

VII.D.

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 Columbus School in Bridgeport, 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: Columbus School, Bridgeport

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 Columbus School (Columbus) located in Bridgeport, 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 17, 2023, the CSDE received an *Expression of Interest Form* from the Bridgeport Public Schools (BPS) volunteering Columbus for participation in the Commissioner’s Network. On May 25, 2023, the Commissioner of Education initially selected Columbus 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 initial selection, Columbus and the Bridgeport 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 school’s Turnaround Committee developed the Turnaround Plan for Columbus in accordance with C.G.S. §10-223h(d).

Commissioner’s Network Turnaround Plan for Columbus School

Columbus, identified as a Turnaround School based on the Next Generation Accountability System’s Accountability Index, serves 546 students in PreK through Grade 8. Of those 546 students, approximately 94 percent are eligible for free or reduced-price meals; approximately 17 percent are identified as needing special education services; and 51 percent are English Learners/Multilingual Learners (ELs/MLs). Seventy-two percent of the students are Hispanic/Latino, 19 percent are Black, and 7 percent are White.

Columbus aims to improve teaching and learning by utilizing strategies, methods, and best practices that have proven to be effective at improving student academic performance. High-quality professional learning, rigorous curricula, and assessments that are aligned with the Connecticut Core Standards, and building and maintaining meaningful and productive relationships between students 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 Columbus teaching staff, coaching opportunities in literacy and numeracy, expansion of the data-driven decision-making process, additional learning opportunities for students, and the communication of the school’s vision to the Bridgeport community.

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

Talent:

- Provide professional learning that addresses the needs of administrators, teachers, and students to improve in several key areas, including common instructional framework and lesson planning, implementation of district programming aligned with Connecticut Core Standards, data-driven decision-making, increasing rigor in the classroom, differentiation, small-group instruction, higher-order questioning, student discourse, and restorative practices.
- Implement an instructional coaching model for literacy, mathematics, and ELs/MLs to support the improvement of Tier 1 instruction and implementation of professional learning.
- Establish protocols and systems to support new teachers and retain veteran teachers alike, including monthly roundtables.

Academics:

- Increase academic rigor and student engagement in all content areas by providing professional learning in research-based strategies and implementing schoolwide instructional protocols around the common instructional framework and lesson planning.
- Implement new literacy and mathematics curriculum using outside vendors and instructional coaches with a focus on revising the 80–90 minute kindergarten through Grade 6 classroom structures, revising the 55–60 minute Grades 7 through 8 classroom structures, and introducing small-group instruction to accelerate learning.

- Implement differentiation for diverse learners, including ELs/MLs and students with disabilities.
- Implement effective assessment practices and use of data through the creation of structures and systems around assessment practices, data teams, Tier 1 progress monitoring, and a Multi-Tiered System of Supports (MTSS) for academics.

Culture and Climate:

- Strengthen family and community engagement by increasing communication with all stakeholders and providing meaningful activities that will engage staff, students, parents, and community members.
- Improve student attendance by creating a MTSS to identify causes and provide proactive interventions across the tiers.
- Improve students’ social-emotional and behavioral well-being by utilizing the tenets of restorative practices, implementing Positive Behavioral Interventions and Supports with fidelity, developing Columbus’ core values and beliefs with staff to decrease suspension rates, and establishing a MTSS policy for behavior.

Operations:

- Maximize instructional time through master schedule changes, and define and communicate expectations pertaining to classroom use of instructional time.
- Establish structured collaboration time for staff to complete the data-driven decision-making process and determine appropriate interventions at critical points throughout the school year.

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.

Columbus 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 Columbus is contingent upon the availability of funds, the transformative potential of the Turnaround Plan, and the size of the school.

Columbus 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. Columbus 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 Columbus through site visits and targeted support based on the Turnaround Plan.

Recommendation with Conditions

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

1. By September 30, 2024, BPS shall commit to 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 Columbus' 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 Columbus' Turnaround Committee to consider annual plan amendments, as appropriate and necessary. If Columbus' 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 Columbus, 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.

Columbus 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. Columbus 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 Columbus School's Turnaround Committee.

Prepared by: Margaret Hughes, Associate Education Consultant
Turnaround Office

Reviewed by: Jennifer Webb, Bureau Chief, Turnaround Office

Approved by: Irene Parisi, Chief Academic Officer

Commissioner's Network Operations and Instructional Audit

Columbus School
Bridgeport Public Schools
September 27, 2023



Charlene M. Russell-Tucker
Commissioner of Education
Connecticut State Department of Education
450 Columbus Boulevard | Hartford, CT 06103
www.portal.ct.gov/sde



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. 10
Culture and Climate	.....	p. 16
Operations	.....	p. 18

Part IV: Appendix Section

Operations and Instructional Audit Rubric	p. 19
---	-------	-------

Part I: Introduction

On May 25, 2023, the Commissioner initially selected Columbus School (Columbus) to participate in the Commissioner's Network. Pursuant to C.G.S. § 10-223h(b), the Bridgeport 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 Columbus 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 Columbus 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

Columbus School in Bridgeport Public School District serves 537 in Grades PK-8 students. Approximately 19% of the students are Black and 72% percent of the students are Hispanic. Sixteen percent of the students are identified as needing special education services, and 51% are English Learners. One hundred percent of the students in the school are eligible for free or reduced-price meals. Student achievement at Columbus is well below state and district averages in all content areas. The current principal is in year five at Columbus, having previously served as assistant principal for one year at the school.

School Data Profile

The following chart provides a summary of Columbus' 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:	PK-8	5-Yr Enrollment Trend:	546	
Student Enrollment:	537	Mobility Rate:	31.2%	
Personnel Data (Current Year):				
# of Administrators:	2	# of Psychologists:	.5	
# of Teachers:	40	# of Social Workers:	1	
# of Support Staff:	20	3-yr Teacher Retention Rate:	94.2%	
School Day Per Year (Current Year):				
Total # of Student Days Per Year:	180	Instructional Minutes/Day:	K-6 280 7-8 315	
Total # of Teacher Days Per Year:	186	Extended Day Program?	No	
Student Demographic Breakdown (Current Year):				
% Black:	18.7%	% Male:	54%	
% Hispanic/Latino:	72.1%	% Female:	46%	
% White:	7.12%	% MLL:	51.2%	
% Other:	2.1%	% Special Education:	16.4%	
% Eligible for F/R Meals:	100%			
School Climate Data:	2018-19	2020-21*	2021-22	2022-23
Student Attendance Rate:	91.4%	85.5%	89.1%	91.7%
% Students Chronically Absent:	25.0%	44.8%	38.8%	29.1%
Suspension/Expulsion Rate:	13.9%	*	8.6%	3.8%
Avg FTE Days Absent:	14.6	14.3	15.7	12.5
Next Generation Accountability System	2018-19	2020-21*	2021-22	2022-23

Accountability Index	46.9	NA	47.4	NA
Smarter Balanced Assessment Level 3 and 4 Data:	2018-19	2020-21*	2021-22	2022-23
Grade 3 – ELA	17.7%	NA	*	0.0%
Grade 4 – ELA	*	NA	*	*
Grade 5 – ELA	*	NA	*	*
Grade 6 – ELA	*	NA	*	*
Grade 7 – ELA	*	NA	*	*
Grade 8 – ELA	15.9%	NA	*	10.9%
Grade 3 – Math	9.7%	NA	*	*
Grade 4 – Math	*	NA	0.0%	17.6%
Grade 5 – Math	0.0%	NA	0.0%	0.0%
Grade 6 – Math	*	NA	*	0.0%
Grade 7 – Math	*	NA	*	*
Grade 8 – Math	*	NA	*	*
Grade 5 - Science	*	NA	*	*
Grade 8 - Science	*	NA	*	*

* Data suppressed to ensure confidentiality.

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 Growth Areas:

Turnaround Leadership

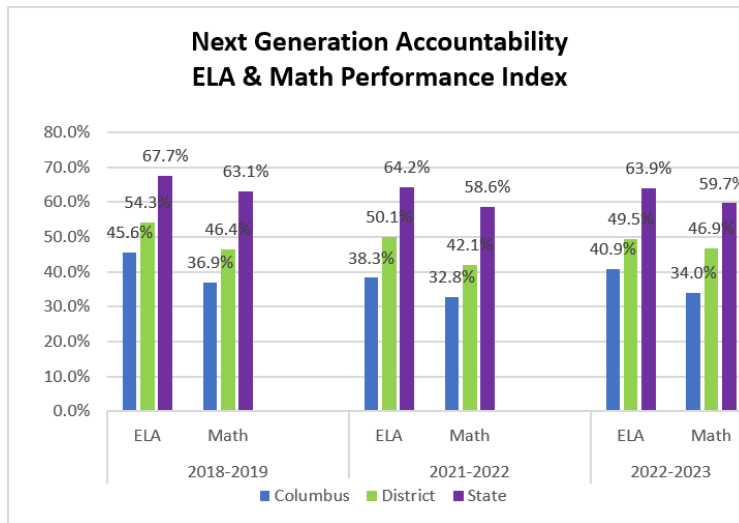
School leadership at Columbus includes the principal and one assistant principal. The principal has been in her position for four years and 1 year as assistant principal. Prior to that, she was at Cesar Batalla School as an assistant principal for one year and at Bassick High School as an assistant principal since 2011. The assistant principal is beginning his second year at Columbus and prior to that he was an assistant principal at Cesar Batalla School for two years.

The assistant principal has an office and regular presence on the third floor where the grade 5-8 classrooms are located. His primary responsibility, in addition to teacher evaluation, is to manage behavior and attendance.

In addition to the district mission and vision statement, Columbus has their school mission statement, vision statement, and three Theories of Focus: Connecting with Students First, Connecting with Families, and Engagement Strategies. Ninety-five percent (n=55) of the staff survey respondents and 93% (n=205) of parent survey respondents agreed with the statement that “school leadership effectively communicates a mission, vision, and a clear set of schoolwide priorities.”

The Columbus Leadership Team consists of fourteen people including the administrators, a grade-level representative, and support service providers including the security guard. The principal reported that the leadership team does not meet separately; however, they do report to the principal prior to reporting out to the teachers during school governance and faculty meetings. She noted that setting up a separate meeting would be redundant.

The Columbus ELA and Math Performance Indexes continue to decline from pre-pandemic levels and are significantly below the district and state performance levels. Both the ELA and Math Performance Indexes increased 2.6% and 1.2%, respectively, from 2021-22 levels. In 2022-23 the math performance level of Columbus was 13% less than the district math performance index.



