WE BELIEVE IN...
our beautiful and capable students, high expectations, inclusiveness, collaboration, continuous improvement, and systemic accountability.

OUR MISSION
In partnership with our families and community, inspire and prepare ALL students to meet success in and beyond school.

OUR VISION
HPS students will graduate ready to transform our world.
Dear Hartford Public Schools Community,

A lot has happened since I was appointed superintendent in April 2017. Importantly, we have wins to celebrate. Our academic achievement levels are on the rise – third grade English Language Arts proficiency rates increased by four percent, with overall district ELA and math proficiency rates following suit. Through the District Model for Excellence development, we talked deeply with our community to co-create a vision for our students and district as well as a reconfiguration plan for our schools. This collaborative work resulted in a bold, unanimous Board of Education vote in support of our shared goals and future plans.

There are also regular reminders of how far we have to go. While academic gains are important, our overall outcomes show that we are not preparing ALL our students for college, careers, and life after high school. We know that all of our beautiful students are capable of amazing things and also that many of our children are experiencing poverty, trauma, and other challenges that we are often unable to fully address in our schools. Further, we continue to face budget shortfalls, forcing tough choices about how we organize and staff our schools, and what resources we are able to provide to children and the adults serving them.

Through conversations with community members, parents, students, and staff, I have realized that we are not going to reach our goals for ALL our children unless we fundamentally change the way we work. We must put students first and support their scholastic and social-emotional growth. In a context of limited and declining resources, we have to focus our efforts on things that we know will work, and let go of those practices that aren’t moving us closer to our goals. In a system that has traditionally operated in silos, we must build trust and create new structures to work more coherently, collaboratively, efficiently, and effectively internally and with our community and family partners.

The District Model for Excellence Strategic Operating Plan articulates how we are going to do that work. It is an ambitious plan, but if tackled over time, one that will put us on track to provide high-quality educational experiences and opportunities for every student. I look forward to reaching that goal with you.

Sincerely,

Dr. Leslie Torres-Rodriguez
Superintendent
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EXECUTIVE SUMMARY

Like many of its urban counterparts, Hartford Public Schools (HPS) is facing a complex set of challenges. A 2017 comprehensive review of the district revealed deep student needs—academic, linguistic, social and emotional—and performance challenges within and across student subgroups, with district averages lagging behind the state’s. HPS is also experiencing a significant decline in student enrollment, which complicates persistent budget challenges. Leadership turnover has been steady at central office and schools, and the district has long lacked a coherent, universal improvement strategy.

DISTRICT MODEL FOR EXCELLENCE

In Fall 2017, HPS Superintendent Torres-Rodriguez led a revisioning process for the district, engaging school and community stakeholders in identifying priorities for a new District Model for Excellence (DME) to guide its efforts to improve student outcomes and the state of district operations. Several thousand stakeholders provided input on the new district model, which resulted in a restructuring plan for schools and the development of four priority areas and related objectives:

- **Teaching and Learning**: Quality instruction and support to ensure students graduate ready for college and life.
- **Family & Community Partnerships**: Strengthen relationships with families, businesses, government, faith-based groups and the community.
- **Operational Effectiveness**: Maximize use of resources, initiatives and operations, and minimize redundancies.
- **School Culture & Climate**: Ensure ALL students feel safe and valued at HPS.

HPS leaders also identified six major goals tied to these priorities, which represent significant improvements in student outcomes and the district’s operations. Further, district leaders and the Hartford Board of Education used DME input to revise HPS’ vision and mission and create a set of core beliefs, anchored in an overarching value of supporting the whole student.
With its priorities, objectives, and goals in place in Spring 2018, HPS set out to identify what it will do over the next four years to realize them, resulting in its strategic operating plan (SOP). This plan was drafted by a design team of 24 central office and school administrators, then shared with and adjusted based on feedback from parents, students, community members, board members, School Governance Councils, teachers, and other stakeholders.

The plan includes several elements that give more specifics about what the district will do to achieve its major goals and objectives over the next four years, as well how it will measure progress along the way. Getting even more granular, HPS has reworked its approach to school and departmental planning to ensure that action plans at all levels are directly linked to the DME SOP (see page 15).

HPS leaders recognize that it will be impossible to successfully implement its full plan in one year. In Summer 2018, leaders identified a number of priority actions for the 2018-19 school year. These actions will be carefully implemented using a systemic continuous improvement approach, with others coming online over the next few years. Data and resource availability will inform the full plan’s roll-out, which will be fully implemented by 2022.
DISTRICT MODEL FOR EXCELLENCE
Strategic Plan 2018-2022

DISTRICT PRIORITIES

Teaching & Learning
- Quality instruction and support to ensure students graduate ready for college and life.

Family & Community Partnerships
- Strengthen relationships with families, businesses, government, faith-based groups and the community.

School Culture & Climate
- Ensure ALL students feel safe and valued at HPS.
- Strengthen relationships with families, businesses, government, faith-based groups and the community.

Operational Effectiveness
- Maximize use of resources, initiatives and operations, and minimize redundancies.

STRATEGIES

The Whole Student
- Maximize use of resources, initiatives and operations, and minimize redundancies.

DISTRICT PRIORITIES

Teaching & Learning
- Quality instruction and support to ensure students graduate ready for college and life.

Family & Community Partnerships
- Strengthen relationships with families, businesses, government, faith-based groups and the community.

School Culture & Climate
- Ensure ALL students feel safe and valued at HPS.
- Strengthen relationships with families, businesses, government, faith-based groups and the community.

Operational Effectiveness
- Maximize use of resources, initiatives and operations, and minimize redundancies.

MAJOR GOALS BY 2022

STRATEGIES

- Deliver a guaranteed and viable curriculum.
- Use relevant and timely data for continuous improvement.

- Implement a holistic community school model.
- Develop effective partnerships.

- Enhance effective two-way communications.
- Achieve long-term sustainability through data-driven planning, implementations, and monitoring.

- Ensure ALL students and staff feel safe, valued and respected.
- Ensure all staff support a common set of values and beliefs, and are equipped to support students' physical and social-emotional needs.

- Increase ELA proficiency in grade 3 by 22%.
- Increase graduation rate by 9%.

- Increase the number of community schools in each zone.

- Work towards a balanced and equitable district budget.

- Decrease chronic absenteeism by 7%.
- Increase student perceptions of feeling safe and valued.
**Objective:**
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 and life.

