To: Board of Education Members

From: Winifred Hamilton

Re: Superintendent’s Goals Progress

Date: June 19, 2015

Attached please find a copy of the updated year-end Superintendent’s Goals document.
Superintendent’s Goals
Winifred Hamilton
2014-15

Standard #1 – Teaching and Learning

Goal: To improve the achievement of all SPS students by improving curriculum, instruction and interventions

- Lead the alignment and implementation of the 2014 Alliance Strategic district Improvement Plan

  - The Year III Alliance Plan was submitted to the CSDE with Board of Education approval in Summer 2014 in the amount of $2,626,442. For the first time, the Alliance application also included Priority School funding in the amount of $2,797,348 for a total of $5,423,790. CSDE approval was secured in July 2014.

  - The Alliance Plan addresses initiatives in four areas including: Talent; Academies; School Culture and Climate; and Operations. School Improvement Plans are required to be aligned to the Alliance Plan.

  - At the monthly District Data Team meetings district/school data are presented around Alliance initiatives; representatives from each of the schools share Alliance related work. For example, at the June 2, 2015 District Data Team meeting the following were presented.

    Elementary
    Hart - Math Centers and Professional Development
    K.T. Murphy - School Culture/Climate and Technology
    Newfield - Close Reading of Text
    Westover - Dream Box

    Middle
    Dolan - AVID and Student Achievement
    Scofield - School Culture and Climate

    High
    SHS - Quantitative/Qualitative Impact of Professional Development on Student Achievement in Math

  - As an Alliance district, we are required to send a team to Alliance Convening Meetings, held three times each year. At the January and April Convening Meetings, the CSDE
focused on chronic student absenteeism. We will be adding a required section on student absenteeism to the School Improvement Plans for 2015-16.

- **Key Alliance initiatives for 2014-15 have included work in several areas:** Teacher/Administrator Evaluation Plan, Mental Health, Department of Justice Settlement, and High School Call to Action.

  - **With regard to the Teacher/Administrator Evaluation Plan,** the Plan was approved by the Educator Evaluation Committee in May 2015 and sent to the CSDE and approved in June 2015. The Teacher/Administrator Plan will be submitted to the Board of Education for approval, prior to its implementation in July 2015. **Much hard work was accomplished by the Steering Committee and the large Educator Evaluation Committee to review, monitor, and implement the Teacher/Administrator Evaluation Plan in 2014-15.**

  - **With regard to Mental Health,** we are implementing the Mental Health Audit which includes recommendations in six areas: Administrative Leadership; Data System, Continuum of Services; Professional Development; Staff Capacity; and Maximize Revenue.

    ➢ Three committees have been organized to address the six Audit recommendations: Professional Development, Clinical Capacity and Continuum of Care, and Data Collection and Evaluation. The committees are meeting bimonthly.

    ➢ A **full day district wide PD Day on Mental Health** was held on October 13, 2014, with more than 2000 SPS staff in attendance. Reviews were consistently positive.

    ➢ **Four Forums on Mental Health** services in SPS were held in 2014-15 with participants including staff, parents, and community members.

    ➢ **Evidence-Based Treatments (CBITS/Bounceback) are in place** with 38 staff trained in this intervention approach

    ➢ The **DBT health curriculum** will be initiated at AITE, Westhill, and Stamford High in Fall 2015; a Mindfulness curriculum was introduced at Roxbury this year, with plans for expansion to other schools in 2015-16.

    ➢ The suicide policy and procedures are being reviewed with modifications to be considered for adoption by the Board of Education.

  - **Much work has been done in the area of ELL and the Department of Justice.**

    ➢ According to the DOJ Settlement, all teachers in SPS must complete 15 hours of professional development, delivered in six Sheltered Content Strategy Modules and five hours of in-class coaching for a total of 20 hours.
➢ To date, 1,070 teachers have been trained in Modules 1-4. In addition, 105 teachers have completed the advanced training required to provide students with Sheltered Content instruction.

➢ By the end of the 2014-15 school year and Summer 2015, we could potentially have 106 additional teachers complete the advanced Sheltered Content training as well as 105 additional teachers complete the training in Modules 1-4.

➢ The Ellevation database has been implemented to monitor the placement and progress of ELL students; principals have been trained in its use.

