

# Board of Education

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<b>General Fund Budget:</b>	\$ 177,219,297
Alliance:	\$ 3,841,903
<b>Capital Fund Budget:</b>	\$ 5,440,000
<b>Special fund Budget:</b>	\$ 71,506,091

## Legal Authority: Charter

[Sec. 148 to Sec. 155](#) There shall be in the City of New Haven a department of education which shall be under the management and control of a board of education consisting of the mayor, and seven members appointed by the mayor who shall serve without compensation.

**Mission/Overview:**

New Haven is implementing a progressive School Change Initiative, which is a nationally recognized, aggressive education reform plan aimed at the following goals:

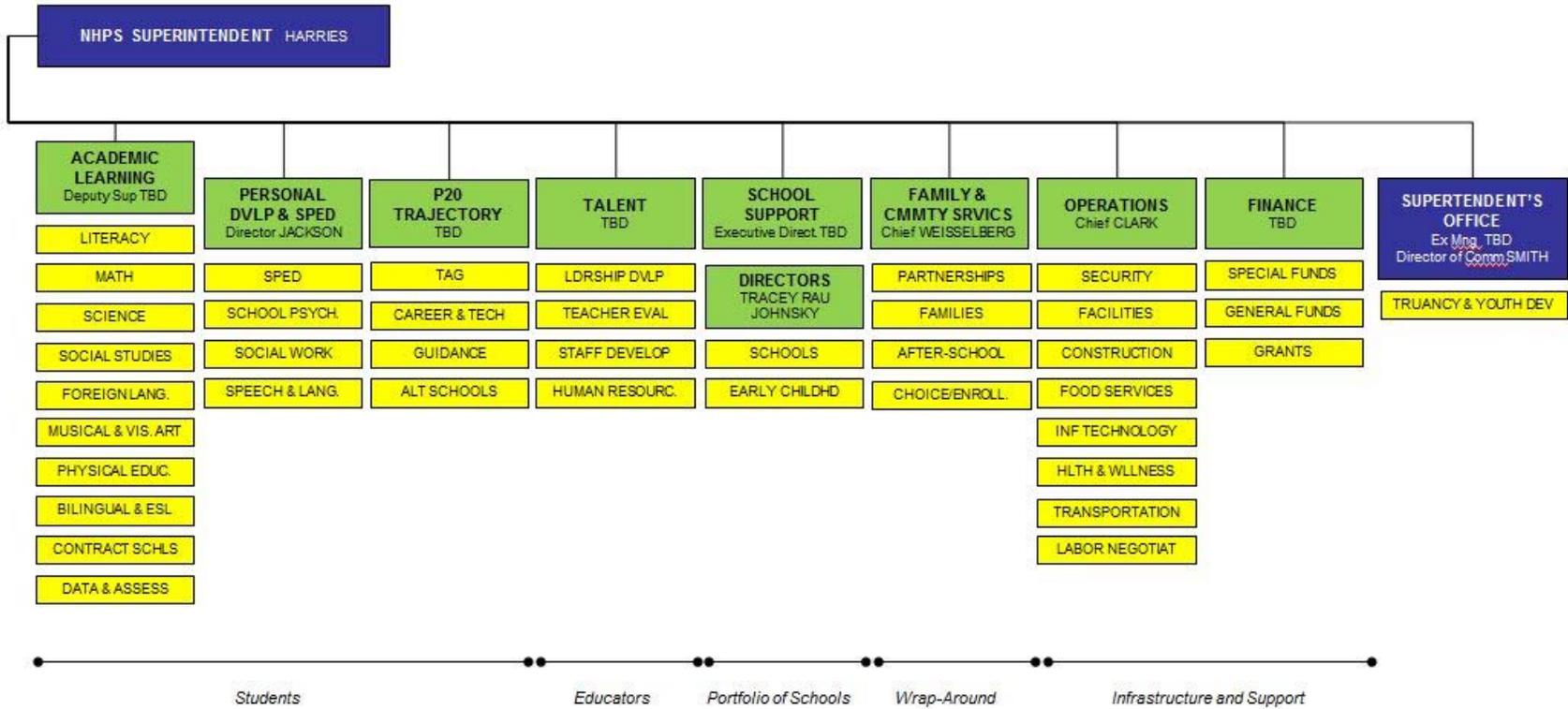
- Closing the achievement gap between New Haven students and the state-wide average in five years
- Cutting the high school dropout rate in half
- Ensuring that every graduate has the academic skills and financial resources necessary to attend and succeed in college

