

VII.E.

Connecticut State Board of Education Hartford

To Be Proposed:

May 1, 2024

Resolved, That, pursuant to Section 10-223h of the Connecticut General Statutes, the State Board of Education adopts and approves the Turnaround Plan for Augusta Lewis Troup School in New Haven, subject to the conditions noted in the Commissioner of Education's May 1, 2024, Executive Summary to the State Board of Education, and directs the Commissioner to take the necessary action, including, but not limited to, expending such funds as may be necessary to execute and implement the foregoing.

Approved by a vote of _____, this first day of May, Two Thousand Twenty-Four.

Signed: _____
Charlene M. Russell-Tucker, Secretary
State Board of Education

**Connecticut State Board of Education
Hartford**

To: State Board of Education

From: Charlene M. Russell-Tucker, Commissioner of Education

Date: May 1, 2024

Subject: Approval of Commissioner’s Network Turnaround Plan: Augusta Lewis Troup School, New Haven

Executive Summary

Introduction

Pursuant to Section (§) 10-223h of the Connecticut General Statutes (C.G.S.), the Commissioner’s Network provides new resources, increased flexibilities, and greater accountability to improve student achievement in some of the state’s lowest performing schools. The Commissioner’s Network represents a commitment between local stakeholders and the Connecticut State Department of Education (CSDE) to empower teachers and leaders to implement research-based strategies in schools selected by the Commissioner of Education. Schools are accepted into the Commissioner’s Network for a minimum of three years. C.G.S. §10-223h establishes that the State Board of Education (SBE) may allow schools to continue in the Commissioner’s Network for up to two additional years if necessary. Commissioner’s Network schools remain part of their local school districts; the districts and the CSDE secure school-level autonomy for the schools in exchange for heightened accountability.

Successful school turnaround requires flexible policy conditions and targeted investments in high-yield reform strategies. There is a demonstrated need for support, financial and otherwise, to fully implement the Turnaround Plan for Augusta Lewis Troup School (ALTS) located in New Haven, Connecticut. This will require efforts at the state and local levels to secure conditions that are conducive to scalable and sustainable reform.

Background

On April 18, 2023, the CSDE received an *Expression of Interest Form* from the New Haven Public Schools (NHPS) volunteering ALTS for participation in the Commissioner’s Network. On May 25, 2023, the Commissioner of Education initially selected ALTS for possible participation in the Commissioner’s Network based on the following factors: (a) the district’s expression of interest; and (b) the academic and developmental needs of the school’s students and the capacity of the district to address those needs. The school was approved for one year of planning to develop a Turnaround Plan.

Following the initial selection, ALTS and the New Haven Board of Education appointed members to serve on the school's Turnaround Committee, and the CSDE conducted an Operations and Instructional Audit on September 27, 2023. The Turnaround Committee developed the Turnaround Plan for ALTS in accordance with C.G.S. §10-223h(d).

Commissioner's Network Turnaround Plan for Augusta Lewis Troup School

ALTS, identified as a Turnaround School based on the Next Generation Accountability System's Accountability Index, serves 394 students in PreK through Grade 8. Of those 394 students, approximately 91 percent are eligible for free or reduced-price meals; approximately 14.3 percent are identified as needing special education services; and 14 percent are English Learners/Multilingual Learners (ELs/MLs). Approximately 33 percent of the students are Hispanic/Latino, 51 percent are Black, and 4 percent are White.

ALTS aims to improve staff knowledge of instructional practices with writing across content areas to ensure increased rigor, student engagement, and student outcomes. High-quality professional learning to ensure staff understands the components of Tier I instruction; quality rigorous mathematics instruction; using data to differentiate and target instruction for students; and building and maintaining meaningful and productive relationships between students, families, and staff are some of the proven, high-leverage strategies that will be implemented. Participation in the Commissioner's Network will support the professional development of ALTS teaching staff, coaching opportunities in literacy and numeracy, expansion of the data-driven decision-making process, and additional learning opportunities for students.

The following strategic components in the domains of talent, academics, culture and climate, and operations address the transformative potential of the ALTS Turnaround Plan. Specifically, the school, in collaboration with the NHPS, will:

Talent:

- Develop a professional learning plan that reflects the needs of both teachers and students, aimed at enhancing teachers' understanding of standards-based curriculum and strategies across all subject areas.
- Provide support and coaching to teachers in designing lesson plans that meet the needs of students in both whole and small group settings, ensuring effective Tier I instruction.

Academics:

- Implement instructional structures and strategies to increase writing opportunities throughout the day to improve student achievement, engagement, and increased rigor.
- Enhance curriculum-based performance tasks to ensure active student engagement in demonstrating and expressing their knowledge and thoughts.
- Implement a robust mathematics block that includes planned whole group instruction, targeted small groups, and mathematics centers.
- Improve data team processes by implementing Data Wise protocols to improve teachers' ability to assess, analyze data, and plan instruction.

Culture and Climate:

- Conduct home visits to determine the cause of student absences and identify relevant wraparound supports. Partner with community agencies to offer resources that can help engage students and families and address barriers to student attendance.
- Strengthen family and community partnerships by establishing new opportunities and leading activities to engage parents and families through school events and workshops.
- Promote widespread positive and goal-oriented branding to convey positive messaging and create a more welcoming environment for students and families.
- Redesign Positive Behavioral Intervention and Supports (PBIS) and provide Restorative Practices training for all staff to help reduce suspension rates.

Operations:

- Restructure the daily school schedule and adjust class sizes to maximize instructional minutes.
- Establish an afterschool program to address academic needs and provide enrichment opportunities.

The CSDE shall make a final determination regarding the allocation of funds, following the approval of the Turnaround Plan by the SBE. The CSDE Turnaround Office will collaborate with district leadership and the school's Turnaround Committee to prioritize expenditures identified through the planning process.

ALTS will work to evaluate and repurpose existing funding streams (e.g., local, state, federal, and grants) to support the Commissioner's Network reform efforts and foster long-term sustainability. Funding for ALTS is contingent upon the availability of funds, the transformative potential of the Turnaround Plan, and the size of the school.

ALTS will benefit from increased flexibility and additional resources in exchange for heightened accountability. Over the course of the school's participation in the Commissioner's Network, the Commissioner of Education and/or the CSDE Turnaround Office will review: (a) school progress relative to the implementation of the Turnaround Plan and annual plan amendments; and (b) school performance relative to identified goals and leading and lagging performance metrics. ALTS will participate in periodic monitoring sessions, including school and classroom walkthroughs, progress monitoring, the CSDE Turnaround Office NetStat Professional Learning Series, and annual school audits. In addition, the CSDE will provide ongoing support and technical assistance to support ALTS through site visits and targeted support based on the Turnaround Plan.

Recommendation with Conditions

I recommend that the SBE approve the Commissioner's Network Turnaround Plan for ALTS, which is subject to the successful completion of the following items:

1. By September 30, 2024, NHPS shall commit to the specific transformation expectations outlined here in the areas of talent, academics, culture and climate, and operations as part of participation in the Commissioner's Network.
2. The Superintendent, on behalf of ALTS' Turnaround Committee, shall submit plan amendments to the CSDE Turnaround Office on an annual basis no later than May, following school audits, detailing proposed strategies, budget requests, and implementation timelines for the following school year. The Commissioner of Education or designee may reconvene ALTS' Turnaround Committee to consider annual plan amendments, as appropriate and necessary. If ALTS' Turnaround Committee does not enact plan amendments, or if the amendments are unlikely to result in sufficient progress or adequately address implementation concerns, the Commissioner of Education may take appropriate actions to ensure sufficient progress at ALTS, including, but not limited to, developing a revised Turnaround Plan and/or exercising any and all powers and authorizations prescribed in C.G.S. §10-223h.

ALTS shall comply with all fiscal and programmatic reviews, provide any information requested by the CSDE in a timely manner, and report progress against goals and metrics in the format and frequency established by the CSDE.

Materials Enclosed

1. Augusta Lewis Troup School Audit Report resulting from the Operations and Instructional Audit conducted on September 27, 2023.
2. Commissioner's Network Turnaround Plan developed and agreed to by Augusta Lewis Troup School's Turnaround Committee.

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Reviewed by: Jennifer Webb, Bureau Chief, Turnaround Office

Approved by: Irene E. Parisi, Chief Academic Officer

Commissioner's Network Operations and Instructional Audit

Augusta Lewis Troup School
New Haven Public Schools
September 27, 2023



Charlene M. Russell-Tucker
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Table of Contents

Part I: Introduction

Commissioner’s Network Overview p. 3

Operations and Instructional Audit Overview p. 4

Audit Process and Methodology p. 4

Part II: School Information

School Data Profile p. 6

Part III: Audit Findings

Summary p. 8

Talent p. 8

Academics p. 9

Culture and Climate p. 13

Operations p. 16

Part IV: Appendix Section

Operations and Instructional Audit Rubric p. 18

Part I: Introduction

On May 25, 2023, the Commissioner initially selected Augusta Lewis Troup (Troup) School to participate in the Commissioner's Network. Pursuant to C.G.S. § 10-223h(b), the New Haven Board of Education established the Turnaround Committee. On September 27, 2023, the Connecticut State Department of Education (CSDE) conducted, in consultation with the board of education, the Troup School Governance Council, and the Turnaround Committee, an operations and instructional audit of the school in accordance with C.G.S. § 10-223h(c). The purpose of this report is to present the findings of the audit.

The audit team would like to express its sincere appreciation to the Troup School community for its hospitality on the day of the school visit. We appreciate the openness and transparency demonstrated by members of the school community. There is a willingness and desire on the part of the staff, parents, students, and community partners to improve the school.

Commissioner's Network Overview

The Commissioner's Network is a commitment between local stakeholders and the CSDE to dramatically improve student achievement in up to 25 schools. To that end, the Network offers new resources and authorities to empower teachers and school leaders to implement research-based strategies in schools selected by the Commissioner. Network schools remain part of their local school districts, but the districts and the CSDE secure school-level flexibility and autonomy for the schools in exchange for heightened accountability. Schools are accepted into the Network for a minimum of three years. Subsection (h) of C.G.S. 10-223h establishes that the Connecticut State Board of Education may allow schools to continue in the Commissioner's Network for an additional year, not to exceed two additional years, if necessary. At present, 15 Cohort (VIII, IX, X, XI, and XII) schools are participating in the Commissioner's Network.

Network schools make targeted investments in the following areas:

- **Talent:** Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.
- **Academics:** Design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.
- **Culture and Climate:** Foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.
- **Operations:** Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

As part of the operations and instructional audit, auditors identify school strengths and weaknesses in the areas of talent, academics, culture and climate, and operations. Audits are conducted by impartial and experienced educators who produce unbiased and objective reports supporting school planning and transformation efforts.

Operations and Instructional Audit Overview

Pursuant to C.G.S. § 10-223h(c), the operations and instructional audit shall determine the extent to which the school:

- (1) has established a strong family and community connection to the school;
- (2) has a positive school environment, as evidenced by a culture of high expectations and a safe and orderly workplace, and has addressed other nonacademic factors that impact student achievement, such as students' social, emotional, arts, cultural, recreational and health needs;
- (3) has effective leadership, as evidenced by the school principal's performance appraisals, track record in improving student achievement, ability to lead turnaround efforts, and managerial skills and authority in the areas of scheduling, staff management, curriculum implementation and budgeting;
- (4) has effective teachers and support staff, as evidenced by performance evaluations, policies to retain staff determined to be effective and who have the ability to be successful in the turnaround effort, policies to prevent ineffective teachers from transferring to the schools, and job-embedded, ongoing professional development informed by the teacher evaluation and support programs that are tied to teacher and student needs;
- (5) uses time effectively, as evidenced by the redesign of the school day, week, or year to include additional time for student learning and teacher collaboration;
- (6) has a curriculum and instructional program that is based on student needs, is research-based, rigorous and aligned with state academic content standards, and serves all children, including students at every achievement level; and
- (7) uses data to inform decision-making and for continuous improvement, including by providing time for collaboration on the use of data.

Audit Process and Methodology

The operations and instructional audit involves three phases of data collection and review:

- (1) The CSDE obtains and auditors review school artifacts, data, and documentation to gain a better understanding of the school's history and context. The CSDE collaborates with school and district leaders to administer a teacher survey.
- (2) The auditors conduct a school site visit to observe school systems and classrooms and meet with members of the school community. During the site visit, auditors conduct interviews and focus groups with a representative set of school and community stakeholders, including school and district administrators, staff, students, family members, community partners, and members of the School Governance Council and Turnaround Committee.

- (3) The auditors synthesize and use all available data to generate the operations and instructional audit report, identifying strengths and growth areas around talent, academics, culture and climate, and operations.

Please note that while this Audit Report identifies areas for improvement, it does not prescribe interventions or offer recommendations. The Turnaround Committee is responsible for developing a Turnaround Plan that addresses the deficiencies identified in the audit.

Part II: School Information

Augusta Lewis Troup (Troup) in New Haven serves 393 Grades K-8 students. Approximately 50 percent of the students are Black, and 32.6 percent of the students are Hispanic/Latino. Fourteen percent of the students are identified as needing special education services, and 14 percent are Multi-lingual Learners. Ninety percent of the students in the school are eligible for free or reduced-price meals. Troup is currently a Category 5 Turnaround School. The Accountability Index of 51.4 is below the state average of 69.3 and the district average of 57.6. The current principal is in his fifth year at Troup School, having previously served as an Assistant Principal at Barnard School and Beecher Schools in New Haven, Connecticut.

School Data Profile

The following chart provides a summary of Troup School's current and historic data, including information about student enrollment and demographics, personnel, school climate, school performance, and student academic achievement.

Enrollment Data (Current Year):				
Grades:	K-8	5-Yr Enrollment Trend:	11	
Student Enrollment:	393	Mobility Rate:	2%	
Personnel Data (Current Year):				
# of Administrators:	2	# of Psychologists:	1	
# of Teachers:	30	# of Social Workers:	1	
# of Support Staff:	3	3-yr Teacher Retention Rate:	62%	
School Day Per Year (Current Year):				
Total # of Student Days Per Year:	182	Instructional Minutes/Day:	317	
Total # of Teacher Days Per Year:	186	Extended Day Program?	Yes	
Student Demographic Breakdown (Current Year):				
% Black:	50.9%	% Male:	47.4%	
% Hispanic/Latino:	32.6%	% Female:	53.6%	
% White:	4%	% MLL:	14%	
% Other:	12%	% Students with disabilities:	14.3%	
% Eligible for F/R Meals:	90.6%			
School Climate Data:				
	2018-19	2021-22	2022-23	2023-24 YTD
Student Attendance Rate:	91.8%	84.9%	85.6%	87.1%
% Students Chronically Absent:	27.2%	60.2%	54.4%	38.4%
Suspension/Expulsion Rate:	14.6%	0.1%	9.5%	2%

Avg FTE Days Absent:	21	18.1	20.1	
Next Generation Accountability System	2018-19	2021-22	2022-23	2023-24
Next Generation Accountability Index	48.2	50.9	51.4	
Smarter Balanced Assessment Level 3 and 4 Data:	2018-19	2021-22	2022-23	2023-24
Grade 3 – ELA	11%	16%	*	
Grade 4 – ELA	18%	17%	*	
Grade 5 – ELA	12.1%	22%	*	
Grade 6 – ELA	19.2%	4%	*	
Grade 7 – ELA	16%	16%	*	
Grade 8 – ELA	19%	12%	15%	
Grade 3 – Math	21%	4%	*	
Grade 4 – Math	27%	0%	*	
Grade 5 – Math	18%	2%	0%	
Grade 6 – Math	18%	0%	*	
Grade 7 – Math	0%	2%	0%	
Grade 8 – Math	9.3%	2%	0%	
Grade 5 - Science	12%	13.3%	*	
Grade 8 - Science	14%	*	*	
On-Track to High School Graduation:	2016-17	2017-18	2018-19	2021-22
% of 9th graders earning at least five full-year credits in the year	87.3%	77.1%	76.9%	73.1%

Part III: Audit Findings

Part III of the Audit Report provides a summative analysis of audit findings in the areas of talent, academics, culture and climate, and operations. Rating categories are determined by the preponderance of evidence as highlighted in the Turnaround Rubric.

Talent				
Indicator:	1	2	3	4
1.1. Turnaround Leadership		√		
1.2. Talent Management		√		
1.3. Professional Learning Systems	√			

Summary of Strengths:

Turnaround Leadership:

School administration includes the principal and one assistant principal. This is the principal’s fifth year at Troup. Prior to his arrival, he was the Assistant Principal at Barnard School in New Haven for four years and Assistant Principal at Beecher School in New Haven for one year. Troup has gone through numerous administrative changes over the past 8-10 years. District administration reported that the principal has established stability at Troup. “Progress monitoring and student portfolio review have been implemented under his leadership; teachers have been provided with common planning time to assist in grade-level planning/meetings. Coaches are no longer being utilized to cover classes.” District administration reported that the principal is “very open to feedback and runs with it.” The Principal and Assistant Principal shared that they have a good working relationship and are on the same page when it comes to improving the school.