➢ Preliminary reports provided to the DOJ have been praised as exemplary, both for clarity and content.

- The High School Call to Action Committee made several major recommendations last year which are being implemented in 2014-15. These include:

  ➢ **Teaming** – Ninth grade students are in teams with core teachers in English, math, science and social studies. Teaming will continue next year with all grade 9 teams located in proximity to each other.

  ➢ **Connection Time** – A curriculum was written and teachers trained in its use. Connection Time is scheduled for students, grades 9-12, 24 minutes, two times per 7 day rotation. Surveys for students and teachers regarding Connection Time were administered in April. A committee of teachers and administrators reviewed the survey data and made recommendations for changes to the Advisory/Connection Time programs for next year. This information will be presented to the Board of Education.

  ➢ **MATCH** – The MATCH tutoring program for Algebra I students at Stamford High is being implemented with promising results. Quarter III data show improved grades and decreased failure rates for students in Algebra I when compared to a control group at Westhill High, year over year. Approximately 10 students in the MATCH program will be in Honors geometry in 2015-16.

  ➢ Overall, grades and attendance for ninth graders in core subject areas have improved from 2013-14 to 2014-15. A final report to include final course grades, exam grades, attendance, and infractions will be prepared in July.

- A final report on the work included in the Alliance Strategic Improvement Plan will be completed by July 15, 2015 for submission to the Board of Education and to the CSDE. Included will be:

  - Three Year District Technology Plan
  - SPS Manual for the Identification, Instruction, and Monitoring of SRBI Students, K-5
  - Report on the MATCH Program
- Set high performance expectations for all students, while narrowing the achievement gap.

- Low level high school classes in the core academic areas have been reduced.

- Regrouping continues at Cloonan, Dolan and Turn of River to move students from CP to Honors classes.

- Two Prek classes were begun at Davenport and Roxbury.

- SPS applied and was awarded a Smart Start grant to add a prek class for 2015-16.

- PSATs, administered to 10th graders, were reviewed using the College Board's AP Potential criteria to place students into AP classes.

- ReadiStep, the antecedent of the PSATs was administered to eighth graders in the AVID program. Results show students’ level of college readiness and highlight areas in math and ELA that need to be strengthened.
Standard #2 – Building Staff Capacity

Goal: To increase central office support to schools and accountability of schools for student achievement

- Expand the leadership capabilities of Central Office staff by providing experiences in the areas of Operations, Policy, and Budget as well as School Accountability and Support.
  - Central Office staff participated in two full day retreats with consultants from the Connecticut Center for School Change. The retreats focused on team building around Board of Education and Superintendent Goals.
  - Support was provided to Stamford High School as the school dealt with the loss of two administrators placed on administrative leave.

- Provide Professional Development to teachers and administrators that meets the needs of students and staff and is responsive to the recommendations of the Department of Justice, Mental Health Audit, and High School Call to Action Committee.
  - With regard to the Department of Justice, we have:
    ➢ By the end of the 2014-15 school year, over 1,000 teachers will have completed Modules 1-4 and almost 600 teachers will have completed Modules 5 and 6, as well as the required in-class coaching.

  - With regard to the Mental Health Audit, we have:
    ➢ Four Forums on Mental Health were held in 2014-15
    ➢ Evidence based training on Mental Health has been provided to all student support service staff.
    ➢ A districtwide Summit on Mental Health was presented in October 2014, with more than 2,000 staff in attendance.
    ➢ Evidence-based treatments (CBITS/Bounceback) have been initiated with 38 staff trained in this intervention approach.
    ➢ A DBT curriculum will be introduced in the high schools in Fall 2015.
    ➢ The suicide policy and regulations are in review.

  - With regard to the High School Call to Action, we have:
    ➢ Ninth grade team members participated in professional development prior to the start of the 2014-15 school year, focused on group dynamics. Next year, the administrators have recommended Professional Development for teachers on student engagement, motivation, and development. A consultant will work with teachers to develop school based PD in these areas.
PD for teachers also included math and English embedded coaching on instructional strategies and the Connecticut Common Core.

