

Hartford Board of Education
Special Meeting – Tuesday, February 4, 2014

Fred E. Wish Museum School, 350 Barbour Street, Hartford,
Connecticut 06120

AGENDA

- I. Call to Order (5:30 p.m.)
- II. Roll Call
- III. Opening Statement
- IV. Public Comment Limited to Business Items (Recommended 30 minutes)
- II. Report of the Superintendent Search Committee
- III. Business Agenda
 1. Approval of Site for Kinsella Magnet School for the Performing Arts High School Extension (Supt et al.)

The Kinsella Magnet School for the Performing Arts has expanded its PK-8 school to include high school grades 9-12. The high school component, which currently enrolls students in grades 9 and 10, is temporarily housed at 245 Locust Street. The City Council has approved \$33 million to construct a new facility for the new Kinsella high school.

That the Hartford Board of Education approves the Superintendent's recommendation to construct the Kinsella Magnet School for the Performing Arts High School on City-owned property availed to Hartford Public School at 1700 Main Street, located at parcels #243248135 and #243249144.

2. Approval of Lease Agreement: Lincoln Culinary Institute (Supt. et al)

That the Board of Education authorizes the Superintendent to execute a lease with NN Acquisition, LLC for a portion of the building located at 85 Sigourney Street in order to relocate the high school culinary program on the terms and conditions as generally set forth on the Summary of Proposed Lease Terms attached hereto. This authorization is subject to the approval of the lease terms by the Court of Common Council and upon and subject to such terms and conditions that the Corporation Counsel may deem appropriate and in the best interests of the City and Hartford Public Schools.

- IV. Workshop Session
 - A. Special Education Update
 - B. 2011-2016 Strategic Operating Plan
- V. Executive Session (Personnel Matter: Dr. Stephen Perry)
- VI. Adjournment

Upcoming Board of Education Meeting

*** BoE Regular Meeting: Tuesday, February 18, 2014 at 5:30 p.m. at Journalism and Media Magnet Academy, 150 Tower Avenue, Hartford, CT 06120 ***

AGENDA

ITEM # 1

NEW BUSINESS

FEBRUARY 4, 2014

APPROVAL OF SITE FOR KINSELLA MAGNET SCHOOL FOR THE PERFORMING ARTS HIGH HIGH SCHOOL EXPANSION

DR. KISHIMOTO
DR. SLATER

BACKGROUND

The Kinsella Magnet School for the Performing Arts (KMSPA) has expanded its PK-8 school to include high school grades 9-12. Due to space restrictions, the school cannot expand at its current site, 65 Van Block Avenue.

The high school component, which currently enrolls students in grades 9 and 10, is temporarily housed at 245 Locust Street. The City Council has approved \$33 million to construct a new facility for the new KMSPA high school component.

The Hartford Board of Education Administration has investigated several sites for the proposed new KMSPA. The HBOE Administration is seeking approval to construct the KMSPA high school building on City property located at parcels #243248135 and #243249144 on Main Street.

RECOMMENDATION

That the Hartford Board of Education approves the Superintendent's recommendation to construct the Kinsella Magnet School for the Performing Arts High School on City-owned property availed to Hartford Public School AT 1700 Main Street, located at parcels #243248135 and #243249144.



Where the future is present.

DR. DONALD SLATER
CHIEF OPERATING OFFICER

DR. CHRISTINA M. KISHIMOTO
SUPERINTENDENT OF SCHOOLS

Executive Summary

As part of the Sheff negotiations Kinsella was approved for expansion to a 9-12 high school to accommodate the strong desire of students who want to continue their education at a performing arts school. Currently, Kinsella High School has expanded to grades 9 and 10 and will expand to grade 11 in the 2014-2015 school year. The high school is currently being incubated at 245 Locust Street until a permanent site can be located and built.

The requirements for the new Kinsella High School:

- 85,000-95,000 square feet
- An auditorium that will seat 600
- Enough classroom space to accommodate 400 students

The budget for this project is \$33 million.

The Hartford School Building Committee has selected the architect for the design and construction of Kinsella High School. However, a site needs to be approved by the Hartford Board of Education before they can proceed with the contract. The approval of the site is essential to maintain the construction timeline.

Over the past 2 years, the Hartford Public School administration has investigated several possible sites, but all have been deemed unfeasible for various reasons. (Investigated sites included but not limited to: MDC Building, the Hartford Club, several buildings and a parking lot near the Bushnell, 200 Constitutional Plaza, Colt Complex and property in Colt Park.)

Recommendation:

Hartford Public School administration has identified a parcel of land #243248135 and #243249144 to build the new Kinsella Magnet High School of Performing Arts. This land is adjacent to America's Choice at SAND School. It is currently owned by the City of Hartford and maintained by Hartford Public Schools. The recommended site has been discussed at the December's Choice and Facilities Committee Meeting.

Kinsella Magnet High School of Performing Arts: Site Search Summary

Background:

As part of the Sheff negotiations, Kinsella was approved for the addition of a 9-12 high school component to accommodate the strong desire of students who want to continue their education at a performing arts high school. Currently, Kinsella High School has expanded to grades 9 and 10 and will expand to grade 11 in the 2014-2015 school year. The high school is currently being incubated at 245 Locust Street until a permanent site can be located and/or built. Over the past 3 years, the Hartford Public Schools administration has investigated several possible sites for the Kinsella Magnet High School of Performing Arts. The requirements for the new Kinsella High School include a total building size of 85,000-95,000 square feet, with an auditorium that will seat 600 and enough classroom space to accommodate 400 students. The budget for this project is \$33 million. A school construction grant at 95% reimbursement of eligible costs was approved by the Legislature in 2013.

The Hartford School Building Committee has selected the architect for the design and construction of Kinsella High School. However, a site needs to be approved by the Hartford Board of Education before they can proceed with the contract. The timely approval of the site is essential to maintain the construction schedule (start of construction deadline is July 2015). The following is a list of sites investigated by the BOE Administration and the recommended site.

Investigated Site	Pros	Cons
Existing Kinsella PK-8 School Site	BOE property, proximity to existing school	Insufficient structural capacity to add a floor and no ability to expand the footprint of the building, insufficient parking to support additional population
Colt Administration Building	Proximity to existing school, open to sale vs. lease	Requires addition and renovation, billboard lease complications, limited land and parking, blighted adjacent structures, City would lose taxable property, currently unavailable
Colt Park	City property, proximity to existing school, ample acreage	Deed restrictions from donor (Mrs. Colt) limits use to recreation only, or land reverts to the heirs of the donor. Possible but extremely lengthy process to obtain permission from heirs (2-4 years likely)
200 Constitution Plaza	Sufficient building area, adaptable, surplus space can be used for additional programming	Request for use denied by Planning & Zoning, City would lose taxable property, parking and busing complications
Buckingham Street property	Sufficient building area, proximity to existing school and Bushnell/downtown resources	Privately owned and not currently on the market, City would lose taxable property, no impetus to invoke eminent domain taking, parking complications for local businesses
Weaver Campus	BOE property, Sufficient site area to develop purpose built space, ample auditorium space in existing facility means no new auditorium necessary	Conflicts with arts and sciences academy, lack of proximity to downtown resources, proximity to existing school 4.6 miles
Dillon Stadium Parking Lot	Proximity to existing school	Displacement of existing parking for stadium, size insufficient for school building and required parking

