Hartford Public Schools

Independent Monitoring Report: Shifting Culture and Climate

6/1/18
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Introduction

In February 2017 the State of Connecticut’s Office of the Child Advocate released a report detailing findings from its investigation of Hartford Public Schools’ policies and practices regarding the prevention, identification, and effective response to concerns of child abuse, neglect, or harassment within the school community.1 At the time of the OCA report release, HPS also released a detailed student safety action plan, which outlined how the district would address concerns from OCA’s report. One concern centered on the district’s capacity to effectively make and monitor changes that were needed to ensure safe learning environments for all children. To address this concern, HPS contracted with FourPoint Education Partners (formerly Cross & Joftus), which is serving as an independent monitor of Hartford Public Schools’ (HPS) student safety action plan for the 2017-18 school year.

This report represents the third and final deliverable from FourPoint monitors. The first monitoring report, submitted in December 2017, examined organizational factors that are impacting action plan implementation, as well as the extent to which implementation is likely to improve HPS’ prevention, identification, reporting, and response to incidences of child abuse, neglect, and harassment within the school community. It also included high-level indicators of success and several recommendations to help focus HPS’ their implementation efforts.2

The second report, submitted in April 2018, documented specific steps that the district has taken to carry out its student safety action plan and assessed its progress in accomplishing indicators of success. In it, FourPoint also made recommendations regarding areas that require further attention or support.3

This final report focuses on district plans and priorities for moving from accomplishing compliance-related action steps to creating learning environments in which every student is safe, valued, and respected.

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Report Three Methodology

An overarching finding from the second monitoring report was that HPS has made important progress in addressing concern areas from the OCA report and implementing action steps in its student safety plan. What remains, however, are the more complicated and ambiguous tasks that will ultimately transform school and district culture:

- Creating a deep and universally held understanding of reporting requirements and disciplinary consequences
- Continuing to improve systems of support for students impacted by abuse, neglect, or harassment
- Ensuring supports for the district’s most vulnerable students
- Using data to pinpoint and address challenges on an ongoing basis
- Continuing to refine and use communications mechanisms with families and the community

To address this finding and related recommendations, FourPoint leveraged its final visit in April 2018 to support HPS leaders in identifying priorities and organizational structures that will allow the district not only to protect children from abuse, neglect, and harassment but also to improve outcomes for all students. This involved focusing on four crucial questions:

1. How will the district shift from complying with the OCA action plan to changing school and district culture related to student safety and well being?
2. What should the district’s priorities be related to this culture shift?
3. How will the district and its stakeholders know whether progress is being made against these priorities?
4. What processes should be in place to monitor progress and ensure continuous improvement?
To address these questions, FourPoint supported HPS leaders in:

- Planning strategically for its District Model for Excellence priority related to improving school climate and culture, with a focus on preventing and addressing child abuse, neglect, and harassment.

- Establishing a process and template for converting district strategies for improving school climate and culture into detailed implementation plans that guide administrative actions at the district and school levels.

- Mapping out a continuous improvement process that will be used by district leaders to monitor progress towards achieving the plans’ objectives, provide feedback to those responsible for implementation, and make adjustments based on data.

The rest of this report summarizes the work to date in these areas. This effort positions Hartford Public Schools to begin the hard work of putting plans into actions that result in improved outcomes for all of its students.
Planning Strategically for School Culture and Climate

On April 18-19, 2018 FourPoint monitors facilitated meetings with a district leadership team to develop a prioritized set of strategies for comprehensively addressing its school climate and culture priority (see Appendix A for a list of leaders participating in these meetings). Superintendent Torres-Rodriguez had five goals for this strategic planning work:

1. Situate the district’s efforts to implement its student safety action plan within its larger need to improve the climate and culture of schools with the purpose of improving student outcomes.

2. Situate this planning within the context of planning already completed for HPS District Model for Excellence, which resulted in priority areas with aligned goals and key performance indicators (see Appendix B).

3. Use a framework and process that can be replicated to identify key strategies for the three other priority areas identified in HPS’ District Model for Excellence (teaching and learning, family and community engagement, and operational effectiveness).