Since the principal’s arrival at Troup in 2019, the Next Generation Accountability Index has increased from 48.2% in 2018-19 to 50.9% in 2021-22. The School Performance Index for English Language Arts increased from 44.2% in 2021-22 to 47.4% in 2022-23 and The School Performance Index for Mathematics increased from 31.4% in 2021-22 to 34.3% in 2022-23. However, it should be noted that the 2022-23 achievement levels have not returned to pre-pandemic levels.

Teacher survey results demonstrate that seventy-five percent (N=21) agree or strongly agree with the statement “school leadership effectively communicates a clear mission, vision and set of priorities.” The principal reported that the school vision and mission are in the handbook, but could also be more prominently displayed in the hallways. Troup has a Leadership Team that consists of the Principal, Assistant Principal, Literacy and Math Coaches, School Counselor, and Social Worker. This school year, the team has established a weekly meeting schedule.

The teacher focus group reported that administration conveys a sense of urgency at faculty and Teacher Education and Mentoring (TEAM) meeting weekly where “we discuss things we can do to improve. Administration wants it to occur.”

Summary of Growth Areas:

Talent Management:

The principal reported that new teachers are assigned mentors through the TEAM Program. New teachers also receive support from District Coaches and Supervisors, and the principal meets with them regularly. Troup currently has four teaching vacancies (2nd grade, 5th grade, Computers, and Art). The principal reported that Troup utilizes Applitrak and word of mouth to recruit staff.

The Leadership Team reported that although the Leadership Team, consisting of the administrators, Literacy and Math Coach, and K-2 Early Literacy Consultant, does conduct walkthroughs with teachers and offers feedback, there is currently no follow through or accountability system for those who do not implement the feedback. The District Academic Office has also begun walkthroughs this year with The Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of School Leadership/School Improvement, Math and Literacy supervisors and Troup’s leadership team. District administration reported that there have been discussions with the principal about what coaching is going to look like moving forward. The student focus group reported that they see the school administrators “in their classrooms and in the hallways every day. They do their jobs and I respect them.”

The teacher focus group reported that the principal will conduct informal walkthrough 5-8 times per year. After the observation, the principal writes an email or leaves a note in their mailbox. “The principal is always open to having a follow up conversation what could have been done better.” This is the first year Troup has a math coach and “it’s nice to have someone to go to that can model or give feedback this year.”

Professional Learning Systems:

Teacher survey results demonstrate that only 50% (N=14) agree or strongly agree that “the professional development I receive has improved my professional practice.” District provided professional development is offered four times a year. The Teacher Focus Group revealed that teachers don’t find professional development meaningful to improve their practice. The principal reports that the new Teacher Contract adds two meetings per month so more professional development will be provided. The Leadership Team revealed that a focus of professional learning this year has been the launch of the new ELA curriculum. Coaches report that they are providing job-embedded coaching and support in real time in the classroom.

Academics				
Indicator:	1	2	3	4
2.1. Instructional Leadership		√		
2.2. Challenging Instruction		√		
2.3. Engaging Instruction		√		
2.4. Standards Aligned Curricula and Instruction		√		
2.5. Differentiation and Supports for Diverse Learners	√			
2.6. Assessment Practices and Data Use		√		

Summary of Strengths:

Standards Aligned Curricula and Instruction:

During classroom observations (n=19) the audit team observed standards aligned instruction in 80% of the classrooms. 89% of the classrooms had visuals, including anchor charts, word walls, and student work aligned to the current unit. According to the Troup Teacher Handbook, teachers are required to post their lesson objective on the board/chart paper daily; however, during classroom observations, only 36% of classrooms had a posted learning objective.

The teacher survey demonstrated that 71% (n=20) agree or strongly agree with the statement, “the school has curricula for all grade levels and content areas aligned to the current content standards (e.g., Connecticut Core Standards).” The district ELA and math curriculum are aligned with Connecticut Core Standards. The district has continued to revise its Literacy Plan to inform professional development, ensure structures and systems are in place to impact student achievement, strengthen progress monitoring, and guide curricular decisions that was shared to key stakeholders (families, Board of Education, Alders Education Committee, teachers and school leaders). In mathematics, a District K-5 curriculum writing team created monthly pacing guides for morning meetings. The district has an Instructional Framework which outlines research-based student learning experiences for each content area in order for students to meet standards and access grade level content.

Summary of Growth Areas:

Assessment Practices and Data Use:

During classroom observations (n=19) the audit team observed 53% (n=10) of teachers monitoring student understanding through one-to-one conversations, low level questioning, and teachers circulating to check in with students as they completed independent work. The district has a prescribed assessment schedule for the 2023-24 school which includes, DIBELS, Phoneme Segmentation Fluency, Running Records in Grades K-3, iReady Diagnostic, HMH Growth Measure, and Fact Fluency up to 5th grade. School Reading Inventory is now only given for Read 180. The Teacher Focus Group reported that teachers receive a spreadsheet through Google Drive in which teachers input the assessment data. The leadership team reported that a document was created to show what assessment can be used for skills that students are missing. According to the Leadership Team, the usefulness of this document “depends on the teacher.” The principal reported that the administration is working on supporting teachers to use the data to help with planning for differentiation. Most teachers are using it for small group instruction and there have been improvements in this area. The principal reported that Troup does not have an official data team, but “it will be a focus area of their Commissioner’s Network Plan”. District administration reports that they are considering making Troup a pilot for the Harvard Data Wise process.

Instructional Leadership:

Although the principal reported that Troup has a vision for effective instruction, “it’s the fidelity to the vision that we need to work on.” The teacher survey demonstrated that only 31% (n=16) agree or strongly agree with the following statement, “There is a common vision of what effective instruction looks like at this school.” The leadership team reported that there is not a common vision for instruction, except for implementation of programs, such as Foundations which is scripted. The principal reported that the “coaches model lessons for teachers, pull groups, they give a lot of supports for teachers. They have a set schedule of when they go into classrooms.” The K-2 Early Literacy Consultant

supports literacy leadership with the implementation of job-embedded coaching and the comprehensive literacy plan. This is the third year that Troup has implemented progress monitoring every seven weeks. Troup has a School Improvement Plan that ends in 2024. The plan utilizes the inquiry process Plan, Do, Study, Act to examine quantitative and qualitative data to identify and prioritize needs.

Challenging Instruction:

During classroom observations (n=1), the audit team observed some evidence of challenging and rigorous instruction in 31% of the classrooms, specifically with higher order questioning. Teacher survey demonstrated that only 40% (n=11) agree or strongly agree with the statement, “instructional quality and academic rigor are consistently high at this school.” The student focus group reported that the classes are “not as challenging as they can be and we don’t have the opportunities that kids in other schools have, like the chance to take various foreign languages.”

The principal reported that in order to increase rigor, “we have spoken to teachers about higher order thinking questions and differentiation. We want to make sure our Tier I instruction is solid.” As part of their Commissioner’s Network Planning Year Grant, Troup has contracted with HMH for site-based coaching in order to increase instructional rigor. The HMH consultant will support literacy leadership with implementation of a comprehensive literacy plan. Teachers will receive support to plan for rigorous Tier I instruction to meet the needs of all students.

Engaging Instruction:

During classroom observations (n=19), the audit team found that student engagement varied in classrooms, with most discussion driven by the teacher with passive participants and limited opportunities for student discourse. Contrary to these findings, 86% (n=24) of teacher survey respondents agreed or strongly agreed with the statement, “I plan for student discourse during my lessons.”

The principal reported that student engagement depends on what is being taught. “I see a lot more engagement in math than with literacy. There’s more hands-on stuff going on. I hope the new reading program will help with that.” He also shared that “Enrichment opportunities for our on grade-level or above grade-level students are lacking.” The principal reported that Troup is looking to partner with Teach for America to help provide more enrichment opportunities for students. The Leadership Team reported that in math, the tutor takes the students that are on higher level, and he gives them extra work. Therefore, those students are not being challenged, because the work is just more work, not challenging work to extend their thinking. Teacher focus group reported that the upper grades “don’t have the mindset of being engaged or being taught.” “A lot of the kids like going out and it’s about keeping them in the class where they need to be.”

In order to improve student engagement and behavior, Troup has allocated School Improvement Grant funds to create a MakerSpace with Robotics type equipment and Virtual Reality. The principal also reported that he would like to offer professional learning in Project Based Learning for his students.

Differentiation and Supports for Diverse Learners

Troup’s percentage of Students with Disabilities is 14.3% and the percentage of Multilingual Learners is 14%. The teacher survey demonstrated that only 39% (n=11) agree or strongly agree with the

statement, “the school adequately meets the needs of its special education and multilingual learners” and 39% (n=11) agree or strongly agree that “the school/district supports my ability to provide linguistic and academic support for my multilingual learners.” Troup currently has four special education (Resource Room Teachers) and one full-time Multilingual Language Teacher.

The Smarter Balanced Assessment results show that the gap between student with disabilities and students without disabilities decreased in 2021-22 and is now increasing as of 2022-23:

Average Percentage of Target Achieved- ELA

	2018-19	2021-22	2022-23
Non-Special Education	42.2%	55.1%	61.1%
Special Education	37.5%	54.9%	45.3%

Average Percentage of Target Achieved- Math

	2018-19	2021-22	2022-23
Non-Special Education	38.4%	52.1%	54.0%
Special Education	26.1%	59.9%	44.0%

The LAS Links Growth Report shows that the Average Percentage of Target Achieved for Multilingual Learners increased from 2021-22 to 2022-23 in Literacy and Oral:

2021-22

Subject	Number of Matched Students	Average Percentage of Target Achieved
Literacy	38	72.8%
Oral	38	50.5%

2022-23

Subject	Number of Matched Students	Average Percentage of Target Achieved
Literacy	45	82.3%
Oral	45	56.6%

The teacher focus group reported that Troup now has a full special education team so the process for teachers viewing Individualized Education Plan (IEPs) will be different. They shared that “Teachers receive the IEP at a glance. Before schools starts, the Resource Team will hand the IEP to you, although it not really gone over.”

Troup has tutors that serve students four days a week. These tutors mainly work with the younger grades (K-4). There are a couple of tutors that work with grades 5 and 6. The teacher focus group reported that there is not currently a structure for teachers and tutors to coordinate and “it feels like the tutors are doing something different than what we are doing. iReady wants you to focus on it one way and tutors are trying to do it a different way.” “They come and take the kids and bring them back. They will ask if there’s “anything specific they want us to work on.”

There is an hour of small group instruction every day and the Leadership Team reported that they have advocated to keep this time sacred. Troup also has a Read 180 classroom. The Literacy Coach facilitates the Scientifically Research Based Intervention (SRBI) team. The Leadership Team reported that students are referred to the team based on the assessment scores.

Culture and Climate				
Indicator:	1	2	3	4
3.1. Culture and Climate Leadership		√		
3.2. School Environment			√	
3.3. Student Attendance	√			
3.4. Social-Emotional Behavioral Well-Being		√		
3.5. Interpersonal Interactions		√		
3.6. Equitable Partnerships with Families		√		
3.7. Community Partners and Wraparound Strategy		√		

Summary of Strengths:

Culture and Climate Leadership:

The principal stated that he models a safe and welcoming environment by “making sure I go around and say good morning to everyone, I greet parents and welcome them to communicate with us. We do announce our Respect Ownership Citizenship Knowledge (ROCK) every morning. We are looking to revamp our PBIS system. We do monthly assemblies that recognize for good attendance, improved attendance and invite parents in. We want parents to feel included.”

Troup held a Pride Celebration in June and donated shirts a parent had made to the New Have Pride Center. The principal reported that Troup also recognizes Hispanic Heritage, Black History, and Women’s History months. The teacher survey demonstrated that 68% (n=19) agree or strongly agree with the statement, “the school promotes culturally responsive relationships within my school.” Additionally, the teacher survey demonstrated that 82% (n=83) of teachers agree or strongly agree with the following statement, “I am professionally respected and supported by the school leadership team.” Eighty percent (n=73) of parent respondents to the survey agreed or strongly agreed with the statement, “I feel comfortable reaching out to administration, teachers or staff members with a question or concern.”

School Environment:

The building is clean, the outside grounds are well-maintained as well. Bulletin boards have meaningful displays in which parent information, student of the month and school staff boards are displayed. District administration reports that she is discussing with administration ways they can use branding in the building to increase a sense of school community and belonging. The principal reported that the school feels more welcoming as evidenced by feedback from parents and central office staff. On the day of the audit, auditors observed students being greeted by staff when they entered the building. Teachers were in their doorways to welcome the students. The principal reported that he feels “we are doing a better job now of the branding of the school. More staff and students are wearing the Troup

attire and parents have started to wear it.” A teacher is in charge of social media and regularly updates Troup’s Facebook and Instagram pages.

Community Partners and Wraparound Strategy

The School Based Health Center (SBHC) provides medical services, dental screenings and treatment, counseling and other mental health services. Clifford Beers has partnered with the New Haven Trauma Coalition, to offer services that include Care Coordination for Post Traumatic Stress Disorder, a stressful event screener, and workshops for parents and students. 211 services are also available. Chronically absent students are referred to community agencies for wraparound services. The Family Resource Center partners with and provides resources and other services for families. VOX Church has brought in supplies for teachers. Troup hosts several of the city’s summer programs, such as Leadership Education Athletics in Partnership by loaning the building space. In addition, Troup holds open gym for community children to have free recreational time. The parent survey demonstrated that 91% (n=11) agree or strongly agree with the statement, “I feel the school supports students and family’s health, wellness, and or/social-emotional needs.”

Interpersonal Interactions

The principal reported that “teachers really help each other out and are supportive. If there are student issues, they will pull together resources and are really helpful. The staff is truly like a family, and most have been here a long time.” The teacher focus group reported that administration has a true open-door policy with follow up, and that “there is a level of understanding that we’re human. Their interactions with us on real life events are polite and understanding.” The parent survey demonstrated that 85% (n=11) agree or strongly agree with the statement, “interactions between students and staff are positive and respectful.” The student focus group reported that there are teachers that show they care about them by providing structures and support for them to “do their best.”

Summary of Growth Areas:

Student Attendance

The percentage of students chronically absent has increased over the last five years, from 27.2 percent in 2018-19 to 54.4 percent in 2022-23. Troup School has an attendance team, facilitated by the School Counselor, also consisting of the principal, social worker, Truancy Officer, and Family Liaison that currently meets bi-weekly. Leadership reports teachers are the first point of contact, and the school does inform parents when schools are out as its automatically triggered in PowerSchool. After three consecutive days absent, the teacher will check in with family and document in school-wide Google Sheet. After initial contact by teacher, if absences persist, the case manager for that grade level will make contact and document. The team noticed many attendance issues were due to lack of or changing of transportation, families moving to other parts of the city, and ill family members. The attendance team is broken into point people. These people reach out to students and parents when students are absent. The point people remind families of the importance of being present. Troup holds monthly assemblies to recognize students with good and improved attendance. Home visits are made by the District Truancy Officer, when needed. An attendance tracker has been established that teachers complete weekly, then those concerns are discussed at the meeting.

In alignment with the district focus on Attendance, there is a focus on making sure the attendance is accurate. Each grade level has an Attendance Case Manager. Teachers confirmed absences are communicated with parents and parents can Dojo a message so we it can be documented it as an

excused absence. Attendance emails are sent daily, asking teachers to review in the event students are tardy or mistakenly marked absent. The Teacher Focus Group reported that last year they discussed Attendance Data during staff meetings. The Parent Survey demonstrated that 92% agree or strongly agreed with the survey statement, “student attendance is a priority.”

Social-Emotional Behavioral Well-Being

Troup’s suspension rate has decreased from 14.6 percent in 2018-19 to 8.6 in 2021-22. Troup has a Social Emotional Learning block in the morning with lessons that teachers are responsible to use. The Social Worker will often send information home to the families about finding resources to support social emotional needs. Troup has a partnership and care coordinator for referrals. The Student Focus Group reported that the ROCK acronym is everywhere and there are constant reminders. “We hear ROCK every day and we have monthly ROCK rallies. It’s an awards ceremony. The parents could come. You get a certificate. They do classroom Dojo points to decide who gets an award. You have to show all the parts of the ROCK.” The principal reported that the PBIS system has been revamped to focus more on positive rewards.

