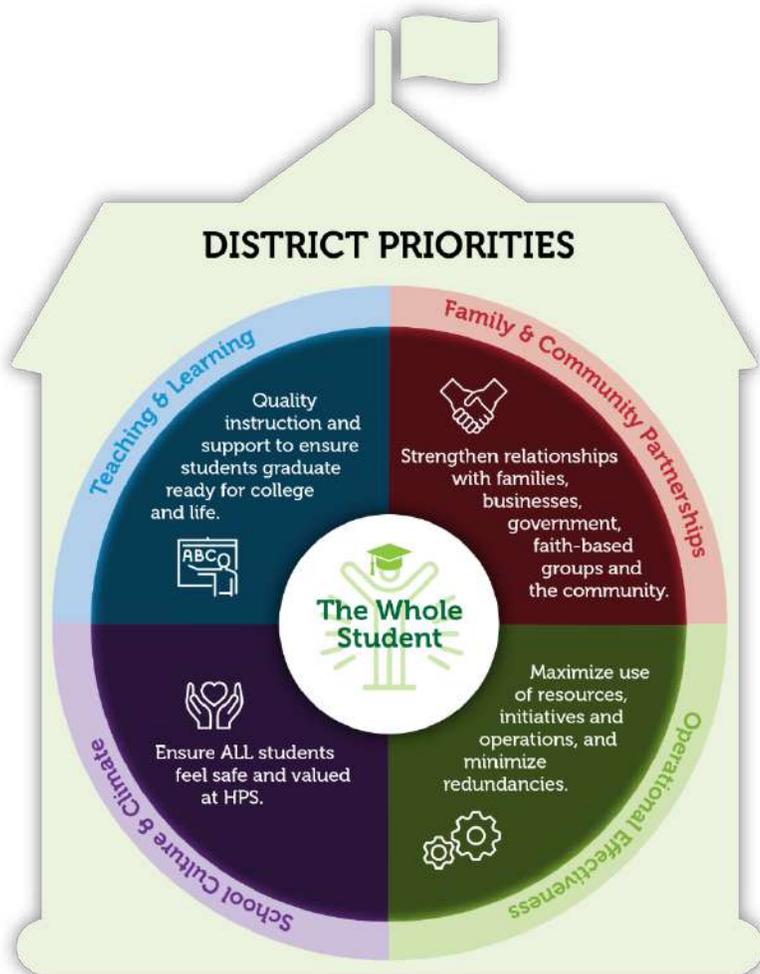


Weaver High School – Steering Committee Draft Redesign Plan
District Review & Feedback



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.



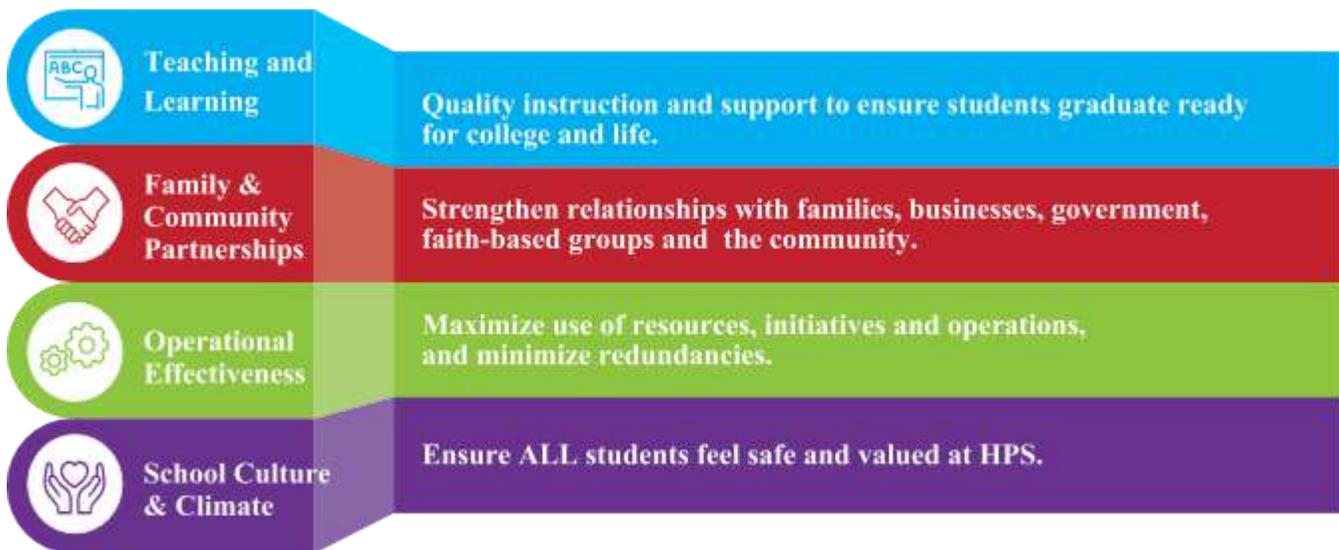
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OVERVIEW

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 DME, which resulted in a restructuring plan for schools, development of four priority areas and related objectives:

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, illustrated on p. 6.



DME & THE WEAVER HIGH SCHOOL REDESIGN

School Progress Reviews

The Hartford Public Schools’ strategic operating plan, adopted in the Summer of 2018, sets a new direction intended to improve outcomes for all students. The plan empowers principals to address the specific needs of their students. In alignment with the strategic operating plan, HPS leaders established three critical “major actions” for all schools:

- 1) Effective Implementation of Guided Reading for Elementary Schools and Close Reading for Secondary Schools
- 2) Effective Implementation of Data Teams
- 3) Participation in School Progress Reviews with District Administrators

These major actions are described in a complementary document entitled the *Hartford Way*. The purpose of this document is to explain how principals, their teams, and central office administrators will implement the School Progress Review component of the third major action.

As defined by HPS, School Progress Reviews (SPRs) entail a process in which principals and instructional leadership teams work collaboratively with central office administrators to establish indicators for continuous school improvement (via School Improvement Plans), collect implementation data demonstrating progress towards those indicators, and then regularly analyze and discuss the data to celebrate short-term successes and address challenges.

Rather than waiting for end-of-year student assessment data to determine progress, SPRs enable principals and instructional leadership teams to focus on continuous improvement. This cycle of improvement includes reviewing implementation data—from classrooms and school observations, self-evaluations, etc.—as well as data from formative assessments, student attendance and behavioral data, and other sources identified in School Improvement Plans (SIPs) to understand the impact of professional learning and effectiveness of data teams and other school-identified improvement strategies. The SPR will support principals and instructional leadership teams in making intentional adjustments to improvement strategies that result in improved teaching and learning and student outcomes.

SPRs are intended to support principals by helping them to collect, analyze, and interpret data in a way that will enable them to improve outcomes for students. SPRs will also help to identify school strategies that are working so that they can be replicated as well as strategies that are not working so that they can be improved or dropped. Finally, SPRs enable central office leaders to understand what additional supports schools need so that they can develop and provide those in an efficient manner.

The SPR process attends to the need for differentiation across school contexts, which is why we have invested in supporting the process and the development of school-based Data Wise teams. These teams are trained and supported to dig into their schools' data to determine areas of need, and to develop SIPs, selecting high-leverage strategies aligned with the DME, to meet the needs of their students and staff, and to achieve growth in student and teacher outcomes.

Post-Secondary Success Planning

Starting in the Spring of 2018 HPS embarked on a journey to “do high school differently,” to better engage students to succeed in learning, work, and life. As part of the Barr Foundation *Engage New England* initiative, Dr. Torres-Rodriguez and HPS leaders from a variety of departments have been deepening their understanding of high school students' experiences. In partnership with EY-Parthenon and in collaboration with other grantees, these HPS leaders have delved into key college, career, and life readiness metrics, identifying gaps and opportunities for greater access and success for all students.

Over the past month and continuing through the end of April, this cross-departmental team will build on initial research at Hartford Public, Bulkeley, and Weaver high schools, to expand stakeholder engagement through community-based focus groups and interviews. In May and June, this high-priority work will progress to the innovation and design stage during which the team will generate research-based strategies and innovations to respond to data implications and stakeholder recommendations. The team will then move on to action planning in July and August, defining and communicating prioritized pilot activities and planning initiatives to take place in school year 2019-2020.

Summary of District Feedback

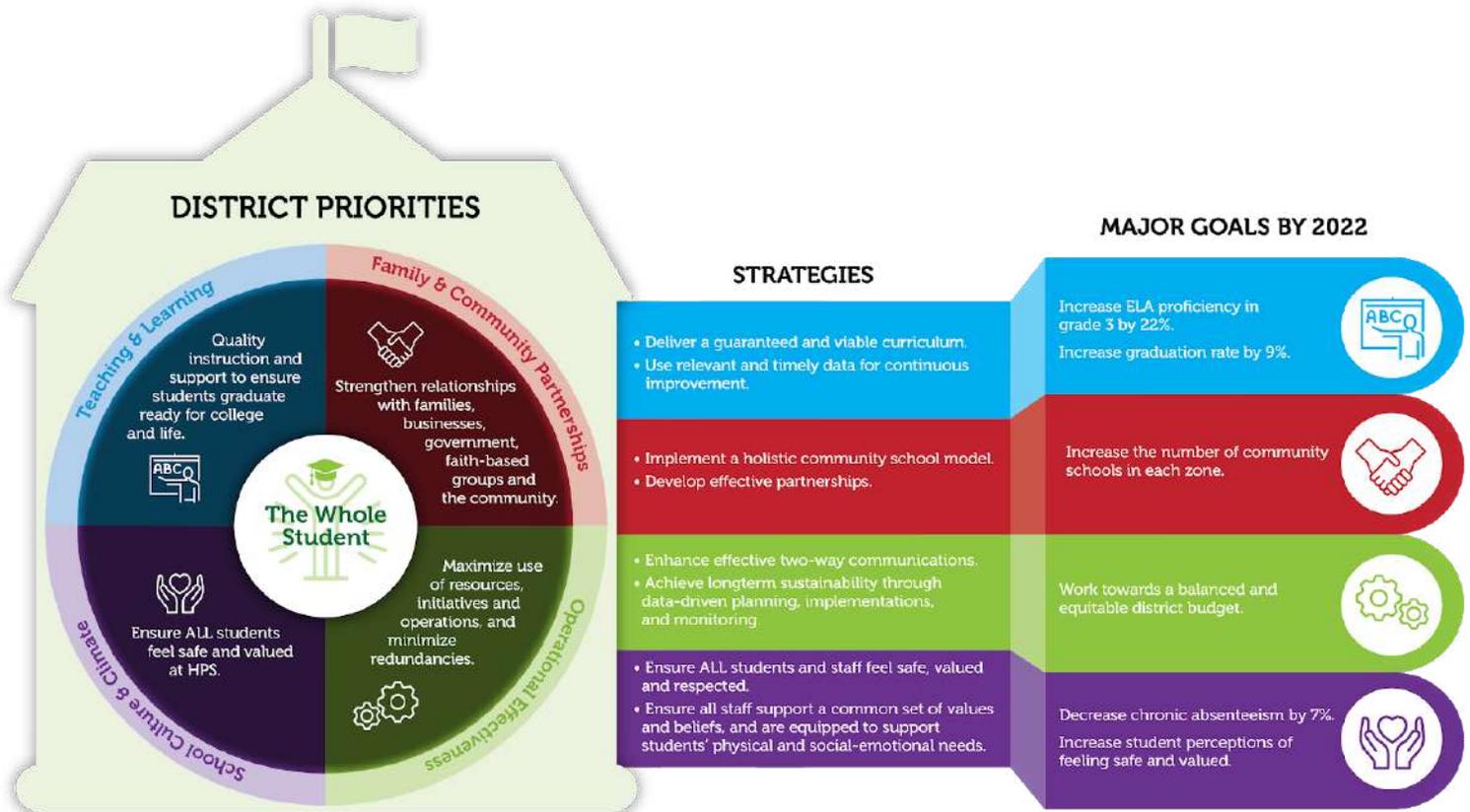
We applaud the Weaver High School Steering Committee for bringing together a wide range of community stakeholders to help inform the redesign of Weaver High School, and we appreciate the many hours each member dedicated to sharing their perspectives on how we can make the most of the exciting opportunity before us to establish Weaver High School

as a model 21st century school for teaching, learning, and growing. We want to ensure this feedback aligns with the DME and the related work underway through our Post-Secondary Success Planning efforts.

To facilitate the next and final planning steps in preparation for the Fall 2019 opening, Dr. Torres-Rodriguez, members of her cabinet, and their respective district office teams have carefully reviewed the *Weaver High School Draft Redesign Plan* submitted by the steering committee. These staff members have thoughtfully considered each of the proposed recommendations, which are annotated in the pages that follow (*pp. 13-43 of the plan document*), with guidance reflecting federal, state, and district regulations; district policies; the DME; the SPR process; and best practices in the pertinent educational fields. Feedback is provided on the alignments and incongruencies. District staff emphasize the importance of the school administration in guiding the school's next steps and look forward to providing support.

DISTRICT MODEL FOR EXCELLENCE

Strategic Plan 2018-2022



YEAR ONE IMPLEMENTATION PRIORITIES

While each strategic operating plan (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

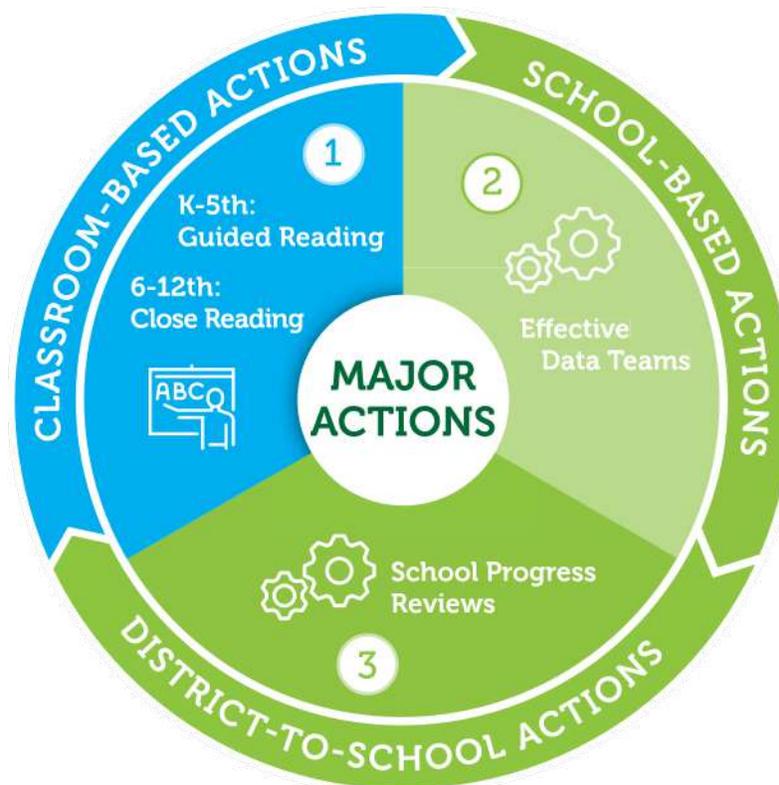
Effectively implement a limited number of evidence-based instructional strategies: **Guided Reading K-5 and/ or Close Reading 6-12.**

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.



DISTRICT MODEL FOR EXCELLENCE
Strategic Plan 2018-2022

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.