4. Create clear objectives and strategies aligned with indicators of implementation to ensure straightforward conversion to detailed implementation plans at the district level and improvement plans at the school level and to manage performance.

5. Address findings and recommendations from FourPoint’s first and second monitoring reports related to the coherent and meaningful implementation of HPS’ student safety action plan as well as areas that should be addressed for the district to shift from complying with policies and regulations to creating school cultures in which all students are safe, valued, and respected.
Accordingly, the Culture and Climate strategic plan (see Figure 1 below) represents the work that HPS will do to meet the Culture and Climate goals outlined in its District Model for Excellence.

**Major Goals (Culture and Climate) -**
- Decrease chronic absenteeism 7 percentage points by 2022
- Increase student perceptions of feeling safe and valued at school by 2022

It also includes the following elements:

- **Objectives** – Process outcomes that will lead to goal attainment
- **Measures** – Metrics that will let the district know whether progress is being made towards the objectives
- **Strategies** – Specific steps that the district will take to achieve the objectives and measures

This plan will serve as a model of planning for the district’s three other priority areas. Two additional - and critical - strategic plan elements, HPS’ vision and mission, are also being reevaluated and refined to reflect input gathered through the District Model for Excellence development. Combined, these components will establish an overarching strategic plan for Hartford Public Schools.
**Figure 1: Culture and Climate Strategic Plan**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Measures</th>
<th>Strategies</th>
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<tbody>
<tr>
<td><strong>1) Students and staff feel safe, valued, and respected.</strong></td>
<td>a. Decreased number of confirmed employee misconduct cases (abuse, neglect, restraint/seclusion)</td>
<td>i. Develop a method for periodically gauging climate in every building, including updates to the school culture and climate survey and a culture and climate observation tool.</td>
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<td></td>
<td>b. Decreased number of DCF-issued program concerns, including those related to seclusion or restraint</td>
<td>ii. Build leader and staff capacity for creating a positive, respectful learning environment, including through regular dialogue with principals about communications, resource allocation, programming, and professional learning related to school culture and climate.</td>
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<td></td>
<td>c. Reduced chronic absenteeism of students and staff</td>
<td>iii. Analyze district and school-level data in SCIT, with principals, and in school teams to identify and address root causes of issues related to students and staff feeling safe, valued and respected.4</td>
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<td></td>
<td>d. Reduced discipline referrals for incidents involving physical or verbal confrontations</td>
<td>iv. Conduct regular school visits and data consults with principals to support schools in improving school culture and climate.</td>
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<td></td>
<td>e. Increased percentage of students who feel safe, valued, and respected (climate survey)</td>
<td>v. Include a measure of school culture and climate in school improvement plans and administrator evaluations.</td>
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<td></td>
<td>f. Increased percentage of staff who feel safe, valued, and respected (climate survey)</td>
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<td></td>
<td>g. Increased percentage of school and district staff who are retained</td>
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<td></td>
<td>h. Decreased bullying and harassment reports</td>
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4 Data may include: Student and staff attendance rates; reports of student abuse, neglect, and harassment; reports of staff harassment; HPS and DCF findings from investigations of abuse, neglect, and harassment reports; climate surveys; staff retention rates; exit interview results; school and classroom observations; etc.
<table>
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<th>Objectives</th>
<th>Measures</th>
<th>Strategies</th>
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| 2) All school staff are equipped to identify and address students’ physical and social-emotional needs. | a. Decreased number of incidents in which an HPS employee fails to report suspected student abuse/neglect | i. Redesign the professional learning system to focus on the whole student framework, identifying needs for and providing effective professional development in areas such as:  
  - Cultural competency  
  - Implicit bias  
  - Trauma-informed practices  
  - Restorative practices  
  - Tier 2 and 3 behavior identification process and interventions for students  
  - Crisis Prevention Interventions |  
| | b. Increased frequency of school staff observed implementing crisis prevention interventions in appropriate situations | | ii. Create a universal understanding of what constitutes student abuse, neglect and harassment; conduct that neither aligns with those definitions nor reaches HPS’ bar for professional conduct; and processes for handling both through expanded scenario-based training for staff and continued partnership with DCF. |  
| | c. Increased frequency of school staff observed demonstrating trauma-informed practices | | iii. Establish best practices for crisis management and communications in schools and central office. |  
| | d. Increased percentage of staff reporting that the training and supports they receive to administer crisis, behavioral, and other interventions is high quality, valuable, and relevant to their practice | | iv. Assess the quality and impact of professional learning through surveys of educators, observations of practices in schools and classrooms, and feedback from principals and teachers. |  
| | e. Increased staff attendance | | v. Use collected data and feedback to revise professional learning delivery and coach teachers and principals. |
Objectives | Measures | Strategies
--- | --- | ---
3) HPS administrators and staff support a common set of values and beliefs (high expectations, continuous improvement, and inclusiveness) that foster a positive culture, focus on student needs, and enable vision accomplishment. | a. Increased percentage of employees who agree with the set of core beliefs | i. Develop a set of core beliefs aligned to HPS’ mission and vision. |
 | b. Increased percentage of employees affirming that the core beliefs are actively practiced by at least 90% of the school staff | ii. Create a core belief curriculum with a set of exercises to build an understanding of how beliefs translate to expectations and practice. |
 | f. Improved school culture and climate as measured by student and staff survey and school and classroom walk throughs | iii. Develop a plan for infusing core beliefs in all district and school-level norms, expectations, and practices. |