**Goals:**
1. Increase ELA proficiency in grade 3 at or above grade level 22% by 2022.
2. Increase graduation rate 9% by 2022.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Actions</th>
<th>Performance Indicators</th>
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| 1) Ensure that all HPS schools and classrooms are led by professional educators with the expertise to ensure the delivery of a guaranteed and viable curriculum that is aligned to College and Career Readiness standards. | i. Develop innovative school designs in identified schools as part of the District Model for Excellence restructuring plan.  
ii. Ensure all students with disabilities have access to the core curriculum with appropriate supports and accommodations within a continuum of services.  
iii. Ensure all English learners have access to the core curriculum with appropriate supports.  
iv. Require that all schools implement a limited number of evidence-based instructional strategies.  
v. Ensure teachers have access to and use high-quality, student-centered curriculum resources.  
vii. Develop a school-based, job-embedded professional growth system for teachers and administrators. | a. Curricula rated as high quality as assessed by an external evaluator.  
b. Increased % of administrators and teachers observed implementing evidence-based instructional practices.  
c. Increased # of schools effectively implementing standardized Tier 2 and 3 academic intervention strategies.  
d. Increased # of students demonstrating growth on curriculum-based assessments.  
e. Decreased suspension and expulsion rates. |
**Objective:**
Guarantee mutually beneficial learning-focused partnerships with families, businesses, government, faith-based partners, higher education, and the community.

**Goals:**
3. Increase the number of community schools in each zone by 2022.

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<tr>
<th>Strategies</th>
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<th>Performance Indicators</th>
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| 2) Implement a clearly defined community school model at all school sites that contributes to students’ academic, physical, social, and emotional growth. | i. Assess current community school models to understand their structure and impact, as well as the alignment of partnerships and services to areas of identified need for students, families, schools, and communities.  
ii. Revisit and redefine the HPS community school model.  
iii. Regularly use data to make adjustments to the model and its implementation. | a. Increased %/# of school-community partnerships targeting identified student and family needs.  
b. Increased impact of services provided at community schools, as measured by a district evaluation.  
c. Increased % of students participating in extra-curricular programs. |
| 3) Enable effective partnerships between staff, families, and community members in support of student success. | i. Build the capacity of staff, families, and community members to form effective partnerships that support students’ success.  
ii. Create a robust plan to strengthen communication with and among stakeholders, focusing on accessible, family-friendly communications in multiple languages.  
iii. Develop and implement a plan for supporting families and students as the district transitions to new school models.  
iv. Leverage existing community, staff, and other stakeholder advisory groups to both support and hold the district accountable for progress on this plan. | a. Increased # of families participating in school-based offerings.  
b. Increased # of families rating offerings as satisfactory or higher.  
c. Increased % of families who feel that their district and school provide them with resources to support their child’s learning.  
d. Increased % of families who feel that schools value them as partners in their students’ success.  
e. Increased # of community members who feel valued and engaged by the district.  
f. Increased # of School Governance Councils that are in compliance with policy. |
**Objective:**
Guarantee that resources, initiatives, and operations minimize redundancies, maximize efficiencies, and support excellent teaching and learning.

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<th>Strategies</th>
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<th>Performance Indicators</th>
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| 4) Establish effective, two-way communication between central office and schools that results in improved supports for schools. | i. Create and communicate standard operating procedures that clarify operational processes, streamline administrative decision-making, and identify touch points for central office departments and schools.  
  ii. Clearly define and communicate autonomies and requirements for schools.  
  iii. Develop processes for providing timely and accurate information to schools. | a. Increased % of school administrators agreeing that communication is effective and that their inquiries to central office are resolved in a timely and effective manner. |
| 5) Ensure that HPS central office and schools use relevant and timely data to continuously improve teaching and learning, and district operations. | i. Develop a district-wide approach to implementing data teams in all schools with a focus on implementation and impact of the identified instructional strategies.  
  ii. Create and/or consolidate data dashboards at the classroom, school, and district levels that enable educators and administrators to assess student, school, and district progress across multiple dimensions.  
  iii. Develop and implement School Progress Reviews in which school administrators are asked to demonstrate evidence of effective implementation of prioritized actions and district administrators offer support in critical areas.  
  iv. Establish a limited number of indicators of effectiveness for every central office department and/or service area and develop a regular routine of tracking data against the indicators and planning for improvement. | a. Increased % of school administrators and teachers reporting use of data to inform instruction and service delivery.  
  b. Increased % of schools with effective data teams.  
  c. Increased % of HPS staff reporting use of data dashboards to inform practice.  
  d. Increased % of departments making progress against identified indicators of improvement.  
  e. Increased alignment of central office supports to school needs. |
| 6) Work to achieve long-term sustainability. | i. Create stand-alone middle schools and clear feeder patterns from elementary to middle to high school for all students.  
  ii. Establish transparency in budgeting and staffing processes by documenting and communicating timelines, staffing ratios, formulas, and other factors that affect resource distribution to schools.  
  iii. Align financial processes and resources to student and school needs and district priorities. | a. Increased alignment of per-pupil expenditure to school need.  
  b. Increased alignment of district budget to district priorities.  
  c. Increased % of staff who feel satisfactory resources exist to support successful completion of their responsibilities. |
**Objective:**
Guarantee that ALL students feel safe and valued at school.

**Goals:**
5. Decrease chronic absenteeism 7% by 2022.
6. Increase student perceptions of feeling safe and valued at school by 2022.

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<tr>
<th>Strategies</th>
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<th>Performance Indicators</th>
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<tr>
<td>7) Ensure that school staff are equipped to identify and address students’ physical and social-emotional needs.</td>
<td>i. Analyze district and school-level culture and climate data to identify and address root causes of issues related to students and staff feeling safe, valued and respected.¹</td>
<td>a. Reduced student chronic absenteeism rates and increased staff attendance rates.</td>
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<td>ii. Evaluate the equity and cultural proficiency of HPS policies and procedures, instructional practices, and communication strategies and make necessary adjustments.</td>
<td>b. Reduced # of student discipline referral.</td>
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<td>iii. Redesign the professional learning system to focus on the whole student.</td>
<td>c. Decreased # of DCF-issued program concerns, including those related to seclusion or restraint.</td>
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<td>iv. 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.</td>
<td>d. Increased % of students and staff who feel safe, valued, and respected (climate survey).</td>
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<td>v. Establish best practices for crisis management and communications in schools and central office and with families and the community.</td>
<td>e. Decreased number of incidents in which an HPS employee fails to report suspected student abuse/neglect.</td>
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<td>f. Increased frequency of school staff observed demonstrating trauma-informed practices and appropriate behavioral interventions.</td>
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¹ Data to 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; feedback from Student Senate members, etc.
YEAR ONE IMPLEMENTATION PRIORITIES

While each SOP action is valuable, district leaders recognize that attempting them all at once will likely lead to success at none. With this in mind, central office and school leaders worked together to identify a manageable number of major actions on which to focus in the first year of the plan’s implementation, with the belief that, if implemented well, these will set a foundation for all that follows.

The 2018-19 major actions represent a set of mutually reinforcing actions that will support principals and teachers in becoming the instructional leaders that our children need.

Taken together, these actions tightly align classroom, school, and district practices to impact teaching and learning in our schools.

MAJOR ACTION 1
Effectively implement a limited number of evidence-based instructional strategies: Guided Reading K-5 and/or Close Reading 6-12.