Weaver High School

Draft Redesign Plan

Submitted by Weaver Steering Committee September 27, 2018



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Weaver High School Vision and Values

The Weaver High School Steering Committee has developed a vision for the redesign process, which was highly informed by the community with the end in mind, a college and career ready Weaver High School Graduate! Throughout the process the Committee envisioned a school that ensures every student reaches their innate potential as a high achieving lifelong learner, ready to succeed in the 21st century!

Vision for the Redesign Process of Weaver High School

- To create a unified Weaver High School in which students, school staff, and families feel respected and valued, while striving for a culture of high expectations, citizenship, and overall excellence.
- To build a strong family and community environment, cultivating the highest-level connection between home and school, and ensuring a holistic learning atmosphere supported by the school, families, and the community.
- To work towards a student centered and culturally responsive curriculum aligned to the whole student framework leading to graduates with college and career competencies.
- To create a curriculum map that provides access to academically rigorous coursework and electives that are comparable to any high performing high school in the region.
- To respond to 21st century college and career readiness goals, laying out a counseling model that includes internships through industry and higher education partnerships.

Vision for a Weaver High School Graduate

- A Weaver High School Graduate is a person of high moral character, who is self-confident in cultural heritage, academic skills, and purpose in life. The graduate is resilient and proactive, yet also tolerant and conscious of the needs of others within the community.
- The Weaver High School Graduate is highly skilled, able to think critically and problem solve in the 21st century. The Graduate responsively navigates the digital world, takes on leadership, and is prepared for the tests of life.
- The Weaver High School Graduate is knowledgeable, able to balance rigorous classes, various subject matter, enhancement activities, and family and community responsibilities, all through a key self-awareness of individual learning methods and preferences.

History of the Redesign Process

A New Beginning!

A brand new Weaver High School will open its doors to students in August 2019. The structure will be state of the art, but the innovation doesn't end with the building design. The whole student centered academic program nested in an authentic community school model is a first of its kind for the City of Hartford.

This concept has been taking shape for the past 6 years as parents, students, community based organizations, and elected officials have worked together to support the City of Hartford and State of Connecticut in their commitment to spend \$100 million dollars to rebuild Weaver High School on Granby Street. The effort has spanned the administrations of 4 different superintendents, multiple city council members, and 3 different mayors. The one constant has been the unwavering commitment of Weaver alumni and the local community who believe in the greatness of Weaver High School and the students who will attend in the future.

Against the Odds!

At various times throughout the process of rebuilding Weaver High School, it seemed the future was uncertain. Funding challenges, legislative decisions, and other concerns jeopardized the project, but multiple stakeholders across all sectors of the city continued to rally and the project has persevered.

- At a Hartford Board of Education (HBoE) meeting in February of 2014 several community members, alumni, students, and parents voiced their concern about the fact that state funding was in jeopardy if progress on new construction was not convened in a timely manner. Elected officials and HBoE members recommitted themselves to the process, and Blue Hills Civic Association along with several partners held weekly meetings to stabilize the process.
- In 2015 the project was saved again, when it was suggested that money bonded for Weaver be moved to fund a different project. Funding was once again secured and building design and work on the facilities was restarted.
- In 2016 Achieve Hartford, Blue Hills Civic Association (BHCA), and Hartford Public Schools convened to begin community conversations on the program design, providing voice to parents, students, educators, community members, elected officials, and higher education and industry partners.
- BHCA coordinated a trip to New York City to visit high performing high school campuses with multiple academies under one roof. In all, hundreds of participants researched best practices and provided input on envisioning a quality 21st century Weaver High School with student centered learning, pathways to careers, and a culturally responsive climate and culture.
- The Weaver Steering Committee launched in 2016 and initial meetings looked to accomplish two major tasks; a vision for the new school and its graduates, and the formation of work groups to tackle key programmatic design challenges.
- During the summer of 2017, with Achieve Hartford's new direction and BHCA's commitment to partner, the Steering Committee launched an aggressive 2-year design process. Four work groups were established that included, Climate and Culture, Family and Community Engagement, Student Centered Learning, and Industry and Higher Education Partnerships.

- In August of 2018 the Weaver Steering Committee presented the Superintendent with a set of recommendations, created by work groups and with consensus, that envision the highest quality Weaver High School.

An Informed Community!

Several community milestones have been accomplished in the past year during the redesign process. A community forum included 10 eras of Weaver graduates to help grasp what it means to “bleed green.” A vision and values build enabled residents and students to reflect upon their hopes and dreams for education at the new Weaver. A Friends of Weaver kick-off art exhibit event was held at the Artists Collective, and over 50 years of Weaver history was on display. Throughout the process the Steering Committee has insisted on educating community members on national best practices such as Student Centered Learning, restorative practices, and industry partnerships, all the while including students, families, and teachers.

Moving Ahead with Pride!

The Steering Committee is now finishing the redesign process, ready to embark on supporting the district as the next phase of work begins, to implement the recommendations for opening in 2019. Two pivotal steps



remain. First, convening the Final Plan Review Committee to prepare for a presentation to the Superintendent of Schools later this month, and second, working with Hartford Public Schools to prepare for a Board of Education presentation in October.

As the implementation phase begins, new work groups will advance this school vision, designing and implementing initiatives to ensure Weaver High School serves the real needs of its students, resulting in their ultimate academic, social, emotional, and physical success. It is with great anticipation and expectation that the Steering Committee will move into the next phase, continuing the history of how multiple partners have come together to create the model process of creating a high performing Weaver High School.

Steering Committee and Work Group Members

People led the design from all sectors, sharing ownership of educational challenges to help create a great school plan.



**Vicki Gallon-Clark, Co-Chair
Weaver Steering Committee,
Director at Blue Hills Civic
Association**



**Tara Spain, Chair
Industry and Higher Ed
Advisory Board Work Group,
Vice President and COO
Travelers Foundation**



**Michelle Szykowitz, Chair
Student Centered Learning
Work Group, Teach for America**



**Evette Avila, Co-Chair
Weaver Steering Committee,
HPS Chief of Schools**



**Sashauna Stewart, Chair
Climate and Culture Work
Group, Blue Hills Civic
Association**



**Abigail Korohnen, Chair
Family Community
Engagement Work Group**

Steering Committee Members

The following lists represent those who served on the Weaver High School Steering Committee or Work Groups throughout the past two years. Some of the participants have moved on to other occupations throughout the education sector, yet their work on the Weaver Redesign Recommendations is greatly appreciated and the positive effects of the work will resonate for years to come!

Leslie Torres-Rodriguez, HPS Superintendent of Schools

Vicki Gallon Clark, Blue Hills Civic Association

Evette Avila, HPS Administration

Claudio Bazzano, HPS Administration

Audrey Boutaugh, HPS Principal

Janice Castle, City of Hartford

Daiana Lambrecht, Achieve Hartford!

Derrick Everette, Achieve Hartford!

Donna Sodipo, Connecticut Public Broadcasting

Alan Hadad, University of Hartford

Jason Farquaharson, Weaver Alum

Lee Hunt, Blue Hills Civic Association

Joseph Kopf, HPS Principal

Karen Lott, HPS Principal

Tamara Mitchell, HPS Administration

Sheldon Neal, HPS Principal

Ken O'Brien, HPS Principal

Nicole Porter, Hartford Public Schools, Parent

Sal Salafia, Arcadis O&G

Jonathon Swan, HPS Administration

Michelle Szykowitz, Teach for America

Tara Spain, Travelers

Sandra Ward, HPS Administration

Cristina Santiago, HPS Administration

Sonia Dinnall, HPS Administration

Faith Furest, HPS Teacher (retired)

Sashauna Stewart, Blue Hills Civic Association

Kristine Woods, HPS Administration

Jack Butkus, Arcadis O&G

Chris Marcelli, Achieve Hartford!

Vanessa McGee, HPS Administration

Paige Bray, University of Hartford

Work Group Members

Culture and Climate

Sashauna Stewart, Blue Hills Civic Association

Faith Furest, HPS Teacher (retired)

Rafael Santiago, Weaver Student

Ethan Reid, Corporate partner

Nick Lebron, Achievement First (Hartford)

Janel Parker, Blue Hills Civic Association

Mario Florez, HPS Administration

Nicole Porter, HPS Administration, Parent

Jean Tate, HPS Teacher

Daiana Lambrecht, Achieve Hartford!

Ray Dolphin, HPS Teacher, Parent

Jodian Daley, Blue Hills Civic Association

Kelvin Lovejoy, Blue Hills Civic Association

Stephen Wilson, Community Resident

Student Centered Learning

Michelle Szykowitz, Teach for America (Hartford)

Kris Woods, HPS Administration

Ashley Daley, Weaver Alumna

Antwan Morris, Blue Hills Civic Association

Derrick Everett, Achieve Hartford!

Denise Best, Blue Hills Civic Association

Family and Community Engagement

Abigail Korhonen, Parent
Carla Cruz, HPS Administration
Andrea Hardy, Parent
Lourdes Fonseca, Blue Hills Civic Association
Daemond Benjamin, Blue Hills Civic Association
Lakeisha Houston, Parent
Lenora Thomas-Norton, Parent
Nina Copeland, Parent
Rhonda Leonard, Parent
Kim Harriott, Parent
Donna Sodipo, Connecticut Public Broadcasting
Paige Bray, University of Hartford
Nyeshia McCauley, Achieve Hartford!

Industry and Higher Education Partnerships

Sonia Dinnall, HPS Administration
Tara Spain, Travelers
Jason Farquaharson, Weaver Alum
Lee Hunt, Blue Hills Civic Association
Paul Holzer, Achieve Hartford!
Chris Marcelli, Achieve Hartford!
Martin Estey, Hartford Consortium for Higher Education
Alan Hadad, University of Hartford
Karraine Moody, Habitat for Humanity (Hartford)
Janice Castle, City of Hartford
Andrea Comer, Connecticut Business and Industry Association
Alan Kramer, Goodwin College

Redesign Recommendations Section 1

Culture and Climate

District Feedback provided by

Dr. June Sellers, Assistant Superintendent of Student Support Services, Staff; Ms. Evette Avila, Chief of Schools; Mrs. Nuchette Black-Burke, Chief of Outreach; Dr. Madeline Negron, Chief Academic Officer; Mrs. Natasha Banks, Executive Director of Talent Management; & Deputy Superintendent of Schools Dr. Alberto Vázquez-Matos

Recommendation #1: Hiring and transitions are informed by Weaver’s vision for cultural competency and a unified culture and climate through:

1. A hiring rubric across both Weaver and Kinsella aligned to the Weaver vision.
2. A re-commitment compact for transitioning teachers and staff to opt in or out of Weaver’s vision.

District Feedback: Overall, Recommendation #1 generally aligns with the DME. The Weaver community falls under the umbrella of HPS, which has one unified vision, a vision that explicitly values inclusiveness for all students. Language regarding Weaver’s school culture, then, might be referred to as the “Weaver Way,” “Weaver Ethos,” or “be consistent with the ‘Weaver One’ culture.” Moreover, each school should have the opportunity to define its own culture. To achieve effective support of the Whole Child, per the DME, schools in HPS are currently in the process to establish instructional environments to be aligned to the CASEL framework, through which social-emotional learning can become deeply ingrained in the way students and adults interact in and out of the classroom, providing students an equitable, supportive, and welcome environment. The 5 CASEL competencies should be prioritized across settings (district, school, classroom, families, and the wider community): self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Additionally, the hiring of HPS employees must adhere with district hiring requirements, collective bargaining agreements, and process, and effectively be inclusive and representative of HPS core beliefs and values. The HPS hiring practices already assesses for an individual’s stance related to equity and inclusiveness, cultural responsiveness, and trauma-informed restorative practices, values, and mindset.

Rationale: (Evidence from learning or experience from community, alignment to equity)

- Assures uniform practices across the school and is informed by the desired school climate and culture.
- Assures all staff has a consistent mindset, which is crucial for school culture.
- Teachers and staff can be aligned to the vision for one cohesive Weaver High School.

Teaching and Learning	Culture and Climate	Operational Effectiveness	Family Community Partnership
<ul style="list-style-type: none"> ● Hiring rubric based research/practices aligned to the Weaver vision to assess the growth mindset of a new hire. <i>* This is already an established hiring practice set by the OTM as well as the Leadership PLC Domain 2</i> ● Rubric assesses for an individual’s cultural responsiveness and restorative practices mindset/values. 	<ul style="list-style-type: none"> ● Principals from all schools will work together to develop one hiring rubric to implement in hiring staff for Weaver 2019. <i>* This is already an established hiring practice set by the OTM as well as the Leadership PLC Domain 2</i> ● Creates a deep understanding of culturally appropriate practices through professional learning for Principals in order to make the right hire and set expectations. 	<ul style="list-style-type: none"> ● Professional learning provided for the hiring committee/staff to use to align values, mindsets, and industry/theme expertise. <i>* This is already an established hiring practice set by the OTM</i> ● Rubric utilized in addition to the completion of HPS screening for qualified candidates w/emphasis on diversity & knowledge of the local community. <i>* This is already an established hiring practice set by the OTM</i> 	<ul style="list-style-type: none"> ● Parents and the SGC are important participants on the hiring team for school leaders. <i>*This is already in place based on School Governance Council Policy 1211</i>

<p><i>* This is already an established hiring practice set by the OTM as well as the Leadership PLC Domain 2</i></p> <ul style="list-style-type: none"> ● Rubric assesses level of experience in academic skill development and learning themes. <p><i>* This is already an established hiring practice set by the OTM as well as the Leadership PLC Domain 1 and 2</i></p>	<p><i>* This is already an established hiring practice set by the OTM as well as the Leadership PLC Domain 2, and 3</i></p> <ul style="list-style-type: none"> ● All teachers re-commit themselves to Weaver by the end of the 2018-19 school year. Staff aligns to the new direction to ensure consistency. Expectation for teacher practice to align with vision as teachers have the opportunity to opt in or out. <p><i>* This is already an established hiring practice set by the OTM as well as the Leadership PLC Domain 2</i></p>	<p><i>as well as the Leadership PLC Domain 2</i></p> <ul style="list-style-type: none"> ● Rubric used for all new hires, and to recommit transitioning teachers. <p><i>* This is already an established hiring practice set by the OTM as well as the Leadership PLC Domain 2</i></p> <ul style="list-style-type: none"> ● Systemic consistency for onboarding new hires & transitioning staff to align to school values. <p><i>* This is already an established hiring practice set by the OTM as well as the Leadership PLC Domain 2</i></p>	
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Recommendation #2: Establish a standing sub-committee of the Weaver/Kinsella SGCs to assess and report out on which strategies and tactics are being implemented to ensure the “Weaver One” culture is developed across both schools.

District Feedback: Recommendation #2 appears to align with the DME. It is important to remember that there are both state and district policies that need to be adhered to as it relates to the composition of an SGC and the roles and responsibilities that SGCs have at each of the schools. The HPS value for *inclusiveness* should be reflected in statements regarding the goal of unity. More substantially, additional clarity is important to clarify the primary resources that will be used to define and guide the school’s work on growth mindset. This must be done with guidance from the Weaver HS leadership team.

The school’s positive behavioral support plan should be specified to clarify how Weaver community norms, routines, and values will be communicated, taught, and reinforced. Additionally, programming should include support for adolescent mental health, diversity training, disability rights, and etiquette.

Rationale: (Evidence from learning or experience from community, alignment to equity)

- Creates and maintains a strong sense of unity (not rivalry) in living out the shared vision.
- Assures multiple opportunities for students, staff, and parents to interact with each other in common spaces and through extracurricular learning and development to enhance a sense of one Weaver community.
- Ensures students have equitable opportunities across themes including AP/ECE classes, themed classes, and extracurricular programs.