MDC Headquarters 555 Main Street	Reasonable proximity to existing school and downtown resources, parking and good portion of necessary square footage exist in relatively modern structure, options to expand to required size, currently tax exempt	MDC withdrew their offer to sell, approvals required to obtain either air rights or adjacent City property to permit addition
St. Peter's School, 170 Main Street	Reasonable proximity to existing school and downtown resources, parking exists, affordable lease, currently tax exempt	Insufficient size, limited expansion options and insufficient auditorium capability on site, significant improvements needed
110 Washington Street (Current Adult Ed. Bldg.)	BOE property, reasonable proximity to existing school and downtown resources, parking exists	Displacement of other programs, limited expansion options and insufficient auditorium capability on site
50 Windsor Street (Former data center)	Large building and site, reasonable proximity to downtown resources	Too large for program, windowless facility with significant environmental remediation required, City would lose taxable property
603-609 Franklin Avenue	South End site, reasonable proximity to existing school, building can be expanded	Limited parking area with expanded building, City would lose taxable property, recently sold
Building at Charter Oak and Wyllys Street	South End site, reasonable proximity to existing school and downtown resources	Limited site, parking not sufficient, high purchase price, building configuration makes adaptation difficult, auditorium space questionable, environmental issues, City would lose taxable property
1700 North Main Street (Adj. to SAND School)	BOE property, sufficient size to support program including auditorium and parking, reasonable proximity to downtown resources, better proximity to existing school than Weaver	Proximity to existing school 2.5 miles

AGENDA

ITEM # 2

NEW BUSINESS

FEBRUARY 27, 2014

APPROVAL OF LEASE AGREEMENT
WITH LINCOLN CULINARY INSTITUTE
FOR HOUSING THE CULINARY ARTS ACADEMY DURING
CONSTRUCTION AT WEAVER HIGH SCHOOL

DR. KISHIMOTO
DR. SLATER

AMOUNT

\$4,630,118 (approximate cost over 4-year period)

FUNDING SOURCE

GENERAL BUDGET

BACKGROUND

The Hartford Public Schools was awarded \$100 million through Substitute Senate Bill No. 876 Public Act No. 13-243 for renovations to Weaver High School. The 2013-14 school year will be used for a planning year and, subsequently at a time to be determined, the construction project will ensue. The Culinary Arts Academy at Weaver High School is the sole academy remaining in the building. Due to the pending construction renovation to the sight, the academy must be relocated to an appropriate educational space. Lincoln Culinary Institute (LCI) has expressed their interest in pursuing a partnership that will: provide temporary housing for the Culinary Arts Academy and provide for staff and student opportunities post construction renovation. Lincoln Culinary Institute provides the necessities required to continue the educational offerings of the Culinary Arts Academy: culinary arts facilities, experts in the field of Culinary Arts and Hospitality, classroom space, office space, partnership opportunities.

During the construction renovation period, the Culinary Arts Academy is projected to have a student enrollment between 240-280 students. Student transportation will be provided for those students who meet transportation requirements.

Hartford Public School personnel and LCI representatives are currently in negotiations to determine costs associated with the project.

This is a 4-year lease agreement. Upon completion of the renovation project at Weaver High School, the Culinary Arts Academy will return to the 415 Granby Street campus to be one of three (3) academies on the renovated site.

Budget:

Rent: \$2,452,718 (over 4 years)

Operating Expenses: \$921,228 (over 4 years)

Real State Taxes: \$256,172 (estimated over 4 years)

Improvement Costs - \$1,000,000

RECOMMENDATION

That the Board of Education authorizes the Superintendent to execute a lease with NN Acquisition, LLC for a portion of the building located at 85 Sigourney Street in order to relocate the high school culinary program on the terms and conditions as generally set forth on the Summary of Proposed Lease Terms attached hereto. This authorization is subject to the approval of the lease terms by the Court of Common Council and upon and subject to such terms and conditions that the Corporation Counsel may deem appropriate and in the best interests of the City and Hartford Public Schools.



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SUMMARY OF PROPOSED LEASE TERMS

- 1. **Premises:** Space on the first (1st) floor and the second (2nd) floor of the building located at 85 Sigourney Street, Hartford, which space includes 41,874 rentable square feet. The contemplated renovations are set forth on attached plans.

HPS shall have the right to use the gym and the library in the building during the hours of 8:00 a.m. to 3:30 p.m. Monday through Friday, except only legal holidays and non-school days and school holidays for the HPS.

The right to the exclusive use of fifteen (15) parking spaces located on the property to be designated by the landlord (NN Acquisition, LLC).

- 2. **Base Rent:**

<u>Sublease Year</u>	<u>Annual Base Rent</u>	<u>Monthly Amount</u>
1	\$586,266.00	\$48,855.50
2	\$603,854.04	\$50,321.17
3	\$621,969.60	\$51,830.80
4	\$640,628.64	\$53,385.72

- 3. **HPS's Share of Operating Expenses:** Eleven and 4/10ths percent (11.40%) of operating expenses in the following amount:

<u>Sublease Year</u>	<u>Annual Additional Rent</u>	<u>Monthly Amount</u>
1	\$230,307.00	\$19,192.25
2	\$230,307.00	\$19,192.25
3	\$230,307.00	\$19,192.25
4	\$230,307.00	\$19,192.25

- 4. **HPS's Share of Real Estate Taxes:** Eleven and 4/10ths percent (11.40%) of the actual real estate taxes. The initial estimate for monthly real estate tax payments for 2014 is \$5,228. Estimate for annual real estate taxes is \$62,736.

- 5. **Improvement Costs:** The estimated improvement cost as of the date hereof is \$1,000,000 which aggregate number includes:

- i. a construction administration fee of \$50,000 payable to landlord; and
- ii. out-of-pocket costs incurred by landlord for the:

- a. Construction Administrator's services; and
 - b. Architect's services in the amount of \$_____ prior to the date of the Lease for the preliminary design of the Space Plan; and
 - c. Architect's services after the date of the Lease;
 - d. Engineer's services; and
- iii. the out-of-pocket costs for any attorney engaged by landlord in connection with the contracts for the Architect, the Engineer, the Construction Administrator, and the Contractor/the CM and the Subcontractors or in connection with the construction of the improvements (but not in connection with the negotiation, the execution and the delivery of the lease); and
 - iv. the out-of-pocket costs incurred by landlord for the demolition and the construction in connection with the improvements.

6. **Payment of Improvement Costs:**

- a. 1st payment in the amount of \$250,000 upon execution of lease;
- b. 2nd payment in the amount of \$650,000 due upon Substantial Completion;
- c. 3rd payment in the amount of \$100,000 within thirty (30) days of completion of the Improvements, plus any adjustments for change orders.