Troup uses Review 360 and staff are assigned to review it. The Leadership Team reported that Second Step was ordered but has not yet been implemented. District administration also reported that the administration is interested in bringing Restorative Practices back to Troup. The principal reported that Troup’s toughest behavioral challenge has been 7th and 8th grade girls and social media. In the Commissioner’s Network Planning Year Grant, funding has been allocated for a specialist to provide professional development on Restorative Practices for all staff.

Equitable Partnerships with Families:

Troup has a Family Resource Center on the first floor that is staffed with a Family Liaison and open every day. District administration reported that there have been discussions with the principal on how to leverage the FRC better. The Teacher Survey demonstrated that only 18% (n=5) agree or strongly agree with the statement, “families are engaged in this school.” The principal has new ideas on how to bring the families back into the school by offering monthly workshops. Efforts are being made to inform parents of all activities, in multiple forms, including social media, Parent link, and Class Dojo. The Parent Survey demonstrated that 92% (n=12) agree or strongly agree with the statement, “the school provides multiple opportunities for family involvement.”

The School Parent Management Team meets monthly. The principal reported that parents don’t regularly attend, but “we do get parents that occasionally show up. We have begun having monthly assemblies for students to showcase what they've been working on, and parents are invited to attend.” The Teacher Focus Group reported that teachers primarily communicate with families through the Classroom Dojo app and email. The Parent Survey demonstrated that 75% agree or strongly agree with the statement, “I receive regular updated from the teacher on my child’s progress.”

Operations				
Indicator:	1	2	3	4
4.1. Scheduling Structures	√			
4.2. Classroom Structures and Use of Time		√		
4.3. School Site Security and Safety		√		

Summary of Strengths:

Classroom Structures and Use of Time:

The principal reported that the administration tries to reduce the time needed for transitions. Auditors observed effective classroom routines, transitions, and management procedures in 16 of 19 classrooms. There were clear expectations for student behavior and students were on task. Classrooms were clean and organized with materials readily available for teacher and student use. The teacher focus group reported that the District Curriculum, Instruction, and Assessment meetings and the coaches are helping them learn and implement the new reading program, HMH Into Reading. Teachers are required to submit lesson plans and administration does review them. The principal reported that per the New Haven Federation of Teachers Contract, there is not a set format for lesson plans.

Summary of Growth Areas:

Scheduling Structures:

The Leadership Team developed the schedule and adjusted it last year as they need to add more time for Literacy and Math. The teacher focus group reported that math intervention needs to be improved. “The complaint is that the math scores are low, but the school lacks resources to support improvement. ELA gets two hours of instruction a day, and Math only gets an hour.” Teacher survey results demonstrate that only 42 percent (N=12) agree or strongly agree that “the school schedule and calendar maximize instructional time.”

All grade level teams meet once per week for 45 minutes. Meeting topics are scheduled for the year and include Reading, Math, SRBI, and Progress Monitoring Prep on a rotating basis. Coaches are in attendance to provide support.

School Site Security and Safety:

Troup has an updated Crisis and Intervention Manual and Crisis Management Team which includes the administration, a teacher representative, clerical, social worker, school counselor, Nurse, and the School Culture and Climate Specialist. The manual outlines the responsibilities of administration and staff during an emergency, including evacuation procedures. The teacher focus group reported that the “issues with the middle school affect the youngest students because Troup does not have the talent/people in place to support the school’s needs. Behavior trickles down from the middle school to the elementary.” There is a Paraeducator/Dean of Discipline. If there is an issue, teachers can call or text him, along with calls to the main office. Troup also has one In School Suspension staff and Middle School behavior support. The Leadership Team reported that Troup does not currently have a system

for monitoring visitors in the building. On the day of the audit, visitors were buzzed into the school and only required to sign a log outside of the office.

Appendix A: Operations and Instructional Audit Rubric

TALENT				
Indicator	Below Standard	Developing	Proficient	Exemplary All characteristics of Proficient plus one or more of the following:
1.1 Turnaround Leadership	Does not set the strategic and logistical direction for school improvement. Short- and long-term goals identified in a school improvement plan does not exist.	Sets the strategic and logistical direction for school improvement but does not establish and communicate clear systems (policies, structures, and expectations) to work towards improvement goals.	Sets the strategic and logistical direction for the school's improvement by establishing and communicating clear systems (policies, structures, and expectations) to work towards improvement goals.	Promotes and provides opportunities for families and members of the community to provide feedback and hear updates on short- and long-term goals.
	Leadership teams are not established.	Develops leadership teams but does not build leadership capacity or distribute leadership.	Develops leadership teams by distributing leadership; however, does not build staff leadership capacity for school improvement.	Develops effective leadership teams and builds staff leadership capacity for school improvement by distributing leadership.
	Does not engage and communicate school vision, mission, and improvement priorities with stakeholders (students, faculty, and school community).	Engages and communicates school vision, mission, and improvement priorities with faculty but not students and the school community.	Engages and communicates school vision, mission, and improvement priorities with stakeholders (students, faculty, and school community).	Promotes and provides opportunities for families and members of the community to be actively engaged in decision-making that supports school improvement.
1.2 Talent Management	Does not develop or implement a coherent equitable recruitment, selection, or retention strategy.	Develops and implements coherent equitable recruitment, selection, and retention strategy but does not provide support for retention and early career teachers in alignment with the school's vision, mission, and school improvement goals.	Develops and implements coherent equitable recruitment, selection, and retention strategy and provides support for retention and early career teachers in alignment with the school's vision, mission, and school improvement goals.	Builds the capacity of staff through high-quality differentiated support.
1.3 Professional Learning Systems	Does not establish, implement, or monitor the impact of high-quality professional learning systems.	Establishes a professional learning system; however, does not implement or monitor the impact of high-quality professional learning systems.	Establishes, implements, and monitors the impact of high-quality professional learning systems designed to build the capacity needed for school improvement.	Promotes collaborative practices and fosters leadership opportunities for a professional learning system that promotes continuous improvement.

ACADEMICS				
Indicator	Below Standard	Developing	Proficient	Exemplary All characteristics of Proficient plus one or more of the following:
2.1 Instructional Leadership	Does not set high academic standards and instructional practices, does not communicate to staff, and does not ensure access to rigorous standards-based curricula.	Sets high academic standards and instructional practices but does not effectively communicate to staff and does not ensure access to rigorous standards-based curricula.	Sets a common vision of what effective instruction looks like including high academic standards and instructional practices that are communicated to staff, monitored, and ensure access to rigorous standards-based curricula.	Builds the capacity of staff to identify and address barriers to implementing the school's instructional vision and core instructional practices.
	Does not create a continuous improvement cycle.	Does not implement with fidelity a continuous improvement cycle.	Implements continuous improvement cycle that uses progress monitoring of multiple forms of data and student work samples about current practices and outcomes but does not use this information to guide ongoing decision-making that addresses student and/or adult learning needs and progress toward the school improvement plan or the school's vision, mission, and goals.	Implements a continuous improvement cycle that uses progress monitoring of multiple forms of data and student work samples about current practices and outcomes to guide ongoing decision-making that addresses student and/or adult learning needs and progress towards the school improvement plan or the school's vision, mission, and goals.
2.2 Challenging Instruction	Instructional activities are teacher centered. There is no evidence of student-centered instructional activities.	Instructional tasks/activities provide opportunities for students to recall facts, terms, or concepts and demonstrate their understanding thereof.	Instructional tasks/activities provide opportunities for students to apply, differentiate, synthesize, hypothesize, and construct new meanings.	Instructional tasks/activities include the opportunity for students to reflect and assess their own learning and metacognition.
	Tasks do not include the opportunity for students to respond to content through inquiry, interpretation, and discourse.	Tasks include the opportunity for students to respond to content through discourse.	Tasks include the opportunity for students to respond to content through inquiry, interpretation, and discourse.	Instruction is culturally relevant. Instructional tasks/activities that include opportunities to evaluate/critique the instructional content (e.g., artifacts, texts, media, others' work).

	Lessons do not include questions that are scaffolded to move students to higher levels of thinking and do not require students to explain and justify their thinking.	Lessons include questions that are scaffolded to move students to higher levels of thinking; however, they do not require students to explain and justify their thinking.	Lessons include questions that are scaffolded to move students to higher levels of thinking and require students to explain and justify their thinking.	Lessons include questions to provide students the opportunity to reflect and assess their own learning and metacognition.
2.3 Engaging Instruction	Students are not cognitively or behaviorally engaged in active learning strategies individually or in small groups.	Students are behaviorally engaged in active learning strategies individually or in small groups.	Students are cognitively and behaviorally engaged in active learning strategies individually or in small groups. Students have opportunities to work collaboratively to explore, reflect, and problem-solve with opportunities to share their own ideas.	Discussion is primarily student-driven, and the student's voice is dominant.
2.4 Standards Aligned Curricula and Instruction	Rigorous, standards-based curricula do not exist, or teachers are not aware of the curricula for English Language Arts, Math, and Science content areas for all grade levels.	Rigorous, standards-based curricula are lacking in one core content area. Curricula are being implemented with fidelity across classrooms; however, teachers are not consistent in their pacing.	Rigorous, standards-based curricula exist for all content areas for all grade levels. Curricula are being implemented with fidelity across classrooms with teachers demonstrating consistent pacing.	Rigorous, standards-based curricula and/or scope and sequence exist for all grade levels and content areas rostered (advisory, intervention, electives). Curricula are being implemented with fidelity across classrooms with teachers demonstrating consistent pacing.
	There are limited classroom visuals.	Classroom visuals (e.g., learning targets and success criteria, anchor charts, word walls) support content or skill goals from the curriculum and are aligned to grade-level standards or prerequisite standards; however, they are not introduced and/or referenced throughout the lesson to support student learning.	Classroom visuals (e.g., learning targets and success criteria, anchor charts, word walls) support content or skill goals from the curriculum and are aligned to grade-level standards or prerequisite standards. The supports are introduced and/or referenced throughout the lesson to support student learning.	Classroom visuals are student-created, or students are led through the process of unpacking the content or skills goals from the curriculum that are aligned to grade-level standards.

2.5 Differentiation and Supports for Diverse Learners	All students receive the same lesson, process, and product with no evidence of differentiation.	There is some evidence of differentiation based on adjusting content, process, or product. There are no real-time adjustments based on student responses.	Lesson content/process, and/or product are differentiated to support student needs and adjusted in real-time based on student responses.	Students have a choice in content or process or product.
	Lessons are structured for one learning modality or style and/or using below grade-level concepts or skills.	Lessons are structured to include a limited number of learning modalities and styles using grade-level concepts and skills.	Lessons are structured to include multiple learning modalities and styles using grade-level concepts and skills.	Lessons provide opportunities for extension activities to provide enrichment.
	There is little to no evidence of support for multilingual learners in the instruction or classroom environment.	While there is some evidence of linguistic and academic support for multilingual learners in the classroom environment, these are not leveraged during instruction.	There are linguistic and academic supports in the classroom environment, and the teacher implements scaffolds in the instruction to support the development of multilingual learners' language and content.	Linguistic and academic supports are visible in the classroom environment and are utilized to scaffold instruction for MLs in order to make content comprehensible.
2.6 Assessment Practices and Data Use	Teachers do not check for student understanding.	Teachers monitor student understanding through whole group check-ins or questioning.	Teachers monitor student understanding through whole group check-ins, review of student work, exit tickets, one-to-one conferencing, or questioning and adjust instruction as needed.	Teachers immediately adjust instruction in response to monitoring student understanding.
	Teachers do not provide feedback.	Based on evidence (e.g., students' verbal or written responses, small group discussions) teachers provide students with whole group general feedback.	Based on evidence (e.g., students' verbal or written responses, small group discussions) teachers provide students with individualized feedback so that students know what to work on next.	Students utilize teacher feedback to independently extend their learning.
	Data teams do not exist or infrequently meet.	Data teams are scheduled to meet regularly, but they are occasionally interrupted, cut short, or canceled. Leadership support for data teams is inconsistent.	Data teams are a priority in the schedule and are rarely displaced by other events. Collaboratively, the grade-level team examines the data to identify and agree upon instructional strategies to implement before the next meeting, and the team develops a plan to measure success.	There are vertical and school-wide data teams. Collaboratively, these teams chart the data, analyze, and interpret the data, and use the data to identify grade-level band and schoolwide trends that impact school improvement. The schoolwide trends are communicated to teachers.

CULTURE AND CLIMATE				
Indicator	Below Standard	Developing	Proficient	Exemplary All characteristics of Proficient plus one or more of the following:
3.1 Culture & Climate Leadership	A safe school climate plan is not available.	A safe school climate plan has been created but is not posted to the district or school website. It establishes a system for supporting a positive school culture.	A safe school climate plan has been created that focuses on inclusion and cultural responsiveness as part of the school climate efforts. The plan is posted on the district or school website.	A safe school climate plan has been created and updated. It is aligned with the school improvement goals and includes input from staff, students, families, and community partners.
	Does not promote an equitable, caring, and inclusive school climate.	Developing an equitable, caring, and inclusive school climate.	Maintains and implements an equitable, caring, and inclusive school climate.	Intentionally build students' personal competencies to pursue goals and appraise their progress.
	Does not promote a positive school culture.	Developing a positive school culture by establishing systems for focused collaborative work, recognizing student effort, and academic mastery, and recognizing staff work and improvements.	Maintains/creates and promotes a positive school culture by establishing systems for focused collaborative work, recognizing student effort, and academic mastery, and recognizing staff work and improvements.	Capitalizes on the cultural competence and diversity of the community as an asset to strengthen education.
3.2 School Environment	The school fails to create a welcoming and intellectually stimulating learning environment conducive to high-quality teaching and learning. Common spaces and classrooms may be unclean, dark, or unsafe. Many classrooms are neither warm nor inviting and lack intellectual stimulation. Little to no student work or data is displayed.	The school struggles to provide a welcoming and intellectually stimulating learning environment conducive to high-quality teaching and learning. Large sections of the school are not clean, bright, welcoming, or reflective of current student work. Some classrooms and common spaces are bright but may not display current data and student work.	The school provides a welcoming and intellectually stimulating learning environment conducive to high-quality teaching and learning. The school is clean and in good repair. Most classrooms and common spaces are bright and display current data and student work.	There is clear and consistent messaging throughout the school, promoting school identity, mission/vision, and pride. Bulletin boards, displays, hall decorations, and offices show diverse students of varied racial, ethnic, gender, and people with disabilities in a variety of roles.
3.3 Student Attendance	Average daily attendance is \leq 88% and/or chronic absenteeism is $>$ 20%.	Average daily attendance is $>$ 88% and $<$ 93% and/or chronic absenteeism is $>$ 15% and \leq 20%.	Average daily attendance is $>$ 93% and \leq 97% and/or chronic absenteeism is $>$ 10% and \leq 15%.	Average daily attendance is $>$ 97% and chronic absenteeism is \leq 10%.

	A small group of staff meets regarding students who are already chronically absent or extremely chronically absent. However, most of the responsibility falls on one person, e.g., the school counselor or social worker.	The attendance team meets periodically, is made up of mostly student support staff, and the school administrator or their designee does not lead the group.	The school attendance team meets biweekly and is led by the school administrator or their designee and is made up of various roles in the school, e.g., student supports, special education, school nurse, attendance clerk, and teacher.	The school attendance team meets weekly. Roles are clearly defined.
	The school does not incorporate attendance improvement strategies into a multi-tiered system of support. The focus for improvement is on referrals for truancy and education neglect.	The school has a supportive/restorative data-informed multi-tiered system of support with a focus primarily on Tier 3. There are no measures for monitoring the strategy implementation.	The school has a supportive, data-informed multi-tiered system of support for students with a plan for all three tiers. Implementation is monitored for quality and effectiveness.	The school has a supportive/restorative data-informed multi-tiered system of support with a focus on strong Tier 1 strategies and monitoring of effectiveness of Tier 2 and 3 strategies. Community providers are engaged as partners to help meet the needs of families and students.
3.4 Social-Emotional Behavioral (SEB) Well-Being	Structured social-emotional well-being goals, behavior plan, and interventions may be in place, and interventions are not implemented effectively for all students within a tiered structure.	Structured social-emotional well-being goals, behavior plan, and interventions are in place, and interventions are implemented inconsistently for all students within a tiered structure.	Structured social-emotional and behavioral well-being goals, behavior plan, and interventions are in place, and interventions are implemented effectively for some students within a tiered structure.	Structured social-emotional and behavioral well-being goals, behavior plan, and interventions are in place, and interventions are implemented effectively for all students within a tiered structure.
	The suspension rate is \geq than 12%.	The suspension rate is between \geq 10% and <12%.	The suspension rate is between \geq 8% and <10%.	The suspension rate is <8%.
3.5 Interpersonal Interactions	There is a weak sense of community. Interactions between staff and students are negative or disrespectful and/or the staff does not promote positive social interactions among students or each other.	There is a moderate sense of community. Interactions between staff and students are generally positive and respectful and/or the staff inconsistently makes attempts to promote positive social interactions among students and each other.	There is a good overall sense of community. Interactions and communications between staff and students are consistently positive and respectful and the staff regularly promote positive social interactions among students and each other.	The school fosters an environment where students proactively demonstrate positive social interactions and conflict-resolution skills and involves learners in promoting a respectful learning environment.