Teaching and Learning	Culture and Climate	Operational Effectiveness	Family Community Partnership
<ul style="list-style-type: none"> ● Common growth mindset with the belief by all staff and parents that all students have access and can succeed. <i>*This has been established through the DME and our Core Beliefs</i> 	<ul style="list-style-type: none"> ● Shared and cohesive high behavioral and academic expectations for all students. <i>*This has been established through the DME and our Core Beliefs; a draft of common behavioral and academic expectations for all students has been created by current school leaders, will be finalized by the new school leader, and will serve as the foundation for the Weaver Student and Staff Handbooks</i> ● Common spaces are intentionally designed for students across the two schools to interact with each other. <i>*Common areas have been intentionally designed, including academic spaces, areas for social interaction, fine and performing arts spaces (Black Box Theatre, Auditorium, Computer Aided Design Lab, Team Based Learning (TBL) Hall, Media Center, Cafetorium, Gymnasium & Pool)</i> ● Common events and programming might include: professional learning, cultural responsiveness and implicit bias workshops, and more to unify the two schools into one school community. <i>*School Leaders will develop a schedule of opportunities to build community among students, staff families and community partners</i> 	<ul style="list-style-type: none"> ● Comprehensive organizational chart across the two schools to share administrative time and teacher time. <i>*This is an established practice</i> ● Students across the two schools and three themes have ample opportunity to take classes across themes to expand their interest and build a sense of shared community amongst core classes and extracurricular interests. <i>*Students will be able to participate in cross-school academic and non-athletic extracurricular interests</i> 	<ul style="list-style-type: none"> ● The SGC, parents, and community partners will have a voice in fostering community within the school as active participants in planning events, encouraging shared curriculum/classes, and providing support to other school and community programs. <i>*This is already in place in School Governance Policy 1211 and Community Relations Policy 1261</i> ● A parent handbook will be updated regularly to ensure authentic communication concerning parent participation opportunities, course offerings, planned events, and other school policies. The handbook will be published in English, Spanish, and perhaps other languages as necessary based upon family demographics. <i>*In accordance with Parental and Community Involvement Policy 1205, a parent compact and a parent handbook will be developed under the guidance of school leader during the 2019-2020 school year</i>

Recommendation #3: Develop a qualitative tool to capture students’ voice creating a feedback loop where teachers and students provide each other with timely feedback on how to improve teaching and learning.

District Feedback: Recommendation #3 aligns with the DME guarantee that all students feel safe and valued at school. The reference to best practices from ‘other educational organizations’ can be modified to reflect the district’s recommendation to use tools from the CASEL framework and prioritization of the 5 CASEL competencies across settings, as described in the Recommendation #1 feedback above. School-based leadership will work with the school community to identify best practices, protocols, and procedures to elevate student voice.

Rationale: (Evidence from learning or experience from community, alignment to equity)

- Regular feedback loops emphasize learning for teachers and students.
- Closes the communication gap between teachers and students.
- Provides voice in the learning process.
- Utilizes tools used by other educational organizations as best practices.

Teaching and Learning	Culture and Climate	Operational Effectiveness	Family Community Partnership
<ul style="list-style-type: none"> ● Strategic use of this feedback tool encourages buy-in amongst teachers, students, and administration. <i>* School Leaders will establish a process for routinely and consistently identifying effective structures for capturing student voice in their learning process, encouraging and strengthening communication between teachers and students, and utilizing student feedback to improve instruction-Leadership Domain 1, 3, & 4</i> ● Professional learning will include skill development around implementing this effective feedback loop assuring a collaborative effort for 	<ul style="list-style-type: none"> ● Educators show an openness to growth and feedback, valuing student voice. <i>*Aligned with TEVAL Domain 4c</i> ● Used as a consistent way to give students a voice and create a strong feedback loop. Intent is creating a culture of learning amongst adults and increased responsiveness to students. <i>*Aligned with TEVAL Domain 4c</i> ● Builds a mutual expectation and culture of feedback between student and teachers. <i>*Aligned with TEVAL Domain 4c</i> 	<ul style="list-style-type: none"> ● Instructional Coach can use this tool for real-time assessment of instruction. <i>*In alignment with roles and responsibilities of District Instructional coaches, a compilation of data is used to inform coaching cycles</i> ● Tool can be used amongst teachers to provide instructional support during instructional rounds and other peer coaching opportunities. <i>*Established District protocols are used during walkthroughs to inform coaching cycles</i> ● Tool used 3-4 times per year, connected to the school climate 	<ul style="list-style-type: none"> ● A variation of the tool can be developed and used to establish an effective feedback loop, which includes parents and the community. <i>*School Leaders will establish a process for routinely and consistently identifying effective structures for capturing parent and community voice in their learning process, encouraging and strengthening communication between teachers and students, and utilizing parent and community feedback to improve instruction in accordance with Community Relations Policy 1200</i>

<p>teachers, students, and the community.</p> <p><i>*Aligned with TEVAL Domain 4c.; Once the process has been designed by the school leaders, appropriate professional learning will be offered</i></p>		<p>survey, and included as a goal in the School Improvement Plan.</p> <p><i>*District and school walkthroughs are an established routine and ongoing process</i></p> <ul style="list-style-type: none"> All teachers across both schools use the tool for all class periods. <p><i>*District and school walkthroughs are a routine and ongoing process</i></p>	
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<p>Recommendation #4: Establish cohesive professional learning to bring new and current staff from all schools into a shared learning community that is culturally appropriate and aligned with restorative practices.</p>			
<p><i>District Feedback:</i> Recommendation #4 somewhat aligns with the DME guarantee that all students feel safe and valued at school. It is important that the Kinsella community be brought into supporting the DME priorities and goals . HPS is currently creating a model that will be used to guide the culturally responsive professional learning. HPS is working with CASEL on building out this model in all schools. CASEL has relevant resources (https://casel.org/csi-resources-equity/). It will be the expectation that the school administration, with support of the entire school community, detail the timing of the professional learning described, including the pre-work that has been done to date, and allocate funds to support the upcoming professional learning sessions.</p>			
<p>Rationale: (Evidence from learning or experience from community, alignment to equity)</p>			
<ul style="list-style-type: none"> Weaver and Kinsella are together as one shared culture for cohesion. Public safety is increased for students and adults. An emphasis on professional learning assures school culture is initiated and supported by a highly prepared staff. 			
Teaching and Learning	Culture and Climate	Operational Effectiveness	Family Community Partnership
<ul style="list-style-type: none"> All staff from the Weaver campus attends orientation (including security, custodians, paraprofessionals, etc.). <p><i>*This is supported by the District as a best practice and contingent on funding. Once</i></p>	<ul style="list-style-type: none"> Culturally responsive professional learning provided concerning behavior management and student learning. <p><i>*Joe Brummer, LLC has been providing ongoing PL for</i></p>	<ul style="list-style-type: none"> Administrative staff work together to create cohesion (operations and environment) between the two schools and three themes during the 2018-19 school year. 	<ul style="list-style-type: none"> Pre-orientation session will take place including the two schools, three themes, parents, and community partners in the summer/fall of 2018 to develop a respect contract facilitated by

<p><i>funding is confirmed we would have to follow collective bargaining units for extending the school year for teachers, paras and other support staff.</i></p> <ul style="list-style-type: none"> ● Professional learning is co-led by teachers and administrators across the two schools and three themes. <p><i>*This is supported by the District as a best practice and will be under the purview of the school leadership</i></p> <ul style="list-style-type: none"> ● Professional learning is mandatory for at least 2 days (all staff) prior to the 2019 opening to ensure all information is delivered and community is built. <p><i>*This is supported by the District as a best practice and contingent on funding. Once funding is confirmed we would have to follow collective bargaining units for extending the school year for teachers, paras and other support staff</i></p> <ul style="list-style-type: none"> ● Additional teacher professional learning will be scheduled for summer 2019 and stipends/overtime will be paid as necessary. <p><i>*This is supported by the District as a best practice and contingent on funding. Once funding is confirmed we would have to follow collective bargaining units for extending</i></p>	<p><i>Restorative Approaches & Practices (RAP) which includes culturally responsive and trauma-informed practices; HPS Code of Conduct has been re-written as a Guideline for Student Engagement and Positive and Proactive Behavioral Support with a focus on establishing a continuum of environmental and systemic supports and safeguards that improve learning conditions and behavioral outcomes for all students</i></p> <ul style="list-style-type: none"> ● Restorative practices and visioning facilitated by Joe Brummer, or other outside partner. <p><i>*In progress; Joe Brummer, LLC has been providing ongoing PL for Restorative Approaches and Practices</i></p> <ul style="list-style-type: none"> ● Orientation takes place during the Summer of 2019, but pre-orientation and initial professional learning to begin during the summer/fall of the 2018-2019 school year at both schools and across the three themes. <p><i>*This is supported by the District as a best practice and contingent on funding. Once funding is confirmed we would have to follow collective bargaining units for extending</i></p>	<p><i>*School leaders have collaboratively established systems for operational effectiveness - to be solidified by new school leadership</i></p> <ul style="list-style-type: none"> ● All staff from the Weaver campus attends 2019 orientation (including security, custodians, paraprofessionals, etc.). <p><i>*This is supported by the District as a best practice and contingent on funding. Once funding is confirmed we would have to follow collective bargaining units for extending the school year for teachers, paras and other support staff</i></p> <ul style="list-style-type: none"> ● Administrators and a small group of educators from the two schools and three themes should begin working together during the 2018-19 school year to ease co-facilitation and cohesion and be compensated through stipend. <p><i>*In progress as a voluntary leadership opportunity; new school leader will determine the future focus of the collaboration and need for compensation based on collective bargaining agreements</i></p>	<p>Joe Brummer (common facilitator is important!).</p> <p><i>*This is supported by the District as a best practice and is supported by Community Relations Policy 1261 - contingent on funding</i></p>
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<p><i>the school year for teachers, paras and other support staff</i></p> <ul style="list-style-type: none"> A third party provider will deliver cultural responsiveness training. <p><i>* The District will demonstrate the appropriate resource for delivery and it will be contingent on funding</i></p>	<p><i>the school year for teachers, paras and other support staff</i></p>		
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Recommendation #5: School Operations Manager hired between Kinsella and Weaver to facilitate cohesion and safety.

District Feedback: Recommendation #5 appears contradictory to the district’s current phasing out of Operations Manager positions with the new district equity-based budget model. As with all proposed positions in this draft plan, once the Weaver HS administrative team is in place, it will be essential for the team to consult with the Office of Talent Management to follow the appropriate staffing and hiring processes and procedures in alignment with the new school budget model.

Rationale: (Evidence from learning or experience from community, alignment to equity)

- Will ease the pressure on principals allowing them to focus on student learning.
- Will be the 'glue' between the principals, supporting and all non-academic logistical and administrative needs.
- May oversee and coach upward teachers wanting to gain administrative experience.

Teaching and Learning	Culture and Climate	Operational Effectiveness	Family Community Partnership
<ul style="list-style-type: none"> Person hired will have extensive experience in educational leadership, or be willing to pursue additional educational opportunities to further their knowledge of the education sector. <p><i>*Operations manager position is not supported by the new district equity-based model</i></p>	<ul style="list-style-type: none"> This person will not manage or oversee student behavior or academic growth of students. <p><i>*Operations manager position is not supported by the new district equity-based model</i></p>	<ul style="list-style-type: none"> The two principals and operations manager will report to the same Central Office point person. <p><i>*Operations manager position is not supported by the new district equity-based model</i></p> <ul style="list-style-type: none"> A Central Office unification office will be established at 	<ul style="list-style-type: none"> Clear explanation of the role and expectations for this position will be communicated to teachers, staff, students, and families. <p><i>*Operations manager position is not supported by the new district equity-based model</i></p>

		<p>Weaver High School (a common area for both schools).</p> <p><i>*A Central Office unification office is not supported by the new district equity-based model</i></p> <ul style="list-style-type: none">● Hiring of the Operations Manager will be by Weaver/Kinsella Principals and HPS Climate and Culture Director. <p><i>*Operations manager position is not supported by the new district equity-based model</i></p> <ul style="list-style-type: none">● Operations Manager funded equally by each Weaver and Kinsella (.5 FTE each). <p><i>*Operations manager position is not supported by the new district equity-based model</i></p>	
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Recommendation #6a: All Weaver High School and Kinsella staff will consistently implement restorative practices.

District Feedback: Recommendation #6a appears to align with the DME guarantee that all students feel safe and valued at school; however, it lacks information regarding who would lead this work, and who would be in charge of (a) identifying and following a model, (b) planning, and (c) delivering the professional learning. In order for the CO Behavioral Support team to effectively support the school’s system, the school will need to identify lead teachers. In addition, Behavioral Technicians will need onboarding and professional learning by HPS prior to the start of the school year (contingent on funding). Finally, as is the case with all recommendations in the draft plan, while this recommendation demonstrates a connection to the DME, it is evident that the school administrative staff will be key in planning their professional learning calendar, appropriate staffing, and allocation of funds to deliver the proposed program.

Rationale: (Evidence from learning or experience from community, alignment to equity)

- Creates a sense of community across the two schools and three themes.
- Ensures equitable treatment for all students and staff.
- Student learning and behavior will be improved through increased staff capacity (conflict-resolution, mutual respect, trust, relationship building).
- Improves students’ ability to interact within their families and community.

Teaching and Learning	Culture and Climate	Operational Effectiveness	Family Community Partnership
<ul style="list-style-type: none"> ● Restorative practice awareness and understanding for staff and students is created through workshops and conversations during the Advisory Block or other classes. <i>*Joe Brummer, LLC has been providing ongoing PL for Restorative Approaches & Practices (RAP) which includes culturally responsive and trauma-informed practices; scheduling during the Advisory block or other classes is under the purview of the school leader and will be based on master schedule</i> ● Professional Learning provided around cultural biases as adults seek for deeper understanding around cultural responsiveness. 	<ul style="list-style-type: none"> ● Restorative approach sought to drive behavior management rather than zero tolerance. <i>*Joe Brummer, LLC has been providing ongoing PL for Restorative Approaches & Practices (RAP) which includes culturally responsive and trauma-informed practices; HPS Discipline Policy has been revised to include Restorative Approaches to discipline; Code of Conduct has been re-written as a Guideline for Student Engagement and Positive and Proactive Behavioral Support with a focus on establishing a continuum of environmental and systemic supports and safeguards that improve learning conditions and behavioral outcomes for all students</i> 	<ul style="list-style-type: none"> ● Cohort of lead teachers from the two schools and three themes begin working together during the school year 2018-19 to co-create restorative practices model for Weaver. <i>*In progress</i> ● Joe Brummer, or other outside partner works with small groups of teachers across the two schools and three themes to co-create a new Weaver RAP model. <i>*In progress</i> ● Both schools use this model for the opening of the new Weaver High School in 2019. <i>*In progress</i> 	<ul style="list-style-type: none"> ● Restorative practices included in the Student Handbook including a sign off sheet to be completed during the Advisory Block. <i>*Joe Brummer, LLC has been providing ongoing PL for Restorative Approaches & Practices (RAP) which includes culturally responsive and trauma-informed practices; sign-off is under the purview of the school leader and will be based on master schedule</i> ● All parties including parents, teachers, and others “harmed” are invited to participate in student circle when the situation merits. <i>*This is an established part of RAP</i>

<p><i>*Joe Brummer, LLC has been providing ongoing PL for Restorative Approaches & Practices (RAP) which includes culturally responsive and trauma-informed practices</i></p>	<ul style="list-style-type: none"> ● Proactive Behavioral Management systems supported by Behavioral Technicians with a restorative mindset. <ul style="list-style-type: none"> <i>*The actions of all Hartford Board of Education employees (including BTs) are guided by the DME core values and beliefs that support safe and civil district and school climate and culture that is relentlessly focused on recognizing and maximizing the potential of Hartford's children and youth; BTs participate in Trauma-Informed Crisis Prevention and Intervention and Restorative Approaches and Practices (RAP)</i> ● Restorative practice mindset used as a way to set mutual respect agreements between all staff. <ul style="list-style-type: none"> <i>*Joe Brummer, LLC has been providing ongoing PL for Restorative Approaches & Practices (RAP) which includes culturally responsive and trauma-informed practices;</i> 		<ul style="list-style-type: none"> ● Family and parent coaching sessions established to align parent and school practice. <ul style="list-style-type: none"> <i>*Will be established with input from families and the community in alignment to the Parental and Community Involvement Policy 1205 (R)</i>
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Recommendation #6b: During an Advisory Block or homeroom all students will participate in morning meeting/circle for a minimum of 3 times a week for at least 15-20 minutes. Circles should include 1 on 1 check-ins, affirmations, student/school creed, community conversations, and RAP as necessary.

