



Strategic Plan 2021-2025

Orleans Parish School Board

A NOTE FROM THE BOARD PRESIDENT

Dear NOLA-PS Community,

We are fortunate to be united today as a community of schools, advancing quality public education in New Orleans, at such a pivotal time. The return of our public schools to local control is complete. The frameworks to hold schools to high educational standards and to support our teachers and students are in place. The challenges of COVID-19 continue but the lessons learned in this pandemic will benefit our community for years to come.

We are facing an important moment in the life of a school district, and that is our search for a new Superintendent.

Dr. Henderson Lewis, Jr., will have served as Superintendent of NOLA Public Schools for seven years when he leaves this position next year (2022). As a board, we are committed to engaging with the community in a thoughtful process to identify his replacement. This strategic plan, which was the result of an exceptionally open and inclusive process, and it includes many voices, will help our board in the current search process. In fact, this plan, and the many voices included, will serve as a tool for my board colleagues and for me as we lead this important search and support a leadership transition.

We know that with a new Superintendent, our course forward – and this plan - will continue to evolve. But this plan provides a solid evaluation of our District and offers a new superintendent much needed insight to move our District forward.

We are pleased to present the themes of equity, transparency, partnership, accountability, and communication as driving forces behind our strategic plan. Even though the work may change under new leadership, our commitment to these themes will remain.

Over the next four years, we want to remain aspirational as a vibrant community of schools that has improved academic performance and increased graduation rates. We celebrate the diversity of our school community, and we want all our teachers and students to have access to the resources they need to inspire and to thrive.

Thank you for your commitment to public education and we look forward to continuing this important work together.

In Service,

Ethan Ashley

Board President & District 2 Representative

Orleans Parish School Board

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INTRODUCTION & OVERVIEW



NOLA-PS: WHO WE ARE



NOLA Public Schools (NOLA-PS) is a community of public schools devoted to educating and preparing students in New Orleans to thrive in life. For 180 years, we have embraced change, overcome adversity, and championed resilience to pursue the promise of a quality education for all students. In our district, students can grow and learn to be well-prepared, engaged leaders in the community, in business, and in public life. We have immense pride in the many generations of New Orleans public school graduates who are making a difference in New Orleans and beyond.

NOLA-PS is New Orleans – our people, our values, our culture, our creativity, and our connection to the arts reflect this unique city we call home. Our core values of Inclusivity, Trust, Respect, Cultural Awareness, and Collective Progress are the driving forces behind our mission to build a system where students are uplifted and supported, and families are empowered. Because our schools can design academic programs tailored to their students, NOLA-PS provides flexibility and room for innovation in classrooms. Because our schools offer different ways to learn, families can seek out the best fit for their students' needs. Because we are a public school system, NOLA-PS provides the oversight needed to hold its schools to high standards for the sake of those same students.

We strive to be the “good change” that we want to see in public education. NOLA-PS will continue to be a district that prioritizes equity and provides students with a robust, whole-child education that prepares them to learn, grow, and thrive. We strive to be a system that parents can trust and turn to for support. We strive to be a district that listens to our educators, values our teachers, and champions lifelong careers in education. We strive to be a system that engages with community members and collaborates with local partners on solutions.

At our core, our community of public schools embraces our students, coaching them not only to love learning, but to be strong people who can guide the next generation of New Orleans to great heights.