Plan Implementation

A plan alone will not change practice. While the Culture and Climate strategic plan provides a roadmap for HPS’ work in this area over the next five years, the district will also need to establish detailed implementation plans as well as mechanisms to make sure that leaders at all levels are working together in lockstep – with the supports and resources they need – to make the plan a reality.

While it was outside of FourPoint’s scope of work to support implementation planning, monitors did develop a sample template that can be used for developing district-level implementation plans and reviewed the existing school improvement plan template to see how it might be modified to support alignment to the new strategic plan(s).
Implementation Plan Template

The implementation plan template pictured below has been developed as an Excel file, which will also be shared with HPS leaders for adaptation and use. Using one Culture and Climate objective as an example, it shows how measures, strategies, and related action steps are all aligned to support the achievement of an objective. It also includes fields for completion dates, person responsible, and notes about coordination or other considerations. Notes related to general information, professional development needs, budget requirements and funding sources are also captured. See the Ensuring Continuous Improvement section in this report for more information about how the template can be operationalized to support ongoing work of district leaders and staff.

Figure 2: Implementation Plan Template

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Measures</th>
<th>Strategies</th>
<th>Action Steps</th>
<th>NLT Date</th>
<th>Person Responsible</th>
<th>Coordination/ Notes</th>
</tr>
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<tbody>
<tr>
<td>3) HPS administrators and staff support a common set of values and beliefs (high expectations, continuous improvement, and inclusiveness) that foster a positive culture, focus on student needs, and enable vision accomplishment.</td>
<td>a. Increased percentage of employees who agree with the set of core beliefs</td>
<td>i. Develop a plan for infusing core beliefs in all district and school-level norms, expectations, and practices.</td>
<td>1) Draft set of Core Beliefs</td>
<td>1-Jun-18</td>
<td>Superintendent</td>
<td>With selected Cabinet members or Board members</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>2) Receive input from reps of several groups -- Cabinet, Board, principals, teachers, support staff -- and synthesize feedback and create final list of Core Beliefs</td>
<td>15-Jun-18</td>
<td>Deputy Superintendent and Superintendent</td>
<td>with focus groups or leadership of the various groups</td>
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<td></td>
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<td></td>
<td>3) Disseminate Hartford Core Beliefs to all schools and sections with introduction from Superintendent</td>
<td>1-Sep-18</td>
<td>Communications Director</td>
<td>with Superintendent and Cabinet</td>
</tr>
<tr>
<td></td>
<td>b. Increased percentage of employees affirming that the Core beliefs are actively practiced by at least 90% of the school staff</td>
<td>ii. Create a core belief curriculum with a set of exercises to build an understanding of how beliefs translate to expectations and practice.</td>
<td>1) Engage outside expert to create core belief curriculum and professional development plan</td>
<td>1-Jul-18</td>
<td>Deputy Superintendent</td>
<td></td>
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<td></td>
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<td></td>
<td>2) Create or review Professional Development plan related to Core Beliefs for School leaders and teacher leaders</td>
<td>1-Aug-18</td>
<td>Deputy Superintendent</td>
<td>with consulting group</td>
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<td>3) Conduct monthly PD for principals and teacher leaders (include training on high performance culture)</td>
<td>ongoing throughout 18-19 school year</td>
<td>Deputy Superintendent</td>
<td>with consulting group</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3) HPS administrators and staff support a common set of values and beliefs (high expectations, continuous improvement, and inclusiveness) that foster a positive culture, focus on student needs, and enable vision accomplishment.</td>
<td>a. Improved school culture and climate as measured by student and staff survey and school and classroom walk throughs</td>
<td>iii. Develop a plan for infusing core beliefs in all district and school-level norms, expectations, and practices.</td>
<td>1) Review key documents, handbooks, policies, norms, etc., to identify needed revisions and places to insert core beliefs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2) Develop plan to adjust documents and also to expand understanding of core beliefs among staff (besides PD of principals and teacher leaders)</td>
<td>1-Aug-18</td>
<td>Communications Director</td>
<td>with principals and building leaders; with consulting group</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3) Begin implementation of the communications plan related to Core Beliefs</td>
<td>1-Sep-18</td>
<td>Communications Director</td>
<td>with principals and building leaders; with consulting group</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4) Insert &quot;core beliefs questions&quot; in the annual climate survey for staff and students</td>
<td>1-Oct-18</td>
<td>Communications Director</td>
<td>Survey will be conducted by 15 May 2019; Collect and analyze data by 15 June 2019</td>
</tr>
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**General notes:** Core Beliefs are the “beliefs, values, and priorities of the organization that guides behavior and decision-making.” Should have six or fewer core beliefs.