District Feedback: Recommendation #6b appears to align with the DME guarantee that all students feel safe and valued at school and the associated strategic action to redesign professional learning to focus on the whole student. The school leadership and district team will determine the content, timing and structures of student activities and professional learning within the Advisory Block or homeroom.

Rationale: (Evidence from learning or experience from community, alignment to equity)

- This practice will help reduce suspensions, build school pride and culture, start off student/staff day positively and build leadership. In looking at restorative approaches in Hartford and nationwide, quality programs have circles at the center of the work to build community, relationships, strong communication, and ensure there is a positive culture and climate.
- When students know that they can come to school and feel seen and heard, they are more likely to attend regularly and feel part of a community that cares. This will be an opportunity to show concern for students' emotional well-being, value student idea/views, and intervene as necessary.
- Aligns all classrooms in the morning, cultivates teacher-student relationships in creating a strong classroom climate, and creates a habit/routine for all staff in the school to implement this practice.
- Ensures a positive impact in student behavior, attendance, sense of belonging, and more to ensure learning time is meaningful.

Teaching and Learning	Culture and Climate	Operational Effectiveness	Family Community Partnership
<ul style="list-style-type: none"> ● Provide professional learning for teachers and students on circles during the 2018-19 school year. <i>*Joe Brummer, LLC has been providing ongoing PL for Restorative Approaches & Practices (RAP) which includes culturally responsive and trauma-informed circle practices</i> ● Research best practices for student led conversations during morning circles, and enhance curriculum as needed. <i>*Restorative Approaches & Practices (RAP) support culturally responsive and</i> 	<ul style="list-style-type: none"> ● All students, including those with special needs participate in morning circles to build cohesion and consistency <i>*Joe Brummer, LLC has been providing ongoing PL for Restorative Approaches & Practices (RAP) which includes culturally responsive and trauma-informed practices</i> ● Circle principles used include, affirmations, student/school creed, and 1 on 1 check-ins. <i>*Circle routines will be aligned to the culturally responsive and trauma-informed principles of</i> 	<ul style="list-style-type: none"> ● Circles should be part of the 2018-19 school year schedule, but the Weaver 2019-20 school schedule should include an Advisory Block at least 3 times a week <i>*Joe Brummer, LLC has been providing ongoing PL for Restorative Approaches & Practices (RAP) which includes culturally responsive and trauma-informed practices; scheduling during the Advisory block or other classes is under the purview of the school leader and will be based on master schedule</i> 	<ul style="list-style-type: none"> ● This initiative is included in the Student Handbook and many of the communicative practices may be included during parent coaching sessions. <i>*In accordance with Parental and Community Involvement Policy 1205, during the 2019-2020 school year the Family and Community School Support Providers (FCSSP) will share practices during parent workshops</i>

<p><i>trauma-informed methodology for student led conversations</i></p> <ul style="list-style-type: none"> ● Staff integrates circle practices within the adult community during staff meetings. <p><i>*Joe Brummer, LLC has been providing ongoing PL for Restorative Approaches & Practices (RAP) which includes culturally responsive and trauma-informed circle practices</i></p>	<p><i>Restorative Approaches & Practices (RAP)</i></p> <ul style="list-style-type: none"> ● Teacher may start off circle activities, but a rotational leadership model amongst students is the desired outcome. <p><i>*Circle routines will be aligned to the culturally responsive and trauma-informed principles of Restorative Approaches & Practices (RAP)</i></p>	<ul style="list-style-type: none"> ● Practice embedded in the School Improvement Plan. <p><i>*Climate and culture is a DME priority; climate and culture elements are required in all SIPs, are under the purview of the school leader, and will include specific actions for ensuring students feel safe and valued</i></p> <ul style="list-style-type: none"> ● This practice should extend the entire school year for continuity. <p><i>*All instructional and climate/culture practices are consistently implemented, monitored and adjusted throughout a given school year</i></p>	
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<p>Recommendation #7: Mentor support for students transitioning into high school (9th grade) and throughout the 9-12th grade college and career pathway.</p> <p><i>District Feedback:</i> Recommendation #7 appears to align with the DME guarantee that all students feel safe and valued at school, and the strategy of ensuring school staff are equipped to identify and address students’ physical and social-emotional needs. It is important to note that mentoring supports will be provided via the implementation of a comprehensive developmental school counseling model and via additional efforts initiated in the school’s Student Success Center. Such efforts will entail partnerships with internal and external mentors.</p>			
<p>Rationale: (Evidence from learning or experience from community, alignment to equity)</p> <ul style="list-style-type: none"> ● Mentors support school counselors providing guidance, collaboration, and personal check-ins to ensure students are on-track to graduate with all attendance and academic credits. ● 9th grade bridge helps ensure students are on track for graduation, in terms of attendance and academic standing. ● Mentors encourage students to build strong relationships with working professionals and higher education institutions maintained through regular check-ins. ● Mentor and mentee relationship building is a key factor in student success outcomes. 			
<p>Teaching and Learning</p>	<p>Culture and Climate</p>	<p>Operational Effectiveness</p>	<p>Family Community Partnership</p>

<ul style="list-style-type: none"> ● The Mentorship Program is coordinated by School Counselors and Social Workers to identify students with highest needs, recruit mentors, match mentors, and provide professional learning for mentors and mentees. <i>* The School Leader will work with the school community to identify best practices, protocols and procedures for mentoring, as part of a comprehensive developmental school counseling model</i> ● Mentorship may take on different forms based upon differentiated student needs and grade levels. <i>*Mentorship activities will be differentiated based on student need</i> 	<ul style="list-style-type: none"> ● Every 9th grade student should have a mentor with meetings scheduled a minimum of 2X monthly for approximately 30 minutes. <i>* The School Leader will work with the school community to identify the structure for mentoring, as part of a comprehensive developmental school counseling model.</i> ● The Mentorship Program will build self-esteem, develop leadership, support the Advisory Block, and provide college prep, academic assistance, soft skills attainment, etiquette boundaries, encourage broad interests, and encourage students to have a strong voice. <i>* The School Leader will work with the school community to identify essential elements for mentoring, as part of a comprehensive developmental school counseling model.</i> 	<ul style="list-style-type: none"> ● Cross-sector recruitment of mentors. <i>*All volunteers must go through district screening in accordance with Community Relations Policy 1212</i> ● Partner with Governor’s Prevention Partnership and other mentorship organizations. <i>*The school leader will identify partnerships to address needs and close gaps</i> ● Mentors will use student interests and future goals to set benchmarks and ensure on-track graduation. <i>*Mentorship activities will be differentiated based on student need</i> 	<ul style="list-style-type: none"> ● Mentors may be college students, 50+ population, corporate employees, public access personnel, Weaver alumni, advisory board members, etc. <i>*All volunteers must go through district screening in accordance with Community Relations Policy 1212</i>
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Recommendation #8: HPS to petition the Connecticut Interscholastic Athletic Conference (CIAC) for a policy change or waiver so that Kinsella students from the suburbs can play sports for Weaver High School athletic teams.

District Feedback: Although the District supports recommendation #8, this recommendation is not allowable under the CIAC rules and regulations. Given that Kinsella students are not being denied an opportunity to play, the District has no grounds for appeal according to the CAS/CIAC Executive

Rationale: (Evidence from learning or experience from community, alignment to equity)

- Legislative changes recommended to ensure Kinsella suburban students have the option to play for Weaver. Currently must play for their hometown suburban high school, as per the CIAC Handbook (http://www.casciac.org/pdfs/ciachandbook_1718.pdf).
- Increases the number of teams providing coaching options for Weaver teachers.
- Builds school spirit and community and promotes equity.
- Helps to develop the whole child and his/her feelings of belonging within the school community.

Teaching and Learning	Culture and Climate	Operational Effectiveness	Family Community Partnership
<ul style="list-style-type: none"> ● Student focus on academics increased as participation on athletic teams can be used for motivational purposes. <p><i>*Not allowable under the CIAC rules and regulations</i></p>	<ul style="list-style-type: none"> ● All students at Weaver High School have the option to play at Weaver, increasing school spirit. <p><i>*Not allowable under the CIAC rules and regulations</i></p>	<ul style="list-style-type: none"> ● Engage and employ assistance of local/state politicians for Legislative support. <p><i>*Support for this recommendation will be pursued at a later date</i></p> <ul style="list-style-type: none"> ● HPS collaborates with lobbyists to find and increase legislative support. <p><i>*Given that Kinsella students are not being denied an opportunity to play, the District has no grounds for appeal</i></p> <ul style="list-style-type: none"> ● All facilities are approved and completed by the time students start school (Fall 2019). <p><i>*On schedule</i></p>	<ul style="list-style-type: none"> ● Marketing strategy to promote sports, so that more students want to play for Weaver and parents want to send them. <p><i>*Under the purview of, and to be determined by, the School Leadership team and Athletic Director</i></p> <ul style="list-style-type: none"> ● Local businesses and corporations sponsor athletics. <p><i>*Under the purview of, and to be determined by, the School Leadership team and Athletic Director</i></p> <ul style="list-style-type: none"> ● Athletic competitions will become community events, bringing people together to promote all aspects of Weaver High School. <p><i>*Athletics will be an integral part of the Weaver culture</i></p>

Recommendation #9: Health and wellness of adults (staff) is made a priority through teacher appreciation including systematic and continuous programming/activities that promote social, emotional, and physical well-being.

District Feedback: Recommendation #9 aligns with the DME in that the health and wellness of staff is essential to: ensuring that all students feel safe and valued at school; ensuring school staff are equipped to identify and address students’ physical and social-emotional needs; and aligned with the action of redesigning the professional learning system to focus on the whole student. HPS implements a TEAM model in compliance with CSDE mandates. In addition, the district follows relevant agreements pertaining to the teacher and administrative evaluation processes. Finally, as the administrative team is put into place, it will be expected that a more detailed plan of implementation will be provided and executed.

Rationale: (Evidence from learning or experience from community, alignment to equity)

- Social emotional learning is important for students, and also necessary for adults.
- Building community of support and relationships across staff members in the school models what peer-to-peer care looks like for students.
- Teachers and staff are more likely to stay at the school if they feel like it is a place that cares for them as a human being.
- Students are more likely to attend school if teachers are mentally present and happy in their work.

Teaching and Learning	Culture and Climate	Operational Effectiveness	Family Community Partnership
<ul style="list-style-type: none"> ● Staff has a mentor/buddy or team for support including veteran master teachers paired with new and beginning teachers. <i>*The District TEAM program will support mentoring of new and beginning teachers based on parameters and criteria established by the CSDE</i> ● System to support professional learning best practices for 1st-3rd year teachers (mentorship/coaching). <i>*The District TEAM program will support mentoring of new and beginning teachers</i> 	<ul style="list-style-type: none"> ● Physical wellness activities such as yoga, steps club, other mindfulness activities, etc. on a regular basis. <i>*The school leader will work with the school community to elevate teacher feedback and voice related to the design of wellness activities.</i> ● Include questions on climate survey or other survey to gauge staff wellness and satisfaction. <i>*The new 2019-2020 Climate Survey redesign will include teacher feedback and voice in the creation of survey items to</i> 	<ul style="list-style-type: none"> ● Teacher interns/student teachers are offered to all Master teachers as additional support and mentoring opportunity <i>*The District TEAM program follows specific parameters and criteria established by the CSDE for deploying teacher interns/student teachers</i> ● Accountability system demonstrating that quarterly activities are occurring. <i>*The District TEAM program follows specific parameters and criteria established by the CSDE for activities and accountability</i> 	<ul style="list-style-type: none"> ● Partnerships leveraged to bring health and wellness programming to Weaver (e.g. Hartford Stage). <i>*The school district values partnerships and all partners must complete a MOU to operate in our schools in accordance to Community Relations Policy - Community Partnerships 1261; Partnerships will be determined by school leadership in collaboration with the SGC</i> ● Develop a menu of options for health and wellness activities in collaboration with community

<ul style="list-style-type: none"> Gather teacher feedback and voice yearly concerning the design of wellness activities to ensure satisfaction. <p><i>*The school leader will work with the school community to elevate teacher feedback and voice related to the design of wellness activities.</i></p>	<p><i>gauge staff wellness and satisfaction</i></p>	<p><i>related to interns/student teachers</i></p>	<p>partners that administrators and teachers can pull from.</p> <p><i>*The school district values partnerships and all partners must complete a MOU to operate in our schools in accordance to Community Relations Policy 1261; Partnerships will be determined by school leadership in collaboration with the SGC</i></p>
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<p>Recommendation #10: Establish a priority to hire teacher applicants for Weaver High School and Kinsella who:</p> <ol style="list-style-type: none"> 1. Reflect the ethnicity and culture of the students 2. Reside in Hartford <p><u>District Feedback:</u> Recommendation #10 is supported through the Office of Talent Management’s strategic recruitment and hiring practices. The recommendation of the rubric is acknowledged and appreciated, however, there are contractual hiring procedures in place.</p>			
<p>Rationale: (Evidence from learning or experience from community, alignment to equity)</p> <ul style="list-style-type: none"> Ensures teachers and staff represent the student body served and that equitable hiring practices are attained. Aligns to the Weaver hiring rubric, which gives priority to those who show demonstrated experience and success, clear empathy, and the ability to build meaningful relationships with students similar to those served at Weaver. Ensures students have teachers and staff with whom they can identify and reflect their ethnicity and culture. Teachers and staff residing in Hartford are more likely to stay at Weaver long-term and are more invested in their own community and students. Students and families will see their own school staff in local neighborhoods, increasing trust through relationships. Attains a diverse group of Weaver teachers and staff that reflect the ethnicity and culture of the students served as well as the future global economy. 			
<p>Teaching and Learning</p>	<p>Culture and Climate</p>	<p>Operational Effectiveness</p>	<p>Family Community Partnership</p>

