

NHPS School Change – Initiatives in Consideration and/or Underway
January 26, 2015 – Updated following Jan 13 BOE Discussion

*Since NHPS School Change began five years ago, we have produced **substantial accomplishments and positive momentum** for many of our students and schools. Moving forward our commitment remains to **success for *all* of our students**, from their first days in our schools, through their learning experiences with us, and even during those moments when some may go off track. Our vision and plans seek to **deepen and extend School Change through significant, collaborative, and constructive actions** to ensure that every school in New Haven is a good option for families, where students start and stay on track, with social emotional and physical supports particularly to disengaged and disengaging students, and where we continue to develop the finest possible team of educators to make this support happen. This work must be achieved through **efficient, equitable and transparent infrastructure supports** to students, schools, and the system that enable educators and students to maximize learning.*

I. **RECOGNIZE SUBSTANTIAL ACCOMPLISHMENTS AND POSITIVE MOMENTUM**

- a. Student and School Performance: Graduation Rate (up 17% in the last five years, to 75%), College Going Rate (up 4% in the last two years, to 36%), School satisfaction up from all stakeholders (after 5 years, 85% up 4% for parents, 74% up 16% for students, 65% up 10% for teachers)
- b. District Viability: Student population growing roughly 1700 students in the last 5 years; Continued enrollment of just under three thousand suburban students and two thousand PreK students; Balanced budget and significant success securing Special Fund resources; At close of \$1.7B School Construction Program, which has rebuilt 80% of schools
- c. Strategic Actions: Creation of School Portfolio through turnaround, school creation, and school improvement; Talent development of Leadership and Teachers (TEVAL, Professional Educators Program); Promise Scholarship to strengthen College Going Culture; and Wraparound expansion such as BOOST for students and their families

II. **PURSUE SUCCESS FOR ALL STUDENTS**

- a. Amidst these accomplishments, we are committed to expanding success to all of our students, ensuring that students not only pass through NHPS schools, but that that they are prepared for success in the next stages in their lives.
 - i. Every student should launch from NHPS to success in college, career, and life: Over the next five years, we will strive to increase successful enrollment in a confirmed post-secondary (i.e. after high school) education, so that second year college enrollment rises to 50% of our cohort, and with two thirds of our cohort successfully and on-track into college, the military, or a confirmed employment apprenticeship.
 - ii. Every student must graduate from High School: over the next five years, we will strive to raise the 4 year graduation rate rises still further to 85%, and with 95% of students earning a high school diploma or a GED within 6 years.
 - iii. At every stage of K12 Education, students should be prepared for success at the next level: functional reading by the end of first grade; grade-level reading, writing, and math at the end of middle school; high school transcripts that reflect on-track mastery of core course subjects; and post-secondary readiness on standardized assessments, including the PSAT/SAT and other instruments
- b. In pursuing this success, we will be taking on a challenge that no urban school system in the country has fully solved, of successfully engaging students in purposeful, supportive and meaningful instruction, including *all* types of students and in *all* schools

III. DEEPEN AND EXTEND SCHOOL CHANGE THROUGH SIGNIFICANT, COLLABORATIVE, AND CONSTRUCTIVE INITIATIVES

a. Continue Development of New Haven School Portfolio through both the redesign of schools and enhanced school support

- i. Transform (aka Turnaround) targeted District Schools:
 - 1. Continue existing efforts, including Lincoln-Bassett, West Rock Author's Academy, Wilbur Cross, Hillhouse, Elm City Montessori, Hill Central, Wexler Grant, Roberto Clemente, Catherine Brennan, HSC and DOMUS
 - 2. Turnaround/Transformation/Redesign of at least one additional Alternative School and one K-8, through Commissioners Network, SIG, or some other transformation process
- ii. Expand innovation in school and teaching models throughout the New Haven school portfolio
 - 1. Build and expand networks of innovation among New Haven schools, including: Personalized learning HS network through Gates NextGen; consider pilot of Teach to One Middle School Math in 2 Schools; ongoing development of school themes and capstones/significant tasks as center point of engaged learning
 - 2. Elm City Imagine Pilot: charter/district partnership to develop and learn from an innovative and progressive school model, reinventing the schedule and program for students enrolled, ensuring fair share and retained enrollment across the AF network, and enabling early grade class size reduction in New Haven's most challenged schools at significantly lower cost
- iii. Expand quality and equity of support to all schools, particularly schools serving significant challenges
 - 1. Plan for additional non-personnel resources for neighborhood schools, flexible for their strategic use
 - 2. Ensure support to challenged schools, including both resources for school and afterschool (staffing, money, and community partnerships) and central office attention
 - 3. Build stronger district system to support individual school plans and planning, through revised School Improvement Plan and Collective Responsibility framework