<p>3.6 Equitable Partnerships with Families</p>	<p>The school does not use any communication methods and does little to adapt communication strategies to meet the needs of individual families.</p>	<p>The school primarily uses one-way communication methods and does little to adapt communication strategies to meet the needs of individual families.</p>	<p>School uses a wide range of two-way communication methods that serve the needs of families to provide frequent, proactive, and personalized communication with families about student performance and learning.</p>	<p>Teachers utilize a wide variety of strategies, such as home visits, to build awareness of families' cultures and use this knowledge to reach out to most families in culturally respectful ways. Teachers and families co-construct strategies to engage students in learning inside and outside of the classroom.</p>
<p>3.7 Community Partners and Wraparound Strategy</p>	<p>The school does not ask families what additional programs or services they need to support their student's achievement.</p> <p>The school offers inadequate support to address students' nonacademic needs. There are limited wraparound services. The school makes little effort to engage community partners to expand services offered through the school.</p>	<p>The school determines families' needs and preferences for additional programs or services to support their student's achievement from conversations with a few families or general demographic data.</p>	<p>The school determines wraparound services and preferences for programs or services families need to support their students' social and emotional well-being and achievement from data collected through surveys, focus groups, and home visits. Families play a role in developing and delivering programs and services.</p>	<p>The school has opportunities to regularly listen to the voices of families (e.g., listening tours, coffee hours, and online social media) to engage families in proactive problem solving around barriers to accessing community organizations and services.</p>
	<p>The school does not have a system for monitoring and/or evaluating the services provided by the community partner.</p>	<p>The school has a limited system for monitoring and/or evaluating the services provided by the community partner.</p>	<p>The school has a system for monitoring and/or evaluating the services provided by the community partner.</p>	<p>School has a comprehensive system for monitoring and evaluating the services provided by the community partner.</p>

OPERATIONS				
Indicator	Below Standard	Developing	Proficient	Exemplary All characteristics of Proficient plus one or more of the following:
4.1 Operational Leadership / Financial Management * This indicator is not measured during the Initial audit.	Decisions about the establishment, implementation, budgeting, and monitoring of organizational systems do not support the school improvement plan and orderly operation of the school.	Decisions about the establishment, implementation, budgeting, and monitoring of organizational systems generally support the school improvement plan and orderly operation of the school most of the time.	Decisions about the establishment, implementation, budgeting, and monitoring of organizational systems consistently support the school improvement plan and orderly operation of the school.	There is a clear sustainability plan for all major expenditures.
	Unable to accurately access and or leverage school and district resources; does not effectively manage budget.	Allocates resources but is not knowledgeable about possibilities for accessing alternate physical and human resources. Does not ensure educational equity for diverse student, family, and staff needs.	Allocates and maximizes resources in alignment with mission and student learning goals and assesses external resources to fill gaps; effectively plans and manages a fiscally responsible budget that supports the school's goals, and ensures school is financially secure in the long-term.	Continually assesses and reassesses resources and creatively utilizes and leverages existing school and district resources and is relentless in actively accessing human and fiscal resources that align to strategic priorities to support the achievement of school improvement plan targets.
4.2 Scheduling Structures	There is not enough time in the school schedule to appropriately meet students' academic needs. Time is underutilized in the school calendar and daily schedule. Does not include scheduled or defined blocks for instruction, intervention, or enrichment. Transition times do not maximize the use of student or staff time.	<p>The school calendar and daily schedule could be improved to increase time on task.</p> <p>The schedule includes >5 and ≤ 5.5 hours of instruction per day. ELA instruction >60 and ≤ 90 minutes each day.¹ Intervention is scheduled but happens infrequently due to scheduling changes and/or staffing issues.</p>	Provides adequate instructional time for students to reach academic and behavioral goals. The schedule includes >5.5 hours and ≤ 6.0 hours of instruction per day. ELA instruction includes > 90 minutes and < 120 minutes and math instruction is at least 60 minutes for elementary schools. There is a designated time for intervention and enrichment that is protected within the schedule.	Includes > 6 hours of instruction per day, and ≥ 120 minutes of ELA time and > 60 minutes for math. Includes designated time and evidence of coordination for staff collaboration for vertical and school-wide data teams.
4.3 Classroom Structures & Use of Time	Staff and students use time ineffectively. Instructional time is not maximized. There are missed opportunities to maximize time on tasks.	Staff and student use of time is somewhat effective. Some students are off task and there are missed opportunities to maximize instructional time.	Staff and student use of time is effective. Most students require little to no redirection to transition. Instructional time is maximized.	Staff and students maximize their use of time. There is no downtime. Teachers purposely use every moment of class time to prioritize instructional time on tasks.

	Common planning time is unstructured and may lack expectations for teacher collaboration (e.g., actionable next steps, development of instructional materials, analysis of student work, lesson planning).	Most academic teams have common planning periods. Collaborative planning time is used at a basic level (e.g., organization of resources or topics not directly related to classroom instruction).	Common planning periods are protected and only interrupted by emergencies. The school has established protocols to ensure that common planning time is used effectively.	All educators have weekly common planning time for vertical and horizontal planning.
4.4 School Site Security & Safety	The school is chaotic and disorderly. The safety of students and staff is a concern. Adults are not present during transitions; therefore, there is very little redirection.	The school is somewhat chaotic and/or disorderly, particularly in certain locations and during certain times of the day. Staff presence is minimal, and redirection of behavior is lacking.	The school environment is calm and orderly. Adults are present to support norms.	Adults are consistently present to reinforce norms.
	The school lacks critical operation systems (e.g., arrival, departure, lockdowns, lunch, fire drills, hallway transitions).	The school has some operational systems in place, but procedures are inconsistently implemented.	Rules and operational procedures are clear, consistent, and evident.	All stakeholders are aware of operational procedures and consistently implement.

The Commissioner's Network Turnaround Plan Application | Cohort XIII

Form Number: ED 708

Section 10-223h of the Connecticut General Statutes

June 21, 2023

Charlene M. Russell-Tucker
Commissioner of Education
Connecticut State Department of Education
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TABLE OF CONTENTS

<u>PART I: COMMISSIONER’S NETWORK OVERVIEW</u>	p. 1
A. Commissioner’s Network Overview	1
B. Turnaround Plan and Framework	2
<u>PART II: TURNAROUND PLAN APPLICATION INSTRUCTIONS</u>	p. 3
A. Instructions	3
B. Timeline Summary	3
C. Freedom of Information Act	3
D. Questions	3
<u>PART III: COMMISSIONER’S NETWORK TURNAROUND PLAN</u>	p. 4
Section 1: Cover Page	4
Section 2: Setting the Direction	5
Section 3: Leadership	6
Section 4: Data and Needs Analysis	8
Section 5: Turnaround Model	11
Section 6: Turnaround Framework for School Improvement	13
- Domain 1: Talent	15
- Domain 2: Academics	20
- Domain 3: Culture and Climate	27
- Domain 4: Operations	32
Section 7: Sustainability Plan	35
Section 8: Budget Information	36
Section 9: Modifications	36
<u>PART IV: APPENDICES</u>	p. 37
A. Turnaround Committee Signatures Page	37
B. Statement of Assurances	40
<u>PART V: REFERENCES</u>	p. 44



AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

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PART I: COMMISSIONER'S NETWORK OVERVIEW

A. Commissioner's Network Overview

The Commissioner's Network (the Network) is a commitment between local stakeholders and the Connecticut State Department of Education (CSDE) to dramatically improve student achievement in up to 25 low-performing schools. The Network offers new resources and empowers teachers and school leaders to implement research-based strategies in schools selected by the Commissioner. Network schools remain part of their local school districts, but the districts and the CSDE secure school-level flexibility and autonomy for the schools in exchange for heightened accountability. Schools participate in the Network for a period of three to five years.

Pursuant to Connecticut General Statutes (C.G.S.) § 10-223h(a), the Commissioner may select a school that has been classified as a category four or five school, as described in C.G.S. § 10-223e, to participate in the Network. The Commissioner gives preference for selection to schools: (1) that volunteer to participate in the Network, provided the local board of education and the representatives of the exclusive bargaining unit for certified employees mutually agree to participate in the Network; (2) in which an existing collective bargaining agreement between the local board of education and the representatives of the exclusive bargaining unit for certified employees will have expired for the school year in which a Turnaround Plan will be implemented; or (3) that are located in school districts that (A) have experience in school turnaround reform, or (B) previously received a school improvement grant pursuant to Section 1003(g) of Title I of the Elementary and Secondary Education Act, 20 U.S.C. 6301, et seq.

C.G.S. § 10-223h

- authorizes the Commissioner to establish, within available appropriations, a Commissioner's Network of schools to improve student academic achievement in low-performing schools;
- authorizes the Commissioner to select not more than 25 schools in any single school year that have been classified as a category four school or a category five school pursuant to Section 10-223e to participate in the Network; and
- provides that the Commissioner may select not more than five schools in any single school year from a single school district to participate in the Network.

After the Commissioner initially selects a school to participate in the Commissioner's Network, the local board of education shall establish a Turnaround Committee pursuant to C.G.S. § 10-223h(b). Following the establishment of the Turnaround Committee, the CSDE shall conduct, in consultation with the local board of education, the School Governance Council, and the Turnaround Committee, an operations and instructional audit of the school in accordance with C.G.S. § 10-223h(c). Once the audit is performed, the Turnaround Committee shall develop a Turnaround Plan for the school by completing this application. As stated in C.G.S. § 10-223h(d), if the Turnaround Committee does not develop a Turnaround Plan, or if the Commissioner determines that a Turnaround Plan developed by the Turnaround Committee is deficient, the Commissioner may develop a Turnaround Plan for the school. If the Commissioner deems it necessary, the Commissioner may appoint a district improvement officer for a school to implement the provisions of a turnaround plan developed by the Commissioner.



B. Turnaround Plan and Framework

The Turnaround Committee, in consultation with the School Governance Council, shall develop the Turnaround Plan in accordance with C.G.S. § 10-223h(d) and the guidelines issued by the Commissioner. Accordingly, the Turnaround Plan must:

- provide a rigorous needs analysis informed by the operations and instructional audit;
- identify an evidence-based turnaround model, aligned to school needs and growth areas;
- provide robust strategies to secure, support, develop, evaluate, and retain top talent;
- summarize the school's academic model, including curricula, assessments, and data-driven instruction;
- outline a comprehensive approach to build a positive school culture and climate; and
- develop operational structures to effectively utilize time and resources.

Pursuant to C.G.S. § 10-223h(d), the Turnaround Plan may include proposals changing the hours and schedules of teachers and administrators at the school, the length and schedule of the school day, the length and calendar of the school year, the amount of time teachers shall be present in the school beyond the regular school day, and the hiring or reassignment of teachers or administrators at the school. If provisions of the Turnaround Plan alter the collective bargaining agreements applicable to the administrators and teachers employed by the local board of education, the local board of education and the exclusive bargaining unit for the affected certified employees shall negotiate concerning such provisions in accordance with C.G.S. § 10-153s. See C.G.S. § 10-223h(g).

The Board of Education must approve the Turnaround Plan before the school may implement it. Once the Turnaround Plan is approved, Network school leaders will work with the CSDE Turnaround Office, and other partners, to operationalize the Turnaround Plan by planning and designing tools, systems, and/or policies including, but not limited to:

- school bell schedule;
- school calendar;
- annual assessment calendar;
- staff evaluation schedule;
- professional learning calendar;
- Scientific Research-Based Interventions processes and protocols;
- school organizational chart;
- curricular materials (e.g., lesson plan template, unit plans, pacing guides);
- school budget;
- school climate; and
- calendar of family and community engagement opportunities.



PART II: TURNAROUND PLAN APPLICATION INSTRUCTIONS

A. Instructions

Review and follow all directions carefully when completing this application. Complete all of the required sections. The application will be deemed incomplete and/or deficient if required sections are not submitted. The specific timeline for this application will be determined by the CSDE. District leadership must participate in, at minimum, two benchmark meetings with the Turnaround Office to provide updates on elements of the draft Turnaround Plan as it evolves and receive formative feedback. Be prepared to share draft Turnaround Plan components prior to these meetings.

B. Timeline Summary

Consistent with C.G.S. § 10-223h, the Commissioner's Network process is outlined below. As noted, the extension and expansion of the Commissioner's Network requires new legislative authorization; therefore, initial planning activities for an eleventh prospective cohort of Network schools are underway, pending legislative authorization.

1. Commissioner initially selects the school for the Network.
2. Local board of education forms the Turnaround Committee.
3. CSDE conducts the operations and instructional audit of the school.
4. Turnaround Committee, in consultation with the school governance council, develops the Turnaround Plan and budget proposal.
5. Turnaround Committee reaches consensus, or the Commissioner may develop a plan.
6. SBE votes to approve or reject the Turnaround Plan.
7. Local board of education negotiates Memorandum of Understanding (MOU) with collective bargaining units for certified staff, if necessary, to establish the working conditions for the school during its turnaround period.
8. Certified staff identified and/or selected to work at the school ratify MOUs on working conditions, if necessary.
9. CSDE awards resources to the school depending on available funds.
10. Network school begins implementation of the Turnaround Plan with support from the CSDE.

C. Freedom of Information Act

All of the information contained in a proposal submitted in response to this application is subject to the provisions of the Freedom of Information Act (FOIA), C.G.S. Section 1-200 *et seq.* The FOIA declares that, except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in statute) are public records and every person has a right to inspect such records and receive a copy of such records.

D. Questions

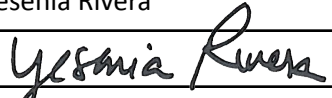
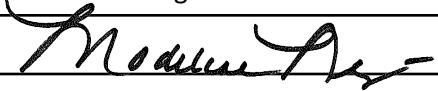
All questions regarding the Commissioner's Network should be directed to:

Irene Parisi
Chief Academic Officer
Connecticut State Department of Education
E-mail: irene.paris@ct.gov



PART III: COMMISSIONER’S NETWORK TURNAROUND PLAN

Section 1: Cover Page

Name of School District:	New Haven Public Schools		
Name of School:	Augusta L. Troup School	Grade Levels:	K-8
Name of School Principal:	Eugene J. Foreman, Jr.	# of Years Serving as Principal at this School:	5
		# of Years in Total as Administrator:	10
Turnaround Committee Chairperson: ¹	Kristina DeNegre	Phone Number of Chairperson:	475-321-0554
		E-mail of Chairperson:	kristina.denegre@nhboe.net
Address of Chairperson:	Street Address:	54 Meadow Street	
	City:	New Haven, CT	Zip Code: 06519
Name of School Board Chairperson:	Yesenia Rivera		
Signature of School Board Chairperson: ²		Date:	2/29/2024
Name of Superintendent:	Dr. Madeline Negron		
Signature of Superintendent:		Date:	2/29/2024

¹ Pursuant to C.G.S. § 10-223h(b)(1), the superintendent, or his or her designee, shall serve as the chairperson of the Turnaround Committee.

² By signing this cover page, the chairperson of the local board of education affirms that the board has established the Turnaround Committee in accordance with C.G.S. § 10-223h(b), and that the superintendent has informed the board of the content of the Turnaround Plan.



Section 2: Setting the Direction

An organization needs to know where it is and where it wants to be in order to improve. Effective organizations have a clear direction that informs the work of all employees. An organization’s direction is used as a filter for all work. As noted in *Turnaround Leadership Domain* (Center on School Turnaround, 2017), turnaround leaders set the direction and expectations, and articulate the commitment to school turnaround. The leadership team also engages all employees and stakeholders in the process of sharing and gathering feedback and making needed revisions to finalize and communicate the direction to others. Each person needs to own the direction and understand how his or her role supports the mission. Setting a direction is important for any organization and it is particularly critical for those seeking to make rapid improvement—as is the case for the lowest-performing schools. To improve rapidly, the school needs to be willing to identify and address the root causes of its successes and failures to transform its systems and practices.

Instructions: Using the space provided, identify the district’s and school’s vision and theory of action. (Please note for this section there is a limit of 200 words per response box.)

A **vision statement** serves as a common direction of growth for your organization and its stakeholders. This statement describes the organization’s clear and inspirational long-term desired change resulting from its work.