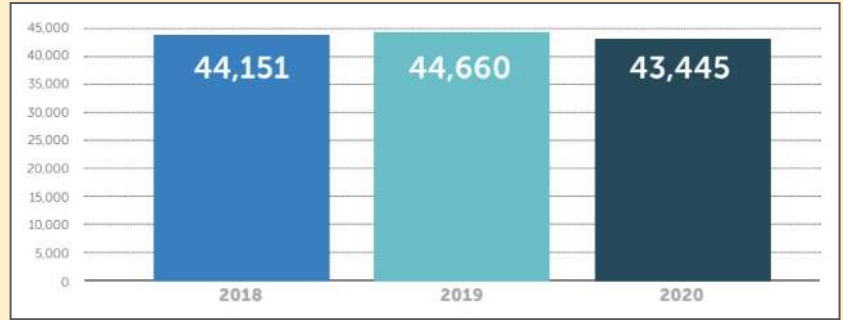
PROFILE OF THE DISTRICT

BY THE NUMBERS

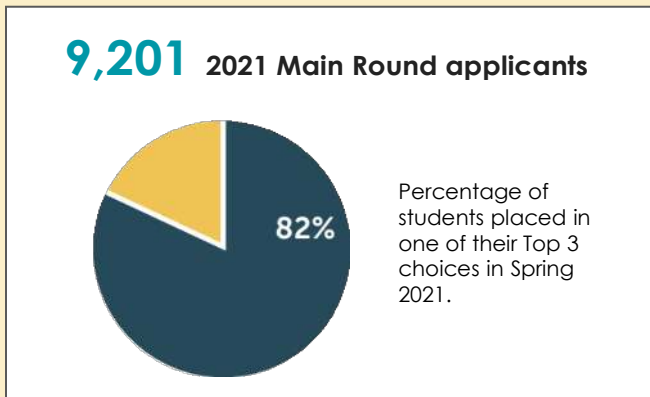
NOLA-PS Demographic Data (February 2021)

Students Enrolled in Orleans Parish	
Black	79.43%
White	7.70%
Latinx	9.13%
Other	3.74%

K-12 Enrollment Totals Since Reunification



OneApp Participation Rate



Overall School Grades by School-Type in Orleans Parish in School Year 2018-2019

	A	B	C	T	D	F	Total
Combination Schools	1	0	1	0	1	0	3
Elementary/Middle Schools	2	3	14	1	18	7	45
High Schools	3	6	6	0	2	1	18
Alternative Schools	0	0	4	0	0	0	4

Source: Louisiana Department of Education

According to a 2019 NOLA-PS Citywide Survey, parents name the following as the one characteristic they value most about their child's/children's school:

Value	#	%
Educational quality	71	32%
Teachers and Staff	32	14%
Community Connection	24	11%
Diversity	20	9%
Other	17	8%
Relationships and/or Personal Attention	9	4%
Programming, Curriculum, Philosophy	9	4%
Safety	8	4%
Spirit / Culture / Environment	7	3%

Value	#	%
Family Engagement & Communication	7	3%
Location	6	3%
Extra-Curricular Activities	4	2%
Couldn't name something they value (value "nothing")	4	2%
Class Size	2	1%
Sports	1	0%
Total	221	

Source: 2019 NOLA-PS Citywide Survey conducted by Dr. Silas Lee and Associates

STRATEGIC PLAN OVERVIEW

Beginning in March 2021, we coordinated efforts related to stakeholder engagement, educational research, and the creation of strategic priorities for our school district. During the planning process, we have explored how we can best: maintain focus on our established mission, work diligently toward our vision, and serve the needs of the public (i.e., the public schools of New Orleans), in a high-quality, sustainable, and equitable way.

Our expansive, collaborative effort has included the engagement of hundreds of stakeholders through surveys, interviews, and focus groups, including community members, teachers, students, school principals, school leaders, and partners. It also involved research and document review, including local equity reports, academic data, and our Charter School Accountability Framework (CSAF), among others.

We are in a unique position to directly impact public education in New Orleans, and in turn, every school-age child and teen in the city. Our strong desire is to bring our mission to life in a way that creates the conditions for schools to succeed and provide a holistic educational foundation for the children and families that continue to make New Orleans a city where people want to live, and can thrive. Given this pivotal moment in our history, now is the time to chart a course that builds upon our momentum and takes us toward an even more equitable and sustainable future.

The NOLA-PS Strategic Plan 2021-2025 provides a roadmap to this future and is guided by the five strategic priorities, outlined below, which are informed by the core beliefs of the plan.

1 FOCUS ON INFORMATION SHARING & COMMUNICATION

Core Belief:

Families should have access to the information they need to make the best choices to ensure success for their school-aged children.

2 DEVELOPMENT OF A FAIR, TRANSPARENT PORTFOLIO STRATEGY

Core Belief:

We should use our resources and position to respond to changing community needs as we refine our portfolio strategy.