While the turnaround leadership is developing, there is a lack of coherence between the Bridgeport Public School District’s initiatives and the Columbus leadership actions at the school level. While there are some essential school systems in the Talent domain, there is an overall lack of cohesive essential school systems within Talent, Academics, Culture and Climate, and Operations.

Talent Management

Ninety-five percent (n=55) of teacher survey respondents agreed with the statement: “I am professionally respected and supported by the school leadership team.” Several teacher survey respondents noted that “The principal and assistant principal are very approachable.”; “I have an administrator who shows concern for the individual first, which makes one want to do more than what is expected.”; and “The principal listens to and takes into account our suggestions or concerns.” Teacher focus group participants reported, “We have strong administrators, and we can ask them anything.” Other teacher focus groups noted, “The current principal is always asking what we can do to move forward with a problem.” The principal shared that she seeks staff input for suggestions and concerns through an electronic form to “make Columbus the best.”

The principal noted that she “gives them time and support to do what they need to do, we work together to build capacity and they are very resourceful.” She also reported that “I feel like I’ve made a transformation in the staff.” When she first became principal at the school, she reported that “a number of teachers left because they did not align with the vision of the school.” The central office focus group noted that “she can have the tough conversations with teachers, she can tell people what they need to know.” The principal reflected that “I’ve had to change my mind set for teacher retention. I must recognize their good work and ensure they are valued and appreciated.” She started a weekly Columbus Staff Recognition Award published in the Principal’s Weekly Newsletter on Sunday. The central office focus group noted that the principal understands “that her job is to shift the teachers’ mindsets.”

The principal and assistant principal share teacher evaluation responsibilities, as delegated by the principal. In response to the teacher survey statement: “Administrators provide regular and actionable feedback to staff,” 93% (n=55) of teachers agreed. In response to the question regarding the school’s greatest strengths, teacher focus group participants stated, “our principal and assistant principal.”

The recruitment strategies are carried out at the district level. The three-year teacher retention rate is 94%. Currently there is one teacher vacancy in art. The principal stated that the district teacher leaders provide support for retention and early career teachers. She also noted “Everyone has a double common planning time. This has been helpful to build capacity as it’s built into the schedule.” Teacher focus groups participants stated that the principal also assigns a mentor to support new teachers. There are no other systematic supports in place to monitor the actual teacher leader and mentor supports for new or retained teachers.

Professional Learning Systems

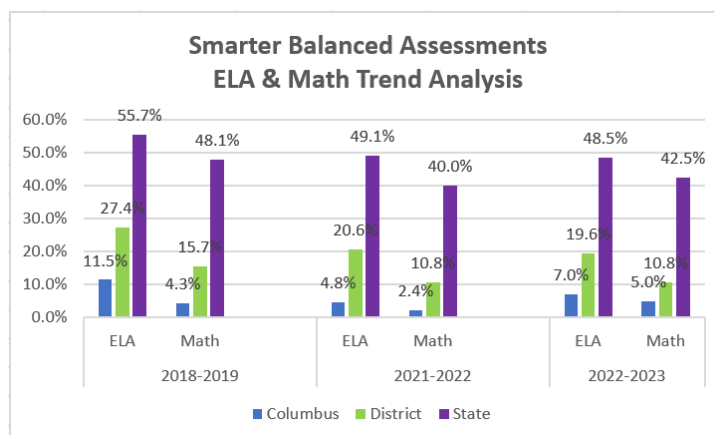
Eighty-five percent of teacher respondents agreed with the statement: “The professional development I receive has improved my professional practice and allowed me to better meet the needs of my students.” School leadership reported that the calendar is set by the district. The principal reported, “We did have a few school-based professional development, about five times. It was primarily academics where teacher leaders turnkeyed what they learned at their district level meetings.” The district calendar had thirteen days reserved for school-based professional learning in 2022-23 and fifteen days in 2023-24. Columbus provided approximately five days of school-based learning in 2022-23 which included teacher leaders turnkeying their district professional learning around the implementation of the new ELA, math, and science curricular resources. In 2023-24 the district is implementing school improvement planning and continuous improvement cycles. The district days will provide the professional learning necessary for teachers to participate in continuous cycles of improvement during the school-based professional learning day. Historically, there were no systems in place to implement and monitor the impact of professional learning at Columbus.

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 Growth Areas:

Instructional Leadership

The Smarter Balance Assessment Trend Analysis evidences an increase in both ELA and Math student achievement of 2.2% and 2.6%, respectively, from 2021-22 levels. Math student achievement in 2022-23 exceeded the 2018-19 pre-pandemic level by 0.7%. This increase is attributed to the grade 4 math achievement of 17.6% while all other grade levels were 0.0% or the data was suppressed to ensure confidentiality in 2022-23. This achievement for grade 4 was supported by the curricular resource implementation with fidelity at this grade level. Additionally, the Smarter Balanced Growth Trend Data indicates that growth rates at Columbus have increased from 2021-22 levels by 4.5% in ELA and 7.3% in math. In comparison, the district trend data indicates a decrease of 10.5% in ELA and 5.4% in math from 2021-22 growth rates.



Ninety-five percent (n=55) of teacher survey respondents agreed that there is a common vision of what effective instruction looks like at Columbus. The principal, a former instructional coach, shared the school-wide expectations of making learning visible, use of whiteboards when using Depth of Knowledge (DOK) questions at levels 1 and 2, student discourse with using DOK questions at levels 3 and 4, use of equity sticks, timers, and small group instruction. There is also an expectation that teachers post learning objectives with “I can” statements. While these are all strong instructional tools and practices, this does not constitute an instructional framework. When asked if there was a common vision of effective instruction, the teacher focus group participants did acknowledge the school-wide expectations they receive at the beginning of the year.

The principal stated that she collects lesson plans every two weeks. She noted that teachers in grades K-3 print out the lesson plans from the programs. Audit day classroom observations evidenced only one of three K-3 classrooms were using the curricular resources. She also noted, “Grades 4-8 are departmentalized so they have to create their own lesson plans.” Lesson plans and pacing are monitored through observations.

While there is a continuous cycle of improvement using data teams and district benchmark data, there is limited systemic approach to the progress monitoring of Tier 1 instruction and learning. The teacher focus groups reported that teachers who use the math curricular resources will use exit tickets; however, they do not use the curricular end of unit assessments. The central office supervisor agreed that there is no Tier 1 progress monitoring in place and this is a growth area.

There is a lack of a coherent systemic approach to instructional leadership within Columbus. There are two administrators and six district teacher leaders. Both administrators have prioritized attendance and behavior. Teacher focus group participants noted that the district teacher leader for math “helps teachers like a coach”; however, he is still a full-time teacher and can only provide support during his planning time or before and after school.

Challenging Instruction

During observations of 40% of core content (n=10) classes, the audit team found little evidence of challenging instruction where students engaged in instructional activities that applied their knowledge or activities allowed them to construct new meaning. Twenty percent of audit day classroom observations indicated that teachers were preparing students for inquiry and application activities, but the preparation was teacher-centered with little student interaction. Only 78% (n=55) of teacher

respondents to the survey agreed with the statement that “instructional quality and academic rigor are consistently high at this school.” Seventy-nine percent (n=205) of parents agreed with the statement: “My child is appropriately challenged.”

Fifty percent (n=10) of audit day classroom observations evidenced student discourse; however, all questioning observed was at the recall and retell level. There was evidence of purposeful planning for students to respond to content through discourse or requiring students to explain and justify their thinking in two of the ten observed classrooms. Contrary to these observations, teacher survey results indicated that 82% (n=55) of teachers agreed that “teachers at this school engage students in higher-order thinking and push them toward content mastery.”

Additionally, 91% (n=55) of teacher survey respondents agreed with the statement that “I have high expectations for my students and believe they can achieve grade-level standards.” Eighty-seven percent (n=205) of parent survey respondents agreed with the statement: “There are high expectations for my child.” Student participants in the focus group believe that the “teachers think we can do well, they give us advice.” Meanwhile, teacher participants in the focus groups did not believe that students can achieve grade-level standards. They noted that “most students “are three to four grade levels below.” When student focus group participants were asked if their classes were challenging, they responded “they are medium.”

Engaging Instruction

During classroom observations (n=10), the audit team found that most students were compliant in their engagement evidenced by waiting for teacher direction or sitting quietly staring at their worksheets. In 50% of classrooms (n=10) students were preparing to work or working in small groups. Ninety-one percent (n=55) of teacher survey respondents agreed with the statement: “I plan for student discourse during my lessons”; however, 50% (n=10) of classroom observations evidenced that discussion was primarily driven by the teacher and students were passive participants. In the teacher survey, 85% (n=55) of teachers agreed with the statement that “students are engaged in their classes.” In the parent survey, 90% (n=38) of parents agreed with the statement: “My child is interested and engaged in their classes.” Parent survey respondents to the open-ended improvement question noted that they wanted their students to spend less time in front of a computer. Student focus group participants revealed that “sometimes it (lessons) is boring, and they want to do something different.”

Standards Aligned Curricula and Instruction

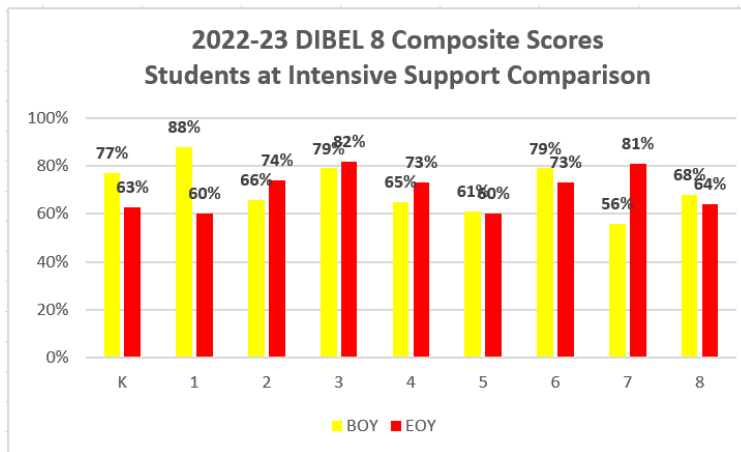
The principal reported that there are curriculum and pacing guides in place for all content areas. As reported in the teacher survey, 87% (n=55) of the respondents agreed that “The school has curricula for all grade levels and content areas aligned to the current Connecticut Core Standards.”. While the district has invested in curricular resources meeting the rigor, focus, and coherence of the Connecticut Core Standards, only 30% of classrooms observed (n=10) had evidence of grade-level tasks. School leadership has supported the district initiative to implement Connecticut Core Standards-aligned curricular resources for K-6 (*Wonders*), 7-8 literacy (*Study Sync*) and K-8 math (*HMH Into Math*); however, teachers are not required to implement the resources with fidelity and teacher focus group participants revealed that they do not use the resources because students have trouble accessing the text/resource and there is a need to differentiate for different ability levels. Audit day observations did not evidence differentiation for accessing the text. Teachers have received resource implementation support from district professional learning and external resource coaching in both ELA and math. Audit day classroom observations indicated that there was no evidence of *Wonders* resource use in three ELA classes and one of three math classes had evidence of the standards-aligned curricular resources in use. District leadership wondered why teachers were not using the curricular resources and suggested that the

teachers needed more support with the implementation. The principal noted that pacing is monitored through teacher observations.