7. **Commencement Date:** August 1, 2014

8. **Term:** 4 years (July 31, 2018)

9. **Permitted uses and permitted hours of operation:**

- a. Solely for the operation of a cooking/culinary school for education of HPS students in the art and science of food preparation, for related school administration purposes and for related incidental uses such as meals for students and for no other purpose.
- b. Solely during the hours of 7:00 a.m. - 6:00 p.m. Monday through Friday.

10. **Landlord's services.** Landlord shall furnish solely the following services to the Premises: a) Heating, Ventilation and Air Conditioning; b) elevators; c) electricity; d) janitorial services; e) water Cold and hot water at standard building temperatures to all lavatories, for ordinary drinking, cleaning, sanitary and lavatory purposes, and to all kitchens (including food preparation areas).

11. **Tenant's Repairs.** Tenant at its sole expense shall maintain the interior portions of the Premises including the tenant's Improvements and the interior fixtures and appurtenances, including entrances and vestibules, partitions, windows, window frames, glass, moldings, doors, door openers, light bulbs, fluorescent tubes, lighting fixtures (including component parts such as starters, ballasts, lenses or grills), furnishings and all items installed by tenant, in good condition and repair, but tenant shall not be responsible for (a) structural repairs; and (b) repairs required to be made by landlord.

12. **Early Termination.** HPS can terminate the lease prior to the expiration date of the term provided HPS reimburses the landlord for all of the improvement costs and provides at least twelve (12) months prior written notice.

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Special Education Update

2/4/2014

Clare Kennedy, Executive Director of Special Education



Special Education Presentation

Goals:

1. Building Internal Capacity
2. Program Development
3. Out of District Placement Reduction

Building Internal Capacity

- Staffing
- Portfolio Teams
- School Based Teams
- Use of Data
- Professional Development

Special Education Department Staffing (FTE) - District Review



Special Education Staff (FTE)	
Special Education Teachers	191
Special Education Non-Public Teachers	2
Teachers of the Visually and Hearing Impaired	4
Speech and Language Pathologists	42
Physical and Occupational Therapists	12
Social Workers	54
Psychologists	20
Total	325
Central Office Staff	
Executive Director	1
Directors	10
Lead Psychologist	1
Assistive Technology Coordinator	1
Support Staff	9
Total Central Office Staff	22
Combined Total	347

Program Development

- Why develop programs?
- Who do the programs serve?
- Where do we go next?

PreK- 12+ Special Education Programs 2013-2014



Programs	2011-2012	2012-2013	2013-2014	Proposed 2014-2015
Learning Centers for Students with <u>Autism</u> Grades K- 8	<ul style="list-style-type: none"> John C. Clark: 2 classes Fred D. Wish: 3 classes Alfred E. Burr: 1 class Sara J. Rawson: 1 class 	<ul style="list-style-type: none"> John C. Clark: 3 classes Fred D. Wish: 3 classes Alfred E. Burr: 1 class Environmental Sciences Magnet School @ Mary Hooker: 1 class Sara J. Rawson: 1 class 	<ul style="list-style-type: none"> John C. Clark: 3 classes Fred D. Wish: 3 classes Alfred E. Burr: 1 class Environmental Science Magnet School @ Mary Hooker: 1 class Sara J. Rawson: 1 class Batchelder: 1 Class (K-1) 	<ul style="list-style-type: none"> 1 Elementary ABA
Learning Center for Students with <u>Multiple-Disabilities</u> Grades K- 12	<ul style="list-style-type: none"> Expeditionary Learning Academy @ Moylan:1 class Batchelder: 1 class America's Choice @ SAND School: 1 class Bulkeley Lower: 1 class 	<ul style="list-style-type: none"> Expeditionary Learning Academy @ Moylan:1 class Batchelder: 1 class America's Choice @ SAND School:1class Bulkeley Lower and Upper: 2 classes 	<ul style="list-style-type: none"> Expeditionary Learning Academy@ Moylan:1 class Batchelder: 1 class SAND School:1class Bulkeley Lower: 1 class Bulkeley Upper: 1 class HPH-L&G: 2 classes (MD/Autism) – Theater Teacher 	<ul style="list-style-type: none"> MS Learning Center
Learning Centers For Students with <u>Emotional and Behavioral Disabilities</u> Grades K-12	<ul style="list-style-type: none"> Early Reading Lab @ Ramon E. Betances: 2 classes Martin L. King, Jr.: 2 classes Bulkeley Upper: 1 class 	<ul style="list-style-type: none"> Early Reading Lab @ Ramon E. Betances: 2 classes Martin L. King, Jr.: 2 classes Bulkeley Lower and Upper: 2 classes 	<ul style="list-style-type: none"> Betances: 2 classes MD Fox: 4 classes Naylor: 2 classes Bulkeley Lower: 1 class Bulkeley Upper: 1 class HPH-Green Tech: 2 Classes ED 	<ul style="list-style-type: none"> High School: 1 class Middle School: 2 classes
<u>Preschool</u> Special Education Programs	<ul style="list-style-type: none"> Expeditionary Learning Academy @ Moylan:1 Multiply-Disabled class James H. Naylor/CCSU Leadership Academy: 2 Autism Classes Inclusion Preschool classes: Burr, Clark, Simpson-Waverly , Parkville, Moylan, Milner Early Childhood Development Teams: Assessment and Itinerant Services – Centers located at: Batchelder, Martin L. King, Jr., Parkville Community , Frank T. Simpson-Waverly 	<ul style="list-style-type: none"> Expeditionary Learning Academy @ Moylan:1 Multiply-Disabled class James H. Naylor/CCSU Leadership Academy: 2 Autism Classes Inclusion Preschool classes: Burr, Clark, Simpson-Waverly (2), Parkville Early Childhood Development Teams: Assessment and Itinerant Services – Centers located at: Batchelder, Martin L. King, Jr., Parkville Community , Frank T. Simpson-Waverly and Renzulli Academy 	<ul style="list-style-type: none"> Moylan:1 MD class (Location TBD) Naylor: 2 Autism Classes Inclusion Preschool classes: <ul style="list-style-type: none"> Burr Clark Simpson-Waverly (2), Parkville, Martin L. King, Jr. Early Childhood Development Teams: Breakthrough 2 	<ul style="list-style-type: none"> PreK ABA
High Steps Transitional Program for 18-21 yr olds	<ul style="list-style-type: none"> Bulkeley Upper 	<ul style="list-style-type: none"> Bulkeley Upper 		
Learning Centers			<ul style="list-style-type: none"> Pilot: Breakthrough 2 : 1 class Moylan: 1 class 	<ul style="list-style-type: none"> 1 middle school 1 elementary school

Red = New Programs

Students

- Our 2013-2014 data indicates that there are 3,653 Hartford students identified with special education needs. Of these, 455 students are out-placed.
- HPS Special Education students:
 - District 2,720 (74.6%)
 - Magnet 381 (10.4%)
 - Charters 97 (2.7%)
 - Out-Of-District 455 (12.5%)

Out of District Placement

- Who is outplaced and why
- Number of students out placed
- Cost of outplacement
- Potential savings based on new in-district programs

Student Exceptionality

Primary Reasons for OOD Placement

- Aggressive and unsafe behaviors
- Need for therapeutic, psychiatric Services
- High Level of student need
- Hartford CHOICE students placed out by suburban districts.