**Budget requirements:** no additional cost if the current consulting group is used; if a different consultant is engaged to create the core belief curriculum and conduct professional development, it would cost approximately $35,000

**Professional Development:** Principals and teacher leaders will be trained monthly at principals meetings and teacher leaders meetings (dates listed in separate document); they will then train teachers and staff at the building level

**Funding sources:** If necessary, general fund
School Improvement Plans

Each year, HPS principals complete a “Strategic Improvement Plan” to prioritize and focus their work. A review of the current SIP template (see Appendix C) shows that it:

- Appropriately encourages use of a continuous improvement cycle to make measurable progress towards stated goals.
- Prompts quarterly progress monitoring and mid-course adjustments.
- Encourages school leadership teams to analyze and reflect on data and communicate with stakeholders about key strategies.
- Includes space for school-level implementation plans, including specific steps, measures, timelines and people responsible.
- Prompts leadership teams to revisit and revise their goals based on progress made each year.

To encourage alignment to HPS’ overarching strategic approach, FourPoint recommends:

- Revising the District SOP Key Strategy and Benchmark for Success fields to align to the District Model for Excellence and strategic plans.
- Providing schools with no more than four “non-negotiable” strategies that they must implement over the course of a year. Limiting and prioritizing strategies in this way will allow for a clear and coherent focus for the work of central office and school leaders; enable efficient and meaningful progress monitoring, problem solving, and mid-course adjustments; and ensure that all leaders are working together in support of shared goals.
- Streamlining the template to limit the amount of narrative produced by school leaders, while continuing to promote in-depth discussions following a continuous improvement cycle (see Appendix D for potential updates).
Ensuring Continuous Improvement

One of the recommendations in FourPoint’s second monitoring report was for HPS to utilize a continuous improvement approach to make measurable progress against its stated goals. Continuous improvement involves a set of structured activities that enable groups to work together to uncover root causes to challenges, plan for how to address them, collect data related to implementation (as well as impact), assess implementation progress, and make adjustments to implementation based on these findings.

HPS had begun to address this recommendation by developing a document called the “Systemic Continuous Improvement Structure Overview.” This overview set as a goal to “Implement a systemic continuous improvement model that builds capacity of the organization to put in practice a consistent and continuous inquiry process that requires the district to use diverse sets of data to identify root causes of performance and execute high leverage strategies for improvement, and to understand and communicate where we are succeeding and where we need to course correct.”