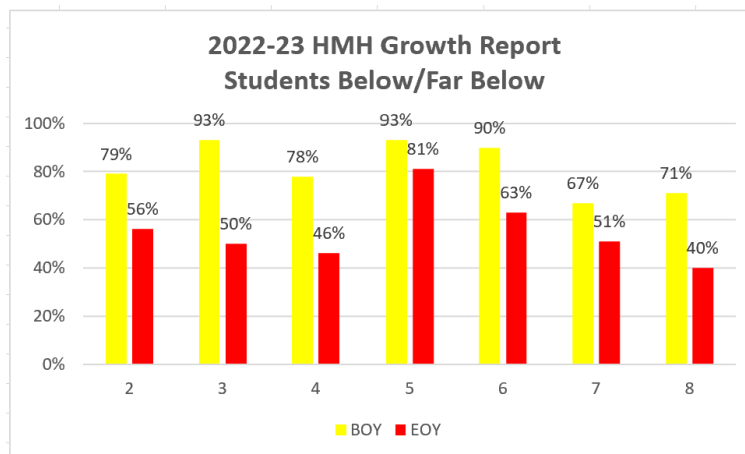
During classroom observations, many rooms were print-rich with anchor charts, posters, and word walls. While seven of ten observed classrooms had learning targets and success criteria posted, only four or 40% (n=10) of observed classrooms had learning targets and success criteria that aligned with grade-level standards. The auditors did not see evidence that the learning objectives were introduced or referenced throughout the lessons to support student learning.

Differentiation and Supports for Diverse Learners

The June 2023 DIBELS 8 Composite Scores indicated that 72% of students required intensive support at the beginning of 2022-23. Students at this level are unlikely to achieve reading goals without additional targeted instructional support. By the end of the year, 70% of students still required intensive support. The only significant decrease in students requiring intensive support occurred in grades K and 1. In grades 2, 3, 4, and 7 the percentage of students requiring intensive support increased at the end of the year, while the remaining grades had minimal to no changes for students at this level.



The June 2023 HMH Growth Report indicated that 82% of students of students in grades 2-8 were below and far below grade level at the beginning of 2022-23. By the end of the year, 54% of students were still below/ far below grade level.



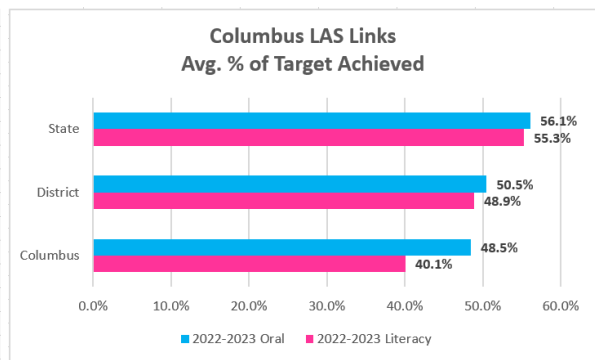
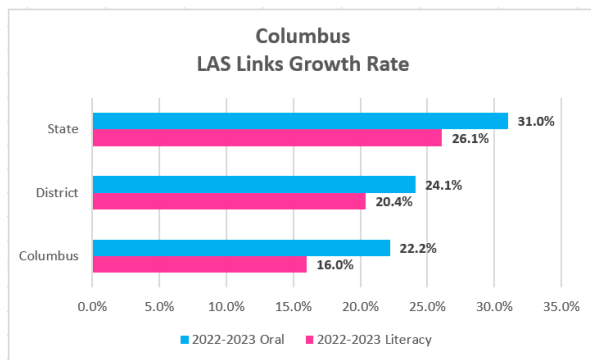
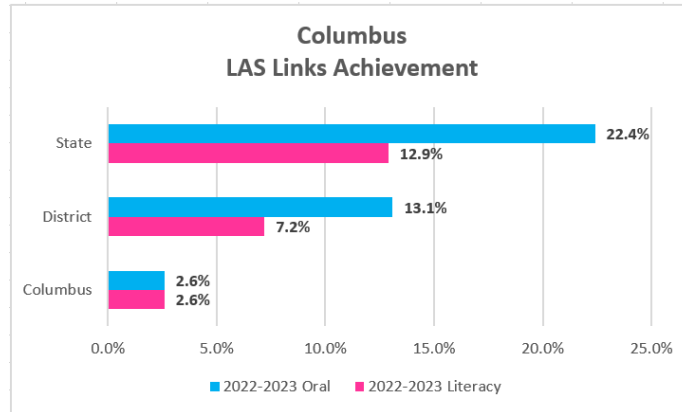
Ninety-five percent (n=55) of teacher survey respondents agreed with the statement: “I use small group instruction within my instructional block.” There was no evidence of small group instruction or differentiation during audit day classroom walkthroughs (n=10). The principal noted that she does not see small group instruction in teacher’s lesson plans. Eighty-four percent (n=205) of parent respondents agreed with the statement: “There are additional supports and academic interventions provided if my child is struggling.” Student focus group participants reported that “teachers think we can do well, but not sure it helps when we struggle.” Teacher focus group participants when asked about differentiation reported that they use small group instruction to differentiate but noted that they “can’t do it every day.”

There is a multi-tiered support structure (MTSS) for academics in Bridgeport Public Schools. School leadership reported that there is a tiered chart that teachers are supposed to complete where they group students by tier. There is a MTSS schedule for the year where grade levels meet on average every nine weeks for academic, behavior, and attendance support. Teachers reported that they “need more interventionists.”

Fourteen percent (n=542) of Columbus’ students are identified as students with disabilities. There are two half day PK programs and a K-2 self-contained classroom. There are six special education teachers. Special education teachers push into general education classrooms and pull-out students as needed. Their caseloads average approximately 28 students per resource special education teacher. Seventy-one percent (n=55) of teachers agreed with the statement that “the school adequately meets the needs of its special education and multilingual students.” Teachers in the focus groups disclosed that due to the size of their caseloads, special education teachers do not push into classrooms as they need to pull students to meet their hours. They do meet with teachers at the beginning of the year; however, collaborative planning rarely happens due to scheduling issues.

In 2023-24 approximately 51% of Columbus’ students are identified as Multilingual Learners (MLL). Bridgeport Public School District has a transitional Bilingual Education Program for students in grades K-2. In grades 3-8 students enter the district and are placed in general education classes. Many of the students are newcomers to the country. There are two MLL teachers and one program assistant at Columbus. MLL teachers pull out students from the general education classrooms. Meanwhile, 76% (n=55) of teachers agreed with the statement that “The school/district supports my ability to provide linguistic and academic support for my multilingual learners.” The principal reported this as an area of growth. She said that she turnkeyed the Sheltered Instruction Observational Protocol (SIOP) model of instruction; however, during classroom observations, the audit team did not find evidence of differentiation for multilingual learners. Several teachers in the focus group said they do use Google Translate in the classroom, but they did not feel supported by the district. The MLL teachers reported that there is a virtual meeting “to support mainstream teachers” during their lunch. The district also offers translation services.

As illustrated below, Columbus’ students’ LAS Links achievement, growth rates and average percentage of target achieved for 2022-23 are below the district and state levels for literacy and oral.



Assessment Practices and Data Use

Eighty-nine percent (n=55) of teacher survey respondents agreed that “This school has a comprehensive assessment system to measure student progress, identify necessary interventions, and provide teachers with data to inform instruction.” There is a district assessment calendar for the grade K-8 district benchmarks: DIBELS 8 for reading and HMH Growth for math. While the MTSS meetings look at student performance on these benchmarks, there are no formal systems in place to progress monitor Tier 1 instruction. District leadership confirmed that this is an area for improvement.

There is no school-wide grade-level or vertical data teams. Although 91% of teacher survey respondents agreed with this statement: “Teachers at this school use student assessment data and checks for understanding to differentiate instruction”, audit day classroom observations evidenced 20% (n=10) of teachers actively checking for understanding by observing student work and providing feedback. There was no observed use of the curricular resources’ exit tickets. Teacher focus groups reported that there are “no data teams.”

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

Equitable Partnerships with Families

Fifty-three percent (n=55) of teacher survey respondents agreed with the statement that “families are engaged in this school” while 84% of parent survey respondents (n=205) agreed with the statement: “The school provides multiple opportunities for family involvement.” There is a Parent Activity Advisory Council that works closely with the school for the end of year festival for students and families held on the school grounds that provides games and food. There are open houses, monthly grade level activities for families, and quarterly celebrations to celebrate students’ accomplishments for families and students. Eighty-nine percent (n=205) agreed with the statement: “I receive regular updates from teachers on my child’s progress.” The principal shared that Columbus uses two-way communication methods beginning with ParentSquare, and reports that teachers frequently call home, including positive calls home. Eighty-nine percent (n=205) of parent respondents agreed with the statement: “I feel comfortable reaching out to administration, teachers, or staff members with a question or concern.” Students in the focus group reported that the school reaches out to families with ParentSquare, email, and phone calls. However, when asked if the school asks their families to be partners in their education, they responded no.

Community Partners and Wraparound Services

Columbus’ community partners include Pitney Bowes and Fairfield Rotary Club. The principal reported that they do read-aloud, gardening, and they have purchased an outdoor classroom picnic table. In addition, the Keys program comes to the school and gives piano instruction to students during the day. There are also three community partners who provide athletic activities for boys and girls. They include Wakeman Boys and Girls Club (football with equipment), Bridgeport Sports Academy (lacrosse, soccer, flag football), and Bridgeport Caribe Youth Leaders (basketball). The principal monitors the community partner activities by ensuring a certified staff member is present at all times with the providers. The principal stated that the teachers report the activities to her and this is how she evaluates the quality of their services. Additionally, she also ensures that the students who participate are “scholar athletes” meaning that they are in good standing academically and behaviorally.