MAJOR ACTION 2
Implement data teams in all schools with a focus on implementation and impact of Guided and/or Close Reading.

MAJOR ACTION 3
Implement School Progress Reviews in which school administrators are asked to demonstrate evidence of effective implementation of non-negotiables 1 and 2 with district administration support in critical areas.
VALUES AND BELIEFS

Implementation of these and all actions will be guided by a set of values and beliefs, helping us to build a strong, coherent culture that is relentlessly focused on Hartford’s children and youth.

We value the whole student. This means that each and every student will be treated with dignity in a physically, emotionally, and intellectually healthy and safe environment; that each and every student will be supported by culturally responsive teaching and learning, and positive and supportive relationships; and that each and every student will have voice and agency, and be prepared for college, career, and civic life.

We believe in:

OUR BEAUTIFUL AND CAPABLE STUDENTS
HPS students are beautiful people filled with hopes and dreams, and they have the capacity to achieve with the right opportunities and supports.

HIGH EXPECTATIONS
Because we know that our students are capable, we expect them to do great things in school and in life after high school. We also have high expectations of our leaders, educators, partners, and everyone shaping, students’ educational experiences.

INCLUSIVENESS
We believe that our education community is better because of each of its members. We seek to understand both our commonalities and the ideas, backgrounds, interests, and views that make us unique, and to create an environment where each individual—child and adult—is respected, connected, and valued.

COLLABORATION
There is power in working together to make something great. This includes students who collaborate through active learning and adults working together to achieve excellence.

CONTINUOUS IMPROVEMENT
We believe that there is always room for improvement. That’s why we constantly strive to do better, to create environments where we can take risks in the name of excellence, and to constantly learn from our own and others’ work.

SYSTEMIC ACCOUNTABILITY
We are each a part of a system and must work together to ensure that student outcomes improve at an accelerated pace. We believe in measuring and holding ourselves accountable for progress.
IMPLEMENTATION PLANS

As HPS leaders begin implementation, they will create more detailed plans that will be regularly monitored, assessed, and updated to overcome implementation challenges. In schools, this has involved revising the School Improvement Plan template to align to the District Model for Excellence’s four priority areas, and asking principals to create school-based roll-out plans for the major actions at their sites.

District leaders have also identified specific tasks that their department will take on this year in support of the major actions and other key workstreams. The plans that follow show how various departments’ work will support the DME priorities, objectives, and goals this academic year. As implementation plans, they are expected to be continuously revisited, evaluated, and adjusted throughout the year.
MAJOR GOALS
1. Increase ELA proficiency in grade 3 at or above grade level 22% by 2022.
2. Increase graduation rate 9% by 2022.

Internal Champions:
Chief of Academics, Chief of Schools, Assistant Superintendent of Student Support Services, Deputy Superintendent

STRATEGY 1
Ensure that all HPS schools and classrooms are led by professional educators with the expertise to ensure the delivery of a guaranteed and viable curriculum that is aligned to College and Career Readiness standards.

Office of Academics

Department Goal: Increase ELA Proficiency in grade 3 at or above grade level from 22.1% in 2017-2018 to 27% in 2018-19.

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<th>Action</th>
<th>Performance Indicator</th>
<th>Tasks</th>
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<tr>
<td>TL1.iv. Require that all schools implement a limited number of effective instructional strategies (Guided Reading K-6; Close Reading 6-12).</td>
<td>TL1.b. Increase % of administrators and teachers observed implementing evidence-based instructional practices (Guided Reading K-6; Close Reading 6-12).</td>
<td>1. Develop guidance documents for Guided Reading and Close Reading.</td>
<td>Fall 2018</td>
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<td>2. Conduct needs assessment of e-lead coaches.</td>
<td>Fall 2018</td>
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<td>3. Facilitate on-going capacity building.</td>
<td>Ongoing/monthly</td>
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<td>4. Monitor training and ongoing support.</td>
<td>Ongoing</td>
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<td>5. Establish clear timelines to collect baseline data for students.</td>
<td>Oct 2018</td>
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Implementation Measures

ADULT MEASURES
- Increased district coaches command of Guided Reading and Close Reading (pre and post to measure).
- Questionnaires/surveys from Guided Reading/Close Reading training participants.
- Increased strategy comfort level reported by district coaches (pre and post to measure).

STUDENT MEASURES
- Increased levels of student performance in the following assessments: F&P, Dibels, Running Records, Modules in Curriculum Units – Guided Reading.
- Increase levels of student performance in the following assessments: SBA Standards 1, 4 & 5, Interim Assessments, PSAT/SAT Words in Context, Command of Evidence – Close Reading.
Department Goal: Increase ELA proficiency in grade 3 at or above grade level 6% by 2019.

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<tr>
<td>TL1.iv.</td>
<td>Require that all schools implement a limited number of effective instructional strategies (Guided Reading K-6; Close Reading 6-12).</td>
<td>TL1.b. Increase % of administrators and teachers observed implementing evidence-based instructional practices (Guided Reading K-6; Close Reading 6-12).</td>
<td>1. Provide professional learning for executive directors on Guided Reading (GR) and Close Reading (CR).</td>
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<td>2. Review and provide feedback on district GR and CR guidance and other documents.</td>
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<td>3. Facilitate professional learning for all principals and assistant principals focused on GR/CR implementation and related leadership competencies.</td>
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<td>4. Review principals’ School Improvement Plans (SIPs), systems and structures and provide feedback to ensure alignment with GR/CR non-negotiable.</td>
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<td>5. Observe the systems and structures regarding GR and CR in all schools. Observations will be included in principals’ evaluations.</td>
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<td>6. Facilitate bi-weekly meetings as a department and with the Office of Academics to share observations and needs, and discuss school implementation on GR and CR.</td>
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<td>7. Conduct weekly/monthly school visits to monitor GR and CR.</td>
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Implementation Measures

- Executive Directors will complete a survey to demonstrate their common understanding of GR/CR.
- Executive Directors will begin to collect resource documents around GR/CR.
- Executive Directors and principals will assess the use of leadership competencies to implement the three major actions.
- Executive Directors will complete site visit summary (SVS) to summarize visit/reflection of SIPs, systems and structures, and next level of work for revisions of plans and development of structures and systems.
- Executive Directors will conduct classroom visits and walkthroughs with the instructional leadership and principals, and complete SVS’s focusing on the structures and systems in place to support implementation.

- Use of a rubric to identify implementation level and the results of the implementation rubric.
- Each Executive Director will create a plan to support principals in implementing effective systems and structures.
- Use of a database to identify the effectiveness of systems, structures and evaluation results.
- SVS results indicating progress of implementation of GR and CR.
- Implementation progress results shared during School Progress Reviews.
## Department Goals:
Increase ELA Proficiency among students with disabilities by 22% by 2022.
Increase graduation rate among students with disabilities by 9% 2022.