Professional development was initially provided to all high school teachers in June 2014 by the Connection Time Committee and continued at September orientation meetings by principals and by the Connection Time Committee on September 17. An Advisory/Connection Time Committee will meet again this summer to revise and refine the activities and materials as well as develop orientation PD experiences for the 2015-16 school year.

Curriculum materials for Advisory (grades 6-8) and Connection Time (grades 9-12) were developed around the following four themes:

- Grade 6 - Organization, Academic Social Transition
- Grade 7 - Knowing Oneself, Relationships, Social Media, Community Outreach
- Grade 8 - Community, Resilience, Motivation, Independence
- Grade 9 - Organization, Academic, Social, Transition

• Implement the revised Administrator/Teacher Evaluation Plan
  - A Steering Committee was organized to oversee and integrate the efforts of the Teacher and Administrator Evaluation committees. The Steering Committee met regularly in 2014-15 to review, plan, revise forms, deal with questions, and make recommendations for future years.
  - Forms associated with the Teacher and Administrator Evaluation programs have been reviewed and updated; revisions will continue.
  - Status updates are developed monthly relative to goal-setting, observations, training, and reviews of practice
  - As noted above, the Teacher/Administrator Evaluation Plan was approved by the Educator Evaluation Committee in May 2015 and sent to the CSDE and approved in June 2015. The Teacher/Administrator Plan will be submitted to the Board of Education for approval, prior to its implementation in July 2015.

• Report to the Board of Education on the status of the District Technology Plan and provide appropriate recommendations.
  - A Technology Plan Committee was organized to develop a three year technology plan that focuses on technology as a tool to promote teaching and learning. The Committee includes teachers, parents, students, and Board of Education members. Meetings have been held monthly, beginning in January 2015.
  - A draft of the mission, vision, and teaching and learning goals has been developed.
  - A draft of the new District Technology Plan was completed in June and presented to the Teaching and Learning Committee of the Board of Education on June 9. Approval was unanimous. The full Board will vote on the Plan on June 23.
- Technology PD Leaders (TPDLs) are meeting monthly, delivering professional development, assisting with Smarter Balanced Assessment, and managing iPads in schools.
- Each school has submitted a technology professional development plan for the school year.
Standard #3 – Building Community

**Goal:** To inform and engage the Stamford community

- As appropriate, inform the community and all City boards on progress to acquire funds and plans to expand school capacity
  - In Fall 2014, comprehensive presentations on the need to expand capacity at the elementary level were made to: Stamford Board of Education; the Planning Board, the Board of Representatives, and the Board of Finance. Questions were raised at each of these presentations and responded to in a timely manner, with a great deal of detail.
  - In November, *Education Specifications and an Operations Design for the proposed new IB Expansion Interdistrict Magnet* were prepared and submitted to the CSDE. Both documents were approved and highly lauded.
  - In Winter 2015, *meetings were held with Stamford’s legislative delegation on the need for a new school.* In March 2015, testimonies were given to Hartford legislators by the Superintendent and the Assistant Superintendent, as well as by the Mayor and his Chief of Staff.
  - Stamford’s request for both capital and operating funds to support the new IB Expansion Interdistrict Magnet will most likely be forthcoming by the end of June.
  - A *Facilities Committee including representatives from SPS and the City of Stamford has been meeting regularly with the architectural firm, Perkins Eastman,* to implement Phase I of the new school project, at 200 Strawberry Hill Avenue. Phase I includes a modest redesign of the existing facility and site to accommodate students in grades K-2, beginning in September 2016.

- **Use the district website and other media as appropriate to provide the public with periodic status reports**
  - The *Parent Portal went live for parents of all middle and high school students,* as planned in November 2014.
  - Utilization rates have exceeded our first year expectations. We are currently tracking at about 63% of parents accessing their students’ account via the Portal.
  - A status report on Capital Projects is available on the SPS website.

