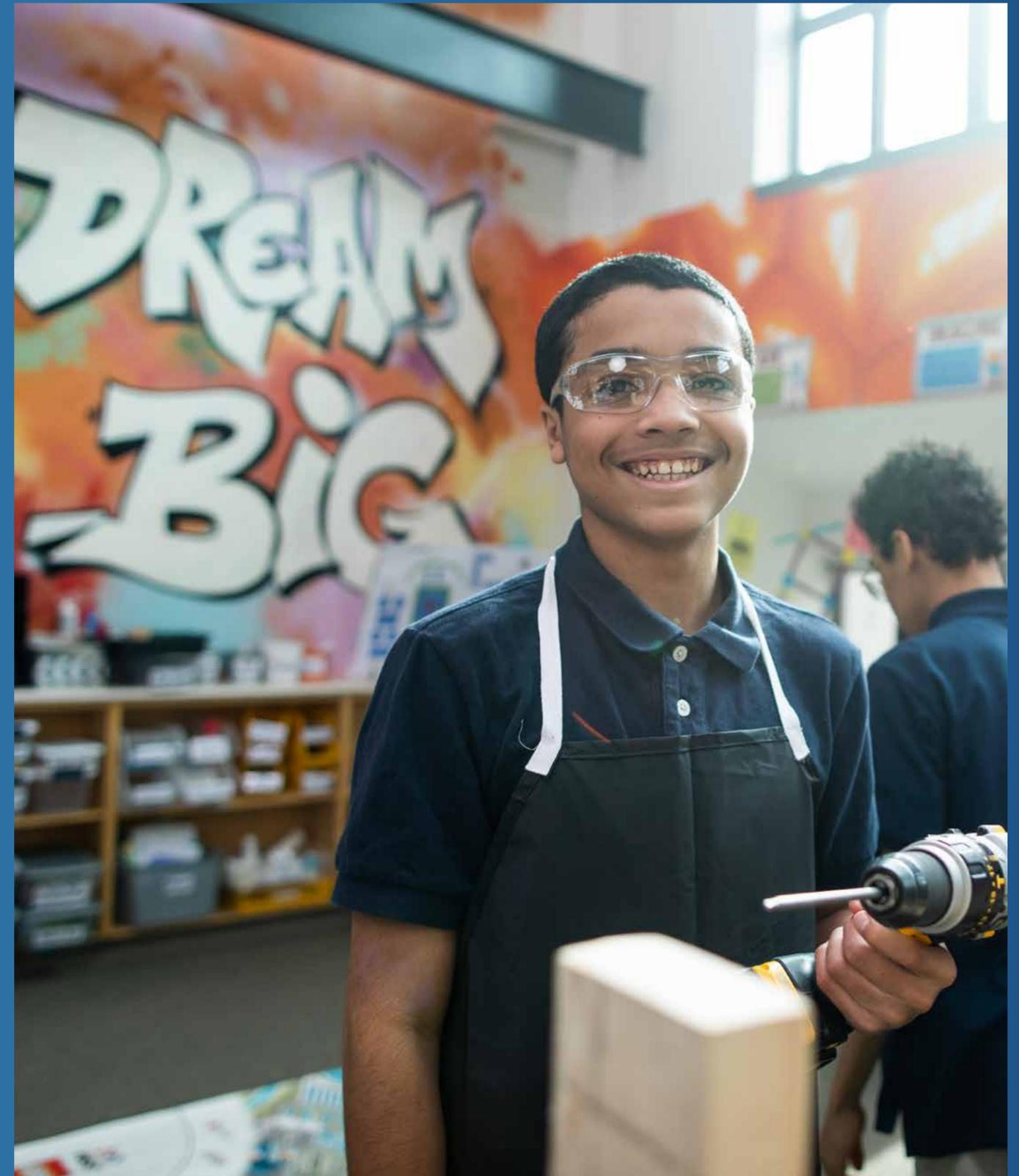
Unwavering Commitment to Equity, Growth and Progress

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.

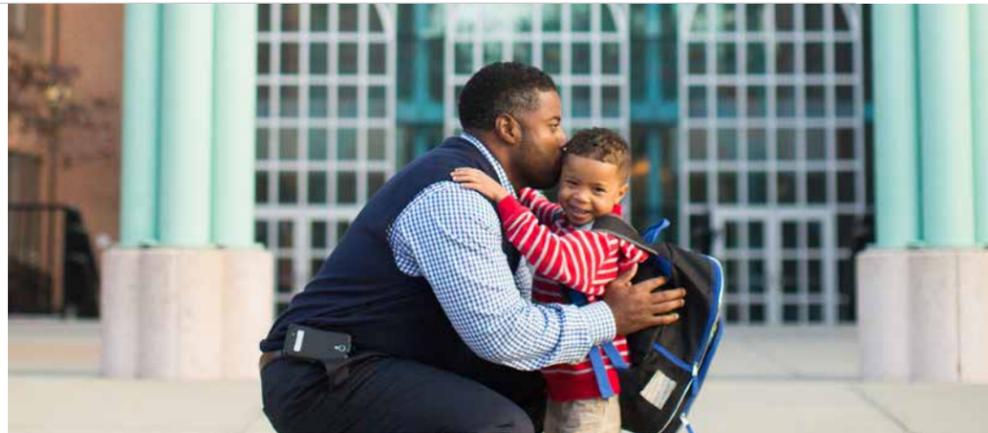
2.2 Social and Emotional Growth: Increase accessibility of social, emotional, and physical health resources for all families, staff, and other stakeholder groups.

- ✔ 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

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SY 2020-2024
STRATEGIC PLAN

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