

July 3, 2023

Dear New Haven Public Schools Community,

I am humbled and honored to be entrusted to serve as your superintendent of schools. I am excited to work once again with this amazing community of committed and dedicated educators and staff in service of our students. I will be focusing on meeting, listening, and learning from the entire community during my first 90 days to hit the ground running. There is no time to waste in affording our talented students access to equitable opportunities in preparing them for college, career, and life.

Through the four major goals and the activities outlined below, I plan to accomplish a dual purpose: listen and learn about the current state of the district – strengths, challenges, and opportunities; and build trust and collaborative working relationships across the district and the entire community to successfully lead New Haven Public Schools towards the next chapter of excellence.

1. Establish and promote a highly effective district governance team by building a trusting, productive, transparent, and collaborative relationship with the Board of Education.
 - a. Engage in one-one meetings with the Board President and individual Board members to discuss individual perspectives of district culture and to enhance relationship building.
 - b. Co-create communication protocols and expectations.
 - c. Co-develop structures and expectations for responding to constituent concerns.
 - d. Work with the Board President to establish a protocol for the development of the board meeting agenda and review the process with each board member for feedback.
 - e. Identify Board/Superintendent goals and professional learning needs.
 - f. Engage in my first retreat with the Board.
2. Build trusting, productive, and collaborative working relationships with internal and external stakeholders, including students, parents/caregivers, teachers, support staff, building and central office administrators, union leadership, business and community leaders, elected officials, religious groups, higher education institutions, and social service organizations.
 - a. Visit the 41 schools and programs throughout the district to engage in discussion with principals, leaders, teachers, support staff, and students to understand the unique context of their schools and begin to establish positive working relationships.

- b. Meet with central office administrators to understand the context of the school system and identify opportunities for continuous improvement.
 - c. Meet with union leadership to establish positive relationships and broaden perspectives.
 - d. Meet with business and community leaders, elected officials, and religious groups to build alliances for working together on behalf of our students.
 - e. Host roundtable conversations with parents/caregivers to learn about their hopes and dreams for their students and the district.
 - f. Hold “Community Coffees” at each school for staff and parents.
 - g. Meet with higher education institutions and social service organizations to develop/expand strong partnerships.
3. Gain an understanding of the current strategies, strengths, and areas of opportunity in the district’s approach to teaching and learning.
 - a. Review and analyze student performance and achievement data.
 - b. Review and analyze administrator, teacher, and staff performance data.
 - c. Review and analyze culture and climate data.
 - d. Meet with members of the Office of Academics to discuss curriculum, instruction, assessments and focus areas.
 - e. Meet with district and building level instructional leaders to discuss achievement data, instructional programming, pedagogy, professional learning, and interventions.
 - f. Meet with the Director of Multilingual Learners Services and Executive Director of Student Services to discuss and assess current programming.
 - g.
 - h. Visit schools and support programs to observe and assess the quality of teaching and learning.
 - i. Assess the level of instructional technology integration.
 - j. Assess the current professional development program, current staff capacity, priorities, and training needs.
 - k. Assess the district’s continuous improvement process.
4. Establish operational effectiveness.
 - a. Establish a cadence of district meetings with a clarity of purpose for each meeting.
 - b. Review central office organizational structure, resumes, and job descriptions to evaluate district talent.
 - c. Request summary reports and overviews of areas of responsibilities and the major initiatives in each area to determine the alignment of positions.
 - d. Review financial reports, budgets, audits, and grants to assess how the budget is aligned to support district priorities.

- e. Review ESSER funds to assess the amount spent to date and allocation priorities for remaining funds.
- f. Review essential documents such as:
 - i. collective bargaining agreements.
 - ii. board policies and administrative regulations.
 - iii. district's safety, emergency/crisis, technology, capital improvement, and communication plans to determine alignment with district priorities.
 - iv. Review recruitment, hiring, retention data, and vacancy status reports.
 - v. Meet with cabinet members, department directors/coordinators to assess district and departmental capacity for effectiveness, efficiency, and streamlining of services.
 - vi. Review each department's goals, priorities, and proposed action plan.
 - vii. Establish an Opening of School cross-functional team that will meet weekly to monitor district readiness for the first day of school.
 - viii. Establish regular internal and external communication from the Superintendent's Office.

I look forward to our collaboration: Together, striving towards the next chapter of excellence in the New Haven Public Schools.

Sincerely,



Dr. Madeline Negrón
Superintendent