Out-Placed	
ID	24
HI	16
SLI	6
VI	1
ED	184
OHI	42
LD	68
MD	32
Autism	44
TBI	1
DD	4
ADHD	33
Total	455

New Programs/Potential Savings

- Added 88 new program seats for 2013-2014 that would have been out-placed.
- Netted a potential savings of \$5,526,400
- Planning an additional 70 seats for 2014-2015.

Special Education Department Tuition & Transportation Costs

Tuition	2012-13 Actual	2013-14 Forecast	% Inc. (Dec.)
Private Out of State	\$690,949	\$536,438	(22.4%)
Private in State	\$21,114,902	\$23,461,133	11.1%
Private in State - High Road Hartford	\$3,251,979	\$2,914,430	(10.4%)
Public in State	\$12,676,717	\$13,499,988	6.5%
Total Tuition Cost	\$37,734,547	\$40,411,989	7.09%
Transportation Cost	\$14,606,077	\$15,439,900	5.7%

Good News

- Compliance
- Collaboration
- Programs
- Recognition and Awards
- Our Future Focus



Dr. Christina M. Kishimoto
Superintendent

To: Board Members
From: Dr. Christina M. Kishimoto
Re: 2011-2016 Strategic Operating Plan Supplement,
Date: January 29, 2014

The Hartford Public Schools Strategic Operating Plan (SOP) sets the curriculum, assessment, professional learning, funding, staffing, and decision-making priorities for 2011-2016. The focus of the SOP is on preparing every Hartford Public Schools student to be college and career ready. This supplement to the SOP matrix provides information on additional key projects that have developed during the 2011-2013 timeframe supporting the goals and priorities of the district.

Chronic Absences Plan: In support of the Third Grade Promise, Hartford Public Schools has joined the Hartford Campaign for Grade Level Reading. This initiative is led by United Way and is part of the National Campaign for Grade Level Reading. The campaign focuses on school readiness, summer learning, and reducing chronic absence. Chronic absence is an academic view of attendance and is defined as missing 10% or more of the school year regardless of the reason. In support of the reduction of chronic absences, the plan includes:

- Analysis and sharing of chronic absence data – Complete and ongoing
- Educating the entire Hartford community about the chronic absence problem – Complete and ongoing
- Creation of a Community Attendance Team – Complete
- Development of an Attendance Plan to reduce chronic absence – In process

College and Career Readiness Initiatives

- *CCSU Junior Academy:* In collaboration with CCSU, The Boys & Girls Clubs, and Career Beginnings, HPS has developed and established the CCSU Junior Academy. This academy focuses on preparing and equipping HPS juniors to meet the rigors of the freshman year of college. During two weeks of intensive preparation, juniors are immersed in the campus culture, work directly with campus personnel, receive information on admissions strategies, and are prepared for the SAT.
- *Hartford Days:* In collaboration with Hartford Consortium for Higher Education, CCC, Manchester CC, UCONN, CCSU, UHART, and other institutions of higher education, HPS will host Hartford days in the spring of 2014. The goal is to increase the percentage of graduating HPS seniors who successfully enroll in and attend college in the fall immediately following high school graduation. Hartford Days 2014 will be held in 3 locations in May: Bulkeley High School, Weaver High School and Hartford Public High School. Representatives from 7 – 10 colleges will be on hand to complete all enrollment paperwork (financial aid, freshman orientation, housing forms, health records, schedule placement testing, etc...) prior to the end of the school year. In addition, Career Beginnings specialists and HPS school counselors will be on hand to support the students.
- *Student Voices Essay Contest:* In an effort to increase awareness of college aspirations and to encourage an increase in scholarship applications, HPS and Career Beginnings will host the 1st Annual Student Voices college and scholarship essay contest. Students will be selected from each

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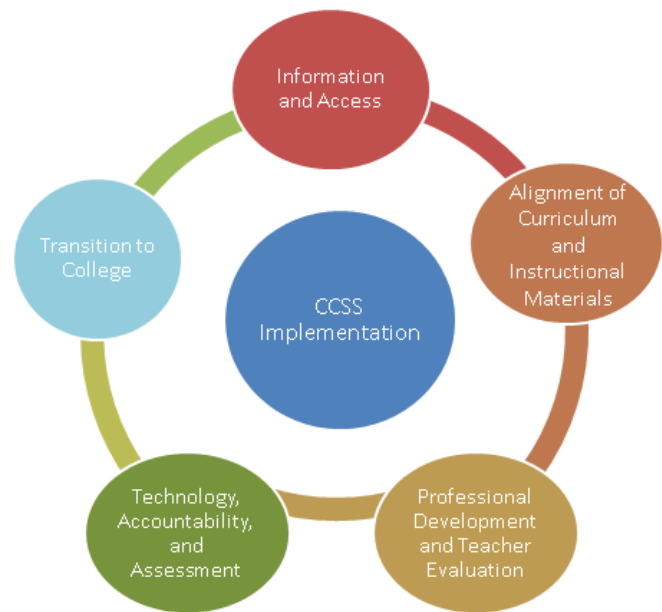


high school to participate in a contest that will showcase the best college and scholarship essays from the class of 2014.

- *Last Scholars College Fair:* Seniors who are undecided about post-secondary plans will be invited to attend the Last Scholars College Fair. Area community colleges, as well as, Goodwin College will conduct a college fair and provide immediate feedback to all seniors who attend. Students will then be provided with enrollment and registration information from the community college of their choice. The goal is to ensure that all graduating members of the class of 2014 have a comprehensive, concrete post-secondary plan prior to the end of the school year.

Common Core State Standards

The HPS Common Core Leadership Team was formed in January 2013 to support the planning, development, and implementation of the Hartford Public Schools Common Core Implementation Plan. This cross district collaborative group was comprised of members of the Office of Academics, Office of Pre K-12 Education, Office of Early Literacy and Parent Engagement, Office of Strategic Partnerships, and Office of Talent Management. The ongoing work of this team provides a forum for information sharing, idea dissemination, and progress monitoring to sustain and propel effective application of the theoretical, methodological, and practical integration of Common Core State Standards throughout the district. The Hartford Public Schools Common Core Implementation Plan was presented to the Board of Education during the September 2013 BOE Retreat. The plan articulates goals, objectives, and action steps for 5 key areas:



1. Stakeholder Information and Access-Design and establish effective systems of communication and build awareness to empower stakeholders.
2. Aligning Curriculum and Instructional Materials-Implement curriculum and provide instructional materials fully aligned to the CCSS.
3. Professional Development and Teacher Evaluation-Build internal capacity to lead CCSS implementation and create a comprehensive Teacher Evaluation Plan aligned to CCSS.
4. Technology, Accountability, and Assessment-Implement a new generation of CCSS aligned assessment tools and strategies to guide instruction, inform professional development, and establish accountability for student achievement.
5. Transition to College-Embed a college going culture by connecting Common Core learning with higher education to propel college access and success.