3 IMPROVEMENT OF QUALITY CONTROL, METRICS, & TRACKING

Core Belief:

Individual schools should have the knowledge and tools to support them in adhering to high-quality standards guided by data, metrics, and tracking.

4 COORDINATION ACROSS THE DISTRICT VIA EXTERNAL PARTNERSHIPS

Core Belief:

We should continue to actively work with effective partners toward academic achievement for New Orleans' youth.

5 STRENGTHENED OPERATIONAL INFRASTRUCTURE

Core Belief:

We should be a national example of excellence in operations and coordination for our unique model.

4-YEAR VISION & CHANGE FRAMEWORK



THEORY OF CHANGE

Navigating the Theory of Change

This page lays out the *mission* and *vision* we strive to achieve, as well as the *guiding principles*, *core beliefs*, and *strategic priorities* for the strategic plan. Our specific *actions* and the *outcomes* we hope to achieve are described in the next section. We will develop *outcome indicators and process milestones* during the implementation of the plan.

Our Theory of Change Framework



Our Vision: All students receive a high-quality education that fosters their individual capabilities, while ensuring that they thrive and are prepared for civic, social, and economic success.

Our Mission: We are the public school district for Orleans Parish, which shares the same boundaries as the City of New Orleans. Our district is composed of our elected school board entitled the Orleans Parish School Board, our district administration, and our 76 public schools.

We are an organization dedicated to the success of every New Orleans public school student. We work every day to help deliver on our mission; our work is expansive and urgent; and we truly believe that every child and every school can and should succeed.

Guiding Principles

EQUITY In access, policies, practices, and outcomes	ACHIEVEMENT In our students' academic, social, mental, emotional, and cultural well-being	TRANSPARENCY In information sharing, communication, and accountability	EFFICIENCY In systems, processes, and structures	TRANSFORMATION In a constantly changing environment
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Core Beliefs

- Families should have access to the information they need to make the best choices to ensure success for their school-aged children.
- We should use our resources and position to respond to changing community needs as we refine our portfolio strategy.
- Individual schools should have the knowledge and tools to support them in adhering to high-quality standards guided by data, metrics, and tracking.
- We should continue to actively work with effective partners toward academic achievement for New Orleans' youth.
- We should be a national example of excellence in operations and coordination for our unique model.

Strategic Priorities

- Focus on information sharing and communication**
- Development of a fair, transparent portfolio strategy**
- Improvement of quality control, metrics, and tracking**
- Coordination across the District via external partnerships**
- Strengthened operational infrastructure**

STRATEGIC PRIORITIES, ACTIONS, OUTCOMES, & RATIONALE



PRIORITY 1: Focus on Information Sharing and Communication

ACTIONS AND OUTCOMES

PRIORITY DETAILS

Through collaboration with partners, we will consistently share important, system-level information about our district, ensuring that parents, students, and schools have the information about our roles, responsibilities, and resources they need to understand how to engage with us.

OUTCOMES

- All core stakeholders are more aware of the roles, responsibilities, and resources of OPSB and NOLA-PS due to increased transparency and ease of access to information.
- Transparency and good communication give us the ability to meet the changing needs of the community.
- The public is more aware of our performance, both our strengths and challenges.
- Schools are informed and equipped to communicate with students and parents.
- Families have the information they need to make good decisions for their children.
- Families are aware of all the steps they need to take to navigate different school-related processes (e.g., OneApp).

ACTIONS

1A: Create a Multi-Channel Stakeholder Engagement Plan

We will ensure that our core stakeholders (including families with school-aged children; schools and educators; the public; external partners; and local and state government entities and officials) have clear pathways for engaging with us. Building upon our current communication strategies, we will create a written, multi-channel engagement plan that clarifies opportunities for engagement across the International Association for Public Participation (IAP2) Spectrum (e.g., being informed, consulted, collaborated with) for different stakeholders; the plan will also outline the frequency and method of the engagement opportunities. To be comprehensive, the plan will include both existing and desired engagement processes.