<ul style="list-style-type: none"> ● All school staff, especially administrators, are trained in diversity and inclusion practice, cultural responsiveness, as well as, implicit bias to create an inclusive school culture. <i>*The district infuses equitable instructional practices (diversity and inclusion) into all professional learning opportunities and will expand PL offerings to increase the capacity of staff to increase equity and improve outcomes for HPS students</i> ● Create an administrator pipeline with the goal of increasing diversity in leadership positions. <i>* The District is collaborating with the Wallace Foundation and UCONN to create a Principal Pipeline.</i> 	<ul style="list-style-type: none"> ● Students see staff with which they can identify, increasing the number of caring adult relationships and opportunities to visualize success. <i>*Ensuring that leaders, educators and staff reflect the ethnicity and culture of the students and families served by HPS are key element of the Office of Talent Management’s strategic recruitment and hiring practices</i> 	<ul style="list-style-type: none"> ● Marketing strategy to attract more diverse teachers/staff into HPS and provide stipends if they choose to reside in Hartford. <i>*HPS has an established teacher pipeline via the Bulkeley Teacher Prep Program; participation in Relay Program supports an existing diverse group of paraeducators in obtaining teacher certification; offers reduced tuition rates</i> ● Diversity and residency become part of the hiring rubric. <i>*Legal hiring guidelines (EEOC) must be followed</i> ● Continue stipend for staff with Hartford residency with a preference to the North End. <i>*Collective bargaining agreement currently provides a 3% differential for Hartford resident teachers</i> ● HPS cast a wide net beyond CT to increase the pool of applicants of color increasing equity in the hiring process. <i>*HPS advertises for teachers at the local and national level</i> 	<ul style="list-style-type: none"> ● Create student pipeline from high school and colleges to recruit Weaver Alumni to become teachers/staff. <i>*Although Teacher Prep is not a pathway at Weaver, OTM efforts will be continued to present Education as a potential profession for students</i> ● Establish professional learning for the SGC and others on the Weaver interview teams with an emphasis on increasing diversity. <i>*The district provides training for all SGC’s throughout the school year in accordance with School Governance Policy 1211</i>
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Redesign Recommendations Section 2

Student Centered Learning

District Feedback provided by

Dr. Madeline Negrón, Chief of Academics, Teaching; Dr. June Sellers, Assistant Superintendent of Student Support Services and Staff; Mrs. Evette Avila, Chief of Schools; Mrs. Nuchette Black-Burke, Chief of Outreach; & Dr. Alberto Vázquez Matos, Deputy Superintendent

Recommendation #1 Each student will have a clearly defined and personalized 4-year track to a meaningful Capstone Project:

1. Upon entrance to Weaver High School students provided with coordinated and co-created path to graduation.
2. Ninth and 10th grade students explore service-learning opportunities, 11th grade students will complete pre-internship work, and 12th grade students are provided with a place-based experience tied to capstone projects.
3. Progress monitoring will take place through the Student Success Plan process.

District Feedback: Recommendation #1 is in alignment with the DME, as establishing a 4-year track with clear pathways will support the major HPS Teaching and Learning goal of increasing graduation rate.

Rationale: (Evidence from learning or experience from community, alignment to equity)

- Meets district/state requirements for use of Student Success Plans and completion of senior capstone project.
- Promotes opportunities afforded to Weaver students align with overall vision of HPS and full implementation of the Whole Student Framework.
- Creates alignment from student coursework to graduation competencies.
- Personalized learning experiences where students are given voice increases student investment, attendance, and reduces truancy.

Teaching and Learning	Culture and Climate	Operational Effectiveness	Family Community Partnership
<ul style="list-style-type: none"> ● Curriculum development and alignment with Nellie Mae Student Centered Learning principles and approaches. <i>*Curriculum development in ongoing for core and career pathway specific courses; student-centered learning principles and approaches will be leveraged</i> ● Professional Learning during the 2018-19 school year & summer 2019 will begin to develop shared understanding of the whole student centered framework and graduation competencies amongst students & staff. <i>*The district is currently redesigning the professional learning plan to focus on the whole student; District and school PL will be offered during the school year in accordance</i> 	<ul style="list-style-type: none"> ● All students participate in the full SSP process and complete purposeful senior capstone project. <i>*Aligned with established practice</i> ● Annual public presentations of senior capstone projects, including a major school-wide presentation and community event featuring award-winning and notable projects. <i>*The new school leader will work with the school community to establish a structure for academic awards and celebrations</i> 	<ul style="list-style-type: none"> ● School schedule provides opportunity for the full development of four-year tiers and place-based learning along multiple focus area tracks (Business, Journalism, Performing Arts). <i>*The Weaver school design articulates two clear career pathways - Insurance & Finance and Journalism & Media Arts, with some access to Performing Arts courses. School schedules will reflect an exploratory year in 9th grade, and career pathway specific courses in 10th - 12th grades</i> 	<ul style="list-style-type: none"> ● Publicly available list of partnerships secured through MOU's with community-based groups willing to support place-based learning and capstone projects. <i>*In accordance with Community Relations Policy - Community Partnerships 1261, all partners must have an established Memorandum of Understanding on file with the district</i> ● Communication of a shared vision for the whole student approach and vision of a high school graduate that is developed from community and student voice so that all students, teachers, families, admin etc. are invested in fulfilling the vision together. <i>*The district is currently working with BARR developing the</i>

<i>with collective bargaining agreements</i>			<i>foundation for creating a shared vision for the high school graduate</i>
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<p>Recommendation #2: Begin the Process of implementing Academic Family Teacher Team Meetings with clear benchmarks as students track toward personalized goals and graduation including:</p> <ol style="list-style-type: none"> 1. Student led conferences, as the full team of students, educators, parents, and partners are coached toward implementation of AFTTM. 2. Regular opportunities for students to monitor progress through an Advisory Block. <p><i>District Feedback:</i> Parent/teacher conferences are part of the HPS district and administrative calendars. A structured process for student led conferences will be piloted as an additional methods for tracking student progress towards graduation. Academic Family Teacher Team Meetings will be revisited at a later time.</p> <p>Rationale: (Evidence from learning or experience from community, alignment to equity)</p> <ul style="list-style-type: none"> ● Daily/weekly/monthly progress monitoring against personalized goals enables students to “own” the college pathway. ● Families become authentically engaged in the learning experience. ● Supports a positive link between school, home, and the community. 			
Teaching and Learning	Culture and Climate	Operational Effectiveness	Family Community Partnership
<ul style="list-style-type: none"> ● Explicit standards and expectations for each course are communicated to students through a course syllabus. <i>*Aligned with established practice</i> ● Professional Learning during the 2018-2019 school year and summer 2019 will begin to develop shared understanding of student led conferences and Academic Family Teacher Team Meetings. <i>*Professional learning in the fall of 2019-20 will develop shared</i> 	<ul style="list-style-type: none"> ● Academic Family Teacher Team Meeting Process is connect to Student Success Plans. <i>*Academic Family Teacher Team Meeting Process will be revisited at a later time. Student led conferences will connect to Student Success Plan</i> ● Students know how to define and demonstrate success, which is linked to graduation competencies and have opportunities to offer feedback along the graduation pathway. 	<ul style="list-style-type: none"> ● An on-site point person is identified who can support the overall planning and coordination of each conference and event. <i>*Under the purview of the School Leader</i> ● The goal is that Academic Family Teacher Team Meetings are held 3 times per year. <i>*Student led conferences will take place on the parent/teacher conference schedule</i> 	<ul style="list-style-type: none"> ● Documents sent home to families in the native language spoken in the home. <i>*The district communicates with families in their native language as outlined in the Parent and Community Involvement Policy 1205</i> ● Family-friendly materials for communication and distribution of the Academic Family Teacher Team Meetings are always available in the Family Resource Center. <i>*Family-friendly materials will be provided for student led conferences; parent workshops</i>

<p><i>understanding of student led conferences</i></p>	<p><i>*Graduation requirements will be discussed at student led conferences.</i></p> <ul style="list-style-type: none"> The student-led conferences are based on portfolios of work. <p><i>*Aligns with plans for student led conferences</i></p> <ul style="list-style-type: none"> Each conference or event is literacy and numeracy oriented as students monitor their progress toward graduation, college, and career. <p><i>*Student-led conferences will include all content areas.</i></p>	<ul style="list-style-type: none"> Planning time is afforded to staff to help students prepare materials for conferences. <p><i>*Planning time allocated in accordance with Collective Bargaining Unit</i></p>	<p><i>and meetings will occur in the Family Resource Center</i></p>
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<p>Recommendation #3: Include an Advisory Block in the school schedule with a focus on socio-emotional learning and life skills.</p> <p><i>District Feedback:</i> Social-emotional support for the development of skills, knowledge, and voice that students need to graduate ready for college and life are included in the DME objectives for teaching and learning. The Advisory Block will be in alignment with our comprehensive developmental school counseling model. Moreover, flexibility should be maintained for the Advisory Block to be used as needed, based on the Data Wise continuous improvement process. As in Section 1 (Culture and Climate), social-emotional learning goals should be in alignment with the CASEL framework and competencies. 0</p>			
<p>Rationale: (Evidence from learning or experience from community, alignment to equity)</p> <ul style="list-style-type: none"> Helps build and sustain community and culture that fuels the school environment. Helps the school develop and sustain a safe space for learning and student personal growth. Focuses student progress on Civic Engagement, Social Justice, Career and Graduation Competencies, and Self-efficacy. 			
<p>Teaching and Learning</p>	<p>Culture and Climate</p>	<p>Operational Effectiveness</p>	<p>Family Community Partnership</p>
<ul style="list-style-type: none"> Offer Ethnic and Cultural Studies courses that reflect the students served and can be referenced during the Advisory Block. 	<ul style="list-style-type: none"> Socio-emotional learning goals within the Advisory Block curriculum are included in the School Improvement Plan. 	<ul style="list-style-type: none"> Advisory Block set in the master schedule, but not to be used solely as an academic intervention block. 	<ul style="list-style-type: none"> Partner with community based organizations to develop life skills and social emotional curriculum.

<p><i>*Standalone courses are currently in development for African and Latino Studies that will meet state requirements for high school U.S. History credit</i></p> <ul style="list-style-type: none"> ● Professional Learning during the 2018-2019 school year and summer 2019 will support facilitation of the Advisory Block. <p><i>*Professional learning will be offered during the 2019-20 school year to support the implementation of the Advisory Block</i></p> <ul style="list-style-type: none"> ● Clear Advisory curriculum developed in advance of 2019 opening. <p><i>*Advisory curriculum is in development for the 2019-2020 school year, and will be aligned to our comprehensive developmental school counseling model</i></p>	<p><i>* SIPs, are under the purview of the school leader, and will include specific actions for meeting the academic and social emotional needs for students</i></p>	<p><i>*Advisory Block will be in alignment with the comprehensive developmental school counseling model</i></p>	<p><i>*Curriculum is established by the school district in accordance with state guidelines; Partnerships are determined by school leadership in collaboration with the SGC; Community Relations Policy - Community Partnerships 1261</i></p> <ul style="list-style-type: none"> ● Advisory coursework informed by community partners and relevant to community issues, student identity, school culture, and college and career readiness. <p><i>*Advisory coursework will be directed by the school district; school leaders will establish a process for capturing parent and community voice in accordance with Community Relations Policy 1200</i></p>
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Recommendation #4: Provide Summer Bridge and additional summer Education Programs for Weaver students as well as Continuing Education Programs for the Community.

District Feedback: Family and Community Partnerships as a district priority are to be learning-focused and aligned with budget guidelines for services to support student learning. While the school is certainly encouraged to increase family engagement using the community school framework, serving as a hub for services delivered by formalized partners, this work will also be guided by the district Office of Outreach, Family and Community Engagement to ensure all safety and legal requirements and district protocols are followed. In addition, under *Culture and Climate*, the school will specify that all programming will include supports for students with disabilities and English learners.

Rationale: (Evidence from learning or experience from community, alignment to equity)

- Summer opportunities including academic enrichment and remediation, service learning, and health and wellness experiences help prevent summer melt and support academic progress leading into the new school year.
- As HPS seeks to convert all schools to a new community school model by 2022, this recommendation puts Weaver at the forefront as a community-desired model for how to implement the transformation.
- Summer opportunities may be hosted or supported by community-based partners.
- Gives students and community members a creative and supportive outlet to fulfill academic potential, and improve social and emotional wellness.

Teaching and Learning	Culture and Climate	Operational Effectiveness	Family Community Partnership
<ul style="list-style-type: none"> ● Curricula and courses aligned with graduation and academic standards to support student academic growth and prevent summer melt. <p><i>*Summer Bridge opportunity will be offered to graduating 8th grade students entering 9th grade; Content will include: English Language Arts, Mathematics, Social-Emotional Learning, and College/Career Readiness</i></p>	<ul style="list-style-type: none"> ● Balances academic and non-academic course offerings, so that it is more than a typical summer school or a remediation <i>program</i>. <p><i>*Will be incorporated into Summer Bridge 2019 design</i></p>	<ul style="list-style-type: none"> ● Fundraising established to secure sponsorships and in-kind donations for materials and other resources. <p><i>*Sponsorship and in-kind donations will be solicited through Superintendent’s Summer School All-Call</i> ● Integrated into school’s calendar each year. <p><i>*Summer Bridge will be offered every year</i></p> </p>	<ul style="list-style-type: none"> ● Involve existing and/or develop new Weaver Alumni group as key partner for supporting summer programming, community engagement, mentoring, and job shadowing opportunities. <p><i>*The school district values partnerships of all kinds; All partners must complete a MOU to operate in our schools in accordance to Community Relations Policy - Community Partnerships 1261; Volunteers must complete the screening process as outlined by the district in the Community Relations Policy - School Volunteers 1212; Partnerships will be determined by school leadership in collaboration with the SGC</i> ● Provide a clear schedule of times when community members and students can access facilities, both for summer opportunities and for access to on-site </p>

			<p>resources that supplement learning and personal development.</p> <p><i>*With permission of school leadership, and the Chief Operating Officer, community members can access the building based on the Community Relations Policy, Use of School Facilities -1330</i></p>
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Recommendation #5: Provide access to dual enrollment and early college coursework, as well as industry-recognized certification options.

District Feedback: Recommendation #5 aligns to the DME, particularly the HPS goal to increase graduation rates. The actions described above, to increase access to rigorous learning opportunities and maximize higher education partnerships, fully align with the SOPs and work of OoA. As with Recommendation #4, ensuring access for students with disabilities has to be stated explicitly within the *Culture and Climate* section here.

Rationale: (Evidence from learning or experience from community, alignment to equity)

- Provides equity for Hartford students along the college and career pathway.
- Creates strong academic culture for staff and students.
- Aligns with Student-Centered Learning curriculum and is effective in facilitating sustained student learning tied to personal goals and a vision for future career opportunities.

Teaching and Learning	Culture and Climate	Operational Effectiveness	Family Community Partnership
<ul style="list-style-type: none"> ● AP, Career Technical Education (CTE), UConn Early College Experience (ECE) and other dual enrollment training provided for teachers (if not already qualified). <p><i>*Aligned with work of the Office of Academics</i></p>	<ul style="list-style-type: none"> ● Aligns coursework to college and career competencies. <p><i>*Aligned with work of the Office of Academics</i></p> <ul style="list-style-type: none"> ● Creates pathways for progressive identity development as students see themselves as scholars on the road to realistic college and career opportunities. <p><i>*More information is needed in regard to the intent of this recommendation</i></p>	<ul style="list-style-type: none"> ● Build into the course schedule a wide variety of offerings in Advanced Placement, CTE, UConn ECE, and other dual enrollment opportunities. <p><i>*Aligned with work of the Office of Academics</i></p>	<ul style="list-style-type: none"> ● Parent communication developed to educate families on what AP/ECE courses are offered, why they are important for future access to opportunity, and what students need during 6-9th grades to ensure readiness. <p><i>*Aligned with the work of the office of Academics</i></p> <ul style="list-style-type: none"> ● Connections with local universities to offer early college credits increases college awareness for families. <p><i>*Aligned with the work of the office of Academics. The school district values partnerships and all partners must complete a MOU to operate in our schools in accordance to Community Relations Policy - Community Partnerships 1261; Partnerships will be determined by school leadership in collaboration with the SGC</i></p>

Redesign Recommendations Section 3

Family and Community Engagement

District Feedback provided by

Mrs. Nuchette Black-Burke, Chief Engagement & Partnerships Officer; Dr. June Sellers, Assistant Superintendent of Student Support Services and Staff; Ms. Evette Avila, Chief of Schools; & Dr. Alberto Vázquez Matos, Deputy Superintendent

Recommendation #1: A set of culturally responsive norms that value diversity, inclusiveness, collaboration, and shared knowledge are developed and embedded within the school in ways that improve learning outcomes.