Summary of Growth Areas:

Culture and Climate Leadership

A stand-alone safe school climate plan is not available; however, the principal reports that she prioritizes developing an equitable, caring and inclusive school climate by including strategies in their MTSS documentation. Eighty-four percent (n=55) of teacher survey respondents agreed with the statement:

“The school promotes culturally responsive relationships within my school.” The principal has established systems to recognize student effort and improvement in attendance. She has also established systems to recognize staff work and improvements. The principal actively interviews and hires “teachers who look like students in her building.”

School Environment

Eighty-two percent (n=55) of the teacher survey respondents agreed with the statement: “The school environment is conducive to high-quality teaching and learning.” While 86% (n=205) of parent survey respondents agreed with the statement: “The culture and climate at this school is welcoming to all learners and their families.” Columbus provides a welcoming and intellectually stimulating environment conducive to high-quality teaching and learning. There are inspirational murals in English and Spanish throughout the building. The school is clean and in good repair. While the hallways are bright, there are few bulletin boards decorated and/or reflective of current student work. Most classrooms did not display current data or student work with purposeful feedback. Audit day classroom observations evidenced 70% of classrooms were clean, bright, and welcoming with decorated bulletin boards. Many of the other classrooms were disorganized and lacked visual stimulation.

When asked about school identity, the school principals noted that there is constant reinforcement of “we are Columbus Tigers.” The Kindness Pledge is read over the morning announcements every day. Student focus group participants noted that school identity is promoted through the “school mascot, school rallies, and the Columbus Tiger.”

Attendance

Columbus' chronic absenteeism rate decreased from the 2021-22 rate of 38.8% to 29.1% in 2022-23, which is 0.5% above the district rate of 27.8%, 9.1% above the state rate of 20.0%, and 15.9% above the 2022-23 ESSA Milestone target of 13.2%. In alignment with district mandates, the teachers contact families when students are absent. The attendance monitor sends out ParentSquare messages to families when students are absent. The principal has implemented numerous initiatives to support attendance such as: “shout outs, contests, perfect attendance challenge by the floor where students get an extra recess and teacher gets extra planning time.” There is a “Dress and Ready to Go Challenge” three times per year and assemblies with parents to acknowledge the importance of student attendance. Student attendance rates increased from 89.1% in 2021-22 to 91.7% in 2022-23. Ninety-six percent (n=55) of teacher survey respondents agreed with the statement: “Attendance data is communicated to staff.” Ninety-three percent (205) of parent survey respondents agreed with the statement: “Student attendance is a priority.” All the student focus group participants agreed that “attendance is important to learn.”

Social-Emotional Behavioral (SEB) Well Being

Eighty-seven percent (n=205) of parent survey respondents agreed with the statement: “I feel the school supports students' and families' health, wellness, and/or social-emotional needs.” There is a school-based health clinic run by Optimus. The principal and assistant principal are responsible for supporting student behavior. Additionally, there is a guidance counselor, social worker, two restorative practice technicians, and two security guards to support student social-emotional and behavioral well-being. Students in the focus groups agreed that there were behavior expectations in the classrooms. Columbus' suspension rate in 2018-19, the pre-pandemic baseline, was 13.9%. In 2021-22 it decreased to 8.6% slightly above the district level of 7.0% and the state level of 6.5%. At the time of this report, the suspension rate for 2022-23 was not available; however, in 2021-22 the school reported that 16% (n=542) of students had two or more incidents. Of these students fourteen (n=85) had ten or more

incidents reported. Eighty percent (n=55) of teacher survey respondents agreed with the statement: “The school implements an effective schoolwide behavior management system. Eighty-eight percent (n=205) of parent survey respondents agreed with the statement: “There are clear expectations of student behavior

Interpersonal Interactions

Eighty-seven percent (n=55) of teacher survey respondents agreed with the statement: “Interactions between students and staff are positive and respectful.” Eighty-eight percent (n=205) of parent survey respondents agreed with the statement: “Interactions between staff, students, and families are positive and respectful.” The principal stated that the staff-to-staff relationships were good, “they do work together.” School leadership and teachers alike agreed that the staff was the school’s greatest strength. Student focus group participants noted that the “teachers treat us with respect.” However, not everyone in the student focus group felt that there was a trusted adult that they could reach out to. Meanwhile, 81% (n=205) of parent survey respondents agreed with the statement: “My child feels connected with school staff.”

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

Summary of Strengths:

School Site Security and Safety

The school environment was calm and orderly. Staff were present to support norms during transitions. Teachers escort students through the hallways to lunch and specials. Eighty percent (n=55) of teacher survey respondents agreed with the statement: “The school has clear routines and procedures in place that are consistently followed by students and staff to help create a smooth and orderly environment.” Rules and operational procedures are clear, consistent, and evident. A school site safety plan is filed with the State of Connecticut.

Summary of Growth Areas:

Scheduling Structures

The school daily schedule provides on average approximately 4.5 hours per day of instructional time for students in grades K-6 to achieve academic and behavioral goals and 5.3 hours per day for students in grades 7-8. There is not a scheduled time for intervention although the principal stated that teachers

integrate it into literacy and math. All students in grades K-3 have at least 90 minutes of ELA each day. Eighty-seven percent (n=55) of teacher survey respondents agreed with the statement: “The school structure and calendar maximize instructional time.”

Classroom Structures and Use of Time

Three of ten observed classrooms evidenced effective use of time as evidenced by using a timer for pacing, having materials prepared in advance, and instructional tools on the tables for student access. In the other classrooms, staff and students used time ineffectively as there were missed opportunities to maximize time on tasks and many students required redirection to transition between activities. Eighty-seven percent (n=55) of teacher survey respondents agreed with the statement: “Teachers are adept at managing and maximizing instructional time within the classroom.”

All grade-level teams have 75 minutes of common planning time once each week that are scheduled for academic, attendance, and behavior reviews. The principal noted that they have an agenda they must follow; however, they are not required to submit notes. The principal noted that the only vertical collaboration is through the math teacher leader when he reports out district expectations during faculty meetings. Other than this there is no vertical alignment of curriculum and instruction at the school level. Additionally, due to the staffing constraints there is a lack of co-planning with special education and MLL staff.

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 ≤ 88% and/or chronic absenteeism is > 20%.	Average daily attendance is > 88% and <93% and/or chronic absenteeism is > 15% and ≤ 20%.	Average daily attendance is > 93% and ≤ 97% and/or chronic absenteeism is > 10% and ≤ 15%.	Average daily attendance is > 97% and chronic absenteeism is ≤ 10%.

	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>The school attendance team meets weekly. Roles are clearly defined.</p>
--	--	--	--	--

	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.
3.6 Equitable Partnerships with Families	The school does not use any communication methods and does little to adapt communication strategies to meet the needs of individual families.	The school primarily uses one-way communication methods and does little to adapt communication strategies to meet the needs of individual families.	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.	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.

3.7 Community Partners and Wraparound Strategy	<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
450 Columbus Boulevard | Hartford, CT 06103
www.portal.ct.gov/sde





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
<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	7
Section 4: Data and Needs Analysis	11
Section 5: Turnaround Model	14
Section 6: Turnaround Framework for School Improvement	16
• Domain 1: Talent	18
• Domain 2: Academics	26
• Domain 3: Culture and Climate	39
• Domain 4: Operations	49
Section 7: Sustainability Plan	54
Section 8: Budget Information	56
Section 9: Modifications	56
<u>PART IV: APPENDICES</u>	p. 57
A. Turnaround Committee Signatures Page	57
B. Statement of Assurances	60
<u>PART V: REFERENCES</u>	p. 64



AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

The Connecticut State Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Connecticut Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race; color; religious creed; age; sex; pregnancy; sexual orientation; workplace hazards to reproductive systems, gender identity or expression; marital status; national origin; ancestry; retaliation for previously opposed discrimination or coercion, intellectual disability; genetic information; learning disability; physical disability (including, but not limited to, blindness); mental disability (past/present history thereof); military or veteran status; victims of domestic violence; or criminal record in state employment, unless there is a bona fide occupational qualification excluding persons in any of the aforementioned protected classes. Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to: Attorney Louis Todisco, Connecticut State Department of Education, by mail 450 Columbus Boulevard, Hartford, CT 06103-1841; or by telephone 860-713-6594; or by email louis.todisco@ct.gov.



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.

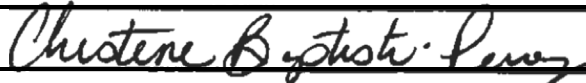

C. Freedom of Information Act

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.



PART III: COMMISSIONER'S NETWORK TURNAROUND PLAN

Section 1: Cover Page

Name of School District:	Bridgeport Public Schools		
Name of School:	Columbus Elementary School	Grade Levels:	Pre-K - 8
Name of School Principal:	Linda Bagoly	# of Years Serving as Principal at this School:	3
		# of Years in Total as Administrator:	12
Turnaround Committee Chairperson: ¹	Dr. Melissa Jenkins	Phone Number of Chairperson:	203-275-1040
		E-mail of Chairperson:	mjenkins@bridgeportedu.net
Address of Chairperson:	Street Address:	45 Lyons Terr. Room 303	
	City:	Bridgeport	Zip Code: 06604
Name of School Board Chairperson:	Ms. Christine Baptiste-Perez, Esq.		
Signature of School Board Chairperson: ²		Date:	2/27/24
Name of Superintendent:	Dr. Carmela Levy-David		
Signature of Superintendent:		Date:	2/27/24

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)

Bridgeport Public Schools envisions a culturally responsive, high-performing learning environment where students thrive academically, socially, emotionally, and civically.

District Theory of Action (limit 200 words)

If the district recruits and retains the most qualified staff and educators, develops the capacity of leaders who understand and lead implementation of high-quality instruction, and provides the support needed for professional learning of all staff in Tier I challenging tasks, formative assessments, relationship development, equity, and inclusion then the retention of quality, diverse staff will improve, student engagement will increase, Tier I instruction will improve, achievement gaps will shrink, and students will be better prepared for success in college and career.

School Vision (limit 200 words)

Columbus School will model excellence and equity in education for every child at every level by helping all students become their best selves through quality instruction focused on academic achievement and social learning.



School Theory of Action (limit 200 words)

If the principal

- develops the capacity of instructional coaches to understand and lead the implementation of high-quality instruction and
- supports professional learning of all staff in Tier 1 challenging tasks, formative assessments, relationship development, culturally responsive instruction, equity, and inclusion as outlined in the Wonders instructional framework and the HMH Into Math instructional framework and
- monitor the administration of assessments and student learning.