The document then lays out roles and responsibilities for district leadership and an organizational structure for ensuring continuous improvement across the district and schools. The proposal outlined below for an HPS continuous improvement structure and process draws from the document that was created by the district, best practices in continuous improvement approaches, and the knowledge gained about the district during the monitoring of the OCA action plan implementation.

**Designing a Structure and Process for Continuous Improvement**

To help improve school and district climate and culture (and, later, to help meet objectives in the district’s three other priority areas), HPS’ continuous improvement process should meet four criteria:

1. The district should focus on a limited number of strategies prioritized for implementation.

2. The continuous improvement process should emphasize successful implementation and impact on intended outcomes, not on holding individuals accountable.
3. The process should focus on collecting and analyzing accessible data about both implementation and impact.

4. The district and its implementation team should have a relatively simple structure and processes for collecting and analyzing data, developing findings and recommendation for improved implementation, and sharing findings and recommendations with responsible parties.

To meet these criteria, FourPoint makes the following recommendations for implementing a continuous improvement process for the school culture and climate priority area:

1. Identify a limited number of prioritized strategies and aligned measures of implementation from the school culture and climate plan. The selection of these strategies and measures should be done in Cabinet with the participation of the priority lead (see #2).

2. Appoint one senior district administrator—ideally a Cabinet member—priority lead, responsible for overseeing implementation of these strategies. This person must have the authority to allocate district resources and assign responsibility to administrators and staff, including those not in his or her unit or department.

3. Require the priority lead to develop action plans (see implementation plan template in the previous section) for each of the prioritized strategies and their aligned measures. The priority lead should work with administrators and staff across HPS as necessary to develop the action plans, including assignment of responsibilities and establishment of timelines.

4. Task the deputy superintendent with reviewing action plans and providing feedback to the priority lead as appropriate. The deputy superintendent should meet collectively with the lead and all administrators assigned responsibilities in the action plans to establish the importance of the work, clarify reporting relationships, discuss implementation and monitoring, and answer questions.

5. Once approved, task the priority lead with convening bi-weekly a team that includes administrators and staff responsible for implementing the action plan as well as a data fellow. The team should check in on progress on action plan
implementation and consider implementation’s impact on the measures outlined in the school climate and culture plan. The lead should facilitate the discussion, focusing on three questions:

a. What progress has been made since the last meeting in implementing the prioritized strategies? How do we know that this progress has been made?

b. As a result of this implementation, what has been the impact on students and staff? How do we know?

c. What adjustments to implementation, if any, need to be made? What implications does that have for timelines, staffing, or other resource needs?

Following each meeting, the priority lead should make necessary updates to the action plan (with support from division staff, as needed) and confirm next steps with the team by email. Figure 3 on the following page outlines a general continuous improvement routine that can be adapted and used by the team.

6. Ask the lead to report to Cabinet monthly on progress towards meeting the plan’s measures, identifying key successes and challenges of implementation and requesting guidance or additional support for implementation as needed. The priority lead should be prepared to answer the following questions:

a. What progress is being made against the school culture and climate’s measures of implementation? Is implementation on track?

b. What evidence do we have that this progress has been made?

c. What have been a couple of successes and challenges with implementation of the prioritized strategies?

d. What additional guidance or support is needed to ensure effective implementation?

e. What are you learning about implementation and the continuous improvement process that can inform our work in other areas?
Figure 3: Basic Steps of a Continuous Improvement Routine

**Basic Steps of a Continuous Improvement Routine**

1. Clearly identify and empower the priority lead. Establishing a clear point of accountability for convening the continuous improvement discussions ensures that the work that needs to be accomplished gets done.

2. Identify someone to collect and analyze the data. This person is responsible for pulling together data and visuals (graphs and charts) to inform data-driven discussions, decisions and next steps (actions).

3. Ask the priority lead to develop an implementation plan – with input from relevant staff and stakeholders – that clearly articulates:
   - a. The immediate work you will tackle, and how it will allow you to meet the objectives and measures from the strategic plan
   - b. Various activities that will need to be completed to accomplish the strategy, measures and objectives
   - c. The schedule you must meet in order to monitor adequately the progress on the work
   - d. Which workstreams will be discussed in various meetings and the relevant people that need to be at the table to discuss them
   - e. The metrics you must review in each meeting to track progress
   - f. All of the work above should be documented and distributed to the relevant stakeholders.