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<tr>
<td>TL1.iii. Ensure all students with disabilities have access to the core curriculum with appropriate supports and accommodations within a continuum of services.</td>
<td>TL1.b. Increased % of administrators and teachers observed implementing evidence-based instructional practices. TL1.d. Increased number of students demonstrating growth on curriculum based assessments.</td>
<td>1. Develop Essential Elements for Structured Settings Continuous Improvement Walk-Through Tool.</td>
<td>Fall 2018</td>
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<td>2. Establish partnership with Center for Children with Special Needs.</td>
<td>Fall 2018</td>
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<td>3. Shift responsibility for Out-of-District (OOD) caseload management from Directors of Student Support Services and Directors of Special Education, to three (3) additional OOD specialist positions, allowing specific Directors of Special Education to intensely focus on specialized special education programs across the age span.</td>
<td>Oct 2018</td>
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<td>4. Partner with the State Educational Resource Center (SERC) to develop and deliver cohort model training for teachers focused on quality IEP development.</td>
<td>June 2019</td>
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<td>5. Use Essential Elements for Structured Settings Continuous Improvement Walk-Through Tool to stabilize and optimize program structure and staff.</td>
<td>Ongoing</td>
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### Implementation Measures

- Essential Elements for Structured Settings Continuous Improvement Walk-Through Tool completed and disseminated.
- Three Out-of-District Placement Specialists hired.
- Caseloads balanced and reassigned.
- Cohort model training developed for special education teachers over the course of available half day PD sessions: Quality IEP Development for Educational Benefit (Scope of Services and Contract with SERC).
- Increased levels of consistency in program classrooms.
- Evidence of continuous improvement as measured by an increase in quality student IEPs with:
  - Present Level of Education Performance and Impact Statements that are strengths-based and void of deficit/reductionist language.
  - Writing targeted, standards-based smart goals that achieve equity.
  - Specially designed instruction that achieves equity.
  - Collaboration and multi-disciplinary teaming for meaningful IEP input.
  - Accommodations that support independence.
- Evidence of continuous improvement as measured by an increase in student engagement and classroom implementation of strategies using the Essential Elements for Structured Settings Continuous Walkthrough Tool in the following domains: I. Classroom Culture and Environment, II. Instructional Delivery, III. Content Area Literacy, IV. Multi-Tiered System of Supports Action Performance.
**Office of Talent Management (OTM)**

**Department Goal:** Increase the hiring and retention of effective teachers and leaders, resulting in a 5% increase in the retention of effective teachers and leaders.

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<tbody>
<tr>
<td>TL1.v. Develop a school-based, job-embedded professional growth system for teachers and administrators.</td>
<td>TL1.b. Increased % of administrators and teachers observed implementing evidence-based instructional practices.</td>
<td>1. Require Educators Professional Inventory (EPI) assessment prior to submission of application.</td>
<td>Fall 2018/Ongoing</td>
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<td>2. Provide Hiring Managers with PL on the utilization of EPI results during the hiring process.</td>
<td>Fall 2018/Ongoing</td>
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<td>3. OTM sends principals reminder for applicant to complete EPI prior to their recommendation.</td>
<td>Fall 2018/Ongoing</td>
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<td>4. OTM will send principals the EPI report for all new teachers.</td>
<td>Fall 2018</td>
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<td>5. OTM will send to Chief of Schools and Executive Directors of School Leadership EPI of all new Principals and APs.</td>
<td>Fall 2018</td>
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<td>6. Develop and implement a reporting tool to identify the correlation between EPI scores and new hire performance.</td>
<td>Spring 2019</td>
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</table>

**Implementation Measures**

- 100% of administrator and teacher applicants to complete the Educator Professional Inventory (EPI) for any certified posting, prior to submission of an application.
- 100% of HPS Principals will receive the EPI (full report) for 100% of their new teachers and administrators by September 15th.
MAJOR GOALS
3. Increase the number of community schools in each zone by 2022.

Internal Champions:
Chief of Outreach, Family Engagement, and Community Partnerships, Director of Food Services and Child Nutrition

STRATEGY 2
Implement a clearly defined community school model at all school sites that contributes to students’ academic, physical, social, and emotional growth.

Office of Outreach, Family Engagement and Community Partnerships

Department Goal: By the end of the 2018-19 school year, create a framework that will be used to develop and evaluate community schools at all sites.

<table>
<thead>
<tr>
<th>Action</th>
<th>Performance Indicator</th>
<th>Tasks</th>
<th>By (Date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCP2.i. Assess current community school models to understand their structure and impact, as well as the alignment of partnerships and services to areas of identified need for students, families, schools, and communities.</td>
<td>FCP2.a. Increased % of school-community partnerships targeting identified student and family needs. FCP2.b. Increased impact of services provided at community schools, as measured by a district evaluation.</td>
<td>1. Engage a consultant to support the office in facilitating a comprehensive needs assessment of schools. 2. Select a revised community school model. 3. Develop an evaluation tool and timeline that can be used to gauge community school implementation and impact.</td>
<td>Sept 2018 Nov 2018 June 2019</td>
</tr>
</tbody>
</table>

Implementation Measures
- Schools are tiered across the district based on identified needs and each school has at least two viable partners.
- Evaluation tool is ready for utilization.
### Office of Operations, Department of Food Services and Child Nutrition

**Department Goal:** Expand Farm to School program.

<table>
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<tbody>
<tr>
<td>FCP2.i. Assess current community school models to understand their structure and impact, as well as the alignment of partnerships and services to areas of identified need for students, families, schools, and communities.</td>
<td>FCP2.a. Increased # of school community partnerships targeting identified student and family needs.</td>
<td>1. Develop relationships with local farmers and vendors.</td>
<td>Fall 2018/Ongoing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Create a process for recipe development and menu placement.</td>
<td>Dec 2018</td>
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<td>3. Increase local food items on cycle menu.</td>
<td>June 2019</td>
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<td></td>
<td>4. Professional development for food service staff in culinary techniques.</td>
<td>Feb 2019</td>
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<td>5. Develop new marketing materials.</td>
<td>Dec 2018</td>
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<td>6. Expand partnerships with CBOs to provide cooking lessons for families and their children.</td>
<td>June 2019</td>
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<td>7. Align Focus FoodCorps activities to school activities, to provide nutrition education opportunities for students and staff.</td>
<td>June 2019</td>
</tr>
</tbody>
</table>

**Implementation Measures**

- Number of local food vendors.
- Number of student taste tests conducted.
- Number of students participating in taste tests.
- Percentage of food dollars spent on local food purchases.
- Quantity of local fruits and vegetables served during meal services.
- Number of training sessions conducted.
- Number of staff trained.
- Department marketing brochure developed.
- Number of families participating in cooking lessons.
- Number of nutrition education experiences provided.
- Number of students participating in nutrition education opportunities.
STRATEGY 3
Enable effective partnerships between staff, families, and community members in support of student success.

Office of Outreach, Family Engagement, and Community Partnerships

Department Goal: Increase customer satisfaction (students, families, staff, & partners) across the district for the school year 2018-2019.