To accomplish these goals, the district envisions students learning through meaningful and coherent experiences in individual classrooms, among different classrooms, and in the rest of their lives; schools as the centers for learning, where teams of adults take collective and empowered responsibility for students, working separately and together to move students from where they start to the highest performance levels, collaborating without fault; and, the district and schools acting to support development, innovation, and adaptation, both by schools and by individuals.

## Attention Required by March 31st:

NHPS has established an initiative review and reporting structure that features a deliberate timeframe in which the Board of Education takes up and considers high-level strategic issues requiring attention in a sequence and at a time that enables thoughtful public discussion and wise strategic decision-making by the board. The following reflects the governance cycle and critical path from September through June 2013.

<b>Timeframe</b>	<b>Strategic Issues</b>
• September	Annual Performance Review: Academic and Student Outcome data; Fiscal data; Operational data
• October	NHPS Goals and Priorities
• November	Key New Initiatives – Goals and Investments
• December	Facilities: Master Plan, Space Planning, and Building Maintenance
• January	Operating Budget: Investments
• February	Talent: Initiative Reports and Hiring Plans
• March	Community and Parents: Initiative Reports
• April	Academic Learning: Initiative Reports
• May	Personal Development: Initiative Reports
• June	College, Career, and Life Trajectory: Initiative Reports



# Budget Summary

## 2013-14 GF OPERATING BUDGET

	2012-2013 BUDGET	2013-2014 BUDGET	DIFFERENCE	%
<b>PERSONNEL SERVICES:</b>				
Full Time	99,642,336	102,642,001	2,999,665	3.0%
Part Time	7,497,110	7,464,200	(32,910)	-0.4%
<b><i>SUB TOTAL</i></b>	107,139,446	110,106,201	2,966,755	
<b>NON-PERSONNEL SERVICES:</b>				
Instruction	16,286,433	16,559,880	273,447	1.7%
Operation of Plant	17,005,954	15,970,381	(1,035,573)	-6.1%
Transportation	16,832,250	17,787,250	955,000	5.7%
Other	16,955,214	16,795,585	(159,629)	-0.9%
<b><i>SUB TOTAL</i></b>	67,079,851	67,113,096	33,245	
<b>TOTAL</b>	<b>174,219,297</b>	<b>177,219,297</b>	<b>3,000,000</b>	

## **Summary of Open Items:**

The district is thoughtfully managing three key Open Items. (1) A 2012-2013 budget deficit, (2) negotiations with multiple collective bargaining units, and (3) review and execution of current NHPS School Construction projects.

### **Budget Deficit**

Since the summer of 2013 the district's administration has taken steps to reduce a deficit of over \$3.5M. These steps include closure of underutilized classrooms at two schools, reduction in administrators and streamlining of school operations and part-time services. These steps have resulted in significant savings. The district is working intensively to alleviate the remaining deficit.

### **Negotiations**

NHPS is recognized as a state and national leader in achieving labor agreements that help fulfill the aspirations of the district's School Change goals and vision. The district is committed to negotiating in good faith with our labor unions with the ultimate goal of achieving the district's ambitions for high quality public education for its entire diverse student population.

Contractual Negotiations are in progress in accordance with the General Statutes of Connecticut, the Charter of the City of New Haven and the aims of the school district. The organizations currently in negotiations are: School Administrators Association, New Haven Federation of Teachers and New Haven Food Services Workers Union

It is anticipated that matters arising in the contract negotiation process will be thoroughly deliberated and agreements will be reached manifesting the best interest of students, the school district, the City of New Haven and the members of the collective bargaining organizations.