District Feedback: Recommendation #1 aligns to the DME, particularly the HPS strategy of ensuring school staff are equipped to identify and address students’ physical and social-emotional needs, as well as the district objective for the office of Outreach, Engagement, and Partnerships (OEP) to guarantee mutually beneficial learning-focused partnerships with families, businesses, government, faith-based partners, higher education and the community. Reference should be made in the *Culture and Climate* section to the broad community we serve. With the support of various HPS district offices who are working to create culturally responsive curricula and professional learning opportunities, it will be expected that the school administration create a professional learning calendar to meet the district requirements, hence enhancing this specific recommendation.

Rationale: (Evidence from learning or experience from community, alignment to equity)

- Building cultural responsiveness improves the ability to facilitate meaningful relationships between HPS staff and students and families, which is tied to improved student learning.
- Cultural responsiveness aligns with restorative practices.
- Prepares students to compete in the global economy, ultimately improving access to college and career opportunities and success.
- Enables HPS to collaborate with leaders in professional learning to customize a framework reflective of the restorative model and the students served.

Teaching and Learning	Culture and Climate	Operational Effectiveness	Family Community Partnership
<ul style="list-style-type: none"> ● Relevant and meaningful professional learning reinforces cultural proficiency for the full school community. <i>*The district infuses equitable instructional practices (diversity and inclusion) into all professional learning opportunities and will expand PL offerings to increase the cultural proficiency of staff to increase equity and improve outcomes for HPS students</i> ● Clearly outline what will be measured as a result of the comprehensive professional learning, and how it will be used 	<ul style="list-style-type: none"> ● Embed student, parent and community expertise and voice throughout the campus to inform school culture. <i>*School Leaders will establish a process for routinely and consistently capturing parent and community expertise to inform school culture</i> ● Restorative practices and circle model ensure a cohesive and responsive community where all can thrive. <i>*Restorative Approaches & Practices (RAP) build relationships and teach habits of mind that cultivate an inclusive culture based in community</i> 	<ul style="list-style-type: none"> ● Expectations will be clearly represented through a variety of mediums. Examples include but not limited to student artwork on the walls, IDs, handbook, signage, people and the school website. <i>*A shared vision for a culturally responsive environment will collaboratively be created with the overall school community.</i> 	<ul style="list-style-type: none"> ● Community expertise used to inform professional learning, which reflects and meets the needs of the overall community. <i>*School Leaders will establish a process for routinely and consistently gathering parent and community expertise in accordance with Community Relations Policy 1210</i>

<p>to create a data driven approach to improve student outcomes.</p> <p><i>*The District approach to improving student outcomes is student centered and data-informed using a process data inquiry (DataWise) to drive continuous improvement of teaching and learning for all students</i></p> <ul style="list-style-type: none"> ● Create accountability measures and align to the current admin and teacher evaluation system to evaluate impact and reflect on promising practices. <p><i>*Administrative and teacher evaluation systems are implemented according to state mandates and collective bargaining agreements, and include methods and strategies derived from research, and known to have a measurable effect on student achievement</i></p>	<p><i>accountability; RAP is rooted in the belief that all are responsible for the culture, what happens in it, and for teaching and modeling the behavior we wish to see in our community</i></p>		
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Recommendation #2: Develop a system of parent engagement including regular communication, collaborative activities, and opportunities for parent feedback.

District Feedback: Recommendation #2 aligns to the DME, particularly the HPS OEP department goal to increase customer satisfaction (students, families, staff, and partners) across the district, as well as the strategic action of creating a robust plan to strengthen communication with and among stakeholders, focusing on accessible, family-friendly communications in multiple languages. In collaboration with the Office of Outreach, Partnerships and Community Engagement, the school's SGC/PTO will be key in supporting this recommendation.

Rationale: (Evidence from learning or experience from community, alignment to equity)

- Continuous improvement feedback loop solicits authentic parent engagement, which is dynamic, helps parents to feel welcomed, and promotes parental involvement leading to student achievement.
- An increase in parent knowledge and information fosters improved communication between parents and students around how to navigate the education system.
- Directs parents to utilize the resources provided through the Family Resource Center.
- Ongoing exchange of ideas builds trust between school staff and parents promoting positive engagement and authentic collaboration.

Teaching and Learning	Culture and Climate	Operational Effectiveness	Family Community Partnership
<ul style="list-style-type: none"> ● Professional Learning provided on authentic family engagement, viewing parents as partners. <i>*District-wide professional learning on our district Community School Framework will be offered to all district administrators through the monthly Administrative Institute</i> ● Feedback used as a tool to create change, build capacity, and support continuous improvement <i>*This is an established HPS expectation; school leadership team will establish a process for routinely and consistently capturing and utilizing parent and community feedback for improvement</i> 	<ul style="list-style-type: none"> ● Strength/support based mindset leads to improved student learning as families are seen as partners. <i>*FCSSP will facilitate opportunities to increase family engagement</i> ● Student and parent voice is encouraged and included before making decisions for the school. <i>*Family and Community School Support Providers (FCSSP) will facilitate opportunities to increase family engagement</i> 	<ul style="list-style-type: none"> ● Interaction with parents is supported through multiple strategies including, meeting times that accommodate family needs, regular follow up in the medium preferred by individual parents (e.g. phone call, text, postcards, etc.), translation services, regular celebrations of student achievements, student showcases, galleries, and other events. <i>*Using the district's School Community Framework, school leadership team, SGC and PTO will work collaboratively to identify strategies to establish effective communication strategies</i> ● Technology for digital communications provided to parents as necessary. <i>*Technology will be accessible through the Weaver Family</i> 	<ul style="list-style-type: none"> ● Communication between school staff and parents is supported through a website developed by staff and students, a bulletin board on site, social media, use of additional technology in the Parent Resource Center, and regular forum space such as, coffee with the principal, home visits, open office hours, Parent Organizer communication, etc. <i>*In accordance with Parental and Community Involvement Policy 1205, during the 2019-2020 school year the Family and Community School Support Providers (FCSSP) will work with school leadership to ensure a timely flow of communication to families and the community</i> ● Utilization of translation services currently provided by HPS and

		Center	available at the school. <i>*The district communicates with families in their native language as outlined in the Parent and Community Involvement Policy 1205</i>
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Recommendation #3: Adopt a vibrant and authentic Community School model, that ensures viable and effective partnerships with a variety of community partners and leaders to share resources and develop wrap around services to benefit students and families.

District Feedback: Recommendation #3 aligns to the DME, particularly Goal #3 (increase the number of community schools in each zone), Strategy #2 (implement a clearly defined community school model at all school sites that contributes to students’ academic, physical, social, and emotional growth), and the HPS OEP objective to guarantee mutually beneficial learning-focused partnerships with families, businesses, government, faith-based partners, higher education and the community. It is important to note that Weaver HS is part of the new HPS community school model/framework. The school administration and SGC/PTO will be working closely with the Offices of Leadership and Outreach, Partnerships, and Community engagement in its full implementation.

Rationale: (Evidence from learning or experience from community, alignment to equity)

- Establishes an authentic standards-based [Community School Model](#) that can be replicated in the district and region.
- Students in urban communities that are under-resourced, benefit when an array of integrated school and community supports are available to help families support their children’s learning and development from birth to young adulthood.
- School and community resources such as experience, expertise, connections, services, and funding are connected to support increased student and family success.

Teaching and Learning	Culture and Climate	Operational Effectiveness	Family Community Partnership
<ul style="list-style-type: none"> ● Incorporate student, family, staff, and community partner voices in the planning process. <p><i>*An HPS Community School Framework has been developed; stakeholders will be invited to participate in the completion of a needs assessment to identify specific school-related needs</i></p>	<ul style="list-style-type: none"> ● Creatively communicate with and engage the students in building the community school model. <p><i>*Students will be engaged in the completion of the needs assessment</i></p> <ul style="list-style-type: none"> ● School is a community focal point connecting to the cultural 	<ul style="list-style-type: none"> ● Creative fundraising strategies developed to support this and all recommendations. <p><i>*Not aligned with the Community School Framework</i></p> <ul style="list-style-type: none"> ● Establish clear roles and responsibilities for all partners. <p><i>*The Office of Outreach, Engagement, and Partnerships</i></p>	<ul style="list-style-type: none"> ● School staff, parent, and student volunteers organize outreach events to connect with the Community to build relevant partnerships with those that share common goals (e.g. Faith-based Leaders, Safety members, State and City Community Leaders, Business owners, Corporate Partners,

	<p>and traditional pride of North Hartford and providing opportunities for community interaction.</p> <p><i>*In alignment with the Community School Framework as stated in the Community Relations - Community School 1260</i></p> <ul style="list-style-type: none"> ● State of the art athletics and performing arts facilities utilized to host events for the community at large. <p><i>*With permission of school leadership, and the Chief Operating Officer, community members can access the building based on the Community Relations Policy, Use of School Facilities -1330</i></p>	<p><i>utilizes a partnership toolkit that clearly defines the roles of partners</i></p>	<p>Higher Education members, Community Agencies).</p> <p><i>*The school district values partnerships and all partners must complete a MOU to operate in our schools in accordance to Community Relations Policy - Community Partnerships 1261; Partnerships will be determined by school leadership in collaboration with the SGC</i></p>
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Recommendation #4: Parents, students, and staff use Naviance or other online tools to develop and maintain a Student Success Plan for each student.

District Feedback: Recommendation #4 aligns to the DME, particularly Strategy #3 (enable effective partnerships between staff, families, and community members in support of student success), as well as the HPS OEP objective to guarantee mutually beneficial learning-focused partnerships with families, businesses, government, faith-based partners, higher education and the community.

Rationale: (Evidence from learning or experience from community, alignment to equity)

- To ensure that students and parents have a clear plan to track progress and enable students to make effective and timely decisions on the college and career pathway.

Teaching and Learning	Culture and Climate	Operational Effectiveness	Family Community Partnership
<ul style="list-style-type: none"> ● Student Intervention Teams developed to address early signs of obstacles. <p><i>*Schools establish Student Assistance Teams (SAT) to remove barriers to learning and support student success</i></p>	<ul style="list-style-type: none"> ● Students are known on an individual level, so strengths and areas for growth can be identified, supporting progress on the college and career pathway. <p><i>*Individualized supports for student success will be provided in alignment with our comprehensive developmental school counseling model</i></p> <ul style="list-style-type: none"> ● Clear information provided to students about academic, internship, and extracurricular possibilities. <p><i>*Information in alignment with student success plans will be provided as a component of our comprehensive developmental school counseling model</i></p>	<ul style="list-style-type: none"> ● Ensure that the school has the staffing capacity through professional learning to maintain this recommendation. <p><i>*Student Success Plans are supported through the collective commitment of the school staff and school leadership; professional learning will be ongoing to support staff capacity to develop and support Student Success Plans</i></p>	<ul style="list-style-type: none"> ● Family involved through preemptive planning in 9th grade Orientations and Quarterly Workshops to maintain information and provide refreshers on navigation of the program. <p><i>*School Leadership will provide ongoing workshops to support families in understanding and participating in the college and career readiness pathways</i></p> <ul style="list-style-type: none"> ● Parents receive coaching on Naviance. <p><i>*Parents will receive training for Naviance through the school and additional sessions will be available through central Office Support Staff throughout the year</i></p>

Recommendation #5: Continue and expand the use of Power School by parents.

District Feedback: Recommendation #5 aligns to the DME, particularly the HPS OEP objective to guarantee mutually beneficial learning-focused partnerships with families, businesses, government, faith-based partners, higher education and the community; as well as with the DME priority of Operational Effectiveness, as timely and valid data is required in order to make informed decisions.

Rationale: (Evidence from learning or experience from community, alignment to equity)

- PowerSchool makes tracking attendance and academic progress for students and parents accessible and efficient. Clear information can be a basis for solution-oriented conversations.
- Real time information about academic progress and attendance can help parents support their students to be on-track for graduation.

Teaching and Learning	Culture and Climate	Operational Effectiveness	Family Community Partnership
<ul style="list-style-type: none"> ● School staff keeps PowerSchool updated on a weekly basis. <p><i>*This is an established routine and protocol set for all schools lead by the Office of Academics</i></p>	<ul style="list-style-type: none"> ● PowerSchool training provided for students during the Advisory Block. <p><i>*PowerSchool training will be provided to students during the school day at an appropriate time to be determined by school leadership</i></p>	<ul style="list-style-type: none"> ● Access devices available at the Parent Resource Center that can access PowerSchool. <p><i>*In accordance with Parental and Community Involvement Policy 1205, this will be in place.</i></p>	<ul style="list-style-type: none"> ● PowerSchool help line and translation services made available to parents. <p><i>*PowerSchool support is provided to families at the school. The district communicates with families in their native language as outlined in the Parent and Community Involvement Policy 1205</i></p> <ul style="list-style-type: none"> ● Parent coaching sessions, led by school staff or parent leads to build capacity and encourage PowerSchool use. <p><i>*In accordance with Parental and Community Involvement Policy 1205, during the 2019-2020 school year the Family and Community School Support Providers (FCSSP) will facilitate and collaborate with partners to provide workshops and trainings for families. Community Relations Policy - Community Partnerships 1261</i></p>

Recommendation #6: Parent Organizer positions (3) will be hired and managed by community partners, and responsible for effective and increased collaboration between home and school.

District Feedback: While the intent behind Recommendation #6 aligns to the DME OEP objective to guarantee mutually beneficial learning-focused partnerships with families, businesses, government, faith-based partners, higher education and the community; the human resources arrangement described above is not in alignment with district structures and policies. HPS utilizes an equity-based budget model, and has efforts underway, to align job descriptions, allowing for systematic implementation of strategic priorities.

Rationale: (Evidence from learning or experience from community, alignment to equity)

- Supports parent-teacher collaboration, connecting parents to community resources, and organizes parents and community members to support home and school success.
- Parents are kept informed and all parties seek solutions to support student learning.
- Increased collaboration between parents and the school can promote increased student academic and behavioral performance, increased student attendance, increased level of parenting skills, and increased family access to needed community resources.
- Enables the school to effectively and empathetically assess the needs of students and families.
- Increases collaboration between school and community organizations.