<table>
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<tr>
<th>Action</th>
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<th>Tasks</th>
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</thead>
<tbody>
<tr>
<td>FCP3.ii. Create a robust plan to strengthen communication with and among stakeholders, focusing on accessible, family-friendly communications in multiple languages.</td>
<td>FCP3.d. Increased % of families who feel that schools value them as partners in their students’ success.</td>
<td>1. Create a communications and marketing campaign on how HPS will redefine and reimagine family and community engagement. 2. Implement the plan via multiple communication channels that employ accessible, family-friendly communications in multiple languages.</td>
<td>Feb 2019</td>
</tr>
</tbody>
</table>

Implementation Measures

- Family Engagement framework created and disseminated to schools.
- Reach and frequency of communications.
Office of Outreach, Family Engagement, and Community Partnerships

Department Goals:
Increase the number of community schools in each zone by 2022.
Work towards a balanced and equitable district budget for long–term financial sustainability by 2022.

Harness the capacity of the OFECP to reduce redundancies across the district.
Increase customer satisfaction (students, families, staff, & partners) across the district for the school year 2018-2019.

<table>
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</thead>
<tbody>
<tr>
<td>FCP3.i. Build the capacity of staff, families, and community members to form effective partnerships that support students’ success.</td>
<td>FCP3.c. Increased % of families who feel that their district and school provide them with resources to support their child’s learning.</td>
<td>1. Create a system for tracking community partnerships, including MOUs, students and families served, number of inquiries, requests for training, request for professional development, and other supports related to the OFECP that come through the internet/intranet.</td>
<td>Dec 2018</td>
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<td>2. Create a volunteer program including an application process, matching process and system for tracking participation.</td>
<td>Sept/Oct 2018</td>
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<td>3. Assess the benefits and feasibility of the HPU model as an internal model under the HPS umbrella.</td>
<td>Oct/Nov 2018</td>
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<td>4. Establish a protocol for partnerships that aligns with the district policies and practices, and that will increase the number of partnerships and their fit with student/family needs.</td>
<td>Jan 2019</td>
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<td>5. Establish family literacy programs at every school and in the community.</td>
<td>March 2019</td>
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<td>6. Design and implement a district-wide attendance campaign.</td>
<td>Jan 2019</td>
</tr>
</tbody>
</table>

Implementation Measures

- Tracking system is developed; increased number of requests/partnerships formed, students/families served.
- Reduced response time to prospective volunteers (from application to matched placement 4-week maximum wait period) and an increase in volunteer engagement.
- A protocol is established for prospective volunteers.
- Literacy programs are established.
- Attendance campaign implemented.
**MAJOR GOALS**


**Internal Champions:**
Chief of Finance, Chief of Operations, Chief of Academics, Chief of Schools, Assistant Superintendent of Student Support Services, Deputy Superintendent, Director of Transportation, Director of School Choice, Executive Director of Human Resources

**STRATEGY 4**
Establish effective two-way communication between central office and schools that results in improved supports to schools.

### Department Goal: Register all students for school through an online portal by 2020.

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<tr>
<th>Action</th>
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</thead>
<tbody>
<tr>
<td>OE4.i. Create and communicate standard operating procedures that clarify operational processes, streamline administrative decision-making, and identify touch points for central office departments and schools.</td>
<td>OE4.a. Increased % of school administrators agreeing that communication is effective and that their inquiries to central office are resolved in a timely and effective manner.</td>
<td>1. Create an RFP to select a vendor that will create a new technology platform to connect with Power School.</td>
<td>Apr 2019</td>
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<td>2. Develop new marketing materials including school brochures and resource guide for new marketing and recruiting season.</td>
<td>Oct 2018</td>
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<td>3. Establish a registration committee to assess the implementation process.</td>
<td>May 2019</td>
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<td>4. Work with SchoolMint to provide a single Power School integration mapping.</td>
<td>June 2019</td>
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<td>5. Develop a plan with the SPED, EL, Health Services and Transportation Departments to address staffing and scheduling concerns.</td>
<td>May – June 2019</td>
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<td>6. Open Central Registration Center.</td>
<td>July 2019</td>
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<td>7. Conduct registration pilot study with 6 schools.</td>
<td>July 2019</td>
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<td>8. Conduct registration process with all elementary schools.</td>
<td>July 2019</td>
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<td>9. Conduct registration process with all high schools.</td>
<td>July 2020</td>
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</tbody>
</table>

### Implementation Measures
- Vendor selected to develop the new technology platform.
- New material printed and delivered by Fall 2018.
- Registration committee formed and regular meetings held.
- Feedback received and analyzed.
- Full integration and correlation of School Mint and Power School.
- Common language and narrative is consistently shared with all Central Office staff.
- Feedback from parents and families regarding the initial rollout of phase 1 to determine efficiency, effectiveness and timeliness.
- 50% of registrations accurately completed online in year 1.
- 75% of registrations accurately completed online in year 2.
- 100% of registrations accurately completed online in year 3.
Office of Academics

Department Goal: Increase ELA Proficiency in grade 3 at or above grade level from 22.1% in 2017-2018 to 27% in 2018-19.

<table>
<thead>
<tr>
<th>Action</th>
<th>Performance Indicator</th>
<th>Tasks</th>
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<tbody>
<tr>
<td>OE5.i. Develop a district-wide approach to implementing data teams in all schools with a focus on implementation and impact of the identified instructional strategies (Guided Reading K-6; Close Reading 6-12).</td>
<td>OES.b. Increased % of schools with effective Data Teams.</td>
<td>1. Develop guidance documents for effective implementation of Data Teams.</td>
<td>Fall 2018</td>
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<td>2. Conduct school Data Team needs assessment.</td>
<td>Fall 2018</td>
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<td>3. Equip all district e-LEAD coaches with the capacity to support schools with Data Teams.</td>
<td>Aug 2018 initial training for coaches/Ongoing</td>
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<td>4. Develop and train school Data Teams on the use of Data Team implementation rubrics.</td>
<td>Marking Period I 2018</td>
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<td>5. Develop a main data frame to collect student data related to Guided Reading and Close Reading.</td>
<td>Oct 2018</td>
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<td>6. Collect and analyze data related to Data Team implementation.</td>
<td>Fall 2018/Ongoing</td>
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</tbody>
</table>

Implementation Measures

ADULT MEASURES

- Increased administrators’ command of Data Wise process (pre and post to measure).
- Questionnaires/surveys from data team training participants.
- Increased comfort level with Data Wise reported by district e-LEAD coaches and administrators (pre and post to measure).
- Increased number of schools progressing from “initiating” to “effective” on the data implementation rubric.

STUDENT MEASURES

- Increased levels of student performance in the following assessments: F&P, Dibels, Running Records, Modules in Curriculum Units – Guided Reading.
- Increase levels of student performance in the following assessments: SBA Standards 1, 4 & 5, Interim Assessments, PSAT/SAT Words in Context, Command of Evidence – Close Reading.
Department Goal: Increase ELA proficiency in grade 3 at or above grade level 6% by 2019.