In support of the Hartford Public Schools Common Core Implementation Plan, the District Common Core Team was formed in March 2013 in response to the Memorandum of Collaboration (MOC) with the State of Connecticut Department of Education. This team is an expansion of the leadership team, consisting of varied stakeholders representing internal and external collaborators that support the work of the district. Team members receive and exchange information that informs the state implementation of CCSS. As part of the MOC, curriculum specialists and instructional coaches participate in state-led

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professional development and data specialists administer SBAC like assessments to acclimate the district to the new generation of assessments.

Communications Plan

In March 2013 a Superintendent's Work Group on Communications convened to oversee the planning of a multi-year Communications Plan to build on the foundation established in the first two years of the Strategic Operating Plan. In the first step in the development of the communications plan, consultants conducted an input process that reflected the district's commitment to stakeholder engagement and that ensured multiple perspectives to inform the district's next steps in advancing communications as a strategic priority. The consultants held focus groups and interviews with parents, teachers, principals, central office staff, Superintendent Kishimoto, the superintendent's cabinet, community advocates, and members of the Board of Education.

With the input from stakeholders and an assessment of strengths and challenges in current communications, a three-year plan was developed that seeks to build the capacity of the district's many communicators to actively, effectively and consistently communicate with the district's many internal and external stakeholders, with a particular focus on family engagement. The plan includes a revised Vision, Mission and Core Beliefs, recommendations on effective organizational development processes, communications guiding principles, goals, objectives, strategies and tactics. Key strategies and tactics that can be implemented with existing resources are underway with additional priorities expected to be built into the budget planning process for 2014-2015.

Data Warehouse

The Department of Institutional Data team in collaboration with the Metro Hartford Information Services (MHIS) will develop and implement a district-wide reporting system which will include the following deliverables:

- Intranet-based access of data to district staff, which includes Central Office, principal, teachers, and other school staff essentials
- Integrated data from multiple sources
- Ability to perform new types of analyses
- Access to historical data

The development of this framework will result in:

- Integrated data and improved data quality and consistency
- Standardized data across the organization
- Improved turnaround time for analysis and reporting
- Shared data and easy access to information for staff
- Support for ad hoc reporting and inquiry

Measures/Evidence of Success:

- Identified data process flows for all Hartford Public Schools systems
- Developed reconciliation processes to clean up district data
- Exploration of potential data warehouse platforms

English Language Learners/World Languages Plan: In an effort to close the achievement gap between ELL's and native speakers of English and to make Hartford Public Schools a national model of language learning that takes advantage of the rich heritage of this City (over 86 home languages spoken by our students and families), the Superintendent contracted with the American Institutes for Research (AIR)

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and Middlebury Interactive Languages (MIL) to conduct a research on the status of language learning in our district and to provide recommendations that would make HPS a national model for language acquisition. Action steps in this area include:

- The allocation of additional funding to support an ELL plan that includes district-wide and school-based ELL coaches, professional development, and instructional technology – Ongoing
- Creation of an ELL/World Language Superintendent's Workgroup charged with creating a framework for language acquisition for the district and with a special focus on the two language-based schools (Latino Studies Academy and Asian Studies Academy) – Draft framework completed awaiting further analysis and budgetary implications.

Family Engagement Plan: A Family and Community Engagement Taskforce, composed of approximately 25 parent leaders and community members, worked on multi-year Family and Community Engagement Plan based on national research and standards. This plan was presented by the Superintendent to the Board of Education on June 18, 2013. The plan was unveiled officially to the parents at a Citywide Family Convocation on Saturday, September 21, 2013. The two key action steps for the 2013-2014 school year identified in the Family and Community Engagement Plan are:

- District-wide implementation of the Parent Portal – Complete
- Develop a Family Toolkit/Resource Guide – In Process
- Develop a School Administrator, Teacher, and Staff Toolkit/Resource Guide – In Process

Nellie Mae Education Foundation: Blended Learning Planning Project

With a \$450,000 grant from the Nellie Mae Education Foundation, Hartford Public Schools is engaged in a research, planning and piloting project to assess the opportunities that blended learning provides high school students. Key activities undertaken in the 18 month timeframe include:

- Research and development of a landscape report based on national blended learning best practices and a survey of nearly 300 Hartford teachers and principals.
- A Superintendent's Work Group on Student-Centered Learning in High School, inclusive of community partners, principals, teachers, and district staff, advises on the work.
- A Professional Learning Community (PLC) comprised of English, social studies, math, and foreign language teachers from Bulkeley High School and Pathways to Technology and Design meet formally on a monthly basis, and informally approximately weekly to develop classroom implementation plans for the January-June pilot.

Key Outcomes so far include:

- PLC members have conducted research on blended and student-centered instruction, participated in webinars, visited well-established blended-learning schools, networked with educators who are currently implementing this instructional model, and attended local and national conferences.
- Each teacher created an individual implementation plan, describing the target group of students, goals and measurable outcomes, initial strategies, and an action research plan.
- Teachers have elected to use Chromebooks as their main tool for learning, and are considering the use of several online educational resources and subject-specific software such as Tenmarks, Khan Academy, Study Island, Florida Virtual High School, Middlebury Interactive Language.
- PLC members share resources and ideas, as well as present issues to the group for feedback.
- First round of student focus groups and interviews are completed with a mid-point and summative planned.
- Parent focus groups/ SGC meetings are being planned.
- Reports to BOE and community discussion are being planned.
- Community discussions: planned including overview of project and findings for input and technology demonstrations

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- Project website and newsletter as source for sharing information about the project
- Final report will provide information on learnings gained in the planning project, recommendations for the district's consideration and policy and operational implications around the area of blended learning as an instructional focus.

School Quality Reporting

The purpose of the Hartford Public Schools school quality reporting system is to promote the highest quality of teaching and learning in every Hartford public school through the creation and usage of an effective reporting system to inform and monitor school improvement.

The components of the reporting system will include:

1. School Quality Report Cards: Public annual report that contains a summary of critical school success indicators for parents and stakeholders
2. Expanded School Quality Reports: Internal annual report of summative data on school success for accountability to district expectations and progress toward Strategic Operating Plan
3. Data Dashboard and Live Binders: Monthly formative data made available for leaders to use in guiding continuous school improvement.

To date, the team has:

1. Reviewed district work to date and national models
2. Created a draft design
3. Gathered feedback from principals, central office administrators, cabinet members, and the Board of Education.

Next steps: Small groups will work to further develop the key indicators for the three school performance categories (Student Performance and Progress, School Environment and School Practice). The recommendations from the three groups will be used to create a revised draft. This draft will be shared with: principals, central office administrators, cabinet, key parent leadership groups and community organizations for additional feedback. This feedback will inform final revisions that will be presented to the BOE for approval. The target date for completion is before the end of April 2014.

Standards-Based Grading and Reporting

Hartford Public Schools has begun to implement standards-based grading and reporting (SBGR) with a cohort of seven schools in 2013-2014. The district will expand to all schools over the next two years with funding support from the Gates Foundation (Key Project #2). SBGR allows us to more accurately and consistently report student achievement to students and families as it relates to common core state standards. The revised grading policy was adopted by the Board of Education on September 17, 2013. The central premise of standards-based grading and reporting is a shared vision of the primary purpose of grades. The purpose is focused on communication of achievement, with achievement defined as performance measured against standards and learning outcomes. These grading practices form the basis for grades that are consistent, accurate, and meaningful thereby, providing clear communication and feedback to parents and students regarding mastery of standards.