### **School Construction Projects**

New Haven operates a distinguished and visionary School Construction Program, the largest program in the State and the largest per capita in the country. The Citywide School Construction Program began in 1995 and has evolved into a national model for its scope, innovative designs and financing and high degree of community involvement. Schools in every New Haven neighborhood have been rebuilt or built new. The buildings are beautifully designed to enhance the learning environment for students and staff with facilities that are used year-round by the school and community. Since the start of the School Construction Program, the city has renovated or built new 37 schools.

In addition, the current Master Plan of the Citywide School Construction Plan includes a number of plans including but not limited to the completion of the currently approved projects, Engineering Science and University Magnet School, Helene Grant, New

Haven Academy and Bowen Field. NHPS will also continue to work collaboratively with the City through the Citywide School Construction Committee which includes additional projects for future consideration (these include Quinnipiac, Strong, Hyde, HSC, etc.) These future projects are obviously subject to a further budget approval processes.

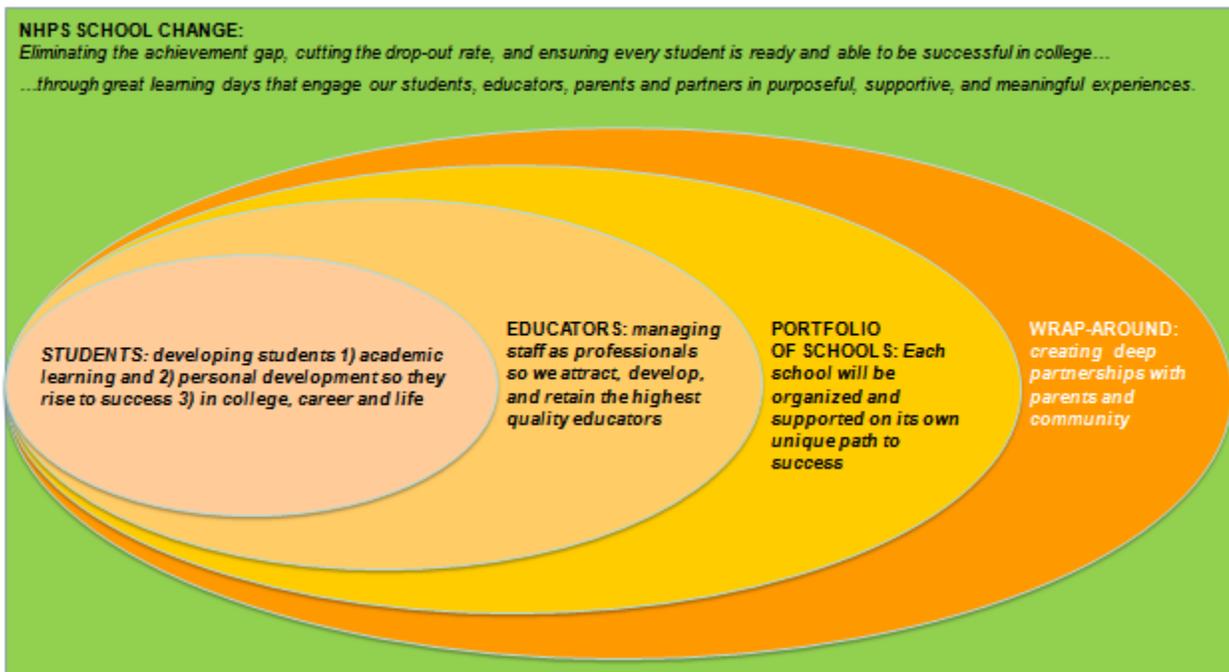
## Major Functions /Projects:

The major functions of the Board of Education are organized around students and the district goals of eliminating the achievement gap, cutting the drop-out rate and ensuring that every student is ready and able to be successful in college and in life.

The district is focused on providing great learning days that engage all of our students, teachers, leaders and other staff in purposeful, supporting and meaningful experiences.

The illustration below features the major functions of the BOE followed by the key projects of each function.