Theory of Action uses the “If we do X, then we can achieve Y” construct for transformative outcomes. For example, if the state education agency (SEA), local education agency (LEA) or school focuses on implementing effective instructional practice, then the organizational goal of improved student performance is supported. Thinking through a theory of action allows organizations to more clearly see the chain of changes that will have to happen for the intervention to be successful. This can help in the planning stage to be sure the solutions that are chosen truly align with the impact that would like to be seen.

District Vision Statement (limit 200 words)

Our vision is to be a premier urban school district that ensures access to equitable opportunities and successful outcomes for all students as they prepare for college, career, and life.

District Theory of Action (limit 200 words)

If New Haven Public Schools provides the right conditions, resources, and support to teachers that aligns with and is conducive to rigorous instructions, then students will have access to high quality strategies that will prepare them for 21st century career and college ready skills.



School Vision (limit 200 words)

ALTS believes in a student centered learning environment in which respect is practiced by everyone, students participate in engaging learning experiences, students are EMPOWERED to take academic risks, and students ENGAGE in discourse that promotes critical thinking and problem solving. All members of the Troup School community will COLLABORATE to promote the social, emotional, and academic growth of our students as they strive to reach their highest potential.

School Theory of Action (limit 200 words)

If ALTS provides and supports teachers with access to appropriate instructional materials and provides ongoing professional development of high-leverage instructional strategies in order to improve teachers’ ability plan and implement standards-aligned, evidence-based programs and practices and lessons to meet students’ needs, then students will have access to a high quality education that will prepare them for 21st century career and college ready skills.

Section 3: Leadership

One of the clear keys to successful turnaround is strong leadership at all levels (Herman et al., 2008). The objectives for both school and district leaders are to articulate a clear and compelling vision, create attainable short-term goals, define high performance expectations, hold faculty and staff accountable for those expectations, and continually celebrate wins (Leithwood, 2012). Research points to the importance of having a strong leader who can change culture and influence staff efficacy (Meyers & Hitt, 2017) and who demonstrates an intense focus and direction on academic outcomes (Picucci, Brownson, Kahlert, & Sobel, 2002). In addition, the district needs to embrace the turnaround effort as a district-led initiative. One study finds that the “district instructional leadership builds capacity by coordinating and aligning work of others through communication, planning, and collaboration” (Rorrer, Skrla, & Scheurich, 2008, p. 318). Throughout the turnaround process, the district must coordinate the work by setting high performance expectations, sharing those expectations in a transparent way, continually checking progress on those expectations, and — with the school — co-developing further interventions, as needed, based upon the school’s progress (Leithwood, 2012). These types of leadership focuses can contribute to a productive, supportive and energizing school culture that enables adults in schools and district offices to collaboratively work toward improved outcomes for students (Kruse & Louis, 2009).

Instructions: In the boxes below, address the following:

Describe the process to hire and retain an exceptional school principal with a track record of success, preferably in school turnaround and/or an urban school environment.

August L. Troup School’s principal will serve as the instructional leader, setting and maintaining high expectations for students, staff, parents and community partners, designing and delivering professional development and learning opportunities, supporting, developing and evaluating teachers and holding and maintaining accountability for all stakeholders. The leader will have experience working in an urban setting and values connections with the community and student body. The school leader will set the tone for instructional rigor and expectations for student achievement. The current principal has been at ALTS for the past five years and has a comprehensive view of the strengths and challenges the school faces. The current principal has a clear vision for the school and robust understanding of where the school currently is and what it needs to implement to move the school forward towards success and achievement. The current principal is rooted in the community and has made connections to students, staff, families and community members. Principal Foreman is a learner himself and is reflective in his practice. He finds every



opportunity to grow himself as a leader and is eager to find ways to continue to grow his staff. NHPS firmly believes that the Principal Foreman has the skillset and the mindset to move ALTS to high levels of achievement. Mr. Foreman has experience working in turnaround schools. He was assistant principal of Barnard Environmental Studies Magnet School during the last year of their turnaround status, 2014-2015. In addition, Principal Foreman has been principal of ALTS during their status as a turnaround school, managing the School Improvement Grant. He will participate in Data Wise training in Spring 2024, and the Harvard Turnaround Institute in July 2024.

Explain how administrators will be evaluated on an annual basis to inform leadership staffing decisions.

All administrators are evaluated annually in accordance with the New Haven Public School's (NHPS) approved principal evaluation system (PEVAL). Principal Evaluations (PEVALS) is in alignment with the CSDE Leadership Standards and NHPS PEVAL Standards. Focus areas in PEVAL include, but are not limited to: Leads teams and delegates responsibility, Develop instructional Leadership Talent, Effectively Manage Staff, Curriculum and Instruction, Assessment and Accountability, Professional Learning, Collaboration and Collegiality, and High Expectations. All of these facets of the PEVAL will support the work of the grant.

Administrators are supported and coached throughout the school year by their assigned Assistant Superintendent to ensure that goals are in coherence with district goals and the work that happens at the school level supports the work of the district. Throughout the year, administrators receive feedback from walkthroughs and coaching sessions; this feedback is directly aligned with their goals and are tracked throughout the year focusing on progress towards meeting those goals. Implementation of PEVAL, along with interim walkthroughs and check-ins, will be objective, timely, fair, and vital to ensure that ALTS leaders are continuously growing and meeting their leadership potential and duties. This evaluation of leadership must be contextual, individualized, and evidence based that is rooted in data and anecdotal notes as well as feedback that is specific.

At the beginning of each academic year ALTS school leaders will review solicited feedback from a multiple of sources including but not limited to: students, parents, community partners, staff, superiors, and subordinates to identify areas of strength and growth. In collaboration with the district, CSDE, and School Administrators Association the leadership of ALTS will develop annual targets for their own professional growth and school performance. These long-term yearly goals will be tracked by identifying short-term goals that will be monitored as they are met in order to meet identified long-term goals. ALTS school administration must exhibit continuous improvement in identified PEVAL growth areas as it aligns with administrator's school goals and district goals. If a school leadership vacancy occurs, ALTS will allow the NHPS in conjunction with the CSDE and approval from the Commissioner to hire a new school administrator that meets the criteria set forth by the district and the CSDE under the Commissioner's Network Grant.

Describe the district's role in supporting and monitoring school administration in regard to implementation and monitoring of the improvement plan and budget, if approved.

School leaders will participate in a variety of leadership development opportunities: Monthly district Principal and Assistant Principal Professional Learning Meetings, Superintendent' Monthly Meetings, Academic Team Walkthroughs and feedback sessions, monthly walkthroughs with Assistant Superintendent, CSDE leadership development sessions, bi-monthly walk-through and feedback sessions conducted by the Commissioner's Network and/or point personnel, district



mandated professional development and leadership development through HHM to support the implementation of the literacy curricula. The ALTS leadership team will also attend a minimum of three professional development sessions of choice in alignment with school and district goals. Administrators are also supported and coached throughout the school year by their assigned Assistant Superintendent to ensure that goals are in coherence with district goals and the work that happens at the school level supports the work of the district. Throughout the year, administrators receive feedback from walkthroughs and coaching sessions; this feedback is directly aligned with their goals and are tracked throughout the year focusing on progress towards meeting those goals.

Describe stakeholder (family, community, student, other) engagement processes and structures (planning and development, implementation, and revising of plan to meet current needs).

ALTS has a family resource center (FRC) that is run by a Title I Parent liaison who is at ALTS full-time, and serves as a member of the Turnaround Planning Committee. Over the next several years through the CN Grant, ALTS wants to reimagine our FRC. In addition to the current role, the parent liaison, in collaboration with the newly hired School Climate and Culture Coordinator, will be responsible for setting up various workshops for parents, working with the Office of Youth, Family and Community Engagement (YFCE), host family activities (i.e. literacy and math nights, breakfast and a book with K parents, special education resource night, etc.). Work rules will require teaching staff to support family activities as well, and planning will be collaborative among all stakeholders. In addition, the parent liaison will be part of the school attendance committee to assist in our on-going efforts to address chronic absenteeism and increase the understanding of families on how attendance has a positive impact on school success. The parent liaison will work closely with ALTS administration on ways to increase family engagement, parental involvement and community involvement as well as survey parents on specific topics that ALTS has identified as areas of challenge so that we can work to address these challenges.

Additionally, we seek to add a School Climate and Culture Coordinator to our staff. This person will facilitate in implementing Restorative Practices and PBIS systems in order to increase positive interactions between and among staff and students. This person will be responsible for relaunching our PBIS systems, plan monthly assemblies and other parent engagement opportunities, facilitate attendance incentives, and plan behavior interventions as needed. This role will also allow administration to increase time spent in classrooms rather than resolving conflicts between students. This person (preferably an individual with an 092 certification) will work to become an expert in Restorative Practices as a result impacting our suspension rate and increasing students’ abilities to navigate their feelings, take ownership, and navigate through conflict in a positive and productive way. Restorative Practice training for the entire staff will launch in Spring 2024, and the School Climate and Culture Coordinator will serve as a lead to continue training efforts with staff into SY 2024-2025 and beyond.

Section 4: Data and Needs Analysis

PERFORMANCE TARGETS

Instructions: Network school progress will be compared to the leading and lagging indicators identified in the chart below. Under the “Baseline and Historic Data” columns, please enter school data for each of the past three years. The indicators with an asterisk must be in alignment to Every Student Succeeds Act (ESSA) Milestone targets when determining performance targets.



Performance Indicators	Baseline/Historic Data				Performance Targets		
	2018-19	2021-22	2022-23	2023-24 YTD	2023-24	2024-25	2025-26
Student Enrollment	459	425	413	394	402	402	402
Next Generation Accountability Index*	48.2	50.9	51.4	N/A	68.2	71.0	73.8
English Language Arts (ELA) School Performance Index (SPI)*	48.3	44.2	47.4		62.5	64.6	66.7
ELA Smarter Balanced Growth *	20.4	33.3	32		74.2%	78.5%	82.8%
Math School Performance Index (SPI)*	37.4	31.4	34.3		59.1	61.8	64.4
Math Smarter Balanced Growth *	21.7	35.5	33		73.3%	77.8%	82.2%
Average Daily Attendance Rate	91.8	84.7	85.6	86.9	87%	89%	90%
Percentage of Students Chronically Absent*	27.2	60.2	54.4	48	13.3%	11.9%	10.5%
Classroom Teacher Attendance (Average FTE Days Absent)	88.8	84.3	N/A	16.3	89%	91%	93%
Suspension/Expulsion Rate	3	4	0		1	0	0
Grade 3 ELA Smarter Balanced Assessment-“Meets or Exceeds Achievement Level”	11%	16%	8%		13%	18%	23%
Grade 4 ELA Smarter Balanced Assessment-“Meets or Exceeds Achievement Level”	18%	17%	10%		15%	20%	25%
Grade 5 ELA Smarter Balanced Assessment-“Meets or Exceeds Achievement Level”	12%	22%	10%		15%	20%	25%
Performance Indicators	Baseline/Historic Data				Performance Targets		
	2018-19	2021-22	2022-23	2023-24 YTD	2023-24	2024-25	2025-26



Grade 6 ELA Smarter Balanced Assessment-“Meets or Exceeds Achievement Level”	19%	4%	29%		34%	39%	44%
Grade 7 ELA Smarter Balanced Assessment-“Meets or Exceeds Achievement Level”	16%	16%	3%		8%	13%	18%
Grade 8 ELA Smarter Balanced Assessment-“Meets or Exceeds Achievement Level”	19%	12%	15%		20%	25%	30%
Grade 3 Math Smarter Balanced Assessment- “Meets or Exceeds Achievement Level”	21%	4%	6%		11%	16%	21%
Grade 4 Math Smarter Balanced Assessment- “Meets or Exceeds Achievement Level”	27%	0%	4%		9%	14%	19%
Grade 5 Math Smarter Balanced Assessment- “Meets or Exceeds Achievement Level”	18%	2%	0%		5%	10%	15%
Grade 6 Math Smarter Balanced Assessment- “Meets or Exceeds Achievement Level”	15%	0%	8%		5%	10%	15%
Grade 7 Math Smarter Balanced Assessment- “Meets or Exceeds Achievement Level”	0%	2%	0%		5%	10%	15%
Grade 8 Math Smarter Balanced Assessment- “Meets or Exceeds Achievement Level”	9%	2%	0%		5%	10%	15%
Grade 5 NGSS Science Assessment- “Meets or Exceeds Achievement Level”	11%	13%	12%		17%	22%	27%
Grade 8 NGSS Science - “Meets or Exceeds Achievement Level”	14%	8%	8%		13%	18%	23%
Performance Indicators	Baseline/Historic Data				Performance Targets		
	2018-19	2021-22	2022-23	2023-24 YTD	2023-24	2024-25	2025-26
4-year Cohort Graduation Rate* (HS only)	N/A	N/A	N/A		N/A	N/A	N/A

* Indicators with an asterisk must be in alignment to ESSA Milestone targets

Root Cause Analysis

Using the school data, along with the school audit findings reported by the Turnaround Office as a foundation, the turnaround committee has conducted a root cause analysis. Root cause is defined as: the deepest underlying cause or causes of positive or negative outcomes within any process that, if dissolved, would eliminate or substantially reduce the outcome. Root cause analysis is the process that allows us to move from data to action. The data analysis and identification of challenges and contributing factors tell us what is happening at our schools and why, what needs to be addressed, and focus on the work that needs to occur to move us towards improvement and achievement. Once we understand the why, we can then develop targeted strategies and interventions to address the challenges. There are several



resources available to conduct a root cause analysis. Two of the most common methods are the “5 Whys” model or the Fishbone Diagram. Root Cause Analysis: A School Leader’s Guide to Using Data to Dissolve Problems (Preuss, 2013), provides additional examples specific to schools. Additionally, the [CSDE Needs Assessment with Root Cause Toolkit](#) utilizes data collection, analysis and protocols to aid in the process of identifying those root causes. The root cause findings should serve as the basis for school improvement plan development.

Section 5: TURNAROUND MODEL

Instructions: Please select one of the following turnaround models described in C.G.S. § 10-223h(d). Using the space provided, describe the core components of the model that pertain to talent, academics, culture and climate, and operations.

Approved models:

- (A) A CommPACT school, as described in section 10-74g;
- (B) a social development model;
- (C) the management, administration, or governance of the school to be the responsibility of a regional educational service center, a public or private institution of higher education located in the state, or, subject to the provisions of subsection (e) of this section, an approved educational management organization;
- (D) a school described in section 10-74f;
- (E) a model developed by the turnaround committee that utilizes strategies, methods and best practices that have been proven to be effective in improving student academic performance, including, but not limited to, strategies, methods and best practices used at public schools, interdistrict magnet schools and charter schools or collected by the commissioner pursuant to subsection (f) of this section, or
- (F) a model developed in consultation with the commissioner or by the commissioner subject to the provisions of subsection (e) of this section.



ALTS is selecting model E-focusing on strengthening Tier I instruction and the integration of writing across the curriculum. This will allow students to gather information, think critically, and develop their writing skills in order to improve their communication skills. In addition, this focus will also build the capacity of our students as they enter into high school and beyond.

Talent: ALTS teachers will be trained on how to implement writing strategies in all disciplines in the classroom and devote more time to strengthening Tier I instruction in order to support the focus of writing across the curriculum. This will allow our students to perform better on standardized tests and district assessments and effectively communicate their thoughts and ideas as they synthesize information. Teachers will be responsible for guiding students to think critically and collaborate with peers. The use of writing tasks will accommodate our diverse learners by introducing a larger range of learning opportunities in the classroom. The teachers will work closely with our library media specialist and instructional coaches in order to guide students on how to think critically and express their thinking in writing. These instructional practices will require continued professional learning for ALTS teachers. Professional learning to support implementing HMH Into Reading and iReady began in SY 2023-2024 through in-building instructional coaches as well as consultants from HMH and iReady. These coaching opportunities include weekly walkthroughs, modeled lessons, and other professional opportunities, and will continue. Professional learning will help them to prioritize instructional time, specifically planning and developing writing opportunities and implementing writing strategies throughout the school day. Student engagement will increase and ALTS will create a safe and rigorous learning environment. Additional training will be provided for all staff in the Data Wise protocol in order to improve teacher ability to analyze and differentiate instruction, which will increase student engagement.

Academics: When given the opportunity to access learning through writing across the curriculum, ALTS students will have the opportunity to retain content longer and have a deeper understanding of what they are learning. In specific content areas, writing tasks will be more effective than traditional methods of learning in math and science due to being involved in hands-on research based learning, critical thinking, and written communication. Students will be guided, by teachers, to articulate their thinking and the strategies they used through their writing and the writing process. This will provide our students with an authentic learning experience utilizing various learning modalities in the process of researching and problem solving, then communicating the solutions. We will continue to leverage the HMH Into Reading program and the professional learning opportunities and coaching that began in SY 2023-2024, and expand the HMH program into grades 6-8. For math, we will continue to implement iReady in grades Kindergarten- 8, prioritizing opportunities for discourse and collaborative problem solving. We will also adjust our schedule to provide math intervention. The Data Wise protocol training will also allow for differentiated and targeted instruction for students using a data driven approach. We will also leverage student friendly writing rubrics that will be universal and grade level appropriate so that students and teachers can track progress towards academic achievement and growth through the writing process.