Then, teachers will be able to:

- Create an equitable and inclusive educational environment where implementation of high-quality instruction is the norm and every student is empowered to succeed.
- Use data-driven decision-making to guide instructional practices and provide intervention to areas of need.

So, children will learn,

And student engagement will increase, Tier 1 instruction will improve, achievement gaps will close, and students will be prepared to succeed in college and career.



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.

Hiring and retention of school and district leaders is a priority of the Bridgeport Public School (BPS) administration, as documented in research, and continuity of leadership results in improved learning outcomes for students. BPS strives to hire turnaround school leaders based on the following competencies in the literature of David Hambrick Hitt (2015) *“What it takes” for a turnaround: Principal competencies that matter for student achievement. A guide to thoughtfully identifying and supporting school leaders,*” from the Center on School Turnaround at WestEd & University of Virginia Darden/Curry Partnership for Leaders in Education. San Francisco: WestEd.

- **“Achievement motivation and orientation:** A successful turnaround principal sets challenging goals and strives for high performance despite barriers and obstacles.
- **Impact and influence:** Turnaround leaders must be adept at influencing others, driving change, and rallying stakeholders around a shared vision.
- **Instructional leadership:** Focusing on improving teaching and learning is crucial. Turnaround principals are skilled in instructional strategies and data-driven decision-making.
- **Community engagement:** Building strong relationships with parents, community members, and staff is essential for creating a positive school culture.
- **Ethical behavior:** Principals must act fairly, ethically, and transparently.
- **Advocacy for policy change:** Turnaround leaders advocate for policies that benefit their school and students.”

Additionally, based on the competencies listed, BPS will use a behavioral-based interview process to understand turnaround principal candidates’ actions of the past for driving results, influencing results, personal effectiveness, and problem-solving because actions of the past are a strong predictor of actions they will take in the future.



Thus, the Bridgeport Public Schools leadership team is willing to invest in Linda Bagoly's turnaround leadership skills and competencies.

Ms. Bagoly started her professional career in Bridgeport in 1994 as a Mathematics teacher at both the middle and high school levels. Then, in 2005, she transitioned to an instructional mathematics coach, working closely with the school principal and district administration as Connecticut Core Standards (CCS) were released. Ms. Bagoly supported teachers instructionally. In 2009, Ms. Bagoly's role changed to a curriculum specialist at the district level. She trained and supported math coaches and developed district assessments across all grade levels. In 2010-2011, Ms. Bagoly became an assistant principal (AP) at Bassick HS through their CommPACT partnership. Her role was as a data analyst and instructional coach for all grade levels 9-12. After the grant, Ms. Bagoly transitioned to a grade-level assistant principal position at Bassick until 2017. For the 2017-2018 school year, Ms. Bagoly worked as an AP at Cesar Batalla, supporting their work in the SIG Grant. In 2018-2019, Ms. Bagoly moved to Columbus School as an AP to support their work in the Commissioner's Network. In 2019-2020, Ms. Bagoly was named Principal of Columbus.

As outlined in the literature, Ms. Bagoly has demonstrated competencies related to instructional leadership, advocacy for policy change during the Common Core era, motivated staff to strive for excellence for all students despite the financial barriers within the district, and a commitment to the families of Bridgeport for more than 30 years. Ethically driven, Ms. Bagoly made a conscious decision to work for Bridgeport Public Schools. With her mathematical background, she could have easily chosen to work in a different district. She is committed to creating increased equitable learning opportunities for children and is willing to engage in adult learning to make a shared vision of excellent performance and growth for all children a reality.

To support the growth, development, and retention rate of turnaround school leaders, Bridgeport Public Schools (BPS) has the following leadership structures in place to support a turnaround school principal:

- A **Deputy Superintendent, Dr. Royce Avery, is committed to changing the context of adult and student learning across all schools, specifically focusing on turnaround and focus schools** in the district. Dr. Avery would also drive the shared vision for the leadership that will support turnaround principals.
- A **Chief Human Resource Officer** who will support recruitment, development, and retention of turnaround school leaders, focusing on developing assistant principal potential for succession planning with turnaround development.
- An **Assistant Superintendent of Teaching and Learning** and an **Assistant Superintendent of SEL and Comprehensive Health** to support the district and schools by designing Multi-Tiered Systems of Support for literacy, numeracy, attendance, and social-emotional learning.
- **Executive Director of School Leadership** to support the turnaround principal with day-to-day instructional leadership, talent management, organizational and operational management, and family and community partnerships. The executive director of school leadership is the primary evaluator of the turnaround principal.
- A **School Improvement Director** to support turnaround school leadership with executive coaching around the implementation of the Commissioner's Network (CN) and School Improvement Grants (SIG) talent, academic, culture, climate, and operations priorities in alignment with the designated funding sources with the goal of improvement student performance as measured by internal benchmark data and accountability index indicators. District-level classroom walkthroughs will be coordinated to measure technical and adaptive change implementation as outlined in the plan.
- Under the direction of the **Assistant Superintendent of Teaching and Learning and the Assistant Superintendent of SEL and Comprehensive Health**, the **Academic Directors** (i.e., ELA, mathematics, science, ESL, and SPED) will provide ongoing support to the principal and classroom teachers. The ELA, mathematics, and science directors will support the school by using district core curriculum resources with the population of students served. They will



support the differentiation of instruction. The ESL and SPED directors will support school leadership and teachers with implementing Sheltered Instruction and specialized instruction in collaboration with classroom teachers.

Additionally, professional learning will be provided to develop further Ms. Bagoly's turnaround leadership based on implementing the Commissioner's Network plan guided by school walkthroughs and student data analysis.

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

Administrators are evaluated annually using the district-approved evaluation plan. The administrative evaluation plan was developed in alignment with the Connecticut Leader Evaluation and Support Rubric (2017).

The administrative evaluation process was comprised of four parts:

1. School learning indicator (SLI), which represented (45% of the final evaluation rating),
2. Leadership performance and practice goal, which represented (40% of the final evaluation rating),
3. A teacher effectiveness rating, which represented (5% of the final evaluation rating), and lastly, and
4. Stakeholder feedback, which represented (10% of the final evaluation rating).

Administrators reviewed data from the Connecticut Next Generation Accountability Index, internal benchmark data, and previous staff observations and evaluations to craft goals annually. Administrators used data and their goal-setting process to communicate schoolwide goals for student learning and adult learning.

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.

The district's role in supporting and monitoring school administration is to ensure that planning, goal setting, monitoring, problem-solving, and collaboration are provided. School administration identified school-specific goals and strategies for success, and the district's goals are aligned to complement the work done on the school level. While the administrator has set benchmarks, the district expects specific benchmarks to be reached.

Planning for district and school alignment

The district will provide a School Improvement Director to support the school administration in implementing the Commissioner's Network (CN) plan. The school administrator and the school improvement director will work with district leadership to align the CN plan with the district priorities: Build teacher capacity, provide culturally responsive practice, improve tier-one instruction, and close achievement gaps. The CN plan will also align with the organizational priorities of sheltered and specialized instruction. Additionally, the school will review root cause analysis for key priorities in the CN plan and design systems to address instructional and learning gaps.

**District and school goal-setting**

Using accountability data and internal benchmark data, the district will support the school's understanding of its achievement and growth in relation to accountability indicators and internal benchmark data (i.e., ELA, math, attendance, discipline). The school will engage in annual goal-setting with the staff to reach designated growth targets on internal and external data points. Data will be analyzed for high-needs groups (i.e., EL (English learners), SPED, social, economic status) and all students across the tested grades 3-8 and in the foundational grades K-3.

Monitoring

The implementation of the CN plan will be supported by the district with monthly classroom walkthroughs in collaboration with one or more of the district's academic directors and the School Improvement Director. Monitoring will occur using the Connecticut State Department of Education (CSDE) classroom look fors rubric. Look fors will be determined annually as a part of the phase in the CN plan. Monitoring the CN budget will ensure efficient use of funds to minimize resource inequities.

Problem-Solving

District leadership will support school administration with problem-solving at the school-level and systemic levels. Barriers and threats to the CN plan implementation fidelity will be examined, and problem-solving will occur both at the school level and systemically.

Collaboration

District leadership will support school administration collaboration with the CSDE as well as system collaboration across departments to create support for both school administration and teams. For example, data analysis, goal setting, planning, and monitoring would be collaborative processes. Timelines will be created to support these categories with fall and spring review sessions.

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

Development of this plan occurred with the participation of many stakeholders. Dr. Melissa Jenkins chaired as the Superintendent's designee on the school's turnaround committee, which included the principal, two parents, two teachers, and the turnaround office representative, Margaret Hughes. The full team met five times to review the plan and offer feedback and support. The School Principal, Ms. Linda Bagoly, led the school-based team. This team was created through an open invitation to all staff and comprised of the Assistant Principal and all certified staff led by teacher leaders. This team will review the audit and complete root-cause analyses.

Stakeholder feedback was used to revise the action plans. Families were surveyed at the start of the process, seeking feedback in the areas of Talent, Academics, Culture & Climate, and Operations. The plan was shared with the School Governance Council (SGC). This application process was shared with staff at faculty meetings and through emails. A staff survey was sent to obtain feedback to ascertain any misconceptions about the teachers' understanding and confirm receipt of their commitment to the plan. The plan was posted on the school's website and shared with families through the district communication application, ParentSquare. Continued efforts will be made to solicit the voices of students, families, staff, and the community as the plan is implemented and revised across the three years.