4. Schedule meetings and invite all participants responsible for the work to be discussed.

5. Prepare agenda and data visualizations in advance of the meeting and distribute to meeting attendees.

6. Convene meetings, discuss progress against measures and identify action items (the work you are going to do based on the decisions you made).

7. Implement action items.

Repeat steps 5 through 7 as often as the schedule dictates and accomplishing the strategy and objective requires. Follow up on action items in each meeting. Continue to monitor progress toward goals.
As strategies are completed, celebrate successful implementation and review lessons learned in Cabinet. The priority lead should ensure plans are in place for sustaining and scaling completed strategies as appropriate. In collaboration with the lead, Cabinet should identify the next prioritized strategy or set of strategies for implementation.
Appendix A: HPS Culture and Climate Strategic Planning Group

- Leslie Torres-Rodríguez, Superintendent
- Alberto Vázquez-Matos, Deputy Superintendent
- Alex Ríos, Executive Director of Internal Affairs and Security
- Peter Dart, Assistant Superintendent for Talent Management
- Sandra Ward, Director of Community Partnerships
- Evette Ávila, Chief of Schools
- Joanne Tremblay Jackson, Director of Student Support Services
- Mario Florez, Director of School Culture and Climate
- June Sellers, Executive Director of Student Support Services and Special Education
- Jonathan Swan, Former Chief of Secondary Education
- Sheldon Neal, Principal at Journalism and Media Academy
- Tyrone Richardson, Principal at Betances STEM Magnet School
Appendix B: District Model for Excellence

District Model For Excellence
STRATEGIC PLAN 2018-2022

MISSION
inspire and prepare ALL students to create their own success in and beyond school.

VISION
HPS students will transform their world.

DISTRICT PRIORITIES

Teaching & Learning
Guarantee that students are provided rigorous instruction and social emotional support for the development of skills, knowledge, and voice they need to graduate ready for college.

Family & Community Partnerships
Guarantee mutually beneficial learning-focused partnerships with families, businesses, government, faith-based partners, higher education, and the community.

Operational Effectiveness
Guarantee that resources, initiatives and operations minimize redundancies, maximize efficiencies, and support excellent teaching and learning.

School Culture & Climate
Guarantee that ALL students feel safe and valued at school.

CONTINUOUS IMPROVEMENT

MAJOR GOALS

1. Increase ELA proficiency in grade 3 at or above grade level 22 percentage points by 2022
2. Increase graduation rate 9 percentage points by 2022
3. Progressively work towards creating community schools at all school sites by 2022
4. Work towards a balanced and equitable district budget for long-term financial sustainability by 2022
5. Decrease chronic absenteeism 7 percentage points by 2022
6. Increase student perceptions of feeling safe and valued at school by 2022
## Appendix C: Strategic Improvement Plan Template

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<th>School:</th>
<th>School Year: 2016-17</th>
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**Mission:** Inspire and prepare ALL students to create their own success in and beyond school

**District SOP Key Strategy 1:** Put students at the center of their learning.

**District SOP Benchmark for Success (Enter Equity Indicators here):**

**School Benchmark for Success (IAGD) focus areas:** [ ] Literacy [ ] Numeracy [ ] College and Career Readiness [ ] Climate and Culture

*One goal is required for each focus area.*

**Overall Goal: SMART Goal/IAGD**

**Target goal:** (What we want to accomplish this year?)

**Approaches/Strategies:** (What we will do to realize our goal?)

**Measures:** (What we will use to monitor our progress toward reaching our goal?)

We will revisit/monitor our plan every quarter (*November, January, and April*) – *All PDSA Cycles should be completed by June 15, 2017*
**PLAN: Identify the gap and the approach**

**Performance Data:** Formative and/or Summative that is aligned to goal. (Insert data or link to access data here.)

**Data Analysis.** Answer the following questions using any data and/or information you have about performance in this focus area.