### NHPS SCHOOL CHANGE & DISTRICT IMPROVEMENT PLAN



<b>Academic Learning</b>	The NHPS will implement and monitor a rigorous, relevant high quality standards based curriculum to promote college and career readiness for all students.	
<b>Key Initiatives</b>	<b>Major Accomplishments</b>	<b>Challenges and Work Ahead</b>
<b>Implementation of Common Core standards in Language Arts and Math</b>	<ul style="list-style-type: none"> <li>• Full implementation of Common Core in Language Arts for 11 out of 13 grades (k-10)</li> <li>• Full implementation of Common Core in Math for 8 out of 9 grades plus Algebra 1 and Geometry</li> <li>• Professional Development is delivered by Teacher Leaders who authored the curriculum</li> <li>• Professional Development is personalized from the expressed needs of the Teachers</li> </ul>	<p>Challenges</p> <ul style="list-style-type: none"> <li>• Aligning District Assessments to the Common Core</li> <li>• Integration of Literacy in the Content Areas</li> <li>• Professional Development of Administrators</li> <li>• Equipping our students with the necessary typing skills</li> </ul> <p>Work Ahead</p> <ul style="list-style-type: none"> <li>• Common Core Curriculum development in LA grades 11, 12 and Math grade 5 and Algebra 2</li> </ul>
<b>Implementation of a comprehensive Scientific Research Based Intervention (SRBI) process in all K-12 schools</b>	<ul style="list-style-type: none"> <li>• Literacy Intervention at every grade level</li> <li>• Designed and piloted a digital system to guide the process for diagnosing and monitoring students below grade level in Reading (14/31 schools have implemented the process)</li> <li>• Collegial sharing for Administrators and teachers in the Pilot Schools</li> </ul>	<p>Challenges</p> <ul style="list-style-type: none"> <li>• Human Resources</li> <li>• Updated Technology</li> <li>• Scheduling</li> </ul> <p>Work Ahead</p> <ul style="list-style-type: none"> <li>• Scaling up the digital process in the remaining schools</li> <li>• Expanding the menu of interventions</li> </ul>
<b>Implementation of a rigorous secondary STEM program that prepares students for higher education and careers in STEM</b>	<ul style="list-style-type: none"> <li>• Implemented more rigorous STEM graduation requirements</li> <li>• Implemented a SRBI for Algebra 1 students performing below grade level</li> <li>• Integrated Career Education in Secondary and Middle School STEM courses</li> </ul>	<p>Challenges</p> <ul style="list-style-type: none"> <li>• Implementation of the 21<sup>st</sup> Century Skills Portfolio</li> <li>• Integrating performance assessments to align with SBAC</li> <li>• Providing extracurricular STEM experiences for all students</li> </ul> <p>Work Ahead</p> <ul style="list-style-type: none"> <li>• Digitizing STEM Interventions</li> <li>• Expanding technology enriched instruction</li> </ul>

<b>Personal Development</b>	NHPS will create a systemic, multi-tiered approach to support students' personal development within the context of a positive, nurturing school environment.	
<b>Key Initiatives</b>	<b>Major Accomplishments</b>	<b>Challenges and Work Ahead</b>
Establish School wide systems that promote positive behavior supports	<ul style="list-style-type: none"> <li>• PBIS implementation across 18 schools over the course of five years</li> <li>• School based team training Functional Behavior Analysis (FBA)</li> <li>• School based consultation- positive behavior supports (CREC/Ramapo)</li> </ul>	<ul style="list-style-type: none"> <li>• Sustainability of PBIS work</li> <li>• Monitoring of fidelity of implementation of PBIS framework</li> <li>• Infusing behavior data into behavior teams</li> <li>• Data collection system to help shape social/emotional/behavior</li> </ul>
Build capacity of teachers, specialist staff to address social/emotional/ behavioral needs of students	<ul style="list-style-type: none"> <li>• Introductory workshop regarding classroom management from Safe and Civil Schools-district-wide</li> <li>• Two full-day summer training for 100 teachers classroom management</li> <li>• Training of teachers in de-escalation strategies</li> <li>• Training series for school psychologists, social workers, guidance counselors to support classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Identify universal screens that would enable district to provide targeted support to schools</li> <li>• Schools to identify behavior support coach</li> <li>• Infuse social/emotional/behavior goals into school improvement plans</li> <li>• Create "behavior rounds"- problem of practice behavior challenge</li> <li>• Create consultation behavior support team</li> </ul>
Development of Social Emotional Learning System	<ul style="list-style-type: none"> <li>• Identification of several scientifically researched based programs</li> </ul>	<ul style="list-style-type: none"> <li>• Training of teachers SEL Curriculum</li> <li>• Development of Roll-out-plan</li> <li>• Monitoring of implementation</li> </ul>