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<tr>
<td>OE5.i. Develop a district-wide approach to implementing Data Teams in all schools with a focus on implementation and impact of the identified instructional strategies (Guided Reading K-6; Close Reading 6-12).</td>
<td>OE5.b. Increased % of schools with effective Data Teams.</td>
<td>1. Provide PL for Executive Directors on Data Wise approach.</td>
<td>Fall 2018/Quarterly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Facilitate weekly meetings as a department and with the Office of Academics to share observations, needs and discuss school implementation on Data Teams.</td>
<td>Fall 2018/Ongoing</td>
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<td>3. Facilitate PL for all principals and assistant principals focused on Data Teams and leadership competencies connected to Data Teams.</td>
<td>Fall 2018/Ongoing</td>
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<td>4. Review SIPs, systems and structures, and provide feedback to ensure alignment with Data Team major actions.</td>
<td>Fall 2018/Quarterly</td>
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<td>5. Observe the systems and structures regarding Data Teams in all schools. Observations will be included in administrator evaluations.</td>
<td>Fall 2018/Ongoing</td>
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<td>7. Conduct weekly/monthly school visits to monitor Data Teams.</td>
<td>Fall 2018/Ongoing</td>
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</table>

Implementation Measures

- Observe Executive Directors working with principals in schools and at principals’ professional learning offerings.
- Data team rubric use and implementation ratings.
- Executive Directors and principals will assess the use of professional learning strategies to implement the three major actions.
- Principal and assistant principal survey to assess professional learning sessions.
- Executive Directors will complete a site visit summary (SVS) to capture their visit/reflection of SIP, systems and structures and next level of work for revisions of plans and development of structures and systems.
- Executive Directors will observe data teams with the ILT and principals, and complete SVSs focusing on the structures and systems in place to support implementation.
- Each Executive Director will create a plan to support principals in implementing effective systems and structures.
- School Progress Reviews will demonstrate 1) growth, 2) areas of need, and 3) next level of work.
- SVSs will indicate data teams functioning.
### Department Goals:
**Increase ELA Proficiency among students with disabilities by 22% by 2022.**

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<tr>
<td>OE5.i. Develop a district-wide approach to implementing Data Teams in all schools with a focus on implementation and impact of the identified instructional strategies (Guided Reading K-6; Close Reading 6-12).</td>
<td>OE5.b. Increased % of schools with effective Data Teams.</td>
<td>1. Participate on School Data Teams to find the story behind the data for students with disabilities and provide support.</td>
<td>Fall 2018/ Ongoing</td>
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<tr>
<td></td>
<td></td>
<td>2. Participate in classroom visits and walkthroughs with the ILT and principals, and provide input on the structures and systems in place to support implementation.</td>
<td>Fall 2018/ Ongoing</td>
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<td>3. Provide consultative support to the Executive Directors for their portfolio of schools to create a plan to support principals in implementing inclusive systems and structures.</td>
<td>Fall 2018/ Ongoing</td>
</tr>
</tbody>
</table>

### Implementation Measures
- Improved ability in schools to implement student IEPs and the mitigation (reduction) of out-of-district placements.

### Office of Operations, Department of School Choice
**Department Goals:**
Reduce the number of non-compliant magnet schools by 40% by 2019.

<table>
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<tbody>
<tr>
<td>OE5.iv. Establish a limited number of indicators of effectiveness for every central office department and/or service area, and develop a regular routine of tracking data against the indicators and planning for improvement.</td>
<td>OE5.c. Increased % of HPS staff reporting use of data dashboards to inform practice.</td>
<td>1. Conduct an analysis of current enrollment and compliance data to formulate data driven decisions supporting compliance standards.</td>
<td>Aug 2018 - June 2019</td>
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<td>2. Collaborate with school administrators to determine how to best fill seat during lottery rounds.</td>
<td>May-Sept 2018</td>
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<td>3. School staff communicates with families via the invite list to confirm enrollment.</td>
<td>May-Sept 2018</td>
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<td>5. Continually revisit marketing strategies (No cost, low-cost, high-cost).</td>
<td>Sept 2018 – Feb 2019</td>
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</tbody>
</table>

### Implementation Measures
- Weekly enrollment compliance reports.
- Increased seat declarations and acceptance rate.
- Increased PowerSchool registrations.
- Compliance reports.
- Marketing outcomes/results and SDE compliance plan.
- Number of outreach and recruitment opportunities provided to families.
Office of Talent Management

Department Goal: Increase the percentage of filled teacher positions on the first day of school by 5%.

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<tbody>
<tr>
<td>OES.iv. Establish a limited number of indicators of effectiveness for every central office department and/or service area and develop a regular routine of tracking data against the indicators and planning for improvement.</td>
<td>OES.e. Increased alignment of central office supports to school needs.</td>
<td>1. Work with Directors to support high shortage area screening and interviews (e.g., special education, math, speech &amp; language pathology, bilingual, TESOL).</td>
<td>Fall 2018/Ongoing</td>
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<tr>
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<td>2. Create and execute a plan of outreach/recruitment for local colleges, universities, alternate routes to certification and other avenues to bring talent to district.</td>
<td>Fall 2018/Ongoing</td>
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<td>3. Screen applications and forward to high needs schools first.</td>
<td>Winter 2018/Ongoing</td>
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<td>4. Offer information sessions on RELAY alternate route certification program.</td>
<td>Fall 2018/Ongoing</td>
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<td>5. Assist in the identification of coverage to support the program implementation of RELAY.</td>
<td>Fall 2018</td>
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</tbody>
</table>

Implementation Measures

- Increased number of teacher candidates overall and in high-need areas.
- Increased number of teacher candidates from internal pool of non-certified positions.
- Increased number of hires from local colleges/universities.
**Office of Finance**

Department Goal: Increase the predictability of the district’s financial position by achieving a +1/-1% budget accuracy within each budget line.

### Implementation Measures
- Increase in the number of budget reports sent monthly from 0% to 100%.
- Reduction in the number of budget overrides.
- Reduction in the number of unbudgeted expenditures.

### STRATEGY 6
Work to achieve long-term sustainability.

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<tbody>
<tr>
<td>OE6.ii. Establish transparency in budgeting and staffing processes by documenting and communicating timelines, staffing ratios, formulas, and other factors that affect resource distribution to schools.</td>
<td>OE7.b. Increased alignment of district budget to district priorities.</td>
<td>1. Build standardized budget reports in MUNIS.</td>
<td>Oct 2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Develop annual budget sign-off’s from department heads.</td>
<td>Dec 2018</td>
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<td></td>
<td></td>
<td>3. Develop and prepare first quarterly forecast for Q1 in October.</td>
<td>Oct 2018</td>
</tr>
<tr>
<td>OE6.iii. Align financial processes and resources to student and school needs and district priorities.</td>
<td></td>
<td>4. Prepare multi-year financial plan with action steps to mitigate costs.</td>
<td>Feb 2019</td>
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</tbody>
</table>
Office of Finance

Department Goal: Reduce the annual district budgeting cycle by 60 days for the FY 19-20 budget. Target completion date is February 28, 2019.