Culture and Climate: The use of writing across the curriculum is a strategy we will use to close the achievement gap by engaging all students, especially lower-achieving students. In addition, we are going to revamp our PBIS model in order to ensure consistent rules and expectations across the school, while also celebrating student successes. Revamping our PBIS model will also include planning and implementing more celebrations and recognition of the positive aspects of our climate and culture at ALTS. Celebrations will be student-centered and celebrate making gains and improvements not only in their learning, but in their behavior and attendance. These celebrations, planned by the new role of Climate and Culture Coordinator, will foster a culture of pride, promote parental involvement and provide additional opportunities for parents and families to attend celebrations celebrating their children, while also allowing administration more time to spend on academic leadership in the classroom. Simultaneously, we will invest in building Staff's knowledge and skill set around Restorative Practices. Required professional learning will be scheduled during the additional meeting times that will be scheduled as part of the work rules. Lastly, we will foster and build leadership

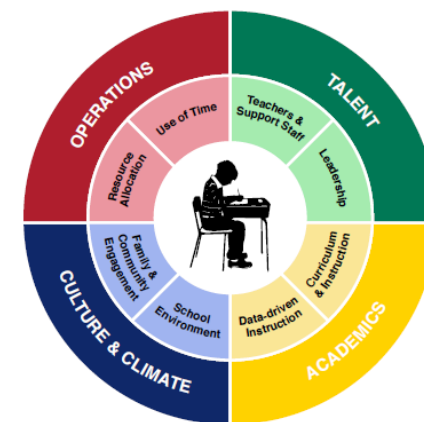
opportunities for our students as they exhibit desired behaviors in order to support our student body in achieving desired outcomes. These opportunities will come in the form of clubs and activities as well as leadership roles in celebrations and other school-wide activities/assemblies.

Operations: ALTS administration will extend the school day for teachers in an effort to maximize instructional time. Teachers will use the extended time for data team meetings, coaching cycles, collaborative meetings with grade level partners and across grade levels. In addition, some of the time will be used to provide professional development to teachers. Teachers will also be required to attend several parent events throughout the year in order to foster a stronger school/home connection. This additional requirement will be part of the new work rules. Lastly, some additional beautification projects will be conducted in order to create a more welcoming environment for students and families.

Section 6: Turnaround Framework for School Improvement

The Commissioner’s Network Plan is based upon the framework centered around four key overarching and research-based leverage points for school improvement: Talent, Academics, Culture and Climate, and Operations (TACO). Each of these domains play an integral role in the realization of school’s goals to increase student outcomes.

- **Talent:** Systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.
- **Academics:** Rigorous, aligned, and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments.
- **Culture and Climate:** Positive learning environment that supports high-quality teaching and learning and engages families and the community as partners in the educational process.
- **Operations:** Systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.



Plan Development

☐ Prioritize

As a result of the needs assessment and root cause analysis, the Turnaround Committee should engage in a prioritization process to identify key priority areas for each TACO domain. Although more can be identified, going deeper in improving fewer areas is often more effective. In the table below, delete the examples and list 1-3 priority areas for each domain based on the needs assessment.



<p>Talent <i>Example:</i></p> <ul style="list-style-type: none">● Develop a professional learning plan reflective of teacher and student needs.● Develop professional learning opportunities to build teacher capacity on the focus areas (Literacy, Writing, Math) and grade level standards in order to maintain a veteran staff	<p>Academics <i>Example:</i></p> <ul style="list-style-type: none">● Improve instructional practices related to Tier I instruction as well as intervention, to ensure increased student engagement and outcomes.● Conduct Data Teams, utilizing Data Wise protocols
<p>Culture and Climate <i>Example:</i></p> <ul style="list-style-type: none">● Improve student attendance.● Strengthen family and community partnerships.● Improve the school environment to welcome students and encourage them to want to come to school	<p>Operations <i>Example:</i></p> <ul style="list-style-type: none">● Maximize instructional time.● Implement extended learning opportunities.● Improve the school environment to welcome students and encourage them to want to come to school



Plan

Now that the priority areas have been identified in each of the TACO domains, a rigorous, yet attainable plan is created based on the needs assessment and root cause analysis. Each of the four domains will include two parts:

- **Part One** - A series of domain specific questions which provide an overview of high-level thinking regarding future actions.
- **Part Two** - An action plan which includes the following components:
 - **Goal:** A goal should be developed for each of the four domains including indicators, data source, baseline, and targets spanning three years. A goal performance measure is a means by which progress toward a goal is gauged.
 - **Root Cause:** Statements describing the deepest underlying cause, or causes, of performance challenges that, if dissolved, would result in elimination or substantial reduction of the performance challenge.
 - **Strategies:** A strategy should address the identified root cause. Strategies should take two or more years to implement, often much longer (Layland & Redding, 2016). If a strategy can be accomplished in one year, then it is too narrow and is most likely a useful milestone within a broader strategy. **Strategies are powerful, high leverage work that builds capacity and changes practice, behavior, and belief so students are more successful.** One bold strategy can have more impact than a litany of poorly implemented strategies.
 - **Timeline:** The strategies (effective practices) to address root causes should be outlined over the course of three years.
 - **Indicators of success:** Indicators of success help to monitor how well the strategies are working to address the root cause, i.e. If we do what we said we were going to do, how do we know it made a difference?
 - **Resources:** Identify items that require funding support from the Commissioner’s Network. This could include: partnerships, professional learning, materials, personnel, supplies, etc.

Domain 1: Talent

Part One

Instructions: The Talent domain focuses on systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers and educator support specialists. In the boxes below, address the following:

Explain how the review of school data, school audit findings, and the completion of the root cause analysis will inform staffing decisions.

Using school data, school audit findings, and the completion of the root cause analysis will allow administration to assign staff to areas they are better suited for leveraging their strengths in order to support student achievement. Using student data and walkthrough data, the administrator will develop professional learning in our identified areas of growth/weakness. These professional learning opportunities will focus on the needs of staff and coaching support and PL plans will be able to address those needs. Teachers will get personalized support in order to build their skills and capacity in order to directly impact student growth. This will also provide us with information to determine where additional supports (i.e. tutoring, embedded coaching, etc...) can be used for both staff and students.



Explain how the district and school will cultivate a professional learning environment to attract, support, develop, and retain high-quality teachers?

This plan is designed to improve student achievement, close achievement and opportunities gaps as well as offer access to rigorous instruction to all learners. This will support them in acquiring 21st century skills necessary to excel in post-secondary education and careers. It is through strategic planning with teachers and the guidance of administrators that we will be able to increase student learning and achievement. Our goal is to create a community of learners at school and within the Troup community. This learning community will foster growth and allow students and staff to realize their highest potential while striving to the next chapter of excellence within the New Haven Public Schools. In addition, staff will take collective responsibility for impacting and noticeably changing student outcomes at Augusta L. Troup School.

Staffing Process: By April 15, 2024 all teachers and staff currently employed at Augusta L. Troup School will have the opportunity to review this plan and newly developed work rules, outlining working conditions for teachers choosing to remain at Augusta L. Troup School. All Faculty will be able to assess if they are able to commit to the plan and the expectations. Teachers who are unable or unwilling to commit to the expectations under the chosen school model and the new work rules shall request a transfer following the rules from the Human Resources department in collaboration with NHFT. District administration will work to ensure timely transfers; the Superintendent reserves all rights articulated within the existing collective bargaining agreement.

Annual Hiring: Once vacancies and the need for new hires is established due to natural attrition or resulting from the staffing process, district and school leaders will approach the hiring process with urgency and a focused purpose to employ teachers that will meet our high expectations. While consulting with the CSDE and aligning with the New Haven Board of Education's mission, we will utilize a competency-based hiring process to fill vacancies with strong or exemplary teachers, recruiting both internally and externally. Potential new hires will be informed of the expectations of Augusta L. Troup School, the established work rules, and the commitment level expected. All staff will agree and sign the work rules/expectations upon committing to ALTS. For those teachers who do interview for vacancies at ALTS the school leadership team will decide whether to offer them a position at Augusta L. Troup School. The hiring process will require mutual consent between the candidate and the school leadership team. All staffing assignments will be determined by school need. The school administration will have jurisdiction over teacher placement at Augusta L. Troup School. This placement will be based on performance and the teachers' ability to adhere to the vision and mission of Augusta L. Troup School.

Explain how teachers will be evaluated to inform professional learning offerings and staffing decisions?

The school administration and teachers will fully implement the TEVAL process with fidelity and in alignment with the expectations of the New Haven Public Schools (NHPS). The implementation of TEVAL will be objective, timely, fair and vital to ensuring that teachers are reaching their highest potential. The TEVAL process will provide focused feedback and allow for targeted professional development opportunities for staff. Teacher strengths identified in this process will be leveraged to support collaboration with colleagues, in addition to providing internal staff professional development and coaching support for teachers targeted to the needs identified in the TEVAL process in order to continuously improve teaching skill sets. This process will also allow administration to take into account staff



strengths when determining teacher assignments. In addition, we will also collect data on teacher practice through walkthroughs both formal and informal so that we can identify instructional trends and be able to support teachers in building their skill set and capacity. We will also provide coaching support and Professional Learning opportunities once instructional trends and needs are identified in order to better support teaching and learning.

Describe ongoing support and coaching opportunities for staff and school leadership.

Coaching support will be provided to teachers by our instructional coaches in order to ensure support for implementing district curricula and established programs.. Teachers and coaches will meet weekly, during their common planning times, to review curriculum, discuss concerns, share ideas and strategies and implement SRBI process. Instructional coaches will go into classrooms, model lessons for teachers, observe and provide non-evaluative feedback based on their observations. Coaching will be provided around areas of growth for our teachers and their strengths will be highlighted and leveraged. Coaches will follow the coaching model selected by NHPS. The ALTS administration will act as coaches to the teachers they supervise and their instructional managers. Troup’s administration will also provide feedback aligned with the district TEVAL, in a timely manner and debrief with staff around observations and walk-throughs and provide them with next steps. Outside professional learning opportunities will be provided to staff in order to support instruction in the classroom. Additionally, hiring a Business Manager for the school to handle purchase orders, etc, will ensure that school leadership and instructional coaches can dedicate their time to classroom visits and teacher support. The hiring of a School Climate and Culture Coordinator will also ensure that school leadership can dedicate their time to instructional support, while ensuring student behavior is proactively managed.

Part Two

Instructions: Using the table below, identify the Talent three-year goal including indicators of success, data sources, and three annual targets.

Three-Year Talent Goal:

Indicator	Data Source	Baseline Year: 2023-2024	Target Year 1: 2024-2025	Target Year 2: 2025-2026	Target Year 3: 2026-2027
<i>Example: Percentage of veteran teacher retention</i>	<i>Returning veteran teachers (includes school counselors, SSW) (*3 or more years of service)</i>	<i>Total Teaching Staff: 31 Staff with 3 or more years of service: 17 or 55%</i>	<i>Maintain 17, add 4 more Slated for 29 FTE according to budget plan for 2023-2024: Goal of 21/29 veteran staff or 75%</i>	<i>Maintain 21, add 2 more Staffing to be determined by school-based budget process</i>	<i>Maintain 21 Staffing to be determined by school-based budget process</i>



<p>Percentage of teachers successfully implementing instructional practices based on the established by the district evaluation process.</p>	<p>District TEVAL rubrics</p>	<p>n/a</p>	<p>25% increase in number of teachers rated effective from base-line on look-for rubrics</p>	<p>50% increase in number of teachers rated effective from base-line on look-for rubrics</p>	<p>75% increase in number of teachers rated effective from base-line on look-for rubrics</p>
<p>Percentage of veteran teacher retention</p>	<p>Number of returning veteran teachers (includes teachers, SSW, school counselor with 3+ years of experience)</p>	<p>Total FTE teaching positions available: 25</p> <p>Total FTE teachers with 3+ years experience: 19</p> <p>75% of staff have 3+ years of experience</p>	<p>Total FTE teaching positions available: TBD</p> <p>Total FTE teachers with 3+ years experience: 21</p> <p>maintain 75%</p>	<p>Total FTE teaching positions available: TBD</p> <p>increase to 80%</p>	<p>Total FTE teaching positions available: TBD</p> <p>increase to 85%</p>



Action Steps:

Instructions: Using the table below, describe key action steps which will be implemented across three years in order to achieve the three-year Talent goal.

Talent Priority: Improve staff knowledge of instructional practices with writing across content areas, to ensure increased rigor, student engagement, and student outcomes.					
Root Cause: Due to administrative leadership and curriculum changes, teachers have had different Instructional Managers and new resources to learn each year, preventing consistent feedback and time to master standards and strategies.					
Person(s) Responsible: School Administrators, Directors, Coaches					
Strategies to address root cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Develop a professional learning plan reflective of teacher and student needs in order to increase teacher knowledge of standards-based curriculum and strategies in all subject areas.	We will support and coach teachers and provide feedback around lesson structure, alignment with grade level CCSS Standards, and expected student outcomes in order to design lessons that meet the needs of students in whole and small groups in Tier 1 instruction. Staff will use data to make instructional decisions to meet student needs.	We will continue to support and coach teachers around lesson structure and alignment with grade level CCSS Standards, with an added emphasis on differentiation for small group instruction.	We will continue to support and coach teachers around lesson structure and alignment with grade level CCSS Standards, and differentiation for small group instruction, with an added emphasis on student to student discourse.	Student achievement will be tracked by district assessments, CFU's, CFA's, and daily student work samples Increased use of the structures & Tier 1 strategies as evidenced by walkthrough data	Outside Presenters Curriculum look-fors and implementation rubrics. The look-fors and rubrics have been created by the curriculum companies. Teachers are aware of them.
Develop a professional learning plan with an emphasis on implementing writing across the curriculum and producing performance tasks.	Implement Professional Learning as it relates to lesson development, CCSS alignment, and components of successful student writing in order to implement writing opportunities through curricula resources.	Implement Professional Learning in order to increase teachers' ability to integrate writing opportunities and strategies across subject areas to increase the opportunities for students to write during the school day.	Continue implementation of Professional Learning in order to increase teachers' skills and ability to facilitate written student performance tasks in order to produce student work portfolios that emphasize grade-level writing	Student writing portfolios that demonstrate writing development Increased opportunities for writing in daily lesson plans	Outside Presenters. Curriculum look-fors and implementation rubrics. Portfolio materials



			expectations across all academic disciplines.		
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Domain 2: Academics

Part One

Instruction: The Academics domain focuses on how the school will redesign and/or strengthen curriculum, instruction, and assessment to increase student achievement. In the boxes below, address the following:

Describe the school’s academic program and instructional philosophy, including the process to align the curricula and academic program to the rigor of the Connecticut Core Standards.

ALTS will focus heavily on strengthening the instructional core, including curriculum, instruction, and assessments. The core academic strategies include:

- Focus on early literacy and math;
- Afterschool enrichment programming;
- Writing performance tasks for Grade K-8 students; student friendly rubrics to guide students in the writing
- Student portfolios for Grade K-8 students that highlight writing across all content areas;
- Emphasizing higher-order thinking questions (DOK 3 and 4);
- Class size caps to promote personalized and relevant instruction; and
- Quarterly report card conferences and quarterly progress reports.

Supporting teacher planning will be one way to strengthen the instructional core. All lesson plans will be required to include, at minimum, the following components: Learning Goal, Initiation, Assessment(s), Differentiation, Pre-planned questions for students (including higher order questions), and Closure. An optional template, which includes these components, will be provided to teachers upon their request. Focus sheets can replace the lesson plan for the particular groups as per district policy, but must demonstrate evidence of pre-planning. Teachers will be required to submit weekly lesson plans in their designated folder on Google Docs prior to teaching the first instructional class for the week. These plans will be shared with administrators, coaches, special educators, and other support staff as determined by the leadership team.

Stronger planning practices will support teachers in exposing students to grade level content and higher-order questions. Additional support for staff in structuring the instructional block to include time for differentiation and, when necessary, intervention, we will ensure that ALTS students are exposed to grade level academic content with the appropriate level of support provided. Performance tasks and higher-order thinking questions will ensure that students are given ample opportunities to apply their learning to real-world scenarios, resulting in higher levels of student engagement and mastery. Implementing the Data Wise protocols will allow for improved data analysis practices, which in turn will support the implementation of targeted small group lessons and interventions, as needed in reading, writing and math.