PreK-20 Trajectory	NHPS will ensure that every graduating student has the academic ability and the financial resources to attend and succeed in college.	
<b>Key Initiatives</b>	<b>Major Accomplishments</b>	<b>Challenges and Work Ahead</b>
<b>Strengthening College Trajectory</b>	<ul style="list-style-type: none"> <li>• Increasing number of Promise Scholars: C'11 (118), C'12 (135), and C'13 (168)</li> <li>• Pathway to Promise Scholars (New): C'13 (20)</li> <li>• Completed year 1 implementation of Student Success Plans and Naviance district-wide.</li> <li>• Raising district-wide awareness of the College Board assessments (SAT, PSAT and ReadStep) and how to use the data from the assessments to inform our instruction.</li> <li>• Previously Implemented College Summit in Coop, Hillhouse, Career, MBA, Hyde, and NHA. Cross, HSC and Sound underway currently</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen culture of college and career readiness preparation as <i>everyone's</i> responsibility; through both culture and system change (i.e. SSP).</li> <li>• Implement stronger systems for the management and processing of college application materials, and tracking of community service hours.</li> <li>• CT Statute PA 12-40 legislation that will limit remedial educational offerings in the State University System in fall 2014, with significant impact on our students</li> <li>• Establish a local PreK-20 Council to align early childhood with the K-12 system, high education, and workforce.</li> <li>• Implement College Summit in Cross, HSC, and Sound (TBD: ESUMS, Riverside, New Horizons, Dixwell New Light, and Polly McCabe).</li> </ul>
<b>Strengthening Career Trajectory</b>	<ul style="list-style-type: none"> <li>• Refining course sequencing in our career pathways at five (5) CTE high schools (Hillhouse, Wilbur Cross, Career, MBA, and Sound).</li> <li>• Partnered with Youth@Work to pilot the Bring Your A Game to Work curriculum (work readiness).</li> <li>• Partnered with Yale University's New Haven Jobs Pipeline Initiative to establish an IT internship with various departments on campus.</li> </ul>	<ul style="list-style-type: none"> <li>• Accelerate implementation planning for Gateway Technical Institute.</li> <li>• Define clear career pathways that will lead to industry recognized certificates and are aligned to post-secondary programs or associate's degrees.</li> <li>• Embed the <i>Bring Your A Game to Work</i> curriculum throughout our schools to ensure that minimally, students are <i>work ready</i> and, possibly, <i>job ready</i> before they graduate.</li> </ul>

NHPS will attract, develop, recognize and retain talent of all kinds, including high quality teachers, school leaders, district leaders, and supporting school staff, cultivating a culture and systems of talent excellence internal to NHPS

**Recruitment and Hiring**

- 100% of early-announced principal retirement vacancies were filled by June 10<sup>th</sup>; 75% of APs were appointed July 30<sup>th</sup>
- 93% of newly appointed Principals and APs participated in the full rigorous competency based hiring and selection process
- Early teacher placement. Significant numbers of vacancies were filled after July 30
- Recruitment of minority staff. 25% of teaching staff is minority.

**Embedded Professional Learning**

- New Leaders Induction Program
- Continued implementation of TEVAL and PEVAL, with year 3 refinements in consideration
- 75 high performing teachers selected to serve as trained Facilitators to convene teachers
- CIA trainings adjusted to include more teacher-led sessions, greater differentiation and choice; significant common core training for teachers
- Directors' meeting restructured to provide focused relevant PD to Administrators
- Adjusting meeting and training structures for administrators, to allow for greater differentiation and choice
- Creating stronger tools for inter-teacher communication, to enable practice sharing and learning (i.e. iPD grant) Expanding training of leaders in coaching skills, through the NYC Leadership Academy