OE6.ii. Establish transparency in budgeting and staffing processes by documenting and communicating timelines, staffing ratios, formulas, and other factors that affect resource distribution to schools.

OE6.iii. Align financial processes and resources to student and school needs and district priorities.

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</thead>
<tbody>
<tr>
<td>1. Collapse budget codes for non-salary expenditures.</td>
<td>OE6.b. Increased alignment of district budget to district priorities.</td>
<td>Oct 2018</td>
<td></td>
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<tr>
<td>2. Engage BOE earlier in the budget process.</td>
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<td>Mar 2019</td>
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<td>3. Develop and execute an administrator budget preparation survey.</td>
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<td>Nov 2018</td>
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<td>4. Prepare survey and meet with SGC’s during the budget process.</td>
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<td>Nov 2018 / Feb 2019</td>
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<tr>
<td>5. Meet monthly with the Superintendent and/or Deputy Superintendent to discuss the budget.</td>
<td></td>
<td>Oct 2018, Dec 2018, Feb 2019, April 2019</td>
<td></td>
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</tbody>
</table>

Implementation Measures

- Reduction in the number of budget entries per school/per department.
- Reduction in the number of board-level budget revisions.
- Increase in the Principal satisfaction as measured by survey.
- Increase in the SGC satisfaction as measured by feedback at the BOE budget workshop and survey.
- Increase in Superintendent and/or Deputy satisfaction.
Department Goal: Reduce transportation expense by $500,000 by 2019.

<table>
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</thead>
<tbody>
<tr>
<td>OE6.ii</td>
<td>OE6.b. Increased alignment of district budget to district priorities.</td>
<td>1. Assess and revise transportation policies and protocols to align with DME efficiencies.</td>
<td>Fall 2018</td>
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<tr>
<td></td>
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<td>2. Analyze bus arrival times and their connection to the tiers.</td>
<td>Fall 2018</td>
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<td>3. Identify and consolidate bus routes.</td>
<td>Fall 2018</td>
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<td>4. Identify van runs for potential mergers with small buses.</td>
<td>Fall 2018</td>
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<td>5. Collaborate with Data and Accountability Department to develop an interface system between the Transportation Department and PowerSchool.</td>
<td>Fall 2018</td>
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<td></td>
<td>6. Collaborate with bus company to review the on-time performance.</td>
<td>Sept 2018 - June 2019</td>
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<td>7. Develop a more effective system of communication between the Transportation Department and parents.</td>
<td>Sept 2018 - June 2019</td>
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</tbody>
</table>

Implementation Measures

- Increased bus capacity on all tiers by optimizing routes.
- Reduction in the amount of regular buses (by 2-3).
- Reduction in the amount of bus monitors (by 10-12).
- Increased data connectivity with Power School.
- Increased on-time delivery of students and the number of routes completed within bus route schedule.
- Decrease the number of complaints received monthly and annually.
Office of Student Support Services

Department Goal: Increase revenues through Medicaid reimbursements by 30% by 2022.

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<tbody>
<tr>
<td>OE6.iii. Align financial processes and resources to student and school needs and district priorities.</td>
<td>OE6.b. Increased alignment of district budget to district priorities.</td>
<td>1. Reclassify/restructure role of Director of Special Education.</td>
<td>Fall 2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Remove Director’s OOD caseload to focus on recruitment, retention and development of related services staff.</td>
<td>Fall 2018</td>
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<td>3. Capitalize on additional avenues for maximizing Medicaid reimbursement. Allocate existing staff on a part-time basis to assume a share of the day-to-day operations.</td>
<td>Fall 2018</td>
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<td></td>
<td>4. Mitigate OOD placements (tuition) through consistent leadership structure, problem-solving and improvement/expansion of educational services for SWD.</td>
<td>2018-2019</td>
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<td>5. Reassign OOD caseload for Director of Student Support Services to Director of Student Support Services – Psychological, Social &amp; Behavioral Services.</td>
<td>July 2018</td>
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<td></td>
<td>6. Restructure role of Director of Student Support Services to Director of Student Support Services.</td>
<td>Oct 2018</td>
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</tbody>
</table>

**Implementation Measures**

- Increased recruitment and retention of SLP staff.
- Decrease in reliance on staffing companies.
- Increase in Parental Consents for billing.
- Increase in Medicaid Coordinator’s ability to focus on increasing the district’s Medicaid revenue.
- Increase in Medicaid revenue.

- Data Team artifacts: Increase in School Psychologist participating on school data teams; increase in School Psychologist participating in SRBI process.
- Established roles and responsibilities for the Director of Student Support Services – Psychological, Social & Behavioral Services.
Office of Student Support Services

**Department Goal:**
Decrease chronic absenteeism 7% by 2022.

**Increase student perceptions of feeling safe and valued at school by 2022.**

### MAJOR GOALS
5. Decrease chronic absenteeism 7% by 2022.
6. Increase student perceptions of feeling safe and valued at school by 2022.

**Internal Champions:**
Assistant Superintendent of Student Support Services, Chief of Schools, Executive Director of Investigation and Security

### STRATEGY 7
Ensure that school staff are equipped to identify and address students’ physical and social-emotional needs.

<table>
<thead>
<tr>
<th>Action</th>
<th>Performance Indicator</th>
<th>Tasks</th>
<th>By (Date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCC7.i. Analyze district and school-level culture and climate data to identify and address root causes of issues related to students and staff feeling safe, valued, and respected.</td>
<td>SCC7.d. Increased percentage of students and staff who feel safe, valued, and respected (climate survey).</td>
<td>1. Overtly and strategically position Climate and Culture within the OSSS.</td>
<td>Fall 2018</td>
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<td>2. Reclassify the Director of Climate and Culture to two Assistant Directors of Student Engagement and Behavior Support.</td>
<td>Fall 2018</td>
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<td>3. Develop and implement an integrated model of psychological and social services.</td>
<td>Fall 2018</td>
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<td>4. Review the Panorama Climate Survey Items to ensure that performance and implementation indicators from the DME SOP are represented.</td>
<td>Fall 2018</td>
</tr>
</tbody>
</table>

### Implementation Measures
- Completed Plan for Restructuring the Office of Student Support Services.
- Evidence of continuous improvement as measured by:
  - Staff evaluations.
  - State Performance Plan Indicators.
  - Yearly accomplishments related to staff engagement data (attendance/retention), and student academic, behavioral (referrals/ISS/OSS/R/EX), and engagement data (attendance).
- Assistant Director of Climate and Culture position reclassified and filled.
- Principal feedback from school data meetings.
- Climate survey items are updated.
Department of Labor & Legal Services

Department Goal: Decreased number of investigations related to Child Abuse & Neglect within the district.