1B: Implement and Share the Plan with All Stakeholders

Using the engagement plan as a guide, we will continue to improve existing engagement processes (email outreach, public board meetings, community surveys, etc.) and will implement newly identified opportunities to engage our core stakeholders. In addition to widely sharing the engagement plan, we will ensure that channels for different types of engagement are accessible and well-publicized. Plan implementation will ensure that we are both sharing necessary system-level information about NOLA-PS and also providing opportunities to listen to and learn from our core stakeholders.

1C: Monitor Engagement Plan Effectiveness

We will monitor the effectiveness of our engagement plan. Building upon current data on how informed different community members feel about our system, we will continue to capture and analyze communication-related data, ensure we are evaluating engagement strategies for clarity and effectiveness, and update engagement plan elements as needed.

PRIORITY 1: Focus on Information Sharing and Communication

RATIONALE

RATIONALE

BACKGROUND

Opportunity for Consistent Communication Around Role Clarity

When families and community members look to engage with their public school, they are hoping for easy access and clarity. As a result of the decentralized nature of the various roles of the schools and District, parents and the general public would benefit from better direction on where to go for help or to find information.

Opportunity to Strengthen the Community's Understanding of Vision, Support Services, and Transparency

We provide an array of services to schools and families, and these evolve over time based on need. A strengthened communication plan can improve understanding and availability of system-wide resources. The actions outlined will enhance and expand the trust between families, schools, and the school district.

BEST PRACTICES

[The Spectrum of Public Participation](#)

Source: International Association of Public Participation

	Public Participation Goal
Empower	To place final decision making in the hands of the public.
Collaborate	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.
Involve	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.
Consult	To obtain public feedback on analysis, alternatives, and/or decisions.
Inform	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities, and/or solutions.

Context: We currently utilize different communication and engagement channels, but hope to use this framework to guide and improve our engagement strategies.



PRIORITY 2: Development of a Fair, Transparent Portfolio Strategy

ACTIONS AND OUTCOMES

PRIORITY DETAILS

We will refine our portfolio strategy and direction, with a focus on improving student outcomes and supporting diverse schools to best meet the needs of students.

OUTCOMES

- Our portfolio of schools has a rich (geographic and curricular) diversity of high-quality schools from which families and students can choose.
- Our method for authorizing, renewing (or not renewing) charters is aligned with portfolio goals.
- We have continued to improve conditions across the District for schools to provide their students with a high-quality, holistic education and access to preparation for multiple paths to life success.

ACTIONS

2A: Refine and Communicate Our Portfolio Strategy and Related Data to Improve System-Wide Quality

We will set and communicate clear goals around the number, types, geography, and sizes of schools needed to best serve students citywide. We will analyze our city's historic enrollment data, birth rate data, and other important demographic trends to set targets for how many students our schools will need to serve in the next few years and beyond. This information will be used to focus our portfolio strategy, including the approval and renewal of charter schools. We will also prioritize synthesizing and sharing this data with charter organizations to better inform their plans around school model, class size, enrollment targets, and whether to consolidate or expand in the future. This will ensure that schools can maximize their resources to best serve our district's students. It will also help schools in improving educational quality and producing graduates whose profiles align with their particular missions, while also providing graduates across the District access to opportunities to develop important life skills and traits like: critical thinking, planning, resilience, civic-orientation, cultural competence, and others.

2B: Develop Evaluation Guidebooks to Further Strengthen the School Evaluation Tool

We will strengthen the School Evaluation Tool by developing Evaluation Guidebooks. These guidebooks will provide schools with additional detail on the specific outcomes and inputs we evaluate; the evaluation process timeline and steps; and resources and best practices for meeting these expectations.

2C: Communicate Our Accountability and Intervention Strategies

In our role as authorizer, we will clearly communicate our intervention strategies as well as the school improvement planning support offered at the state level and by external partners.

2D: Explore Expanding the Definition of Quality Education

We will consider additional criteria to include within the Charter School Accountability Framework (CSAF) as part of our efforts to work with schools to develop holistic definitions of school success and a quality education, (e.g., arts, sports, career & technical education (CTE), and vocational training).

2E: Measure Effectiveness of Charter On-Boarding and Off-Boarding Processes

Building upon our extensively documented on-boarding and off-boarding processes, we will solicit feedback on and update these processes as needed to ensure quality and continued effectiveness.