Section 4: Data and Needs Analysis

PERFORMANCE TARGETS

Instructions: *Network* school progress will be compared to the leading and lagging indicators 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	565	534	542	546	540	545	550
Next Generation Accountability Index*	46.9	47.4	45.7	NA	68.4	71.2	74.0
English Language Arts (ELA) School Performance Index (SPI)*	45.6	38.3	40.9	NA	61.5	63.7	66.0
ELA Smarter Balanced Growth *	42.4%	49.5%	57.6%	NA	71.3%	76.1%	80.9%
Math School Performance Index (SPI)*	36.9	32.8	34.0	NA	57.7	60.6	63.5
Math Smarter Balanced Growth *	51.1%	45.9%	51.8%	NA	73.5%	77.9%	82.3%
Average Daily Attendance Rate	92.3	61.2	71.9	95.5	95.0	96.0	97.0
Percentage of Students Chronically Absent*	25.0%	38.8%	29.1%	26.4%	12.0%	10.9%	9.7%
Classroom Teacher Attendance (Average FTE Days Absent)	14.6	22.6	11.1	5.7	12.0	10.9	9.7
Suspension/Expulsion Rate	13.9%	8.6%	4.0%	1.8%	5.0%	3.0%	2.0%
Grade 3 ELA Smarter Balanced Assessment- “Meets or Exceeds Achievement Level”	17.7%	**	0.0%	NA	5.0%	10.0%	20.0%
Grade 4 ELA Smarter Balanced Assessment- “Meets or Exceeds Achievement Level”	**	**	**	NA	10.0%	15.0%	25.0%
Grade 5 ELA Smarter Balanced Assessment- “Meets or Exceeds Achievement Level”	**	**	**	NA	10.0%	15.0%	25.0%



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”	**	**	**	NA	5.0%	10.0%	20.0%
Grade 7 ELA Smarter Balanced Assessment- “Meets or Exceeds Achievement Level”	**	**	**	NA	10.0%	15.0%	25.0%
Grade 8 ELA Smarter Balanced Assessment- “Meets or Exceeds Achievement Level”	15.9%	**	10.9%	NA	10.0%	15.0%	25.0%
Grade 3 Math Smarter Balanced Assessment- “Meets or Exceeds Achievement Level”	9.7%	**	**	NA	5.0%	10.0%	20.0%
Grade 4 Math Smarter Balanced Assessment- “Meets or Exceeds Achievement Level”	**	0.0%	17.6%	NA	15.0%	20.0%	25.0%
Grade 5 Math Smarter Balanced Assessment- “Meets or Exceeds Achievement Level”	0.0 %	0.0%	0.0%	NA	5.0%	10.0%	20.0%
Grade 6 Math Smarter Balanced Assessment- “Meets or Exceeds Achievement Level”	**	**	0.0%	NA	5.0%	10.0%	20.0%
Grade 7 Math Smarter Balanced Assessment- “Meets or Exceeds Achievement Level”	**	**	**	NA	5.0%	10.0%	20.0%
Grade 8 Math Smarter Balanced Assessment- “Meets or Exceeds Achievement Level”	**	**	**	NA	5.0%	10.0%	20.0%
Grade 5 NGSS Science Assessment- “Meets or Exceeds Achievement Level”	**	**	**	NA	5.0%	10.0%	20.0%
Grade 8 NGSS Science - “Meets or Exceeds Achievement Level”	**	**	**	NA	5.0%	10.0%	20.0%

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

** The data are suppressed to ensure confidentiality.



Root Cause Analysis

Using the school data, along with the school audit findings reported by the Turnaround Office as a foundation, the turnaround committee will conduct 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. Root cause analysis will tell us why it is happening. Once we understand the why, we can then develop targeted interventions to address the challenge. 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, inter-district 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.

Turnaround model

Columbus School will utilize the following turnaround model: “(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, inter-district magnet schools and charter schools or collected by the commissioner pursuant to subsection F.”

Purpose of model

The primary purpose of this model is to increase staff capacity via professional growth, to enhance student outcomes as reflected in academic achievement, academic growth as measured by Smarter Balanced Assessment Consortium (SBAC) English and mathematics, Next Generation Science Standards (NGSS) assessment, and English Language Proficiency (ELP (English Language Proficiency) and English Language growth, student attendance, and family and community engagement.

Talent priorities

The following priorities will inform staff capacity development: Create a coaching system to build teacher efficacy and capacity, as well as create and implement professional learning systems. The professional learning system will be centered on the foundations of excellent teaching practices, such as unpacking the standards, adopting district curriculum and CCS-aligned programming, lesson planning, and data-driven decision-making, which would improve tier I instruction.

Academic priorities

The key priorities for academics are to enhance Tier 1 instruction, optimize differentiation and strengthen multilingual learners, and develop and implement effective assessment practice and data use. Building teachers' differentiating skill sets is crucial to fulfilling the requirements of all learners. Including literacy, mathematics, and English Language Learner (ELL) instructional coaches will provide the possibility for embedded supports to aid in applying professional learning content. Implementing highly functional data teams at the school and grade level will ensure data-driven decisions about lesson preparation, assessments, and necessary interventions. Interventionists in both ELA and math by grade bands will provide essential support in tiers 2 and 3 of the multi-tiered system of support. Developing and implementing student-centered instructional strategies will support cognitive engagement, make students' thinking visible, and increase student discourse.

**Culture and climate priorities**

To enhance the climate and culture of the school, the following priorities have been identified: Increasing student attendance, improving family and community partnerships, and enhancing students' social, emotional, and behavioral well-being. Multi-Tiered Systems of Support (MTSS) will allow Columbus School staff to influence students' cognitive and behavioral engagement and attendance. Creating communication platforms will improve stakeholder discourse and allow Columbus to enjoy all its triumphs. Restorative Practice Specialists and a tri-lingual (i.e., English, Portuguese, and Spanish) attendance monitor will create the necessary bridges from school to home to community in assisting students and families with conflict resolutions, mediations and communicating with other stakeholders within our school community.

Operations priorities

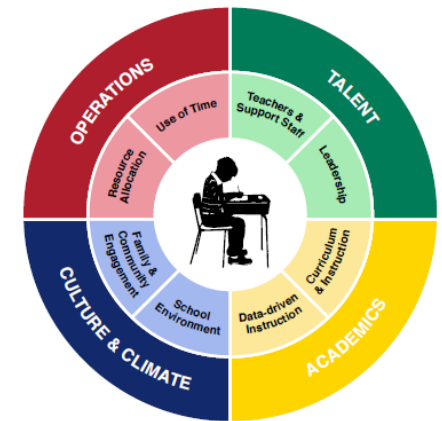
Our priorities in operations are to create a focused instructional school schedule to maximize instructional and MTSS time and create structured collaboration time for staff to complete the data-driven decision-making time and determine appropriate interventions at critical points throughout the school year. Strategic scheduling will maximize instructional time, which will lead to reduced transition times and clear expectations regarding class structure and timing. Scheduling the coaching and interventionists efficiently will guarantee that the resources are allocated to the most pressing student learning and teaching demands.



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 plays an integral role in realizing the 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</p> <ul style="list-style-type: none"> • Create a coaching system to build teacher efficacy and capacity. • Create and implement professional learning systems. • Create and implement a recruitment and retention system. 	<p>Academics</p> <ul style="list-style-type: none"> • Enhance Tier I instruction. • Optimize differentiation and strengthen support for multi-language learners. • Develop and implement effective assessment practices and data use.
<p>Culture and Climate</p> <ul style="list-style-type: none"> • Increase student attendance. • Improve family and community partnerships. • Enhance student social-emotional and behavioral well-being. 	<p>Operations</p> <ul style="list-style-type: none"> • Create a focused instructional school schedule to maximize instructional time and multi-tiered systems of support (MTSS). • Create structured collaboration time for staff to complete the data-driven decision-making process and determine appropriate interventions at critical points throughout the school year.



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.

The school-based turnaround team concurred with the school audit that professional learning systems need to be improved. The school-based team discovered that professional learning was inconsistent and did not transfer to classrooms. Furthermore, the district's common instructional frameworks are not utilized across classrooms consistently, and teachers' instructional practices vary greatly. Based on these findings, we will work to strengthen the capacity of our teaching staff by developing and implementing a comprehensive professional learning plan and school-based coaching in math, literacy, and ESL. Subsequently, we proposed hiring interventionists across grades K-8 to support Tier 1 instruction, assessment, and differentiation for multilingual learners and students receiving special education services.

Bridgeport School District has provided support for instruction with a school-based teacher-leader model. While this model provided some instructional support and opportunities for staff growth and leadership, time constraints limited the impact because the teacher leaders are classroom teachers. As a result, hiring three full-time instructional coaches, one for math, one for literacy, and one for ESL, will improve coaching to support the improvement of Tier I instruction following professional learning.

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

Bridgeport continues to seek out novel collaborations to aid in recruiting and retaining high-quality teachers. Cross-endorsement cohort programs for existing faculty are currently being developed, as is the regular training of new TEAM mentors. Currently, Columbus has 3 TEAM mentors in-house. In collaboration with university partners, Bridgeport is also pursuing a cohort model for administration and supporting non-certified staff interested in pursuing a teaching credential.

In the 21-22 school year, the In-School Peer Support (ISPS) program was created to provide novice teachers with monthly targeted professional development and peer observation feedback. With at least one ISPS teacher in each school building, novice teachers benefit from regular feedback from someone other than their administrator. Each month, ISPS teachers create and submit workshop plans that are responsive to the needs of the novices in their schools. Columbus' In-School Peer Support teacher meets with new teachers regularly, assisting in the educator's responsibilities and well-being.



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

Teachers will be evaluated in accordance with the district evaluation plan, using the Connecticut Common Core of Teaching (CCT) rubric, and will receive regular and actionable feedback. Data from these evaluations will be used by leadership to make any necessary changes to professional learning sessions as well as staff assignments in accordance with district protocols. The implementation of district and school initiatives will be evaluated, and as needed, professional learning and ongoing coaching support will be provided. Professional learning sessions will aid the evaluation process by clearly communicating the expectations for instructional practices and data use to all staff.

We will work toward an improvement cycle to determine how targeted professional learning can address areas identified as strengths or areas needing improvement with instruction, classroom management, planning, and/or family-community engagement.

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

Contract vendors such as Houghton Mifflin Harcourt, McGraw-Hill, and the Regional Educational Service Center will provide ongoing professional learning. The Regional Educational Service Center (RESC) will be contracted to provide ongoing support for our multi-language learners, as well as to share key components of high-quality instruction, such as unwrapping grade-level standards, lesson planning, higher order questioning, challenging tasks, and student discourse. Staff will participate in ongoing professional learning sessions at the school, with all sessions aligned to academic and, culture, and climate priorities. Offerings will be revised over time to meet the staff's needs based on student outcomes and instructional practices. Professional learning will be planned to improve student outcomes for all learners, focusing on Tier I instruction in year one, specifically using curricular resources to leverage teaching to grade-level standards, rigorous instructional activities, high-order questioning, and student-centered activities. In year 2, the focus will be on differentiation with support for diverse learners and small group instruction.

Teachers will learn effective instructional practices and be supported by administration and instructional coaches to ensure they are implemented effectively. Having instructional coaches will provide ongoing, embedded professional learning for all employees. Professional development will also be offered in Restorative Practices to improve our climate and culture in the coming years; classroom walkthroughs will be implemented to allow for peer support and ongoing learning. As part of the classroom walkthrough process, two teachers will plan a lesson together and then visit each other to observe the delivery of the instruction and reflect on the lesson design.