Additionally, hiring a teacher for the newly established Maker Space Room will help provide students with multimodal learning to enhance the performance tasks they complete. This teacher will support teachers in enhancing curricular-based performance tasks that will ensure students are actively engaged in demonstrating and expressing their knowledge and thinking. The maker space teacher will work side-by-side with staff and become an additional support when planning for higher order thinking and written expression to support problem solving activities.

Following CSDE Guidelines, ALTS will adopt NHPS's choice of HMH's *Into Reading* as its comprehensive literacy program for students K-5, which will provide early literacy support as well as embedded performance tasks. Additionally, curricula selected for Math and Science requires students to engage in discourse and hands-on performance tasks, which are supported with writing practice to articulate thinking and strategies. All programs are aligned with Connecticut Core Standards.

Describe how educators will use data to inform lesson plans, differentiate instruction, and provide remedial support to meet the academic and developmental needs of all students.

ALTS will develop and create a transparent data culture that empowers teachers, school leaders, students and families. We hope this mindset will develop and instill a shared responsibility for improving school outcomes. Staff will visibly post data throughout the building and in classrooms displaying up to date information including, but not limited to, student attendance, assessment data and behavior data. Teachers will receive training in Data Wise protocol training in order to enhance their skill set with collecting and analyzing data in order to provide differentiated instruction. Teachers' bulletin boards will highlight student work and be updated every 4-6 weeks. Teachers will collect and analyze data to be used to differentiate instruction. Progress monitoring meetings will be held every 7 weeks, to identify and re-group students based on their most recent data.

Teachers will be required to keep portfolios for every student. At a minimum, student portfolios should contain a student profile sheet and student written work across the curricula that will show evidence of growth, teacher feedback, evidence of students responding to feedback and evidence of differentiation. Portfolio review sessions will be held quarterly using a specific protocol developed by the school leadership team. One day a month, after school, teachers will participate in grade level data team meetings through the use of the Data Wise protocol.

Describe ongoing professional learning opportunities to build staff capacity around the collection, analysis and use of data to drive and differentiate instruction.

Professional learning around data driven instruction will be purposeful and support teachers in identifying students' areas of growth. Staff will receive professional development on the Data Wise protocol, following NHPS's roll-out plan. Professional learning around data driven instruction will be purposeful and support teachers in identifying students' areas of growth. Teachers will develop capacity to specifically identify areas of students' needs and collaboratively decide on the best instructional approach in response to those needs. Support will be provided to teachers by instructional coaches and administrators in facilitating data team meetings, professional learning on using data to improve instruction, selecting strategies to meet the needs of students and measuring the effectiveness of instruction. If students are not acquiring skills and knowledge from instruction, the teams will look at their own practice and determine how it needs to be expanded, improved, or replaced in order to facilitate student learning.



ALTS would like to strengthen intervention by hiring a FT literacy and math interventionist. The interventionists will be used to pull small groups of students or push in to work with small groups. ALTS will also utilize tutors to provide intervention to some of our struggling students. In addition, a dedicated intervention block will be built into the schedule for grades K-6, which will allow grade-level teams to engage in flexible and differentiated groupings for reading and math, beyond our core instruction. Intervention for students in grades 7-8 will be built into the schedule. We will continue to utilize Read 180, and seek to add Math 180. Teachers in grades K-1 will utilize paraeducators to assist in small group instruction within the classroom. In addition, coaches may rotate throughout the school during intervention blocks to monitor implementation of intervention.

Part Two

Instructions: Using the table below, the Academic three-year goal will include School Performance Index and Smarter Balanced Growth Model (as applicable) indicators for ELA and Math. The baseline and targets should reflect the ESSA Milestone Targets.

Three-Year English Language Arts Goal:

Indicator	Data Source	Baseline Year:	Target 1 Year:	Target 2 Year:	Target 3 Year:
ELA School Performance Index	ESSA Milestones	60.4	62.5	64.6	66.7
ELA Smarter Balanced Growth Model	ESSA Milestones	69.9%	74.2%	78.5%	82.8%

Three-Year Math Goal:

Indicator	Data Source	Baseline Year:	Target 1 Year:	Target 2 Year:	Target 3 Year:
Math School Performance Index	ESSA Milestones	56.5	59.1	61.8	64.4
Math Smarter Balanced Growth Model	ESSA Milestones	68.9%	73.3%	77.8%	82.2%



Action Steps:

Instructions: Using the table below, describe key action steps which will be implemented across three years in order to achieve the three-year Academic goals.

Academic Priority: Improve instructional practices to ensure increased rigor, student engagement, and student outcomes.						
Root Cause: Lack of in-depth knowledge of CCSS, opportunities to plan for and implement differentiated lessons/activities designed to engage all students in a heterogeneous classroom in order to meet their needs.						
Person(s) Responsible: School Administrators, Directors, Coaches & Teachers						
Strategies to address Root Cause	Timeline			Indicators of Success	Resources	
	Year 1	Year 2	Year 3			
Implement instructional structures & strategies to increase writing opportunities throughout the day in order to improve student achievement, engagement, and increase rigor	In alignment with our new ELA curriculum, we will support and coach teachers as well as provide feedback around lesson structure, alignment with grade level CCSS standards, and expected student outcomes in order to design and implement lessons that meet the needs of students in whole and small groups in Tier 1 instruction. Staff will use data to make instructional decisions to meet the needs of students.	Continue focus on lesson design and implementation. In addition, a focus on student engagement through instructional practices including, but not limited to increasing opportunities for student discourse, peer to peer interactions, whole class discussions, and an inquiry-based approach will be utilized to facilitate student writing in all content areas.	Focus on targeted small group instruction and intervention in order to meet the unique needs of our students. Teachers and staff will continue to use data driven decision making to provide targeted instruction in small groups to address the differentiated needs and gap needs of students, while continuing to implement Tier 1 strategies and writing opportunities.	<p>Increase in average percentage of growth target achieved of one year's growth or more each SBA.</p> <p>Track student achievement by district assessments, CFU's/CFA's, and daily work samples.</p> <p>Increased use of the structures and Tier 1 strategies as evidenced by walkthrough data.</p> <p>Decrease in classroom referrals by 10% each year.</p>	<p>Outside presenters/ consultants</p> <p>John Hattie & Robert Marzano instructional practices books/ articles</p> <p>HMH Curricula for grades 6-8</p>	



<p>Implement instructional writing strategies in order to create opportunities for performance tasks which facilitate higher-order thinking and problem solving in all content areas.</p>	<p>Implement all curricular programs with fidelity. This includes HMH's Into Reading Curriculum K-5 and add HMH Into Reading/ Into Literature in 6-8 with fidelity to ensure students explore multiple writing genres; iReady routines including performance tasks and written expression of thinking; Smithsonian Science lab experiences and scientific writing and use of Maker Space.</p>	<p>Continue to implement all curricular programs with fidelity. Increase cross-curricular learning with performance tasks that include creating and maintaining student portfolios of writing. Program rubrics will be utilized and if unavailable, will be created in alignment with CCSS standards.</p>	<p>Continue to implement all curricular programs with fidelity. Increase cross-curricular learning with performance tasks that include creating and maintaining student portfolios of writing. Student ownership of their written work will increase as they self-assess their performance tasks utilizing rubrics.</p>	<p>Increase in average percentage of growth target achieved of one year's growth or more each SBA.</p> <p>Track student achievement by district assessments, CFU's/CFA's, and daily work samples.</p> <p>Increased use of writing strategies as evidenced by walkthrough data.</p> <p>Maintenance of student writing portfolios</p> <p>Decrease in classroom referrals by 10% each year.</p>	<p>Outside presenters/ consultants</p> <p>John Hattie & Robert Marzano instructional practices books/ articles</p> <p>HMH Curricula Into Reading/Into Literature for grades 6-8</p> <p>Science Lab/Maker Space materials</p>	
<p>Implement instructional structures & strategies to increase writing across the curriculum and discourse opportunities in math blocks in order to improve student achievement, engagement, and</p>	<p>In alignment with the district math curriculum, we will support and coach teachers to implement a robust math block which includes planned whole-group instruction and</p>	<p>Continue focus on lesson design and implementation. In addition, a focus on student engagement through instructional practices including, but not limited to increasing</p>	<p>Expand focus on targeted small group instruction and intervention in order to meet the unique needs of our students. Teachers and staff will continue to use data driven decision</p>	<p>Increase in average percentage of growth target achieved of one year's growth or more each SBA.</p> <p>Track student achievement by</p>	<p>Outside presenters/ consultants</p> <p>John Hattie & Robert Marzano instructional practices books/ articles</p>	



<p>increase rigor in instruction. Writing across the curriculum in math will improve students' ability to articulate their thinking and problem solving practices.</p>	<p>targeted, planned small groups and math centers. Coaching will provide feedback around lesson structure, alignment with grade level CCSS standards, and expected student outcomes in order to design and implement lessons that meet the needs of students in whole and small groups in Tier 1 instruction. Staff will use data to make instructional decisions to meet the needs of students.</p>	<p>opportunities for student discourse, peer to peer interactions, whole class discussions, and math journaling strategies will be utilized to facilitate higher-order thinking and writing in math blocks..</p>	<p>making to provide targeted instruction in small groups to address the differentiated needs and gap needs of students, while continuing to implement Tier 1 strategies with discourse and writing opportunities.</p>	<p>district assessments, CFU's/CFA's, and daily work samples.</p> <p>Increased use of the structures and Tier 1 strategies as evidenced by walkthrough data.</p> <p>Decrease in classroom referrals by 10% each year.</p>	<p>iReady resources, trainings, and coaching</p>	
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Academic Priority: Strengthen protocols around assessment, data collection, and data review in order to improve data team processes to improve academic instruction.					
Root Cause: Differentiated instruction implementation and quality vary.					
Person(s) Responsible: School Administrators, Directors, Coaches & Teachers					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
<p>Improve Data Team processes through the implementation of Data Wise protocols in order to improve teachers' ability to assess, analyze data and plan for instruction.</p>	<p>Introduce and provide training on Data Wise protocols following District's roll-out plan. Coaches will lead Data Team meetings following</p>	<p>Continue implementation of Data Wise protocols in Data Team meetings. Coaches and teachers will co-facilitate meetings with a data focus.</p>	<p>Continue implementation of Data Wise protocols in Data Team meetings. Teachers will manage and facilitate meetings.</p>	<p>Data Wise protocols and rubrics for implementation.</p> <p>Track student achievement by district assessments,</p>	<p>Outside presenters/consultants</p> <p>Data Wise Professional Development and resources</p>



	Data Wise protocols to model processes.			CFU's/CFA's, and daily work samples. Increase in average percentage of growth target achieved of one year's growth or more each SBA.	
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Domain 3: Culture and Climate

Part One

Instructions: The Culture and Climate domain targets creating a safe, nurturing, and supportive environment for all students and staff, and engages families and the community as partners in the educational process. In the boxes below, address the following:

Describe the school's behavior management system and strategies to shape positive school culture.

ALTS would like to hire a Climate and Culture Coordinator. This person will work alongside school administration to help promote a positive culture and climate among our staff, students and parents. The Climate and Culture Coordinator and leadership team will implement strategies to improve staff relationships and promote a collaborative work environment through Restorative Practices and Trauma informed decision making. We will bring in an outside consultant to train staff in Restorative Practices and Trauma informed practices for the planning year and in year one and year two of the grant. This training will allow us to train all staff, students, and families in a restorative approach.

ALTS staff will continue to utilize our online behavior referral system, Review 360. The Climate and Culture Coordinator will be responsible for monitoring and addressing submitted referrals. He/She will meet with students and assign consequences, if needed. Teachers will be updated regarding the referrals they're submitted.

The Climate and Culture Coordinator will also work with members of the ALTS leadership team and SPMT to revamp our current PBIS model and begin implementation of restorative practices. This individual will oversee our Student and Staff Support Team (SSST), working with members of our student support services. In addition, he/she will work to increase attendance and decrease chronic absenteeism by collaborating with our school counselor, attendance team, truancy officer and the Office of Youth, Family and Community Engagement. This new person will also be a part of the school threat assessment team and work closely with our partner, Clifford Beers.

ALTS will also engage in rebranding strategies in order to promote positive messaging and high expectations. These efforts will include enhanced multimedia efforts to highlight student accomplishments and academics. Updates will be made to the physical building in order to create a cleaner, brighter and more positive school environment. These updates include, but are not limited to, carpet replacement, new paint, addition of bulletin boards and school murals in common spaces, purchase of new furniture, signage in the hallways aligned with PBIS rebrand, etc.

Explain how the school will promote strong family and community connections to support school goals.

ALTS family resource liaison and School Climate and Culture Coordinator will work collaboratively with community partners and the district to lead activities in order to engage parents and families through school events and parent focused workshops. As part of the work rules, all teachers will be required to attend one evening event quarterly (a minimum of four a year), and plan at least one evening event a year. We want to create a bright and welcoming school environment that is conducive to high-quality instruction. ALTS leadership, teachers, School Climate and Culture Coordinator, and the family resource liaison will collaborate to encourage family engagement through:

- Utilizing multiple, means of communication (i.e. website, email, social media, text messages, Parentlink, newsletters and Class Dojo)



- Developing a calendar of family engagement events
- Creating and sustaining an active PTO
- Ensuring translation services are available
- Referring families to outside agencies for additional supports
- Collaborating with outside agencies and service providers in the community to build partnerships with the school in order to provide field trip opportunities, parent workshops, etc.

Teachers will be required to develop and share grade-level newsletters, once a month, with families regarding classroom activities, academic content and academic expectations. Teachers will communicate with parents when students are in danger of failing or not doing well academically or if there are behavior concerns. In addition teachers will plan and attend at least two family engagement activities a year. Report card conferences will increase from 2 times a year to 3 times a year in order to ensure ongoing school to home communication. ALTS will decide on a communication platform (Remind or Class DoJo) to open up communication with parents who prefer text messaging and communication via their cell phone. However, we will encourage and ask staff to make human contact their preferential communication method for all families. We recognize the desire for parents to leverage text messaging, but we understand the value in personal communication.

Describe the school's attendance intervention system.

Student attendance and chronic absenteeism are significant areas of concern at ALTS. Staff, the truancy officer, the climate and culture coordinator, and community partners (i.e. Clifford Beers, etc) will employ a number of strategies to promote daily attendance and on-time student arrival. The following strategies provide a sampling of planned attendance strategies:

- Bi-monthly attendance committee meeting to analyze data and plan the roll-out of targeted strategies to promote student attendance;
- A notification system will be created for parents about their child's attendance record and increasing communication of sanctions as the student approaches/surpasses truant status;
- School-wide daily data wall by the school's main entrance and outside of every classroom visibly displaying the student attendance data;
- Daily phone calls home by school secretaries and/or the parent liaison and/or Culture and Climate Coordinator by 10:00 AM to inquire as to when the student(s) will arrive/return to school;
- School-wide, classroom, and student celebrations/points accumulation for monthly perfect attendance;
- Engaging instruction and a welcoming school environment that makes students want to attend school on a daily basis; and
- Enrichment (afterschool) programming and Extended Learning Day that encourages students to attend school on a daily basis.
- Define and communicate the expectations regarding the role of teachers in reducing chronic absenteeism.
- Support staff in taking of accurate attendance and maintaining open communication with families across a variety of channels (i.e. phone calls, newsletters, Class Dojo, Remind App, etc)
- Parent events that engage families in the school community and provide networks to resources to troubleshoot truancy-causing issues.
- Partner with community agencies that offer resources that can help engage students and their families and remove barriers to attending school.
- Recognize perfect and improved attendance through shout outs, positive calls home, and attendance celebration breakfasts like the one pictured below.



- Identify students who have been chronically absent or at risk of being chronically absent in the past and set up individual meetings with those families at the beginning of the school year and develop learning plans for high risk students and address prior attendance along with low academic performance.

Describe how the school will address students’ social and emotional well-being.

All staff will be trained in PBIS practices, following the revamp, which will ensure all staff utilize similar language and strategies with students. The climate and culture coordinator will be responsible for planning and providing additional training and support as needed to staff in order to ensure the most effective PBIS implementation. Additionally, all staff will utilize the district selected program, Second Step, during a morning meeting and/or homeroom period, in an effort to provide SEL strategies for students, build community, and ensure whole-child development. Utilizing the Second Step program will ensure all staff are equipped with the language and tools for these lessons in order to support students in goal setting, managing emotions, and nurturing positive relationships. Middle School advisory will also serve as a time to address study skills support, preparation for high school and beyond, time management, etc. When appropriate, additional SEL connections will be embedded in the units of study of the core curriculum. We will track data on discipline referrals through our online platform and monitor the number of referrals each week/month. We will specifically look at students who are receiving the most referrals, time of day and staff to create plans of support. This data will be monitored through monthly Culture and Climate meetings.