PRIORITY 2: Development of a Fair, Transparent Portfolio Strategy

RATIONALE

RATIONALE

BACKGROUND

Continuum of Portfolio Management

The continuum of portfolio management spans the selection of schools that will receive authorization, the on-boarding process, the evaluation and support of existing schools, and the renewal process.

We currently have an expansive portfolio management strategy across this continuum. However, it will be important to refine the criteria we use throughout the authorization process to build and maintain a well-balanced portfolio that leads to equitable outcomes for students.

In maintaining a balanced portfolio, the criteria we use for authorization selection will evolve over time as community needs shift, and our school evaluation measurements will also adapt to ensure a continued focus on equity.

BEST PRACTICES

[The Portfolio Strategy Toolkit](#)

Source: Center on Reinventing Public Education

- 1. Assess Readiness for Portfolio Model Implementation**
- 2. Build Understanding of the Portfolio Model**
- 3. Implement Portfolio Model through Key Steps**
- 4. Track System Progress Over Time:**
 - Do you have a school performance framework?
 - Do you have a regular portfolio planning process?
 - Have you engaged with the right stakeholders?

Context: While we currently have a school performance framework, it will be important to build on the Information-Sharing and Communication Priority to ensure our portfolio planning strategy and school performance framework are clear and accessible to stakeholders, and that portfolio decisions are clearly communicated to the public.



PRIORITY 3: Improvement of Quality Control, Metrics, and Tracking

ACTIONS AND OUTCOMES

PRIORITY DETAILS

We will determine our system-level data needs and data collection gaps, improving upon existing data management processes. We will also ensure we have the data needed to make fair, transparent, and equitable portfolio decisions and ensure that schools have the district-level data they need to serve their students. In addition, we will regularly analyze and report data to stakeholders, with a focus on equity-related data.

OUTCOMES

- We efficiently collect, analyze, and use data necessary to implement our portfolio strategy, including school accountability and intervention.
- We use relevant data to equitably distribute resources to schools, including funds and facilities.
- We regularly analyze and share out clear system-level data and trends (enrollment, performance, etc.) with schools to help inform their decisions and strategies to better serve students.
- Education support partners, including career and technical education (CTE) providers, have easy access to relevant system-level data and information to more efficiently serve students.
- The public is able to easily find and access system-level data about NOLA-PS and our schools.

ACTIONS

3A: Determine System-Level Data Needs Based on District Priorities

To move toward a future where we can easily pull, analyze, and share the data we need to make decisions in our role as authorizer and accountability partner, we will assess our system-level data collection, infrastructure, analysis, and technology needs.

3B: Improve System-Level Data Management & Consider Centralized Data System

Building upon the data needs assessment, we will determine how to improve the management and usage of existing datasets and reports, and determine how to fill data collection gaps. We will also assess the resources and partners needed to implement a centralized data system.

3C: Analyze Data, Consistently and Transparently Report Findings to the Public, and Share Major Data-Informed Decisions

To continually build school and community trust, we will consistently share our system-level data with the public, and analyze and publicize our findings in an easy-to-understand format with clearly cited sources and methodology. Major decisions we have made using data findings and analysis will also be clearly communicated to schools and to the community.

3D: Collect and Share Equity-Related Data

To ensure that we serve all of our schools and their students in an equitable way, we will focus on the collection, management, analysis, and publication of data related to equity (e.g., data related to our internal practices, the race and other demographics of schools' staff and leadership, of our partners, and of student outcomes by subgroup). This data initiative will likely require the support of partners and will ensure that all NOLA-PS students are able to thrive, including English language learners, special education students, LGBTQ students, and other historically marginalized groups.

PRIORITY 3: Improvement of Quality Control, Metrics, and Tracking

RATIONALE

RATIONALE

BACKGROUND

NOLA-PS as “Keeper of the Data”

One of our core functions is to share and publicize system-level data, particularly data related to enrollment, OneApp, and the Charter School Accountability Framework (CSAF).

As we improve our data management, organization, and collection, our ability to make decisions related to school accountability and develop system-level insights will also improve.

Our goal is for individual schools to be able to contextualize their own data within the District and compared to similar schools, giving them the necessary information to measure and track their progress.