Teacher Evaluation Progress Update

The Hartford Public Schools has steadily progressed in teacher evaluation reform since the 2011 – 2012 school year. All pertinent stakeholders, including teacher and administrator union leadership, have and continue to play an integral role. Reform efforts have focused on aligning evaluative practices with state requirements and building capacity for HPS evaluators to ensure the evaluation process promotes teacher professional growth.

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Phase I: 2012 – 2013

- The Danielson Framework for Teaching (FFT) 2011 effective practice rubric was adopted.
- All classroom teachers in all schools participated in the Observation of Teacher Practice one year ahead of state requirements.
- A district-wide baseline of teacher performance on the Danielson FFT 2011 was established and used to align professional learning activities.
- The number of classroom observations increased from an average of approximately 1000 per school year to 5000 in 2012 – 2013.
- All classroom observations and summative evaluations were completed using the web-based TeachScape Reflect Live platform.
- All 150 central office and building administrators completed an initial Danielson FFT 2011 calibration training and test prior to conducting classroom observations; the TeachScape Framework For Teaching Proficiency System required approximately 30 hours of training and test taking.
- All classroom teachers and administrators participated in building and district based professional learning sessions on the Danielson FFT 2011 rubric, an orientation to the Teacher Evaluation and Professional Development Handbook 2012 – 2013, and teacher evaluation best practices.

Phase II: 2013 – 2014

- All classroom teachers in all schools are participating in the teacher full evaluation and development model aligned with state requirements, which includes student learning outcomes counting as 45% of a teacher's evaluation rating.
- The Danielson FFT 2013 rubric that aligns with Common Core State Standards has been adopted.
- All non-classroom teachers in all schools and at the central office participate in the Observation of Teacher Practice (40%) requirement. Effective practice rubrics specific to the non-classroom teachers' content areas were adopted such as an instructional specialist rubric for theme and instructional coaches.
- All classroom and non-classroom teachers and administrators participated in building and district based professional learning sessions on their appropriate effective practice rubric, an orientation to the Teacher Evaluation and Professional Development Handbook 2013 – 2014, and the best practices in teacher evaluation.
- In cooperation with the administrator union leadership, an annual calibration observation program was developed for implementation during the 2014 – 2015 school year.
- Central office and building administrators are participating in co-observation calibration observations. Principals conduct co-observations with Assistant Principals and Deans as part of the administrator evaluation process.
- The position of complementary observer was created and is focusing on calibrating observations with building administrators in three HPS community schools for the purpose of ensuring the evaluation process results in teacher professional growth.
- Pre and post-conference protocols have been developed for administrators to ensure that the evaluation process leads to teacher professional growth.

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Sincerely,

Dr. Christina M. Kishimoto
Superintendent of Schools
Hartford Public Schools

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Key:

★ = Accomplished; √+ = Implementation moved from year 2 to 3 or 4; √ = Implement in years 3, 4 or 5

Goal 1: Third Grade Promise. *All students who enter a Hartford Public School at grade Pre-K or K will read at/above grade level by the end of third grade.*

Strategy	Action Steps	Work Group	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2013-2014 Comments
Relevant Curriculum								
	A. Provide K-3 literacy curriculum and resources aligned to the Common Core State Standards.	A. Hartford Campaign for Grade Level Reading Work Group.	■	√	√	√	√	
	B. Conduct Universal Reading Screenings in May of the Preschool year.	B-D Preschool Universal Reading Screens Work Group.	■	√	√	√	√	
	C. Conduct Universal Reading Screenings in Kindergarten.		■	√	√	√	√	Sept, Jan, May
	D. Conduct Universal Reading Screenings in First Grade.				■	√	√	Completed and aligned with Flyleaf decodable text.
	E. Increase number of seats for Pre-K.				■	√	√	

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Strategy	Action Steps	Work Group	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2013-2014 Comments
	F. Implement College and Career Counseling Program Curriculum appropriate for grade levels.				√			
Quality Instruction								
	A. Provide an extended Kindergarten school-year to all K students who are not meeting DRA2 reading level expectations by May.	A. Kindergarten System Work Group and Hartford Campaign for Grade Level Reading Work Group.	■	√	√	√+		Data analyzed in May 2014
	B. Conduct research-based analysis and action research to determine effective vocabulary instruction in Kindergarten.	B-C. Project Early Vocabulary Intervention Work Group.	■	√+	√	√		UCONN and Michael Coin's research project
	C. Conduct research-based analysis and action research to determine effective vocabulary instruction in First Grade.			√	√	√		UCONN and Michael Coin's research project
	D. Conduct research-based analysis to determine effective homework practices for K-3 students.	D. Homework Work Group formed spans all goals.		√+	■			Report completed in May 2013. Policy implications; PD required.
	E. Provide professional development on implementation of homework guidelines for K-3			√	√	√	√	PD ongoing

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Strategy	Action Steps	Work Group	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2013-2014 Comments
Innovative Leaders								
	A. Recommend the establishment of a K-3 Literacy Assessment Team in all schools with an OSI below goal to include classroom teacher, instructional coach, special education staff, reading teachers and literacy coach focused on Kindergarten literacy data.				√	√	√	
	B. Establish a literacy support work group at the Betances Early Reading Lab School comprised of Special Education teacher, speech/language pathologist and reading teacher for the purpose of creating and field-testing differentiated vocabulary and reading comprehension strategies for struggling readers, ELLs, Sped and language delayed students.				√	√	√	
	C. K-3 Literacy Assessment Team focus on first grade literacy data				√	√	√	
	D. K-3 Literacy Assessment Team focus on second grade literacy data.				√	√	√	
School Design Fidelity								
	A. Use the Betances Early Reading Lab School to develop a teaching video-library of research-based instructional literacy strategies to be used to improve reading instruction in grades K-3.	A. Betances Early Reading Lab School Video Library Work Group.			√			

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Strategy	Action Steps	Work Group	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2013-2014 Comments
Family / Community Engagement								
	A. Create family-friendly literacy modules for kindergarten to be implemented district-wide through school-based resources including FRC, after-school programs, etc.	A-D. Family Literacy Modules Work Group and Hartford Campaign for Grade Level Reading Work Group.			√	√	√	
	B. Create family-friendly literacy modules for first grade to be implemented district-wide through school-based resources including FRC, after-school programs, etc.				√	√	√	
	C. Create family-friendly literacy modules for second grade to be implemented district-wide through school-based resources including FRC, after-school programs, etc.					√	√	√
	D. Create family-friendly literacy modules for third grade to be implemented district-wide through school-based resources including FRC, after-school programs, etc.					√	√	
Capacity Building								
	A. Feasibility study on increasing PreK seats.							
	B. Improve the reliability and accuracy of DRA 2 scoring.					√	√	