### Action

**SCC7.i.** Analyze district and school-level culture and climate data to identify and address root causes of issues related to students and staff feeling safe, valued and respected.

**SCC7.iv.** 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.

### Performance Indicator

**SCC7.c.** Decreased number of DCF-issued program concerns, including those related to seclusion or restraint.

**SCC7.e.** Decreased number of incidents in which an HPS employee fails to report suspected student abuse/neglect.

### Tasks

| 1. Develop comprehensive database to capture all investigations/incidents. | Fall 2018/Ongoing |
| 2. Convene a workgroup of principals and central office leaders to create process maps and guidance for reporting, communication, and decision-making procedures related to child abuse/neglect, harassment, and other incidences of unprofessional conduct. | Sept 2018 |
| 3. Develop guidance documents with senior leader input and approval. | Sept-Oct 2018 |
| 4. Administrators review the Child Abuse/Neglect Checklist and new guidance docs with all their staff. | Nov 2018 PL |
| 5. Conduct monthly audit of Investigations. | First of every month |
| 6. Analyze most common incidents and provide scenario-based training and/or other support on how to address them. | Feb 2019 |
| 7. Determine the types of cases to support staff and provide training/information (failure to report vs. abuse/neglect). | Fall 2018/Ongoing |
| 8. Provide review of Employee Misconduct child abuse/neglect checklist and other guidance, as developed. | Fall 2018/Ongoing |

### Implementation Measures

- Timeliness and accuracy of data.
- Via a survey, rate the level of satisfaction and familiarity with the child abuse/neglect checklist and principals’ understanding of expected procedures for reporting and investigating child abuse and neglect, harassment, and unusual incidences.

- Compare the number of investigations with previous years to determine the % of increase/decrease cases.
- Analysis of Labor Relations Database to determine trends of reported incidents and determine the training needed by analyzing the Labor Relations database.
- Participant satisfaction with targeted training.
### Department of Chief of Schools

**Department Goal:**
Reduce district chronic absenteeism 5% by 2019.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>SCC7.i</td>
<td>Analyze district and school-level culture and climate data to identify and address root causes of issues related to students and staff feeling safe, valued and respected.</td>
<td>SCC7.a. Reduced student chronic absenteeism rates and increased staff attendance rates. SCC7.b. Reduced number of student discipline referrals (ISS/OSS). SCC7.d. Increased percentage of students and staff who feel safe, valued, and respected (climate survey).</td>
<td>1. Provide PL and resources (e.g., walkthrough tool) for Executive Directors, content directors and Special Education Directors on high leverage strategies to improve culture. 2. Executive Directors will review SIPs, systems and structures, and provide feedback and strategies to ensure attendance procedures, activities to promote culture, safety procedures, school wide behavior systems (SWBS) and highly functioning attendance teams. 3. Facilitate PL for all principals and assistant principals focused on climate/culture and leadership competencies connected to culture. 4. Observe the systems and structures regarding attendance teams, SWBS, data teams regarding behavior, and provide feedback and strategies for improvement. Observations will be included in administrator evaluations. 5. Conduct monthly audit of Investigations. 6. Conduct weekly/monthly school visits to monitor SSO, ISS, school culture and attendance.</td>
</tr>
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</table>

### Implementation Measures

- Survey of high-leverage strategies to improve culture and climate to demonstrate common understanding.
- Executive Directors’ completion rates of site visit summaries (SVS) to capture visits/reflections of SIP, systems and structures, and next level of work for revisions to plans and development of structures and systems.
- Culture Rubric completion, use, and results.
- Executive Directors and principals will assess the use of professional learning (PL) strategies to implement the three major actions.
- Principal and assistant principal survey to assess PL sessions.
- Executive Directors’ observations of attendance teams with the instructional leadership team and principals, and completion of SVSs focusing on the structures and systems in place to support implementation of Data Wise approach in attendance meetings.
- Use of data team rubric to identify implementation level of attendance teams.
- Executive Directors’ completion rates of plans to support principals in implementing effective systems and structures.
- School referral data on Power School.
- Data for teacher taking attendance.
- Frequency of school visits (SVS).
- Results and progress measures shared during SPRs.
**Office of Student Services and Supports**

### Department Goal:
Decrease chronic absenteeism 7% by 2022.

### Action
SCC7.iii. Redesign the professional learning system to focus on the whole student.

### Performance Indicator
SCC7.f. Increased frequency of school staff observed demonstrating trauma-informed practices and appropriate behavioral interventions.

### Tasks
1. Conduct professional learning for administration on the effects of trauma.
   - **By (Date):** June 2019
2. Conduct professional learning for school social workers, school psychologists, and mental health providers on the effects of trauma.
   - **By (Date):** Sept 2018
3. Conduct professional learning for Teaching and Learning content teams on the effects of trauma.
   - **By (Date):** 2018-2019
4. Provide professional learning for student support staff on the effects of trauma.
   - **By (Date):** 2018-2019
5. Develop a rubric to evaluate professional learning to ensure all professional learning promotes staff awareness of the impact of trauma on learning.
   - **By (Date):** Fall 2018
6. Develop self-evaluation for school teams to guide the restructuring of school environments and the extent to which their school environments are trauma-sensitive.
   - **By (Date):** Fall 2018

### Increase student perceptions of feeling safe and valued at school by 2022.

### Implementation Measures
- Turnkey training for use with school-based staff (Overview of why establishing a trauma informed learning environment is important).
- School social workers, school psychologists, and mental health providers assist in building the capacity of schools to create a trauma informed learning environment.
- Evidence of the promotion of trauma awareness in professional learning presentations/opportunities.
- Evidence of school staff engaging in trauma-informed practices as measured by self-evaluations of successes and opportunities for restructuring school environments from a trauma-focused perspective.
Department of Labor & Legal Services

Department Goal: Obtain 100% compliance for crisis/fire drills at schools.

<table>
<thead>
<tr>
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<tr>
<td>SCC7.v. Establish best practices for crisis management and communications in schools and central office, and with families and the community.</td>
<td>SCC7.d. Increased percentage of students and staff who feel safe, valued, and respected (climate survey).</td>
<td>1. Provide principals professional learning on state statute for fire/crisis drills.</td>
<td>Fall 2018</td>
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<td>2. Assure that all schools are in compliance with drills by conducting audits.</td>
<td>3rd week of month</td>
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</tbody>
</table>

Implementation Measures

- Professional learning sessions and content.
- Monthly reminders are sent via the intranet.
- Monthly compliance reports sent to the Office of Schools.
WE BELIEVE IN...
our beautiful and capable students, high expectations, inclusiveness, collaboration, continuous improvement, and systemic accountability.

OUR MISSION
In partnership with our families and community, inspire and prepare ALL students to meet success in and beyond school.

OUR VISION
HPS students will graduate ready to transform our world.