Coaching will be provided using the Student-Centered Coaching Model with grade-level teams that align with the district curriculum and selected core instructional materials. These vendors will also provide ongoing classroom support through demonstrations and co-taught lessons. The administration will meet weekly with instructional coaches and the leadership team to review data and drive decision-making around coaching and professional learning to complement district sessions. Coaches and Teacher Leaders will conduct ongoing book studies about creating professional and student-centered learning communities. The titles are listed below:

Lois Brown Easton. (2015). *Powerful designs for professional learning*. Learning Forward.

Sweeney, D. (2011). *Student-centered coaching: a guide for K-8 coaches and principals*. Corwin Press.



Sweeney, D., & Harris, L. (2017). *Student-centered coaching: the moves*. Corwin.
Sweeney, D. (2013). *Student-centered coaching at the secondary level*. Corwin.
Woulfin, S. L., Stevenson, I., & Lord, K. (2023). *Making Coaching Matter*. Teachers College Press.

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: 2022-2023	Target Year 1:2024-2025	Target Year 2:2025-2026	Target Year 3:2026-2027
Average Daily Student Attendance Rate	PowerSchool ADA	71.85	95	96	97
ELA Academic Growth – All Students	SBAC Growth Index	66.6	76.1	80.9	85.7
Math Academic Growth- All Students	SBAC Growth Index	69.1	77.9	82.3	86.7



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: Create a coaching system to improve teacher efficacy and capacity					
Root Cause: Teachers need support to implement district curricular resources with fidelity and to increase rigor and cognitive engagement					
Person(s) Responsible: School Administration, teachers					
Strategies to address root cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Employ full time 3 instructional coaches (1 ELA/ 1 Math/1 MLL) to support professional learning and build teacher capacity	Recruit and hire top-tier coaches and launch the student-centered coaching model.	Continue the employment of coaches and provide additional professional development on the student-centered coaching model.	Continue employment of coaches and provide differentiated professional development for ELA, math, and ESL coaches.	Academic Student Growth Teacher Satisfaction Surveys Classroom Observations Coaching Logs	Three (3) full time coaches Online Student-Centered Coaching professional development (PD) Stipend for book study with coaches and teacher leaders: Sweeney, D. (2011). <i>Student-centered coaching: a guide for K-8 coaches and principals</i> . Corwin Press. Sweeney, D., & Harris, L. (2017). <i>Student-centered coaching: the moves</i> . Corwin. Sweeney, D. (2013). <i>Student-centered coaching</i>
	Create and implement leadership team meetings with structures and protocols such as: <ul style="list-style-type: none"> • Norms: • Structured meetings with set agendas and time • Data-driven discussions • Action planning • Reflection to assess team effectiveness and adjust practices 	Continue monthly school leadership team meetings and review and revise protocols, as needed, such as: <ul style="list-style-type: none"> • Descriptive Consultancy: A method for providing descriptive feedback on observed practices. • Change Activity: A protocol for exploring changes in practice. 	Continue monthly school leadership team meetings and review and revise protocols such as: <ul style="list-style-type: none"> • Equity-focused Protocols: These protocols help address equity issues and promote inclusive practices. • Consultancy Protocol: A structured process for analyzing student work or addressing specific challenges. 		
	Create a coaching system to support and provide accountability as part of our instructional leadership plan after professional learning	Revise and continue the leadership plan. Provide follow-up support/coaching/ collaboration after professional learning	Revise and continue the leadership plan. Provide follow-up support/coaching/ collaboration after professional learning		



	sessions to support implementation in the classroom.	sessions to support implementation in the classroom.	sessions to support implementation in the classroom.		<i>at the secondary level.</i> Corwin.
	Coaching cycles will be established for ELA, MLL, and mathematics for all classroom teachers, with teachers participating in coaching cycles 2-3x per year for each content area, focusing on curricular resources.	Coaching cycles will be established for ELA, MLL, and mathematics, with all classroom teachers participating in coaching cycles 2-3 times per year, focusing on new teachers and late adopters and the foci identified under the academic section.	Coaching cycles will be established for ELA, MLL, and mathematics, with 75% or more of teachers participating in coaching cycles 2-3 times per year, focusing on new teachers and late adopters and the specific foci under the academic section.		Woulfin, S. L., Stevenson, I., & Lord, K. (2023). <i>Making Coaching Matter</i> . Teachers College Press.



Talent Priority: Create and implement professional learning systems.					
Root Cause: There is a lack of a systematic approach to professional learning.					
Person(s) Responsible: School Administration, teachers					
Strategies to address root cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Establish and implement a unified, comprehensive professional learning system to increase teacher capacity for Tier I instruction.	Design a calendar of relevant professional learning for the year, with a clear purpose and implementation expectation for each session.	Update the year's relevant professional learning calendar with a clear purpose for each session.	Update the year's relevant professional learning calendar with a clear purpose for each session.	SPI Growth in ELA & Math Professional learning calendars Coaching logs Common planning agendas and notes Walkthrough schedules Improved walkthrough notes Feedback is provided to teachers after each CSDE visit.	Vendor contracts (e.g., HMH, McGraw-Hill, Area Cooperative Educational Services (ACES) Regional Educational Services Centers (RESC) for Sheltered Instruction Observation Protocol (SIOP) Lois Brown Easton. (2015). <i>Powerful designs for professional learning</i> . Learning Forward. Post-It Chart Paper for Leadership Team meetings.
		Survey teachers to determine needs/wants in addition to school targets.	Survey teachers to determine needs/wants in addition to school targets.		
	Contract with outside vendors (HMH for mathematics, McGraw-Hill for literacy) to provide professional learning in addition to sessions led by administration, coaches, and teacher leaders in areas such as: <ul style="list-style-type: none"> Curricular components of current district resources grade-level standards, rigorous instructional activities, high-order questioning, and student-centered activities. 	Contract with outside vendors (HMH, McGraw-Hill, ACES RESC for SIOP, to provide professional learning in areas such as: <ul style="list-style-type: none"> Tier 1 Instruction for Literacy with a focus on the SIOP model and differentiation for MLL and SPED Discovery Education incorporates science professional learning. 	Contract with outside vendors (HMH, McGraw-Hill, ACES RESC for SIOP) to provide professional learning and Discovery Education to incorporate science professional learning.		



Talent Priority: Create and implement a recruitment and retention system.					
Root Cause: Teachers and leaders need structures to support adult learning.					
Person(s) Responsible: School Administration, teachers					
Strategies to address root cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Employ Interventionists in both ELA and Math across all grades K-8 by grade bands (K-2, 3-5, and 6-8) (6 interventionists total) to support Tier 2 and Tier 3 students to increase achievement scores on district and state assessments.	Recruit and hire top-tier interventionists certified as teachers in the State of CT.	Continue employing interventionists with a CT certification and provide ongoing professional development.	Continue employing interventionists with a CT certification and provide differentiated professional development.	Academic Student Growth MTSS data - # of students in Tier 2 services.	Interventionists with CT certification Additional Middle school ELA teacher
	Train the interventionists to provide quality instruction and use data to inform instruction.	Provide follow-up training as needed to accelerate student learning.	Monitor the effectiveness of training in relation to student outcomes.		
	Develop a system to measure the effectiveness of the intervention system.	Monitor the effectiveness of the intervention system.	Examine and adjust the intervention system as needed.		
	Recruit an additional middle school ELA teacher to provide students in grades 7 and 8 with 90 minutes of ELA instruction.	Monitor the effectiveness of students having 90 minutes of ELA instruction.	Monitor the effectiveness of students having 90 minutes of ELA instruction.		



Strategies to address root cause.... Continued	Year 1	Year 2	Year 3	Indicators of Success	Resources
Employ a Restorative Practice Specialist to support our students' Social and Emotional wellness to decrease our ISS/OSS rates.	Retain top-tier restorative practice specialist.	Continue retention of restorative practice specialist.	Continued retention of restorative practice specialist.	Chronic absenteeism rates	Restorative practice specialist
	Train in the Restorative Practices Model to build a school community through Relationships, Respect, Responsibility, and Repair.	Monitor the effectiveness of training as implemented.	Examine the effectiveness of training as implemented.	Average daily attendance rates. PowerSchool discipline log entries. OSS and ISS data.	Materials for the creation of a sensory room. Classroom sensory baskets CES RECS to provide restorative practice professional development.
Employ an Attendance Monitor to support families with resources as needed to increase our daily attendance rate and decrease our chronic absenteeism rate.	Retain top-tier attendance monitor.	Continue retention of attendance monitor.	Continue retention of attendance monitor.	Chronic absenteeism rates	Resources for attendance celebrations and incentives.
	Create and implement a system to support student attendance and engagement.	Continue to implement systems created in Y1 with revisions as needed.	Continue to implement systems created in Y2 with revisions as needed.	Average daily attendance rates OSS and ISS data	LEAP Training
Create a system to retain new teachers and tenured staff	Conduct a monthly roundtable for new and tenured teachers.	Continue monthly roundtables for new and tenured teachers.	Continue monthly roundtables for new and tenured teachers.	Teacher retention rate	Stipend for new teachers to attend monthly roundtable



Domain 2: Academics

Part One

Instructions: *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.

Columbus School will model excellence and equity in education for every child at every level by helping all students become their best selves through quality instruction focused on academic achievement and social learning. This plan will work to ensure a collective understanding of high-quality instruction to fulfill this vision.

In addition, to ensure high-quality Tier I instruction, such as the use of curricular resources to leverage teaching to grade-level standards, rigorous instructional activities, high-order questioning, and student-centered activities, we will develop and support teachers in implementing the district's Tier 1 instructional framework across all content areas, differentiate and strengthen support for multi-language learners and students receiving special education services, and develop and implement effective assessment practices and data use.

Columbus School's instructional focus is currently on implementing the district curriculum using core programming chosen by the district, which includes HMH's *Into Math* and McGraw-Hill's *Wonders for Literacy* due to their alignment with Common Core Standard (CCS). Small group routines, as outlined in the *Wonders* and the HMH *Into Math* programs, are used daily in grades K-6. The primary work will be centered on strong Tier I instructional strategies. Professional learning and coaching will be provided and aligned with district programs, and this will ensure that curricular resources are implemented with fidelity.

Coaches, teacher leaders, and administration will support teachers' development and implementation of effective assessment practices and data use. Teachers will learn how to leverage district assessments, the assessments within the curricular resources, and formative assessments in the classroom. Assessments will help teachers plan for more effective instruction and maximize student instructional time.