Teaching and Learning	Culture and Climate	Operational Effectiveness	Family Community Partnership
<ul style="list-style-type: none"> ● Position is part of the Family Engagement Team (Teachers, School Support Staff, Students, Parents, and Community Partners) <p><i>*As part of the DME and the community school framework, schools will be allocated a newly created Family and Community Support Service Provider (FCSSP) position to do this work.</i></p>	<ul style="list-style-type: none"> ● Highly qualified Parent Organizer team of 3 individuals are hired and trained for Cultural Competence. <p><i>*Parent Organizer position is not supported by the new district equity-based model</i></p>	<ul style="list-style-type: none"> ● This position is to complement the existing HPS position of the Family Resource Provider. <p><i>*Parent Organizer position is not supported by the new district equity-based model</i></p>	<ul style="list-style-type: none"> ● The positions are to be managed by a Community Partner/s. <p><i>*This is not aligned with the community school framework, nor the redefined structure of the Office of Outreach, Community Partnerships & Engagement</i></p> <ul style="list-style-type: none"> ● Professional Development, training, and workshops, specific to position are also made available to parents. <p><i>*In accordance with Parental and Community Involvement Policy 1205, during the 2019-2020 school year the Family and Community School Support Providers (FCSSP) will facilitate and collaborate with partners to provide workshops and trainings for families. Community Relations Policy - Community Partnerships 1261</i></p>

Redesign Recommendations Section 4 Industry and Higher Education Partnerships

District Feedback provided by

Dr. Madeline Negrón, Chief of Academics, Teaching, Learning & Student Supports and Staff, Dr. Alberto Vázquez Matos, Deputy Superintendent & Dr. June Sellers, Assistant Superintendent of Student Support Services and Staff

Recommendation #1: The Weaver campus will have one overall Industry and Higher Education Advisory Board with theme-specific Industry and Advisory boards/committees, which will collaborate with school leadership to embed industry and higher education learning outcomes/expectations.

District Feedback: Overall, Recommendation #1 aligns with the DME. The language of Recommendation #1 should be adjusted to reflect that the school should take into consideration the expectations of higher education and industry partners, which will inform, rather than necessarily dictate or result in direct changes to course content. The school staff facilitating the Advisory Board must ensure higher education and industry representatives incorporate understandings about accessibility for English learners, as well as for students with disabilities. Additionally, the work of the Advisory Board should be informed by the work currently underway relative to “Doing High School Differently” (with EY-Parthenon/Barr Foundation).

Rationale: (Evidence from learning or experience from community, alignment to equity)

- [A recent report from the New England Board of Higher Education](#) highlights Gallup polling which shows that there is a dramatic gap between how well-prepared students and school personnel believe graduates to be, and how well-prepared employers judge them to be.
- The current NAF Advisory Board for High School, Inc (and other NAF model schools) provides a great deal of value in ensuring that industry and higher education expectations for student outcomes are fully considered when implementing and partnering for work-based learning programming.
- The overarching Advisory Board proposed here will give all students on the Weaver campus the chance to benefit from this level of partnership, ensuring that all graduates of Weaver are truly prepared for post-secondary success.
- The theme-specific advisory committees of the board will ensure that student opportunities are aligned with school themes.

Teaching and Learning	Culture and Climate	Operational Effectiveness	Family Community Partnership
<ul style="list-style-type: none"> ● Commitment from school based staff and leadership to create opportunity for higher education & industry representatives to provide meaningful input. <i>*School based staff and leadership will collaborate with the Industry Advisory Board, higher education and industry partners to create opportunities and support student success</i> ● Observational rounds, walkthroughs, the use of rubrics/tools, and other Student Centered Learning strategies will be aligned to industry and higher education learning expectations. 	<ul style="list-style-type: none"> ● Effective communication with students will be proactive, as strengths and areas for growth will be identified through the Student Success Plan process and utilized to provide individualized opportunities. <i>*Students will be supported in the strategic utilization of their Student Success Plans</i> 	<ul style="list-style-type: none"> ● Industry partners representing all three academies will be represented on this board. <i>*The two academies (Weaver and Kinsella) will leverage the existing National Academy Foundation (NAF) Advisory Board to include All career pathways offered to students Weaver High School</i> ● Crosswalk of current standards/learning outcomes for Industry and higher education will align with HPS curriculum. <i>*This will support coherence in programming</i> 	<ul style="list-style-type: none"> ● Commitment from higher education and industry to participate on the board, and to provide experiential learning, enrichment, and professional development alignment. <i>**The school district values partnerships and all partners must complete a MOU to operate in our schools in accordance to Community Relations Policy - Community Partnerships 1261; Partnerships will be determined by school leadership in collaboration with the SGC</i> ● The membership of this body will be recruited, finalized, and on boarded before the school opens in 2019. <i>*The school district values partnerships and all partners must complete a MOU to operate in our schools in accordance to Community Relations Policy - Community</i>

<p><i>*District and school walkthroughs are an established routine and ongoing process, and are aligned to CCR standards</i></p> <ul style="list-style-type: none"> ● Development of industry and higher education standards of student performance expectations. <p><i>*The district is currently developing a curriculum that is based on CTE standards, which include CCR skills</i></p>			<p><i>Partnerships 1261; Partnerships will be determined by school leadership in collaboration with and in accordance with the School Governance Policy - 1211</i></p>
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<p>Recommendation #2: The Industry and High Education Advisory Board, which serves both Weaver and Kinsella, is separate from the School Governance Councils for each school but should have representation on the SGCs.</p> <p><i>District Feedback:</i> Recommendation #2 needs to reflect the State of Connecticut School Governance statute (CT GSS 10-223j) that informs the process for representation on the SGC.</p>			
<p>Rationale: (Evidence from learning or experience from community, alignment to equity)</p> <ul style="list-style-type: none"> ● Both schools and all themes are equitably represented through the SGCs and Industry and Higher Education Advisory Board. ● Principals work together in collaboration with the Industry and Higher Education Advisory Board to provide equitable student opportunities. ● Industry and higher education partners have a voice and relevant role in providing college and career pathway opportunities to all students. 			
<p>Teaching and Learning</p>	<p>Culture and Climate</p>	<p>Operational Effectiveness</p>	<p>Family Community Partnership</p>
<ul style="list-style-type: none"> ● Observational rounds, walkthroughs, the use of rubrics/tools, and other Student Centered Learning strategies will be aligned to industry and higher education learning expectations. <p><i>*District and school observational rounds and walkthroughs are an established</i></p>	<ul style="list-style-type: none"> ● Student voice provided in the development of standards for industry work experiences and internships. <p><i>*School Leaders will establish a process for capturing student voice in their learning process related to industry work experiences and internships</i></p>	<ul style="list-style-type: none"> ● The membership of the SGCs will be elected in accordance with the processes laid out by state law, seeking representation from one higher education and one industry aligned participant. <p><i>*In accordance with CTGSS 10-223J, the community leader members shall be elected by the</i></p>	<ul style="list-style-type: none"> ● Each school will seek to have equitable representation on the SGC aligned with the career pathways present in its themes. <p><i>*In accordance with CTGSS 10-223J, the community leader members shall be elected by the parent or guardian members and teacher members of the SGC</i></p> <ul style="list-style-type: none"> ● Commitment from school based staff and leadership to allow higher education &

<p><i>routine and ongoing process, and are aligned to CCR standards</i></p> <ul style="list-style-type: none"> ● Development of industry and higher education standards of student performance expectations. <p><i>*The district is currently developing a curriculum that is based on CTE standards, which include CCR skills</i></p>	<ul style="list-style-type: none"> ● Student progress monitoring of Student Success Plans in collaboration with Industry Advisory Board opportunities. <p><i>*Student Success Plans are student driven in collaboration with caring adults, and driven by student choice</i></p> <ul style="list-style-type: none"> ● Despite being non-voting members, authentic student voice will be sought through the SGC process. <p><i>*Students are strongly encouraged (via state statute) to participate in SGCs</i></p>	<p><i>parent or guardian members and teacher members of the SGC</i></p>	<p>industry representatives to provide meaningful input.</p> <p><i>*The school district values partnerships and all partners must complete a MOU to operate in our schools in accordance to Community Relations Policy - Community Partnerships 1261; Partnerships will be determined by school leadership in collaboration with the SGC</i></p>
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Recommendation #3: Create and fund two full-time Partnership Coordinators dedicated to driving college access and career success across both schools through:

1. Development of higher education and business/corporate/industry partnerships.
2. Development, creation, and expansion of academic and career development opportunities.

District Feedback: This recommendation is not explicitly supported by the universal, equity-based funding model that all schools must adhere to. Any recommendations require administrative and cross-departmental collaboration as part of the district budget process. Currently this scope of work is under the Director of Business Partnerships and Development. Moving forward any recommendations must take into account existing bargaining agreements, and work cannot be restricted solely to the direction of the board. Regarding CCR outcomes, reference must be made in the *Culture and Climate* section to including students with disabilities and English language learners, who will receive HS and postsecondary transition services.

Rationale: (Evidence from learning or experience from community, alignment to equity)

- Including and taking into consideration higher education and business/corporate/industry expectations for student outcomes will ensure graduates of Weaver are truly prepared for postsecondary success.

- The rationale for having two full-time positions is a reflection of expected workload. A similar position has existed at High School Inc at 1.0 FTE. During the 2018-2019 school years and beyond the responsibilities of this role will more than double.
- The positions will be externally funded and hosted to provide a degree of autonomy, and increase the sense that the position is responsive to the desires of the business/higher education sectors.
- The positions will play a significant role within the Weaver and Kinsella school cultures and the individuals have access to student data, are part of relevant decision-making processes, and are otherwise fully-integrated members of the school communities.

Teaching and Learning	Culture and Climate	Operational Effectiveness	Family Community Partnership
<ul style="list-style-type: none"> ● Vetting and implementation of best practices of current models (High School Inc., Pathways). <i>*Partnership Coordinator position is not supported by the new district equity-based model; currently the Director of Business Partnerships and Development supports the implementation of best practices</i> ● Commitment from school based staff to allow the people in these positions to provide meaningful input. <i>*Partnership Coordinator position is not supported by the new district equity-based model; School Leadership will provide structures and procedures for ongoing collaboration</i> ● Full integration w/the school community and classrooms, to influence curriculum. <i>*Partnership Coordinator position is not supported by the new district equity-based model</i> ● Work with faculty to integrate and align curriculum with higher 	<ul style="list-style-type: none"> ● People in the positions are provided with professional learning to ensure knowledge of culture and climate. <i>*Partnership Coordinator position is not supported by the new district equity-based model</i> ● Creation of job description aligned to goals and student outcomes for college and career readiness that are non-overlapping with the current CCR specialist job description. <i>*Partnership Coordinator position is not supported by the new district equity-based model</i> 	<ul style="list-style-type: none"> ● MOUs/ articulated agreements between all partners - including data sharing agreements with all business/corporate/industry partners on relevant Key Performance Indicators (KPIs). <i>*Partnership Coordinator position is not supported by the new district equity-based model; currently the Director of Business Partnerships and Development supports the implementation of best practices</i> ● Position is fully funded by Industry and Higher Education Advisory Board and is not an HPS staff member. <i>*Partnership Coordinator position is not supported by the new district equity-based model</i> ● The Partnership Coordinators attend all meetings of the Advisory Board and execute initiatives & actions decided on by the Board. <i>*Partnership Coordinator position is not supported by the new district equity-based model</i> 	<ul style="list-style-type: none"> ● Partnership Coordinators must have access to and monitor Student Success Plans as a tool to inform partnership activities. <i>*Partnership Coordinator position is not supported by the new district equity-based model</i> ● Identification of Higher Education and Business/corporate/industry partners willing to participate on an ongoing and consistent basis. <i>*The school district values partnerships and all partners must complete a MOU to operate in our schools in accordance to Community Relations Policy - Community Partnerships 1261; Partnerships will be determined by school leadership in collaboration with the SGC Policy 1211</i>

<p>education and industry standards and expectations.</p> <p><i>*Partnership Coordinator position is not supported by the new district equity-based model; the district is currently developing a curriculum that is based on CTE standards, which include CCR skills</i></p>			
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<p>Recommendation #4: Higher Education and Business/Corporate/Industry partners agree to the standards, expectations, and participation guidelines set forth by the Weaver campus Higher Education and Industry Advisory Board.</p> <p><i>District Feedback:</i> Recommendation #4 relates to the HPS Post-Secondary Success Planning work currently underway. In regard to the creation of an advisory board, any recommendations require administrative and cross-departmental collaboration and agreement. HPS encourages all partners to actively engage in these efforts to ensure alignment. Note also that reference should be made to <i>all students</i> in the <i>Culture and Climate</i> section to affirm the district's value for inclusiveness.</p>			
<p>Rationale: (Evidence from learning or experience from community, alignment to equity)</p> <ul style="list-style-type: none"> Standards adopted by the Board and informed by the current practices of Travelers, CPBN, and other industry models will create accessible and equitable career pathways for students. Higher Ed partnership standards informed by early college model MOUs (e.g. similar to University High School of Science and Engineering, Great Paths Academy, etc.) will create authentic college pathways for students. 			
<p>Teaching and Learning</p>	<p>Culture and Climate</p>	<p>Operational Effectiveness</p>	<p>Family Community Partnership</p>
<ul style="list-style-type: none"> The Partnership Coordinators attend all meetings of the Advisory Board and execute initiatives and actions decided on by the Board, communicating information to the school staff and overall academic community. <p><i>*Partnership Coordinator position is not supported by the new district equity-based model; in regard to</i></p>	<ul style="list-style-type: none"> The rationale for any partnership will align with the goals of the Student Success Plans to support student academic, career, and social/emotional/physical growth. <p><i>*In alignment with HPS Post-Secondary Success Planning work currently</i></p>	<ul style="list-style-type: none"> Tools and process will be developed for monitoring fidelity to partnership standards and positive student outcomes. <p><i>*Any tools and processes for monitoring will be determined by the school leader and will be in alignment with the HPS Post-Secondary Success Planning work currently underway</i></p>	<ul style="list-style-type: none"> Higher Education and Business/Corporate/Industry agree to a process of assessing the partnerships and to communicate outcomes to students, parents, and the community. <p><i>*The school district values partnerships and all partners must complete a MOU to operate in our schools in accordance to Community Relations Policy - Community Partnerships 1261;</i></p>

<p><i>the creation of an advisory board, any recommendations require administrative and cross-departmental collaboration and agreement</i></p>	<p><i>underway and the implementation of Student Success Plan</i></p>	<ul style="list-style-type: none"> ● The standards for participation will be created and set forth by the Advisory Board. <p><i>*In regard to the creation of any standards for participation, these will be determined by the school leader in alignment with the HPS Post-Secondary Success Planning work currently underway and will require cross-departmental collaboration and agreement</i></p> <ul style="list-style-type: none"> ● Higher Education and Business/Corporate/Industry agree to uphold the standards. <p><i>*Any agreements between HPS and business partners will be finalized by the school leader, will be in alignment with the HPS Post-Secondary Success Planning work currently underway, and outlined in an MOU</i></p>	<p><i>Partnerships will be determined by school leadership in collaboration with and in accordance with the School Governance Policy - 1211, Community Relations Policy 1400</i></p>
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Recommendation #5: Strong school counseling practices will be achieved through an effective student-to-counselor ratio of 250:1 and the adoption of a specific research and evidenced based school counseling program/framework.

District Feedback: Overall, Recommendation #5 aligns with the DME. Within the *Culture and Climate* section, language should be (a) added stating that school counselors will encourage and support the academic, career, and social-emotional development of all students, (b) added stating that school counselors will commit to helping all students realize their potential and meet or exceed academic standards with consideration for both the strengths and challenges resulting from disabilities and other special needs; and within *Operational Effectiveness*, (c) modified from referring to “handoff of students back and forth” to “collaborative student support.” It is also important to note that there is a newly created and implemented school staffing model that all schools must adhere to, which requires administrative input and cross-departmental collaboration as part of the district budget process.