**Talent Expansion and Acceleration**

- Continued implementation of leadership development programs, including Future Leaders, Emerging Leaders, Residency, and High Potential Leaders
- Expanded site-based learning where our development Partners (Schlechty and CT Center for School Change) are providing school-based development around on Instructional Round and Student Engagement
- Constructing stronger and more varied professional trajectory through contract negotiation and on-going collaboration
- Accessing the answer in the room: utilizing NHPS leaders as coaches for new principals, as opposed to external consultants

**Investment in Support Staff**

- Continued training of para-professionals through SPED, and expand training in literacy department
- Training of security and associated staff in live shooter protocols
- Expanded focus for all staff, including paraprofessionals, clerks, security, truancy and youth development, etc

<b>Portfolio of Schools</b>	NHPS will manage each school on its own unique path to success, using learning and performance indicators to guide distributed decision-making in classrooms, in schools, and in portfolio decisions at the district level.	
<b>Key Initiatives</b>	<b>Major Accomplishments</b>	<b>Challenges and Work Ahead</b>
<b>Turn Around Schools</b>	<ul style="list-style-type: none"> <li>• 3 of 4 K-8 district turnaround schools showed progress on most recent CMT</li> <li>• State Turnaround schools: Tier 3 High Schools, Cross and Hillhouse, showed incremental gains on CAPT. Decrease in suspension rates at these schools with the addition of deans of social development. (HH suspensions from 360 to 122; Cross 254 to 231)</li> <li>• HSC a school within the Commissioners Network, made the greatest CAPT gains in the network.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance and truancy continue to remain a challenge at Hillhouse and Cross.</li> <li>• Freshman failure rates continue to be unacceptably high although there has been a significant decrease from 45.9% of freshman failing one or more classes in 2009-2010 to 35% in the 2012-2013 school year.</li> <li>• Sustainability of performance due to lack of SIG funding to the 2 comprehensive High Schools.</li> <li>• High quality partners remain in short supply, and challenge of displaced teachers.</li> </ul>
<b>Tiering of Schools</b>	<ul style="list-style-type: none"> <li>• HS CAPT scores reflect overall annual gain with growth in math and science that outpaces the state results. Tier 3 Improving Schools are improving student achievement faster than the state average between 2010-2012. Tier 3 schools average 2.1% growth vs. state 1.5% average growth).</li> <li>• Inclusion of High School graduation trajectory as well as College Persistence rate to inform Tiering.</li> </ul>	<ul style="list-style-type: none"> <li>• Most Tier 1 schools are magnet schools or schools serving less needy students, while Neighborhood schools are primarily Tier III schools</li> <li>• Autonomy and flexibility of Tier 1 schools continues to be a challenge; Need to encourage greater innovation and adaptation; Need to prioritize efforts to improve and support Tier III schools.</li> <li>• Developing equity of transfers and budgeting to support non-magnet schools. Non magnet schools can see transience rates from 15-29%.</li> </ul>
<b>School Learning Environment Surveys</b>	<ul style="list-style-type: none"> <li>• 2012-2013 Responses: New reporting format increased transparency and usability of survey results. 92% of k-8 parents and 88% of HS parents say they are satisfied with the school. Participation rates of parents were at 35%. The district's transitional schools showed strong connectedness with parents and students.</li> <li>• Turnaround schools continued to show substantial gains.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued need to increase teacher satisfaction.</li> <li>• New reporting format made it difficult to compare data to previous year's results.</li> <li>• Parent participation rates continue to be a challenge at 38% at the highest level.</li> </ul>