A robust data collection and analysis process will allow us tell the complete story of the system, where we have grown, and where new opportunities exist to thrive.

BEST PRACTICES

[Using Data to Improve Schools](#)

Source: American Association of School Administrators (AASA)

AASA’s Data-Driven Decision Making:

- Collecting Data
- Analyzing Data
- Reporting Data
- Using Data for District and School Improvement
- Communicating through Data

Context: There are many existing data and reports on our system. Because we cannot collect and manage all system-level data related to NOLA-PS, we will focus on the key questions we need our data to answer, and identify where we do not have the data required to measure and achieve our District's goals. The AASA's "Using Data to Improve Schools" report primarily focuses on non-charter districts; however, the report's frameworks and key questions can still be applied to our data management processes and goals.



PRIORITY 4: Coordination Across the District via External Partnerships

ACTIONS AND OUTCOMES

PRIORITY DETAILS

Informed by District needs, we will develop a transparent and equitable process for facilitating advantageous and desired partnerships for the District.

OUTCOMES

- Informed by data and stakeholder input, we have a clear understanding of district needs that can be filled by partnerships.
- Our method for choosing system-wide partners is transparent, evidence-based, and informed by school leader and community input.
- Our partnerships are regularly vetted in a transparent way to ensure their continued effectiveness, and partners are provided with feedback so they can continually improve.
- We clearly communicate to schools and stakeholders the existence of these partnerships and related resources, and how to access them.
- Partnerships have helped schools better meet the holistic needs of their students and staff.

ACTIONS

4A: Identify System-Level Partnership Needs

In order to address our system-wide needs, we will continue to identify and clearly name our goals related to District partnerships. While we currently learn about school needs through leader convenings, looking forward, we will work to formalize the manner in which we gather information from schools about their most pressing resource needs (including holistic child development strategies, access to CTE, and mental health and trauma-informed trainings and support). We will also support the creation of working groups to address needs that can best be fulfilled at the district level.

4B: Gather and Share Partnership Opportunity Information.

Building on our existing system-wide outreach about district partnership opportunities, we will formalize opportunities for schools to share with each other their success stories and best practices around partnerships that have benefited their students. We will support the development of a sustainable culture of best practice sharing.

4C: Build an Engagement Strategy for District-Wide Partnership Selection and Effectiveness Evaluation

We will create an enhanced partnership engagement strategy centered on the development of a core set of criteria for district-wide partnerships, acknowledging that different partners will provide varying resources to us. We aim to ensure that the partnership selection process is transparent and informed by the system-level partnership needs identified through school input, and that opportunities are shared with a range of diverse providers, including new and small organizations. For existing partnerships, we will develop and institute an evaluation process to regularly evaluate the quality and effectiveness of our partnerships. This will help ensure that we adapt to the evolving needs of schools and the system, that partners have the opportunity to receive feedback and improve, and that we have a mechanism for changing or shifting partners, as needed.

PRIORITY 4: Coordination Across the District via External Partnerships

RATIONALE

RATIONALE

BACKGROUND

Interschool Coordination

Individual schools have knowledge and resources that will benefit other schools in the District. In order to ensure continued and increased collaboration among the schools/charter management organizations (CMOs), as well as the systematic utilization of external partners to increase shared resources, we are committed to building strong relationships. We want to nurture a district-wide culture where schools can all grow and learn from each other's successes and avoid feeling that they are in competition for opportunities or resources.

Celebrating Success

Across the city, public schools are developing new ways to increase resources, partnership, and access for their students. In order to share, support, and increase impact throughout the District, we will continue to publicize the effectiveness and progress made through internal and external partnerships and collaborations, ensuring that they are actively communicated and celebrated.

BEST PRACTICES

[Establishing Effective School-Community Partnerships](#)

Source: Hanover Research & ULEAD Education

Characteristics of Strong School-Community Partnerships

- Focus on Students
- Alignment of Vision and Goals
- Leveraging of Strengths
- Leadership and Oversight
- Open Communication
- Sustained Duration

Questions to Consider for Partner Identification

- What partners has the district or school invited to participate in essential educational matters? Who is missing?
- How does the district or school intend to use the energies, staff, and resources of partners?
- Are partners being asked to perform tasks for which they are most effective?