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<td>1.</td>
<td>In order to meet your Overall Goal, what is the most important area that needs improving and why?</td>
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<td>2.</td>
<td>What approaches/strategies are contributing to your success in this area and what data suggests this?</td>
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<td>3.</td>
<td>What are opportunities for improvement, gap or barriers are in this area?</td>
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<td>4.</td>
<td>What seems to be the root cause of the problem and what data suggests this?</td>
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**Reflection:**

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<td>5.</td>
<td>What approaches/strategies could you deploy to address the root cause and support meeting your overall goal?</td>
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<td>6.</td>
<td>What research did you review to support the use of these strategies/approaches?</td>
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<td>7.</td>
<td>What performance measures will you use to monitor impact of your approach/strategy?</td>
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<td>8.</td>
<td>What measure will you use to monitor fidelity of deployment of your strategy/approach?</td>
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<td>9.</td>
<td>What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?</td>
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**Messaging:**

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<td>10.</td>
<td>How will you convey intent of this focus area of SIP to stakeholders?</td>
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<td>11.</td>
<td>How will you communicate progress towards goals or course corrections to stakeholders?</td>
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**DO: Develop and Implement Deployment Plan**

*Include the results from Reflection and Messaging section into deployment plan. Approach/Strategies, Impact performance measure, Fidelity measure, Professional development and Messaging.*

<table>
<thead>
<tr>
<th>Step #</th>
<th>List the specific steps your team will complete during this cycle.</th>
<th>Person(s) responsible for completion</th>
<th>Measure/Indicator (Used to monitor performance, process improvement or completion)</th>
<th>Start Date</th>
<th>Nov. 2016</th>
<th>Feb. 2017</th>
<th>Apr. 2017</th>
<th>Jun. 2017</th>
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<tr>
<td>Study-Analysis of data after implementing an approach</td>
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<th>5</th>
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**Insert formative data here from performance and fidelity measures identified in the Reflection section; Questions 7 & 8 for this cycle or provide link to appropriate data.**

1. What worked and how do you know?
2. What didn’t work and how do you know?
3. Do you need any additional assistance as you look at your results and start planning for the next Cycle?
   - If yes, in what areas or topics do you need coaching or Professional Learning?
4. What improvements could be made to the following areas: approach/strategy/process/support/professional development/monitoring?

Reflect on the answers in 1 - 4 above for the previous cycle and place an X in front of which option best describes what you will do in your plan for the next cycle.

- [ ] Target goal has been met and is changed to a new target goal.
- [ ] Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.
- [ ] Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn’t work as identified in #2 and #4 above.
- [ ] Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.
## Act – Revise or continue with implementation plan based on data analysis.

1. For the next cycle are you continuing with the approach from previous cycle?  
   If yes continue to deployment plan. If no, address questions #2-5.

2. What improvements could be made to the following areas: approach/strategy/process/support/professional development/monitoring...?)

3. What performance measures will you use to monitor impact of your approach strategy?

4. What measure will you use to monitor fidelity of deployment of your strategy/approach?

5. What professional development, if any, will be offered in this cycle to support the staff in implementing the approach?

### Include Approach/Strategies, Impact performance measure, Fidelity measure, Professional development and Messaging into Improvement Plan.

<table>
<thead>
<tr>
<th>Step #</th>
<th>List the specific steps your team will complete during this cycle.</th>
<th>Person(s) responsible for completion of the next step.</th>
<th>Measure/Indicator (Used to monitor performance, process improvement or completion)</th>
<th>Start Date</th>
<th>End Date</th>
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### Study – Analysis of data after implementing an approach

Insert formative/summative data from performance and fidelity measures identified in the Act section; Questions 3 & 4 for this cycle or link to trend data.
<table>
<thead>
<tr>
<th>A</th>
<th>Act – Continue with the Target Goal or revise the Target Goal for next year.</th>
</tr>
</thead>
</table>

Reflect on the data analysis for the year so far and place an X in front of the option below that best describes your direction for the 2016-2017 SIP.