- **Create a culture that emphasizes customer service and satisfaction and seeks to maximize the number of families choosing to educate their children in the Stamford Public Schools**
  - Weekly stories, school tours and regular meetings are provided to the Education reporter of the Advocate. As a result, *The Advocate has instituted a weekly School News section which features many SPS press releases and advisories.*
- Communication with the community, families, and staff has improved as a result of the revised and upgraded SPS website. **The number of subscribers to Website News and School Announcements increased to over 2000.**
- A subscription-based **News and Alerts** function was established to provide notification of important school news and information. **The number of subscribers to District Alerts increased to over 5000.**
- Monthly student and staff recognitions were held at Board of Education meetings; student performances were added.
- School Spotlight was added to monthly Board of Education meetings, beginning with K.T. Murphy Spotlight in March that featured use of twitter.
- **Professional Development for all OSS staff on Customer Service is scheduled for June 25, 2015.**

- **Expand use of Social Media to increase public awareness to promote the positive work of SPS**
  - The Superintendent’s twitter account was used to spread good news about SPS with links and photos.
  - Positive news items and school posted tweets were retweeted to broaden exposure.
  - **The number of Twitter followers increased to 2,200 in 2014-15.**

- **Create the best climate for learning, develop teachers and administrators that foster positive school climate, and ensure that our schools are welcoming places that support our stakeholder’s academic, social, emotional and physical well-being**
  - After obtaining competitive quotes, SPS contracted with the National School Climate Center to administer their **Comprehensive School Climate Inventory (CSCI)** to all students in grades 3-12, staff, and parents at each of our schools.
  - Surveys were administered in February; participation rates of students, parents and teachers in the School Climate Survey are comparable to past years.
  - **A comprehensive report of the School climate Survey results was presented to the Board of Education at its meeting of May 26, 2015; a summary of the School Climate results was also shared with all administrators and with the District Data Team.**
  - Individual School Climate Survey reports (more than 100 pages in length) were emailed to each of the elementary, middle, and high school principals. School committees will study these reports. Recommendations will be included in School Improvement Plans for 2015-16.
  - **Continued integration of socio-emotional strategies** (Mindfulness, RULER, DBT, and Responsive Classroom) has been implemented.
• Prepare and disseminate the Annual Report for the 2013-14 school year
  - The 2013-14 Annual Report to the Community was finalized in May and shared with the Board of Education. In addition to charts, graphs, and statistics describing achievements in SPS, the Annual Report strives to personalize the district by featuring outstanding administrators, teachers, students, and alumni, with large photographs and quotes describing their positive experiences in the district.
  - The Annual Report for 2013-14 was distributed to all school administrators and is posted on the SPS website.
  - A digital “flip book” copy of the Annual Report is also available on line. A press release, issued in June, includes a link to the Annual Community report.
Standard #4 – Policy and Management

Goal: To improve the efficient management of central offices and schools

- Provide Central Office support to the Board in its review of SPS policies and regulations in conjunction with Connecticut Association of Boards of Education (CABE); make revisions as appropriate
  - A Policy Review Committee was established and CABE recommendations reviewed.
  - Policy Series 9000 has been reviewed, revised and adopted by the Board of Education.
  - Policy Series 1000 has been reviewed, revised, and adopted by the Board of Education.
  - Review of Policy Series 2000 began in April; preliminary review of Policy series 3000 began in May; preliminary review of Policy Series 4000 and 5000 to begin in June.

- Create an annual budget that addresses the Alliance District Improvement Plan and Board/Superintendent Goals to improve the achievement of all SPS students
  - The annual proposed Operating Budget for 2015-16 addresses four key challenges: Enrollment, Achievement, Mental Health and Security, and Mandates. The Alliance District Improvement Plan and Board/Superintendent Goals focus primarily on Achievement, but also address Mental Health and Security, in the context of school culture.
  - A 2013-14 outside audit report on financial practices of the Board of Education was favorable.
  - The proposed operating budget for 2015-16 was developed with input from multiple sources – staff, Citizens Budget Advisory Committee and Board of Education.
  - A change in health insurance vendors to Cigna is expected to result in an annual savings of $500,000.
  - A Public Hearing on the Operating Budget for 2015-16 was held on February 5.
  - Presentations on the Operating Budget for 2015-16 were made to the Board of Finance on March 11 and April 2.
  - A presentation to the Fiscal Committee of the Board of Representatives on the Operating Budget for 2015-16 was made on April 23.
  - The Board of Education approved an Operating Budget of $255,113,422 on May 26 after difficult modifications were made to accommodate more than a $3 million reduction by City Boards to the Board of Education’s proposed 2015-16 Operating Budget.