<b>Community and Wrap-Around</b>	NHPS district along with each school will work to identify purposeful collaboration with families and community stakeholders to strengthen supports for all children.	
<b>Key Initiatives</b>	<b>Major Accomplishments</b>	<b>Challenges and Work Ahead</b>
<b>BOOST!</b>	<ul style="list-style-type: none"> <li>Community schools approach in analyzing what assets schools have in four domains so that services can be wrapped around students during and after the school day in four domains</li> <li>Now in 16 schools; seeing impacts</li> </ul>	<ul style="list-style-type: none"> <li>Expand to all schools, starting with “Boost! Lite” (asset maps for all schools); plans to provide assistance in analysis and use of resources</li> <li>Further develop Boost! as community schools framework to link in other efforts</li> </ul>
<b>Citywide approach to youth services</b>	<ul style="list-style-type: none"> <li>Working with alders, parents, City, providers and our programs for more coherent and cohesive plan for youth services in and out of our schools</li> <li>Includes new “Youth Map” and development of data warehouse</li> </ul>	<ul style="list-style-type: none"> <li>Develop funding and resources beyond state grants and usual funders in collaboration with others</li> <li>Develop mentoring collaborative to increase various mentorships, working through this effort and Boost!</li> <li>Involve many levels of community in initiatives</li> </ul>
<b>Parent outreach through Parent University New Haven (PUNH); canvasses; “welcoming table”</b>	<ul style="list-style-type: none"> <li>Two PUNH citywide sessions (nearly 600 parents) last year; next one is Nov. 2; target expansion to more in schools and neighborhoods this year</li> <li>Kindergarten canvasses 2012, 2013; this year 26 of 29 schools sent teams and we spoke with or left information for 956 families</li> <li>Welcoming table at central office for four weeks: 1,700 people served (2 peak weeks 110/day)</li> </ul>	<ul style="list-style-type: none"> <li>Deeper connections with parents on many levels</li> <li>Develop stronger parent liaison network at each school, with staff and parents, and ways parents and schools can work together; welcoming schools</li> <li>Convene all parent/grandparent groups this fall to broaden reach and network</li> <li>Use welcoming table experience to streamline and develop changes at Central Office and in schools</li> </ul>
<b>Coordinate on personal development with focus on stress and trauma for students and families, disengaged youth</b>	<ul style="list-style-type: none"> <li>Working with community and schools on stress and trauma, through Boost! and otherwise, with internal and external resources and multiple approaches</li> <li>Additional updated information on community resources, to be shared with schools and community providers</li> </ul>	<ul style="list-style-type: none"> <li>Expanded data system, measures, sharing and analyses; ability to intervene effectively and quickly, in and out of school</li> <li>Work with community and NHPS on disengaged youth and prevent entry into juvenile justice system</li> <li>Further develop community resources in cohesive fashion and connect students and families to them</li> </ul>

<b>Operations and Finance</b>	NHPS will provide effective and efficient support to the students, staff, and schools of the district, enabling and empowering teaching and learning	
<b>Key Initiatives</b>	<b>Major Accomplishments</b>	<b>Challenges and Work Ahead</b>
<b>School Construction</b>	<ul style="list-style-type: none"> <li>• Completing and opening East Rock School.</li> <li>• Processing acquisitions and site issues for ESUMS.</li> <li>• Beginning Bowen Field, Field House Track, New Haven Academy and Helene Grant</li> </ul>	<ul style="list-style-type: none"> <li>• Pushing ESUMS project forward.</li> <li>• Projecting to future years to assess building needs and project priorities to match budget and student capacity concerns.</li> </ul>
<b>Facilities</b>	<ul style="list-style-type: none"> <li>• Continued sustained fiscal management and control over energy and custodial to produce significant savings in energy, staff costs and overtime.</li> <li>• CIRMA Award recipient for Risk Management</li> <li>• User Manuals Distributed to all school</li> <li>• Capital projects management and response to storm Sandy and snow storm</li> <li>• 19 gyms resurfaced in house</li> <li>• Over 50% reduction in vandalism due to vigilant use, response and follow up to work orders</li> <li>• Elimination of Overtime at Field House</li> </ul>	<ul style="list-style-type: none"> <li>• Roll out updated Permit program</li> <li>• Expand energy initiative pilot program at Ross Woodward to seek deeper energy cost cuts</li> <li>• Increase training and collaboration with Custodial crew to increase efficiency and reduce cost</li> </ul>
<b>Budget</b>	<ul style="list-style-type: none"> <li>• Continuation and expansion of site based budgeting</li> <li>• Successfully manage grant compliance on numerous federal and state grants</li> <li>• Implementation of budget initiative strategies to reduce expenses</li> </ul>	<ul style="list-style-type: none"> <li>• Address structural deficit, with continued expansion of underlying costs</li> <li>• Increase capacity for real time budget management and projection analysis for short and long term fiscal health of the organization</li> </ul>