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	C. Create plan for implementation of After Schools Standards.	C. After School Standards Work Group completed work Fall 2011. (IA)	■	■	■			BOE approved in Sept 2013
	D. Establish an Early Literacy Implementation Team (internal and/or external representation).	D. Hartford Campaign For Grade Level Reading Work Group.	■	√	√	√	√	Ongoing work as part of Hartford Campaign for Grade Level Reading
	E. Increase the number of afterschool programs using existing resources (e.g. Waterford and Success Maker) and other literacy support.			√				
	F. Schedule / deliver professional development for all kindergarten teachers in the Common Core State Standards, measures of success for the Third Grade Promise, and effective assessment analysis.		■	■	√	√	√	
	G. Increase capacity for preschool teachers to administer Universal Reading Screens in May of the Preschool year.		■	■	√	√	√	
	H. Increase capacity for preschool teachers to input data into the Performance Plus Management system.			■	√	√	√	
	I. Provide professional development for K-12 administrators in the Common Core State Standards.			■	√	√	√	PD to occur Dec Jan Feb 2013/14

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Strategy	Action Steps	Work Group	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2013-2014 Comments
	J. Provide professional development for afterschool providers on the Common Core State Standards and effective literacy instruction.				√			Joint effort OIA and Curriculum and Instruction
	K. Provide professional development for all K-3 grade teachers in the Common Core State Standards, measures of success for the Third Grade Promise, and effective assessment analysis.							

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Goal 2: Middle Years Redesign. <i>All middle grades students will demonstrate sustained performance gains that will prepare them for the rigor of a college-ready high school curriculum.</i>								
Strategy	Action Steps	Work Group	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2013-2014 Comments
Relevant Curriculum								
	A. Add two interdisciplinary units aligned to Common Core State Standards for middle years with focus on STEM skills.		█	█				Completed
	B. Conduct audit to assess access to Algebra 1 and school capacity to offer it.		█	█				Audit completed in 2012/13 of school capacity and student readiness for algebra and access; recommendations made to curriculum department.
	C. Develop a multi-year implementation plan to provide access to students to participate in Algebra 1 in 8th grade.			█	√+			Implementation in process in some schools.
	D. Create and implement a five-year funded systemic academic intervention plan for literacy and math.		√	█	√	√	√	Framework for SRBI developed; adding intervention system Read 180; Math 180, SPIRE, Iready, Imagine Learning (pilot); other. Flowchart created for ELLs.
	E. Define / implement library research skills and computer literacy for middle years students including organizational skills.			█	█	√	√	Addressed through CCSS

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Strategy	Action Steps	Work Group	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2013-2014 Comments
	F. Audit current practices in how schools are meeting health education.							Needs curriculum writing
	G. Implement College and Career Counseling Curriculum including career planning and other college readiness skill development.				√	√	√	Program will continue
Quality Instruction								
	A. Establish research-based instructional guidelines to be included in Middle Years Design Standards.	A. Middle Years Design Standards Work Group formed Fall 2011.			√	√	√	Link Standards to S.A.P.s
	B. Implement Design Standards.					√	√	
	C. Conduct research-based analysis to develop guidelines for effective homework practices for middle years.	C. Homework Work Group formed for all goals.						Report Completed in May 2013. Policy implications; PD required.
	D. Provide professional development on implementation of homework guidelines.				√+	√	√	
	E. Implement technological options for homework management including online assignments, parent portal for info and engagement, etc.				√	√		Models being shared and options implemented.

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Strategy	Action Steps	Work Group	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2013-2014 Comments
Innovative Leaders								
	A. Create a training module for existing and emerging leaders specific to middle level school leadership.					√	√	
	B. Create a plan to systematically develop formal structures and processes for increasing youth leadership.	B. Youth Leadership Work Group (elementary, middle, high school principals) spans all goals.			√+			ongoing
School Design Fidelity								
	A. Create Middle Years Design Standards describing key elements and indicators of a successful middle school based on national standards.	A. Middle Years Design Standards Work Group.						
	B. Implement professional development for principals on the Middle Years Design Standards and process for the development of Middle Years Implementation Plans.							
	C. Conduct an audit of Middle Years Design Standards for middle years structure (all three grades).				√	√	√	Ongoing; collecting best practices and models.

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Strategy	Action Steps	Work Group	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2013-2014 Comments
Family / Community Engagement								
	A. Establish a committee to examine grading and grade reporting practices and make recommendations for improvement.	A. Grading Policy Work Group formed for all goals.						Cohort of schools using standards-based report cards.
	B. Develop a plan for communicating student performance aligned to standards (e.g. progress reports, report cards, online teacher and parent portals).	B. Grading Policy Work Group formed for all goals.			√	√	√	Implement PowerSchool parent portal in all schools.
	C. Based on national research, develop a plan for increasing middle years athletic programs to build school spirit and as feeders to high school athletic programs.					√	√	Participating increasing.
	D. Implement mentorship programs for middle years students.							Piloted at Burr. Will expand to other schools.
	E. Provide information on academic performance to parents/families.				√	√	√	Parent Portal implemented; SGCs trained on school-academic-home compact
Capacity Building								
	A. Review current options for middle years after school programs to identify gaps and linkage with SOP Goals (e.g. college visits, career readiness).							

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Strategy	Action Steps	Work Group	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2013-2014 Comments
	B. Revisit the Climate Survey to determine usefulness and explore survey options that more specifically assess school connectedness.	B. School Connectedness Survey Work Group.						Annual climate survey Dec-Feb.
	C. Create plan for implementation of After School Standards.	C. After School Standards Work Group completed work Fall 2011.						
	D. Assess and develop plans to build schools' capacity to track school connectedness activities.				√+	√+		Need to connect to SSPs.
	E. Provide training for grade 6-8 teachers on teaching the adolescent; training to occur within first year teaching a middle grade.				√+			
	F. Provide differentiated professional development to schools that need support in their middle years design implementation in collaboration with partners.					√	√	

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Goal 3: College Readiness: All students earning a Hartford Public School diploma will demonstrate college readiness.								
Strategy	Action Steps	Work Group	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2013-2014 Comments
Relevant Curriculum								
	A. Conduct data review and develop Annual Plan for increased opportunities and supports for students enrolled in school-based AP classes, ECE classes and dual enrollment.				√	√	√	Ongoing
	B. Implement Action Plan for increased opportunities and structured student support programs for students enrolled in school-based AP classes, ECE classes and dual enrollment.				√	√	√	
	C. Select and pilot College and Career Counseling Curriculum that includes classroom and counseling components for 9-12.	C. College and Career Counseling Work Group of Principals, School Specialists, College Counselors.			√			College and Career Counseling Curriculum piloted in AoEGT & Nursing; plan to expand to other 9 - 12 schools in SY 14-15.
	D. Select and pilot College and Career Counseling Curriculum that includes classroom and counseling components for 6 - 8.							Alliance grant funded college career specialist position in 9 K-8 schools.
	E. Select and pilot College and Career Counseling Curriculum that includes classroom and counseling components for PK - 5.					√		
	F. Implement, monitor and evaluate a College and Career Counseling Curriculum for grades 9-12.	D-F. College and Career Counseling Work Group.			√	√	√	
	G. Implement, monitor and evaluate a College and Career Counseling Curriculum for grades 6-8.					√	√	
	H. Implement, monitor and evaluate a College and Career Counseling Curriculum for grades K-5.						√	