<table>
<thead>
<tr>
<th></th>
<th>Overall goal has been met and Continuous Improvement Plan focus will change for next year.</th>
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<tbody>
<tr>
<td></td>
<td>Target goal has been met and is changed to a new target goal.</td>
</tr>
<tr>
<td></td>
<td>Target goal not met but current plan is effective so we will continue current plan and repeat it for the 2016-2017 SIP to sustain our work.</td>
</tr>
<tr>
<td></td>
<td>Target goal not met, so we will continue current plan for 2016-2017. We will make improvements to the plan based on what didn’t work through this year.</td>
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</tbody>
</table>
Appendix D: Strategic Improvement Plan Template – Potential Updates

The following template can be considered by HPS as it works to streamline continuous improvement practices and create a coherent focus on key change levers. Please note that these updates should be vetted with district and school leaders – and further changes made – before being put in use.

<table>
<thead>
<tr>
<th>School:</th>
<th>School Year: 2018-19</th>
</tr>
</thead>
</table>

**Mission:** [Include updated district mission]

**District Key Strategy 1 (Enter non-negotiable strategy 1 here):**

**District Measure of Success (Enter related measures here):**

**School Measure of Success (IAGD):**

**Implementation Measures:** (What we will use to monitor our progress toward reaching our goal?)

**District Key Strategy 2 (Enter non-negotiable strategy 2 here):**

**District Measure of Success (Enter related measures here):**

**School Measure of Success (IAGD):**

**Implementation Measures:** (What we will use to monitor our progress toward reaching our goal?)

**District Key Strategy 3 (Enter non-negotiable strategy 3 here):**

**District Measure of Success (Enter related measures here):**

**School Measure of Success (IAGD):**

**Implementation Measures:** (What we will use to monitor our progress toward reaching our goal?)

We will revisit/monitor our plan every quarter *(November, January, and April)* – All quarterly cycles should be completed by June 15, 2019
**1. Identify the gap and the approach**

**Performance Data:** Formative and/or Summative that is aligned to school measure and implementation measures. (Insert data or link to access data here.)

**Team Planning:**

With your instructional leadership team, use the following questions to guide discussions about your approach for reaching the overall measures listed on page 1. You do not need to document your responses, but you should be prepared to talk with the Chief of Schools, Superintendent, and other district leaders about how they informed your plan.

**Data Analysis:**

1. In order to meet your Overall Goal, what is the most important area that needs improving and why?
2. What approaches/strategies are contributing to your success in this area and what data suggests this?
3. What are opportunities for improvement, gap or barriers are in this area?
4. What seems to be the root cause of the problem and what data suggests this?

**Reflection:**

5. What approaches/strategies could you deploy to address the root cause and support meeting your overall goal?
6. What research did you review to support the use of these strategies/approaches?
7. What performance measures will you use to monitor impact of your approach/strategy?
8. What measure will you use to monitor fidelity of deployment of your strategy/approach?
9. What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?

**Messaging:**

10. How will you convey intent of this focus area of SIP to stakeholders?
11. How will you communicate progress towards goals or course corrections to stakeholders?
Based on your conversations and decisions, complete the following template to show how you will approach implementation in the coming year.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Strategy</th>
<th>Action Steps</th>
<th>NLT Date</th>
<th>Person Responsible</th>
<th>Coordination/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-negotiable 1</td>
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<td>Non-negotiable 2</td>
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<td>Non-negotiable 3</td>
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General Notes:  
Budget Requirements:  
Professional Learning:  
Central Office Supports:
Complete the table above with relevant data from this cycle. Then, as a team, reflect on and discuss the following questions.

1. What worked and how do you know?
2. What didn’t work and how do you know?
3. Do you need any additional assistance as you look at your results and start planning for the next Cycle? If yes, in what areas or topics do you need coaching or Professional Learning?
4. What improvements could be made to the following areas: approach/strategy/process/support/professional development/monitoring?
Reflect on the answers in 1 - 4 above for the previous cycle and place an X in front of which option best describes what you will do in your plan for the next cycle.

<p>| | |</p>
<table>
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<td>[ ] Target goal has been met and is changed to a new target goal.</td>
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<tr>
<td>[ ] Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.</td>
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4 | Revise or continue with implementation plan based on data analysis. |

If you decide a different approach is needed, update the implementation plan in section 2 before beginning your next cycle. Complete the table in section 3 of this plan at next cycle’s end and again reflect on the questions there, making additional implementation adjustments as needed.