<b>Operations and Finance</b>	NHPS will provide effective and efficient support to the students, staff, and schools of the district, enabling and empowering teaching and learning	
<b>Food</b>	<ul style="list-style-type: none"> <li>• Fully implemented front of the house POS system to track meals and production</li> <li>• Rolled out back of the house POS system to track inventory and purchases</li> <li>• Exceeded all Healthy Food Standard in menus and production</li> <li>• Revamped all bidding to increase efficiency, inventory contract and decrease cost</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on the financial aspects of the program using data driven decision making to work quickly towards eliminating deficit</li> <li>• Create a sustainable self-sufficient food service program</li> </ul>
<b>IT</b>	<ul style="list-style-type: none"> <li>• Successful roll out of PowerSchool system</li> <li>• Expansion of Site Based Budgeting program to assist in human capital and budget tracking and</li> <li>• Expansion of WIFI infrastructure and IT foundation in all schools</li> <li>• Successful transition to XEROX print management</li> </ul>	<ul style="list-style-type: none"> <li>• Continue leveraging resources to maximize IT capacity in schools</li> <li>• Support Central Office through site based programs, PowerSchool and other programming tool to be more paperless and efficient</li> </ul>
<b>Security</b>	<ul style="list-style-type: none"> <li>• Training of all staff to State Certification levels and beyond</li> <li>• Implementation of key policy</li> <li>• Updating security monitoring and protocols for crisis plans</li> </ul>	<ul style="list-style-type: none"> <li>• Expand training</li> </ul>
<b>Wellness and Health Clinics</b>	<ul style="list-style-type: none"> <li>• Adoption of new Health Curriculum</li> <li>• Production and distribution of Wellness manual</li> <li>• Expansion of various health initiatives in schools and coordination with BOOST</li> </ul>	<ul style="list-style-type: none"> <li>• Implement Health Curriculum, through PE teachers</li> <li>• Expand Health Clinic Services</li> </ul>

## **Key Systems/Processes:**

In addition to the district's organizational plan previously featured in this document, NHPS has instituted three major systems and processes to support the growth and development of key players within the organization. These include Teacher Evaluation, Principal Evaluation and Central Office Evaluation

### **Teacher Evaluation and Development (TEVAL)**

The New Haven Public School teacher evaluation and development system (TEVAL) is intended primarily to facilitate deep professional conversations between each teacher and their instructional manager. The goal for all teachers – at all points in their career, and whether current performance is exemplary, in need of improvement, or in between – is to provide constructive input and coaching that assists teachers in improving and expanding their teaching skills and methodologies. In addition, the goal is to ensure that teacher evaluation and development aligns to growth in student learning, so that better teaching ensures more student-learning, regardless of where students start.

### **Principal/School Leaders Evaluation and Development (PEVAL)**

Leadership is the most critical factor in determining the student learning, the climate, and the professional collaboration that occurs across a school. Second only to teachers as the most significant in-school factor for impacting student achievement, and a key factor in developing effective teachers, quality school leadership is critical for consistent student achievement across classrooms and grade levels. The evaluation and development process for building-based administrators (Principals and APs) is designed to promote effective leadership by providing regular and comprehensive feedback for leaders at all stages of their development, feedback that both encourages growth and carries professional consequences. The backbone of the evaluation and development process for principals and APs will be semi-annual conferences with their supervisor – the Director of Instruction for the Principal, and the Principal for the APs.

### **Central Office Evaluation and Development (CEVAL)**

As for teachers, as for principals and APs, the effectiveness and development of central office leadership staff is a crucial factor in the long-term success of the district. Central office evaluation and development (or CEVAL) follows from the same basic principles as the TEVAL and PEVAL – multiple assessments including outcome measures, demonstrated competencies, and professional values; an orientation toward development and coaching from the manager; the inclusion of student learning and other outcome measures.

Central office administrators are responsible for “outcome measures”, the managers will provide coaching aligned to the relevant leadership competencies, and the administrators and managers will receive a final rating on the standard NHPS talent scale (exemplary, strong, effective, developing, or needs improvement).

## **System Deficiencies/Attention Required:**

NHPS recognizes the need to continuously upgrade these key systems.

The district has implemented a committee of teachers, school leaders and central office leaders to review and revise these systems.