Rationale: (Evidence from learning or experience from community, alignment to equity)

- Evidence points to the fact that all students thrive in a learning environment that has a strong, comprehensive, developmental school counseling program.

- Such programs are only possible when staff to student ratios are carefully considered and regarded as a non-negotiable best practice that serves the best interest of all students. The American School Counselor Association, University of Massachusetts/Amherst, University of Florida, and Chicago Public Schools have conducted extensive research that clearly identifies the need for a 250:1 student-to-counselor ratio.
- Research findings conclude that a well balanced, whole-student approach to academic growth, career exploration, and personal-social development can be achieved when the ratio is implemented.
- Research also indicates that students perform best when positive relationships are built with teachers, mentors, and other caring adults in the academic community, therefore students at Weaver will move along the college and career pathway through the structure of support with aligned contributions of individuals, community agencies, and higher education and industry partners outlined in all the recommendations.

Teaching and Learning	Culture and Climate	Operational Effectiveness	Family Community Partnership
<ul style="list-style-type: none"> ● HPS will provide professional learning (PL) for School Counselors, and professional learning for school leaders on effective evaluation and feedback. <i>*Research-based and ongoing Professional Learning currently occurs for all School Counselors and is aligned to the ASCA national model as well as the CT SEEDS Evaluation system</i> ● HPS will provide professional learning for staff on the role & responsibilities of School Counselors. <i>*This is a current practice and will be implemented for the Weaver staff. Professional Learning sessions will be created and delivered by qualified staff</i> 	<ul style="list-style-type: none"> ● The use of the Weaver High School interview rubric based on evidence-based research/practices & questions that determine best fit for school counseling staff within the school; these guidelines will be used for any School Counselor hiring at Weaver. <i>*The Office of Talent Management utilizes research-based human resources strategies to develop interview resources that ensure the hiring of highly skilled and highly qualified School Counseling staff</i> ● HPS will actively seek candidates who are diverse/people of color who have connections to and/or knowledge of the local community. <i>*Ensuring that leaders, educators and staff reflect the ethnicity and culture of the students and families served by HPS are key element of the Office of Talent Management's strategic recruitment and hiring practices; Legal hiring guidelines (EEOC) must be followed</i> 	<ul style="list-style-type: none"> ● HPS will budget for the appropriate number of school counselors based on projected enrollment and ratio of 250:1. <i>*This is currently an established ratio in our new district equity-based funding model</i> ● HPS will develop and utilize a Principal-Counselor Collaboration form to ensure clarity of expectations. <i>*A Comprehensive Developmental School Counseling Model will be implemented and includes collaboration with all stakeholders as a critical component</i> ● School Counselors will work closely with the Partnership Coordinators to ensure seamless handoff of students back and forth, but will maintain clear lines between their respective roles/responsibilities. <i>*The Office of Talent Management utilizes a research-based job description that clearly delineates the role and responsibilities of School Counselors</i> 	<ul style="list-style-type: none"> ● Schools Counselors will actively seek to connect with parents and gain knowledge of the local community, aligning their work with the Partnership Coordinators and Parent Organizers. <i>*A Comprehensive Developmental School Counseling Model will be implemented and includes collaboration with families and CBOs as a critical component</i>

Section 5

Prioritizing the Work

The following chart is a guide to prioritize the work over the course of the next three years. However, final decisions will be based upon HPS strategic planning, funding capacity, community voice, staff and student input, school leader capacity, etc.

Three-Year Implementation Outlook		
Current - Spring 2019	Spring 2019 - Opening 2019	2020-2021
<ul style="list-style-type: none"> ● Weaver Vision made the foundation for Opt-in, opt-out process negotiated with HFT partners. ● Staff recruitment to diversify hiring pool. ● Hire Principal in January 2019. ● Pilot Advisory Curriculum implemented in January to focus on college and career competency and tie in with SSP's. ● Recruitment of additional new members for Industry and High Education Advisory Board. ● Health and Wellness Team begins planning work to support Trauma Informed Practice. ● Professional learning plans initiated in conjunction with Weaver and Kinsella Principals. ● Communications plan for boosting enrollment applications. ● Planning for Summer Bridge for rising 9th graders. Build out to scale for the following summer. 	<ul style="list-style-type: none"> ● Creating a Community Hub, including securing a design partner and building out key elements. ● New staff hired including Operations Manager and Parent Liaisons. ● Establish SGC, and Committees aligned with the IHEAB structure. ● Implement AP and other dual enrollment opportunities. ● Implement Morning Meeting and other Restorative Practices. ● Planning for extensive summer continuing education programs, interventions, and career development, in addition to Summer Bridge. ● Parent led school-based communication strategy using 7 Habits of Highly Effective Families. ● Begin Parent Coaching Sessions and full use of Powerschool and Naviance. ● Build out summer staff professional learning sessions. 	<ul style="list-style-type: none"> ● Fully implement Community Hub Model after more than one year of planning and piloting. ● Student Led Conferences and eventually Academic Family Teacher Team Meetings. ● Staff recruitment and in city housing incentives firmly in place. ● Regular Parent, Student, Staff, and Community Feedback Loops established. ● Summer teachers institute established, funded, and supported by HFT partners. ● Full set of athletic teams and participation on the teams for all students negotiated with CIAC. ● Mentorship Program established to enhance student progress on the college and career pathway. ● Regular funding strategies and work group structures established providing additional and essential support for district, staff, and student needs.

Section 6

Planning Implications

There are bold changes to policy or practice implied in the Redesign Recommendations. In this section, with the spirit of transparency, those changes are identified and pulled out in order to better understand the steps necessary to implement this progressive design. *

- Rehire school staff via opt-in/opt-out and aggressive staff recruitment to ensure alignment to the new Weaver vision and values, and to meet preference for diversity and Hartford resident hires.

**Reconstitution of Weaver staff is in progress*

- Reconstitute the Industry and Higher Education Advisory Board including the hiring of 2 Industry Partnership Coordinators.

**Industry Partnership Coordinator positions are not supported by the District's new universal, equity-based funding model*

- Implement the "Community School/Hub" model with structured RFP process, contract starting at least 3 months prior to school opening, including hiring of 2-3 Parent Organizers.

**An HPS Community School Framework has been developed; stakeholders will be invited to participate in the completion of a needs assessment to identify specific school-related needs*

**Parent Coordinator positions are not supported by the District's new universal, equity-based funding model*

- Provide extended staff professional learning during the summer 2019, designed to include trauma informed practice, cultural responsiveness, restorative practices, student centered learning, and student career competencies cultivation.

- Extend the Weaver school year to provide an intensive summer academic institute designed to move students up at least .5 grade levels each year (year 1 - rising 9th grade only).

- Hire the school leader at least six months prior to opening to ensure implementation is up and running well in advance of September 2019.

**Principal interviews*

* Many of these changes require additional funding and creative scheduling of staff time in order to meet the needs of the students and provide a culture of high academic achievement. To begin to think through these implications, the next two pages include a **Draft Three-Year Planning Implications Budget Outlook for Additional Expenses (public/non-public yet to be determined)**, and a **Draft Three-Year Professional Learning Outlook**.

Draft Three-Year Planning Implications Budget Outlook for Additional Expenses (public/non-public yet to be determined)					
2018-2019		2019-2020		2020-2021	
Principal hired in January (6 months salary)	\$70,000	Summer Professional Learning (4 days, 50 staff, at \$33.50/hr)	\$47,000	Summer Professional Learning (2 days, 50 staff, at \$33.50/hr)	\$23,500
Industry Partnership Coordinator (2 at 60k salary + 30% benefits)	\$156,000	Industry Partnership Coordinator (2 at 60k salary + 30% benefits)	\$156,000	Industry Partnership Coordinator (2 at 60k salary + 30% benefits)	\$156,000
Parent Organizer (3 at 40k + 30% benefits)	\$156,000	Parent Organizer (3 at 40k + 30% benefits)	\$156,000	Parent Organizer (3 at 40k + 30% benefits)	\$156,000
Non-traditional teacher recruitment and housing incentive (25k travel)	\$25,000	Non-traditional teacher recruitment and housing incentive (25k travel + \$500 housing stipend per month for 4 teachers)	\$49,000	Non-traditional teacher recruitment and housing incentive (25k travel + \$500 housing stipend per month for 8 teachers)	\$73,000
Contract Professional Learning (staff) and Summer Institute (students) 25K each	\$50,000	Contract Professional Learning (staff) and Summer Institute (students) 10K each	\$20,000	Contract Professional Learning (staff) and Summer Institute (students) 5k each	\$10,000
Summer Student Institute Year 1 - Rising 9 th Grade only Director 4k, 5 staff 2k, 5 college interns 1K (5 weeks)	\$95,000	Summer Student Institute Year 2 - All Grades Director 4k, 10 staff 2k, 10 college interns 1K (5 weeks)	\$170,000	Summer Student Institute Year 3 - All Grades Director 4k, 15 staff 2k, 15 college interns 1K (5 weeks)	\$245,000
Contract to research, design, and implement Community School Hub model	\$150,000	Contract to research, design, and implement Community School Hub model	\$150,000	Contract to research, design, and implement Community School Hub model	\$150,000
Total – Year 1	\$702,000	Total – Year 2	\$748,000	Total – Year 3	\$813,500

District Feedback: Some aspects of this outlook appear to conflict with existing contractual agreements to which HPS must adhere, as well as with the newly created and implemented school staffing model that all schools must adhere to, which requires administrative input and cross-departmental collaboration as part of the district budget process. Moving forward, school leadership will aim to ensure sustainability. The Office of Talent Management and the Office of Finance will work closely with school administration and further conversations will be required to ensure alignment with the contractual agreements in place with specific bargaining unions, hiring practices, and school funding model.

Draft Three-Year Professional Learning Outlook		
2018-2019	2019-2020	2020-2021
Advisory Block Pilot to begin in January. Heavy design influence by students.	Summer Professional Learning (orientation) kicks off with 4 additional days in August.	Summer Professional Learning continues with at least 2 additional days in August.
Parent led communication strategy using 7 Habits of Highly Effective Families.	Advisory Block scheduled, curriculum implemented, SSPs for all students (Naviance).	Advisory Block scheduled, curriculum implemented, SSPs for all students (Naviance).
District led Professional Learning on Trauma Informed Practice to begin in September.	District professional learning plan implemented.	District professional learning plan implemented.
Cultural Responsiveness Professional Learning to begin in November using outside partner.	Continue parent led communication strategy using 7 Habits of Highly Effective Families.	Parent led communication strategy using 7 Habits of Highly Effective Families for new parents. Returning parents receive new program to be determined based upon need.
District led Professional Learning on Student Centered Learning to begin in September.	Outside agencies continue professional learning in cultural responsiveness.	Outside agencies continue professional learning in cultural responsiveness
Parent Coaching sessions begin with pilot sessions in the Spring 2019.	Parent coaching sessions run once monthly from September through June (PowerSchool, etc.).	Parent coaching sessions run once monthly from September through June (PowerSchool, etc.).
Planning begins for Summer Professional Learning Plan (orientation).	Feedback and evaluation of professional learning submitted by school staff.	Feedback and evaluation of professional learning submitted by school staff.
District provides professional learning plan for 2019-2020 for review by SGC.	District provides professional learning plan for 2020-2021 for review by SGC.	District provides professional learning plan for 2021-2022 for review by SGC.

District Feedback: While some of the professional learning (PL) topics above are relevant, HPS has worked intentionally to align PL opportunities to the districts Major Actions. Hence, allowing the OaA to create a district Professional Learning Calendar to support all schools and the district SOP priorities. Also, it is important to note that as part of the school SPR's, an action plan that will allow additional PL will be expected from the school's administration.

Nine-Month Work Plan

The Nine Month Work plan suggests 8 categories to be led by Work Groups in the spirit of the redesign recommendations process, and comprised of students, parents, district personnel, community based organizations, and industry and higher education partners.

Category*	Deliverables	Aug. 2018	Sept. 2018	Oct. 2018	Nov. 2018	Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	April 2019	May 2019	June 2019	July 2019	Aug. 2019
Redesign Recs.	Final Plan negotiation		■	■										
	Prioritization of Recommendations		■	■										
	Regular Updates to the HBoE			■			■			■				
Extended School Year	Summer Institute design partners secured			■	■	■								
	Summer Institute design phase			■	■	■	■	■	■					
	Summer Institute funding plan established and grants submitted				■	■	■							
	Funding secured							■	■	■	■	■		
	Summer Institute staff hired and trained										■	■		
Staff Summer Professional Learning	Professional learning design partners secured						■	■	■					
	Professional learning design phase								■	■	■	■	■	
	Professional learning funding plan established and grants submitted					■	■	■						
	Funding secured									■	■	■	■	■
	Professional Learning partners launch summer curriculum													■

Category*	Deliverables	Aug. 2018	Sept. 2018	Oct. 2018	Nov. 2018	Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	April 2019	May 2019	June 2019	July 2019	Aug. 2019
Staff Recruitment and Hiring	Opt-in, opt-out process negotiated with HFT partners			■	■	■	■							
	Opt-in, opt-out process communication plan implemented					■	■	■	■	■	■			
	Planning for staff recruitment to diversify applicant pool			■	■	■								
	Teacher and staff recruitment tour						■	■	■	■				
	Teacher and staff hiring									■	■	■		
Health and Wellness	Framework for staff and student wellness developed		■	■	■									
	Identify new areas for support specifically Trauma and ACE's				■	■	■							
	Health and Wellness funding plan established and grants submitted				■	■	■	■	■					
	Funding secured							■	■	■	■	■		
	Programming and tools for professional learning developed									■	■	■	■	■
Industry and Higher Ed Advisory Board	Co-chair structure and member responsibilities redesigned		■	■	■	■								
	Recruitment of new members for SY18-19 and SY19-20				■	■	■	■	■	■	■	■	■	■
	2nd Industry Partnership Coordinator funding secured								■	■	■			
	Hiring process for 2nd Industry Partnership Coordinator										■	■	■	

Category*	Deliverables	Aug. 2018	Sept. 2018	Oct. 2018	Nov. 2018	Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	April 2019	May 2019	June 2019	July 2019	Aug. 2019
Community Hub	RFP process launched													
	Community Hub funding plan established and grants submitted													
	Community Hub design partners secured													
	Funding secured													
	Parent organizer positions posted and hired													
School Leader Selection	Selection committee membership finalize by HPS													
	Selection committee finalizes job description, leader profile													
	Three top candidates identified													
	School leader contract signed													

* The categories above support and align with the recommendations as a whole and the bold policy changes implied. Other items identified in the recommendations or implications sections, but not present here such as school year professional learning, or the creation of an Advisory Block, may be supported by other efforts in the city, or through standard Hartford Public School design and implementation processes. It is the belief and expectation of the Weaver Steering Committee that the collaborative effort begun throughout the redesign process will continue through implementation and that together all stakeholders will invest in the success of each student who attends the new Weaver High School.

Final Comments

These recommendations reflect the highest priority needs identified by the Steering Committee and Work Groups in establishing a top quality Weaver High School. The Committee understands that there is much work to be done over the course of the next several months that falls outside the scope of these recommendations, yet is committed to partnering with Hartford Public Schools throughout the process to ensure all needs are met and the students and community are served. Additionally, the Weaver Steering Committee would like to thank all students, parents, community members, Hartford Board of Education employees, industry and higher education partners, and community based organizations for their time and effort in building these recommendations. The school staff will be the family, the village will consist of all our various community partners, and students will be the beneficiaries of a program that believes in their greatness, inspires a sense of purpose, and creates an environment for high academic achievement and life-long learning.