b. Deepen Academic Learning Systems to Start and Keep Students on the Right Path

- i. Pre K Expansion: Plan for expansion pending state resources, adjusting Capital Plan to allow continued expansion with high quality programs in both New Haven and Community Sites
- ii. Early Grade Reading: launched revised tracking of reading this fall aligned to constituent skills of reading, to pursue functional reading by the end of 1st grade. Continue strengthening mid-year assessment, individualized plan including parental engagement, and summer learning program for those students not on track. Build a meaningful community campaign to support literacy development.
- iii. On-going Literacy development: More explicit identification of reading needs and adjustment of literacy development for students, including Scientifically Researched Based Interventions, with clarity for students, educators, and parents on underlying skill deficiencies and necessary literacy acceleration. Build a meaningful community campaign to support literacy development.

- iv. ELL Instruction: Continue to expand options for high quality ELL instruction, in both High School and K-8
- v. High School and College Transitions: Extend work to support student transitions into High School, and then into College, including through emphasis on development of Study Skills through middle school (Homework!) and embedding of College standards into High School program

c. *Build Social Emotional and Physical Learning Systems that Address Demonstrated Challenges for Students and Schools*

- i. Behavior/Engagement Supports, including Restorative Practices and SPED Support: Invest time and resources in teacher and school restorative practices; specialist staffing and expert partners to address trauma and significant behavior issues and learning challenges; standards and tracking Social Emotional Learning and whole child health; connections with community and families so needs are met, including internal and external providers
- ii. Youth Stat: Intense focus on identification and supports for students most at-risk of community violence and youth disengagement. Broaden community partnerships including mental health supports and mentorships for high risk students. Expand case managers for YouthStat participants, enabling implementation of program for most at-risk students at all schools, and resulting connection with NHPS and community resources
- iii. Alternative Education Settings: Redesign and invest in Homebound and Alternative Schools to engage struggling students in meaningful and full day educational experiences, whether for transition education services (Homebound, Poly McCabe) or full educational trajectory (New Horizons, Dixwell New Light, Riverside, DOMUS, Adult Education)
- iv. Walk-in Students: Develop a mandatory and individualized district orientation program for students who arrive in the middle of the year, to prepare them for high quality engagement in school sites. Distribute walk-in students equitably to all district schools, consistent with transparent enrollment standards.

d. *Maintain Talent Emphasis to Attract, Develop, and Retain the Finest Possible Teams of Educators*

- i. Build on TEVAL, PEVAL, and leadership development successes through Professional Educators Program (PEP), to
 - 1. Strengthen peer to peer networks for teacher and administrator development,
 - 2. Improve recruitment and retention of educators with emphasis on minority recruitment
 - 3. Encourage retention and impact of high quality educators through purposeful, supportive, and meaningful career trajectory/lattice
 - 4. Continue building a strong of bench of up and coming leaders prepared to fill vacancies and meet portfolio school needs
- ii. Strengthen development, career trajectory, and leadership opportunities for non-certified staff

IV. ENSURE EFFICIENT, EQUITABLE AND TRANSPARENT INFRASTRUCTURE SUPPORTS

a. *Community Resources & Partnerships: leverage community resources and partnerships to best support student needs, including:*

- i. Parents: Strengthen parental communication tools and school-level organizations to engage parents
- ii. Community Based Organizations: Build on Boost! Program to enhance pairing of partners, data-sharing, and partnership accountability to allow for more effective services to students and families
- iii. Enrollment Processes: complete redistricting and enrollment redesign to ensure friendly, balanced, and instructionally effective assignment of students to New Haven Schools

b. Operating Funding: Invest to support the district priorities above, secured both from additional state/local resources and savings in existing budget wherever possible

- i. Baseline Budget Situation
 - 1. Current: \$325M All-Funds Operating Budget is significant, but very grant-dependent. Strategic Budget Review underway through ERS.
 - 2. Challenges: estimated \$5M of cost escalations through inflation, and grant funding cliffs on the horizon.
- ii. Savings Initiatives: defined target with concrete strategies that will lead to targeted savings
- iii. New Investments from City, State, and Other Sources
 - 1. Priorities in funding from the State: ECS, Alliance District and Commissioners Network, and Early Childhood expansion

c. Capital and Enrollment: Re-craft the NHPS Capital Plan to reflect emerging priorities at the close of the School Building Program

- i. Complete School Re-Building Program; attend to utilization statistics, reflecting need in K8 and excess capacity in HS grades
- ii. Focus on responsible stewardship of existing buildings (including infrastructure update and redesign for cutting edge education)
- iii. Expanded Early Childhood locations, in schools, in district sites, and in community