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Strategy	Action Steps	Work Group	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2013-2014 Comments
	I. Initiate standards-based grading recommendations process.	G. Grading Policy Work Group spans three goals.				√+		
	J. Implement the SAT during the school day at no cost to students.		■					
	K. Develop an Action Plan to increase participation in PSAT.			■				
	L. Update HS graduation policy ensuring alignment with common core state standards, college readiness skills (cognitive strategies, key content, academic behaviors, college knowledge) AND admissions requirements for 4-year colleges/universities.	I. Higher Education Admissions Work Group.				■		Policy needs BOE approval.
	M. Monitor and evaluate college-ready curriculum aligned to the Common Core State Standards across the district.			■	■	√	√	
	N. Research and create a comprehensive College and Career Counseling Framework.			■				
	O. Develop action plan to ensure systemic implementation of College and Career Counseling Framework.				√			
	P. Monitor and evaluate implementation and effectiveness of College and Career Counseling Framework at intervention schools				√			

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	Q. Implement SRBI/RTI models in secondary Intervention Schools to increase academic supports to students who are at or below grade level							
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Strategy	Action Steps	Work Group	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2013-2014 Comments
Quality Instruction								
	A. Embed SAT preparation into instructional practices as part of the adoption of the Common Core State Standards.				√	√	√	Ongoing
	B. Conduct professional development for SAT preparation strategies.					√	√	
	C. Conduct research-based analysis to develop guidelines for purposeful homework practices for grades 9-12.	B. Homework Work Group spans three goals.						Report Completed in May 2013. Policy implications; PD required.
	D. Create professional development modules to increase vertical teaming opportunities to ensure alignment of high school instructional strategies to higher education/college level expectations.				√			Ongoing work with Curriculum Directors and higher ed partners.
	E. Implement & conduct professional development modules to increase vertical teaming opportunities to ensure alignment of high school instructional strategies to higher education.					√		
	F. Provide professional development on implementation of homework guidelines.				√	√	√	Ongoing
	G. Increase focus on reading, writing and math across the curriculum as key skill development areas for college readiness.					√	√	
	H. Conduct Professional Development with a focus on PSAT score report review and PSAT embedded prep.					√	√	

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	I. Implement technological options for homework management including online assignments, parent portal for info and engagement, etc.				√			
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Strategy	Action Steps	Work Group	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2013-2014 Comments
Innovative Leaders								
	A. Research local best practices to develop a plan to implement a school-based philosophy, belief system, innovative strategies and measurement tools to create and nurture a college-going culture.				√	√	√	Embedded in school design and monitored by Director of School Design as well as Portfolio Directors.
	B. Host National Academy Foundation student leadership regional conference. (Spring 2013)				Spring 2014 √+			NAF schools led the planning and implementation.
	C. Develop school-based College and Career Readiness planning template and supports aligned to College and Career Counseling Framework and school based themes.							
	D. Co-host first STEM leadership conference.				√	√	√	Annual event
School Design Fidelity								
	A. Ensure that documented college readiness strategies and action steps are integrated and are reflective of school themes and incorporated into instructional practices as part of School Accountability Plans.					√	√	SAPs monitored by Portfolio Directors.
	B. Strengthen and support school design fidelity of Early College /Middle College theme schools to ensure alignment with college readiness and to increase credit attainment for students.							

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Strategy	Action Steps	Work Group	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2013-2014 Comments
	C. Develop rubric to assess schools' effectiveness in meeting goals identified in their design specs to prepare students for college.							
	D. Examine effectiveness of Pre-K-12 pathways in preparing students to be college-ready and explore connections to post-secondary areas of study.				√+			College partnership development underway to align with theme/design of academies.
	E. Design, implement, and monitor the District School Design Framework.				√	√	√	
	F. Evaluate Choice Program and ability to meet demand and ensure access.					√	√	Annual process
Family / Community Engagement								
	A. Develop and implement financial literacy and scholarship awareness workshops for parents and students.					√	√	Parent institute
	B. Research and develop framework for Hartford Promise scholarship program.	B. Hartford Promise Work Group formed Winter/Spring 2012.						Community Kickoff as part of April 2011/2012 State of the Schools; Hartford Promise Champions formed; program under design.
	C. Develop a plan for sustaining and expanding high school athletic programs including researching under and over-used athletic facilities city-wide to ensure optimal usage for program growth.				√+			Coordinate with city.
	D. Develop family capacity by making resources available; providing opportunities to network with other families for college readiness; building relationships and making connections with teachers, professionals, leaders.					√	√	

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Strategy	Action Steps	Work Group	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2013-2014 Comments
	E. Conduct landscape review of existing college support programs (e.g. Career Beginnings, Upward Bound) to develop a coordinated and integrated plan that aligns school and community resources for broader college support system.	E. College Readiness Work Group in Summer 2012.			√			Ongoing work; final report to be submitted by Feb 2014.
	F. Develop and implement a college visit program for parents.					√	√	
	G. Conduct community forums on college awareness including motivational speakers and open dialogue with parents.						√	
	H. Design a College Awareness course for parents.				√			
Capacity Building								
	A. Design, monitor, implement professional development on effective instruction.					√	√	Ongoing staff PD
	B. Provide professional development to identified staff in areas designed to support students' college application process, including FAFSA training.					√	√	Ongoing staff PD
	C. Establish a FAFSA completion baseline measure and growth measures.				√	√	√	Multiple sources provide baseline (e.g. College Goal Sunday, FAFSA reports); goals to be developed to increase FAFSA accurate completion rate.
	D. Create an action plan for the implementation of the After School Standards.	D. After School Standards Work Group completed work Fall 2011. (IA)						

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Strategy	Action Steps	Work Group	2011/ 2012	2012/20 13	2013/ 2014	2014/ 2015	2015/ 2016	2013-2014 Comments
	E. Pilot After School Standards in designated schools.							Summer 2012 pilot; Continue to review and monitor plan for implementation in subsequent years.
	F. Assess results of pilot, revise standards, and implement revised After School Standards.							
	G. Assess current internships, job programs and other opportunities to assess alignment with Capstone and career competencies to develop an internship framework.	E. Internship/ Employer Engagement Work Group forms for winter/spring 2012 planning.			√			Internship program recommendations plan developed: business plan for scale up in 2013/14.
	H. Develop new partnerships with businesses and community based organizations to increase internship opportunities.				√	√	√	Plan based on Capstone-aligned Internship Program.
	I. Review current options for extracurricular and enrichment activities (arts, sports, clubs) to develop a plan for increased opportunities geared toward the high school student population.				√			
	J. Coordinate and facilitate the systemic implementation of Student Success Plans					√	√	

Key:

★ **Accomplished;** √+ = **Implementation moved from year 2 to 3 or 4;** √ = **Implement in years 3, 4, or 5**