Context: We will utilize the frameworks shared in this plan to strengthen our partnership selection and evaluation process.



PRIORITY 5: Strengthened Operational Infrastructure

ACTIONS AND OUTCOMES

PRIORITY DETAILS

We will ensure a solid district-wide foundation by strengthening our operational infrastructure, including internal coordination and a sustainable revenue model.

OUTCOMES

- Our Central Office has a sustainable revenue model.
- Our Central Office maintains operational efficiency and has staff succession planning in place.
- We have a plan to identify and provide desired opt-in centralized services for schools.
- We have implemented an equity lens in all of our Central Office operations and practices.

ACTIONS

5A: Develop a Sustainable Financial Model for the Central Office

To strengthen the foundation for our operations, we will clarify our financial goals, determine strategies to meet them, and implement changes that will reduce redundancies. Through this work we will develop a sustainable funding model for the Central Office that does not rely upon single or multi-year grants, and develop a plan for system-wide services that is within funding limits.

5B: Establish an Educational Funding Working Group

We will establish an Educational Funding Working Group to identify additional sources of sustainable funding for Central Office initiatives and operations. In addition to finding new revenue sources, the Working Group will also look for ways to save on costs, which could involve identifying and negotiating savings for the District and groups of schools interested in participating. It will also involve identifying areas where additional, strategic spending would produce efficiencies or other benefits that would reduce costs or generate revenues. The Group will also explore funding opportunities for expanding access to early childhood education seats.

Building upon previous efforts to increase efficiency and reduce costs, and using findings from the "Identify System-Level Partnership Needs" action, this Working Group will also explore opportunities for schools to opt into centralized services related to transportation, food services, and support for mental health, special education, and English language learners.

5C: Develop a Central Office Staff Succession Strategy

To help maintain operational consistency in Central Office operations, we will identify factors influencing staff turnover and use this information to develop a staff succession strategy. As part of this work, we will also codify existing department manuals, as well as those in need of development, and continue to build on our staff culture check-in meetings and surveys.

5D: Implement Our Equity Plan

We are excited to implement our Equity Plan created in partnership with Beloved Community. We will use the learnings from this work to ensure that we have a clear path to implementing even more equitable practices, processes, and operations in the work that we do internally and in our role as authorizer.

PRIORITY 5: Strengthened Operational Infrastructure

RATIONALE

RATIONALE

BACKGROUND

Core Strength for District Stability

Over the last six years, we have worked diligently and made important strides in strengthening our finances and budgeting practices. Our district now has one of the highest financial ratings of any government agency in the region. As we look toward the future, it will be important for us to continue to solidify our financial foundation, which will make it possible for us to continue to fulfill our commitment to the schools and families in our district that depend on us.

In addition, by centering our operations in equity, standardizing our staffing continuity practices, clarifying our financial goals, and identifying savings, efficiencies, and sustainable revenue sources, we will be in an even better position to serve as a model for what is possible within our unique and dynamic system of schools.

BEST PRACTICES

[Strategies to Maintain School District Financial Solvency](#)

Source: National Council of Professors of Educational Administration (NCPEA)

Financial Management Strategies

- Communicating effectively with stakeholders and updating financial projections regularly
- Managing collective bargaining agreements/proposals and their implications
- Meeting with service providers to discuss possible cost reduction options
- Collaboration with stakeholders to ensure sound decision making occurs

Context: Building upon our strengthened financial and budgeting practices, we will engage and determine cost saving strategies that apply to our district. Although this report by the NCPEA is based on learnings from a non-charter district, there are a number of strategies that we can adapt for our system.



ACKNOWLEDGEMENTS

Thank you to all of the parents, students, teachers, school staff, school principals, charter board members, school and CMO leaders, partner organizations, community members, and Steering Committee members who offered their invaluable input throughout this Strategic Planning process. We could not have crafted such an inclusive vision and plan without your engagement.

Thank you to The Caulfield Consulting Group, trepwise, K. Allen Consulting, and Fazande Consulting for their support in creating the Strategic Plan.

NOLA-PS and the Orleans Parish School Board