Part Two

Instructions: Using the table below, identify the Culture and Climate three-year goal including indicators of success, data sources, and three annual targets.

Three-Year School Culture and Climate Goal:

Indicator	Data Source	Baseline Year:	Target 1 Year:	Target 2 Year:	Target 3 Year:
<i>Example: Chronic Absenteeism</i>	<i>EdSight/ESSA</i>	25.5%	19.4%	17.6%	15.8%
Chronic Absenteeism	EdSight/ESSA	14.7%	13.3%	11.9%	10.5%



Action Steps:
Instructions: Using the table below, describe key action steps which will be implemented across three years in order to achieve the three-year Culture and Climate goal.

Culture and Climate Priority: Decrease chronic absenteeism at ALTS					
Root Cause: Transportation issues, students stating they do not feel safe in school and in the neighborhood, school anxiety, lack of student engagement					
Person(s) Responsible: School Administrators, Directors, FRC, Climate and Culture Coordinator & Teachers					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
ALTS administration and attendance committee will work to reduce chronic absenteeism among our students	Importance of students being in school daily will be stressed to parents. An absence list will be emailed to teachers, daily, for their review ensuring students' attendance is coded correctly. Students will be encouraged and celebrated for coming to school with "fun" activities scheduled on days that historically have high absentee rates. Initial phone calls home will be made by the homeroom teacher. The Truancy Officer will conduct home visits, parent meetings will be held, referrals to community agencies and possible referrals to DCF.	Importance of students being in school daily will be stressed to parents. We will continue practices such as emailing a daily absences list, "fun" celebrations on early dismissal days, rewards and incentives and truancy home visits/parent meetings. We will expand our community partnerships to support families. Priority will expand from improving student daily attendance to providing support to students who are chronically tardy. Continued implementation of PBIS and Restorative Practices will provide support for	Importance of students being in school daily and on time will be stressed to parents. We will continue practices such as emailing a daily absences list, "fun" celebrations on early dismissal days, rewards and incentives and truancy home visits/parent meetings. We will expand our community partnerships to support families. Continued implementation of PBIS and Restorative Practices will provide support for students and keep students in school.	Chronic absenteeism will decrease, academic achievement will increase.	Incentives and rewards School Culture and Climate Coordinator Restorative Practices Professional Learning (coaching and professional texts) PBIS Professional Learning



	Redesign of PBIS practices and continued training in Restorative Practices for all staff will help reduce suspension rates.	students and keep students in school.			
Strengthen family and community partnerships by establishing new opportunities and planning more events that engage families.	<p>Hire a Climate and Culture Coordinator to lead efforts to strengthen school to home and school to community relationships.</p> <p>Increase the number of events that bring families to the school to include 3 report card conferences a year, and at least 1 evening event a marking period.</p> <p>Leverage our FRC to provide resources to families.</p>	<p>Increase the number of events that bring families to the school to include 3 report card conferences a year, and at least 1 evening event a month.</p> <p>Leverage our FRC to provide resources to families and classes to support their needs. Establish partnerships with outside organizations.</p>	<p>Maintain the number of events that bring families to the school to include 3 report card conferences a year, and at least 1 evening event a month.</p> <p>Leverage our FRC to provide resources to families and classes to support their needs. Establish partnerships with outside organizations.</p>	<p>Chronic absenteeism will decrease, academic achievement will increase.</p> <p>Increase family attendance to events.</p> <p>Increase offerings to families.</p>	<p>School Culture and Climate Coordinator (in order to collaborate with FRC, NHPS Youth, Family, and Community Engagement Office, etc)</p> <p>Community Partnerships</p>

Culture and Climate Priority: Improve the school environment and physical plant.					
Root Cause: Many areas of the physical plant lack school branding and/or are in poor condition.					
Person(s) Responsible: Principal, Chief Operating Officer, Central Office					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Promote wide-spread positive and goal-oriented branding	Address the physical condition of the building, addition of bulletin boards and school murals in common spaces,	Continue to improve the physical condition and aesthetics of the school space by increasing signage and placards that	Maintain the physical condition and aesthetics of the school space by maintaining signage and placards that	Establishing a warm and welcome environment which encourages students to attend school.	Placards, poster printer and supplies Facilities support to address the need for



	repainting, addition of signage aimed to reflect the school mission and PBIS.	communicate school vision, logos, and other positive messaging and celebrating student academic work and other awards.	communicate school vision, logos, and other positive messaging and utilizing common spaces/bulletin boards to celebrate student academic work and other awards.	Positive responses on School Climate Survey. Branding is evident throughout the building.	bulletin boards, painting, etc. Purchase of additional bulletin boards School Culture and Climate Coordinator
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Domain 4: Operations

Part One

Instructions: The Operations domain focuses on systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources. In the boxes below, address the following:

Propose the length of the school day and year for students and describe how the proposed schedule will maximize instructional time on task for each major instructional/content area.

Length of school day – students

Student day: 8:35-2:50; school year is 182 days, consistent with NHPS calendar
Students in grades K-8 will have an opportunity to participate in an after school program from 3:00-5:00, four days a week. This will provide our students with additional learning experiences and enrichment.

Propose the length of the school day and year for staff, including additional time before and during the school year, for professional learning and/or common planning time.

Length of school day - teachers

Teacher day: 8:20-3:05; school year 188 days, 186 consistent with NHPS calendar, 2 days in August for PD
There will be three 90-minute staff meetings each month (Two are contractual with one additional staff meeting added). One will focus on information teachers need to know and to answer any questions, the other two will focus on professional development with a specific area of focus identified through walkthroughs and observations and on the instructional focus of the school. In addition, three additional meetings will occur weekly (TBD- AM or PM) in order to promote and facilitate collaborative planning time (i.e., vertical/horizontal grade-level meetings, data teams, planning, professional learning, and school committees).

Teachers also have common planning time built into the schedule to collaborate with grade-level partners and to meet with instructional coaches for grade-level meetings/coaching. This will be a protected time for adult learning, collaboration, promoting self-reflection and continuous improvement. Instructional coaches will



continue to collaborate with teachers to support the implementation of the district curriculum as well as target instruction for intervention/enrichment blocks. Individual teacher’s schedules shall be determined by the school leadership team. No changes will be made without approval from school administration.

Part Two

Instructions: Using the table below, identify the school Operations three-year goal including indicators of success, data sources, and three annual targets.

Three-Year School Operations Goal:

Indicator	Data Source	Baseline Year:	Target 1 Year:	Target 2 Year:	Target 3 Year:
<i>Example: Overall School Accountability Index Score</i>	<i>Next Generation Report Card</i>	47.7	60.5	63.5	66.8
Overall School Accountability Index Score	Next Generation Report Card	51.4	71.0	73.8	76.6

Action Steps:

Instructions: Using the table below, describe key action steps which will be implemented across three years in order to achieve the three-year operations goal.

Operations Priority: Maximize Instructional Time.					
Root Cause: Current school scheduling structures do not maximize instructional learning time.					
Person(s) Responsible: School Administrators, Directors, Coaches & Teachers					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Restructure the daily school schedule and class sizes in order to maximize instructional minutes.	Revise and implement a new schedule in K-8 that includes: shifting grade level meetings to occur during increased teacher school days; restructuring intervention blocks to allow for literacy and	Continue implementation of schedule in K-8 that includes: maximize time to implement Tier 1 curriculum with fidelity; implement intervention blocks to allow for	Continue implementation of schedule, making adjustments as needed to meet student needs. Improve daily classroom structures and use of time in order to decrease interruptions	Daily schedule will maximize instructional minutes. Intervention blocks will include literacy and math groups.	Intervention programming for Math and Literacy



	<p>math intervention groups; maximize time to implement Tier 1 curriculum with fidelity.</p> <p>A commitment from the district regarding establishing a reduced class size for grades K-8 for the life of the grant. - Grades K-2 will cap at 21 students. grades 3-8 will cap at 23 students.</p>	<p>literacy and math intervention groups; Improve daily classroom structures and use of time in order to decrease interruptions and ensure maximum minutes are spent on academics.</p> <p>A commitment from the district regarding establishing a reduced class size for grades K-8 for the life of the grant. - Grades K-2 will cap at 21 students. grades 3-8 will cap at 23 students.</p>	<p>and ensure maximum minutes are spent on academics.</p> <p>A commitment from the district regarding establishing a reduced class size for grades K-8 for the life of the grant. - Grades K-2 will cap at 21 students. grades 3-8 will cap at 23 students.</p>	<p>Walkthroughs will demonstrate compliance with schedule.</p> <p>Academic achievement will increase.</p>	
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Operations Priority: Implement extended learning opportunities.					
Root Cause: Students state that they feel that there are limited opportunities provided by the school.					
Person(s) Responsible: School Administrators, Directors, Coaches & Teachers					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Establish an after-school program to address academics and enrichment opportunities.	Revise current after-school program to balance academic tutoring and support with enrichment opportunities on site.	Implement an established after-school program to balance academic tutoring and support with enrichment opportunities on site.	Implement an established after-school program to balance academic tutoring and support with enrichment opportunities on site. Expand opportunities by increasing community partnerships.	Enrollment and attendance in afterschool program Student surveys	Funding for after-school programming Community Partnerships Professional learning and support for



					management, i.e. Restorative Practices
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Section 7: Sustainability Plan

Instructions: In the box below, describe the sustainability plan which addresses the following:

- How will the school build its capacity in order to sustain progress made using Commissioner’s Network funds during Commissioner’s Network participation years?
- How will the district support and monitor plans and activities subsequent to the end of Commissioner’s Network participation?

ALTS will build capacity by ensuring staff receive needed professional development and that all needed resources are purchased and utilized. The funds from the Commissioner’s Network will be used for resources and additional staff that will assist in carrying out the goals of the grant in addition to professional learning that aligns with the school’s and district goals. ALTS leadership team will ensure teachers are involved in the process of goal-setting and decision making, regarding the grant. Teachers will be asked to take on specific leadership roles. Teachers must see they are a part of the process that will bring the desired change to the ALTS community.

The district will monitor the plan and its implementation through frequent walkthroughs outside of the CSDE walkthroughs, coaching sessions with administration, data analysis of district benchmarks/assessments, leadership moves in regards to the CSDE Leadership Standards and Principal Evaluations, support in monitoring instruction and teacher observations and evaluations, Academic Department walkthroughs, and adherence to grant specific priorities in alignment with district priorities.

The district will commit to funding the School Climate and Culture Coordinator position at the end of the grant.

A commitment from the district regarding establishing a reduced class size for grades K-8 for the life of the grant. - Grades K-2 will cap at 21 students. grades 3-8 will cap at 23 students.



Section 8: Budget Information

8.1 BUDGET PROPOSAL

After the SBE approves the Turnaround Plan, the school is eligible to receive a Network grant in accordance with C.G.S. § 10-223h(a). The district and school will work with the Turnaround Office to develop a proposed Commissioner’s Network budget aligned to the SBE approved plan. Please note that personnel funded through the Commissioner’s Network grant, will need to use the following formula for all salaries and benefits:

- Year 1:** 80 percent paid through Commissioner’s Network funding/20 percent paid through other funding
- Year 2:** 65 percent paid through Commissioner’s Network funding/35 percent paid through other funding
- Year 3:** 50 percent paid through Commissioner’s Network funding/50 percent paid through other funding
- Year 4:** 35 percent paid through Commissioner’s Network funding/65 percent paid through other funding
- Year 5:** 20 percent paid through Commissioner’s Network funding/80 percent paid through other funding

Section 9: Modifications

During the term of the school’s participation in the Commissioner’s Network, the Commissioner shall review the progress of each school. The Commissioner or designee may, on the basis of such review, convene the Turnaround Committee to, as part of its monitoring responsibility, address a lack of sufficient progress or other implementation issues at the school. The Turnaround Committee may consider and enact changes to the Turnaround Plan by consensus. If the Turnaround Committee does not enact changes or the changes are unlikely to result in sufficient progress or adequately address implementation concerns, the Commissioner may take appropriate actions to ensure sufficient progress at the school, including, but not limited to, finding the Turnaround Plan deficient and developing a revised Turnaround Plan.



PART IV: APPENDIX SECTION

Appendix A: Turnaround Committee Signatures Page

Please Note: Applicants should not sign this section of the application until the Turnaround Committee reaches consensus on the Turnaround Plan and is ready to submit a final copy of such plan to the CSDE.

We, the undersigned members of the Turnaround Committee, on the basis of a consensus agreement, submit this Turnaround Plan to the Commissioner for final select of the school into the Commissioner's Network.

Madeline Negron
Signature of Superintendent, Non-Voting Chair

2/29/2024
Date

Dr. Madeline Negron
Name of Superintendent (typed)

Ebony Gilliams
Signature of Board of Education-appointed Parent

2/29/2024
Date

Ebony Gilliams
Name of Board of Education-appointed Parent (typed)

Eugene J. Foreman, Jr.
Signature of Board of Education-appointed Administrator

3/1/2024
Date

Eugene J. Foreman, Jr.
Name of Board of Education-appointed Administrator (typed)



Da'Jhon N. Jett
Signature of Union-appointed Teacher

Da'Jhon Jett
Name of Union-appointed Teacher (*typed*)

3-1-2024
Date

Patricia Cala
Signature of Union-appointed Teacher

Patricia Cala
Name of Union-appointed Teacher (*typed*)

3-1-2024
Date

Mina Williamson
Signature of Union-appointed Parent

Mina Williamson
Name of Union-appointed Parent (*typed*)

3-1-24
Date

Signature of Commissioner of Education

Name of Commissioner of Education (*typed*)

Date



Turnaround Committee Participation

In the table below, please input the names and titles of the additional stakeholders not referenced above that were involved in the development of this turnaround application:

Name	Title
Kristina DeNegre	Assistant Superintendent
Caroline Apgar	Assistant Principal
Keshia Hogan	Math Instructional Coach
Amanda Alonzy	Literacy Instructional Coach
Patricia Cala	Teacher- Grade Kindergarten
Da’Jhon Jett	Teacher- Grade 6
Katherine Hopkins	Teacher- Grade 4
Gina Raucci	Teacher- Grade 3
Tamra Green	Family Resource Liaison
Maria Nuterangelo	School Counselor
Sharon Vanghel	PT Early Literacy Facilitator



Appendix C: Statement of Assurances

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES | GRANT PROGRAMS

PROJECT TITLE: Commissioner's Network

THE APPLICANT: Eugene J. Foreman, Jr. HEREBY ASSURES THAT:
Augusta Lewis Troup - New Haven Public Schools
(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;



- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

II. NONDISCRIMINATION

- A. For purposes of this Section, the following terms are defined as follows:
 - 1. “Commission” means the Commission on Human Rights and Opportunities;
 - 2. “Contract” and “contract” include any extension or modification of the Charter;
 - 3. “Contractor” and “contractor” include any successors or assigns of the Charter Board;
 - 4. “Gender identity or expression” means a person’s gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person’s core identity or not being asserted for an improper purpose.
 - 5. “good faith” means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
 - 6. “good faith efforts” shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
 - 7. “marital status” means being single, married as recognized by the State of Connecticut, widowed, separated or divorced;
 - 8. “mental disability” means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association’s "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
 - 9. “minority business enterprise” means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of C.G.S. § 32-9n; and
 - 10. “public works contract” means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.
- For purposes of this Section, the terms “Contract” and “contract” do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, unless the contract is a municipal public works contract or quasi-public agency project contract, (2) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in C.G.S. § 1-267, (3) the federal government, (4) a foreign government, or (5) an agency of a subdivision, state or government described in the immediately preceding enumerated items (1), (2), (3), or (4).
- B. The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin,



ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to ensure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an “affirmative action-equal opportunity employer” in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers’ representative of the Contractor’s commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and C.G.S. §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to C.G.S. §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and C.G.S. § 46a-56. If the contract is a public works contract, municipal public works contract or contract for a quasi-public agency project, the Contractor agrees and warrants that he or she will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works or quasi-public agency projects.

- C. Determination of the Contractor’s good faith efforts shall include, but shall not be limited to, the following factors: The Contractor’s employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- D. The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- E. The Contractor shall include the provisions of subsection (B) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and in every subcontract entered into in order to fulfill any obligation of a municipal public works contract for a quasi-public agency project, and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with C.G.S. §46a-56, as amended; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission regarding the State contract, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- F. The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- G. (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers’ representative of the Contractor’s commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to C.G.S.




§ 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and C.G.S. § 46a-56.

H. The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with C.G.S. § 46a-56, as amended; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission regarding a State contract, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official, hereby certify that these assurances shall be fully implemented.

Superintendent Signature: 

Name: *(typed)* Dr. Madeline Negrón

Title: *(typed)* Superintendent

Date: 2/29/2024



PART V: REFERENCES

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