As our work on this plan progresses in the coming years, students will be supported through the multi-tiered support system (MTSS). MTSS will help meet diverse learners' needs through differentiated strategies, the Sheltered Instruction Observation Protocol (SIOP), and data use. In years 2 and 3, the plan will emphasize strategies that support multilingual learners and those with individualized education plans, as well as continuing work on strong Tier I strategies that support all learners. High-quality instruction will be aided by implementing the district's Tier 1 instructional framework, strategic planning, and the tools, materials, and learning environments available to students.



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

The school audit discovered a need for more differentiation in the visited classrooms. The root cause analysis revealed a need for effective professional development to assist teachers in this area, as well as focused collaboration time. Teams of teachers will review assessment data, both formative and summative, look at student work (LASW), and unwrap standards to develop lesson plans that are aligned with the district's curriculum. Students at all levels have access to differentiated options embedded in curricular resources. Students who are making little to no progress are referred to the school's MTSS team, which meets once a week.

Data will be reviewed with the classroom teachers to determine when intervention is required. Teachers, coaches, and interventionist will be informed about the students' individual learning plan which will be created in the multi-tiered system. Currently, in grades K-3, we only have one Early Academic Support Instructor (EASI) focusing on literacy. We also only have one math interventionist working with students as part of the SIG grant focusing on grades 3-5. Pull-out intervention has been provided to specific students as determined by MTSS. Within the Commissioner's Network plan, we will provide students with embedded intervention within the classroom using the six additional interventionists as outlined in the plan. Pull-out and after-school tutoring will be utilized to enhance and accelerate student learning.

Small group instruction is a critical instructional strategy for supporting all learners. The other five instructional techniques are the use of turn and talk, the use of whiteboards, the use of equity sticks, the use of a timer, and the use of a lesson agenda so students know what they are learning for the day. Our math teacher leader has been providing aid in implementing the district's math programming in grades K-8. Focused instructional coaching was recommended to assist teachers in implementing the HMH *Into Math* materials and best instructional practices. Our three literacy teacher leaders have provided additional support for small group routines in grades K-8. This work will be enhanced by implementing Student-Centered Coaching with a literacy, mathematics, and English Language Learner coaches.

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

Professional development in core curricular resources, differentiation, SIOP, effective assessment practices, and data use will support meeting our diverse learners' needs. Teachers, teacher leaders, coaches, interventionists, and administrators will participate in two book studies, Student-Centered Coaching, and Data Wise, to increase their capacity for using data to drive instruction. The use of data will be embedded in the workaround lesson planning, creating assessments, and progress monitoring throughout the ongoing learning sessions with instructional coaches, teacher leaders, and contracted vendors.



Part Two

Instructions: Using the table below, the Academic three-year goal will include the 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: 2022-2023	Target Year 1:2024-2025	Target Year 2:2025-2026	Target Year 3:2026-2027
ELA School Performance Index	Next Generation Accountability Report	40.9	63.7	66.0	68.2
ELA Smarter Balanced Growth Model	SBAC Growth Index	57.6	76.1	80.9	85.7

Three-Year Math Goal:

Indicator	Data Source	Baseline Year: 2022-2023	Target Year 1:2024-2025	Target Year 2:2025-2026	Target Year 3:2026-2027
Math School Performance Index	Next Generation Accountability Report	34.0	60.6	63.5	66.3
Math Smarter Balanced Growth Model	SBAC Growth Index	51.8	77.9	82.3	86.7



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: Enhance Tier I instruction					
Root Cause: Lack of in-depth knowledge, support, and accountability					
Person(s) Responsible: School administrators, District Department Heads, Teachers					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Create structures and systems to support the delivery of high-quality Tier 1 instruction.	75% of classrooms will implement the district instructional framework for ELA and mathematics: Coaching to support the 90-minute instructional block for mathematics and literacy	90% of classrooms will implement the district instructional framework and with a plan to sustain and refine the implementation of the instructional framework for ELA and mathematics with continued coaching support for new and tenured teachers. Identify classrooms with an exemplary implementation of an instructional framework to recognize favorable implementation and to provide an example of implementation.	100% of classrooms will implement the district instructional framework and with a plan to sustain and refine the implementation of the instructional framework for ELA and mathematics with continued coaching support for new and tenured teachers. Identify classrooms with an exemplary implementation of an instructional framework to recognize favorable implementation and to provide an example of consistent implementation.	Student outcomes growth: SBAC ELA SBAC Math HMH Growth monitoring data DIBELS data Improved walkthrough results % of instructional framework implementation	Post-It Chart Paper for the Classroom. Thermal Poster paper and ink for classroom anchor charts



Strategies to address Root Cause	Year 1	Year 2	Year 3	Indicators of Success	Resources
Implement Tier 1 instruction that aligns with professional learning and curricular resources.	Coaching and implementation of curricular resources <ul style="list-style-type: none"> Curricular components of current district resources, grade-level standards, rigorous instructional activities, 	Provide differentiated coaching based on teacher experience and success in implementing core materials <ul style="list-style-type: none"> Curricular components of current district resources grade-level standards, rigorous instructional activities, high-order questioning, and student-centered activities Research and consider contracting with science vendors to support teachers with implementing Tier 1 instruction in additional subject areas.	Provide differentiated coaching based on teacher experience and success in implementing core materials differentiation and monitoring for students' understanding.	Student outcomes growth: SBAC ELA SBAC Math HMH Growth monitoring data DIBELS data Improved walkthrough results	Making content comprehensible for English Learners- The SIOP Model 99 Ideas and Activities for Teaching English Learners with the SIOP Model CREC HMH / McGraw Hill Instructional Coaches Instructional materials to support Tier I instruction Common Core Companion for ELA and mathematics grades K-8.
Implement lesson plan alignment with Connecticut Core Standards (CCS) and curricular resources.	Design and implement a system for monitoring the lesson planning process based on district curricular resources and the union-designed template.	Continue implementing the system for monitoring the lesson planning process based on district curricular resources and the union-designed template.	Continue implementing the system for monitoring the lesson planning process based on district curricular resources and the union-designed template.		



	Unwrap CCS within each unit and/or module during common planning.	Continue to unwrap CCS within each unit and/or module during common planning with new teachers and late adopters.	Continue to unwrap CCS within each unit and/or module during common planning with new teachers and late adopters.		
	Develop and implement a system of classroom walkthroughs with leadership to monitor the implementation of curricular resources and determine the next steps.	Continue implementing a system of classroom walkthroughs with leadership to monitor the implementation of curricular resources and determine the next steps.	Continue implementing a system of classroom walkthroughs with leadership to monitor the implementation of curricular resources and determine the next steps.		



Academic Priority: Optimize differentiation and strengthen support for multi-language learners.

Root Cause: Lack of in-depth knowledge, support, and accountability to engage diverse learners in a heterogeneous classroom.

Person(s) Responsible: School administration, teachers, district department heads

Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Implement differentiated instruction and Sheltered Instruction Observation Protocol (SIOP) for multilingual learners (MLL)	Create a system to support MLL assessment and instruction.	Coaching to support teachers with Implementing instruction for MLL learners, including explicit instruction of differentiation strategies, co-planning with teachers during common planning, small groups, and demonstrations/ coteaching with debriefing.	Coaching to support teachers with Implementing instruction for MLL learners, including explicit instruction of differentiation strategies, co-planning with teachers during common planning, small groups, and demonstrations/ coteaching with debriefing.	Student outcomes growth: SBA ELA SBA Math HMH data DIBELS data	Instructional resources for differentiated instruction ACES RESC SIOP HMH <i>Into Math</i> McGraw Hill SIOP training using <i>Wonders</i> resources. Lexia English PD
		Begin to use SIOP strategies to inform instruction decisions for students in Tiers 1, 2, and 3.	Monitor the effectiveness of differentiation and SIOP strategies to inform instruction and student learning as measured by Tier 1 assessments within the program.		



	<p>Use coaches to assist teachers in implementing differentiation strategies learned during professional development and related to using curricular resources.</p> <p>ESL & SPED teachers will collaborate with the MLL coach to support differentiation.</p>	<p>Continue with the coach's assistance with teachers in implementing differentiation strategies learned during professional development and using curricular resources.</p> <p>Continue ESL & SPED teachers' collaboration with MLL coach to support differentiation.</p>	<p>Continue with the coach's assistance with teachers in implementing differentiation strategies learned during professional development and related to using curricular resources.</p> <p>Continue ESL & SPED teachers' collaboration with MLL coach to support differentiation.</p>		<p>Classroom materials (e.g., bins to hold materials for students on various levels).</p> <p>Mobile furniture for interventionist and SPED teachers to allow for several teaching stations with embedded technology within one room.</p> <p>Instructional materials from Lakeshore for literacy, mathematics, SPED, and ESL to support student-led stations.</p>
	<p>Leverage the natural differentiation within the core programs and information from data cycles to inform Tier 1 instruction during ELA and mathematics instruction. Use curricular resources to differentiate during the 90-minute block.</p>	<p>Use curricular resources and individual student data intentionally to differentiate ELA and mathematics instruction.</p>	<p>Continue intentionally using curricular resources and individual student data to differentiate ELA and mathematics instruction.</p>		



Academic Priority: Develop and implement effective assessment practices and data use					
Root Cause: Lack of in-depth knowledge, participation opportunities, support, and accountability in data-driven decision-making.					
Person(s) Responsible: School administration, teachers, district department heads					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Create structures and systems for data teams and assessment practices.	The Leadership team will participate in a book study of Student-Centered Learning and/or Data Wise and online student-centered coaching training.			Agenda Minutes from meetings Attendance log Data analysis worksheets Professional learning log with dates of workshops	Online Student-Centered Coaching professional development (PD) Data Wise PD
	The leadership team analyzes data teams monthly and weekly with coaches and presents it to staff to make instructional resource decisions. Laying the Foundation Assess Current State: Begin by understanding your team’s current capabilities, Define Vision and Goals: Define specific, measurable goals. Build Core Competencies: Invest in skill development for team members.	Monitor the effectiveness of data teams monthly and weekly with coaches, solicit teacher feedback, and revise protocols and expectations as needed. Expanding Impact Cross-Functional Collaboration: Strengthen relationships across grade levels and support (ESL/SPED) Advanced Data Analysis: Move beyond grade level to high-need groups. Data Culture: Foster a data-driven culture across the organization. Promote data literacy,	Monitor effectiveness of data teams monthly and weekly with coaches, solicit teacher feedback, and revise protocols and expectations, as needed. Scaling and Innovation Scalability: Prepare for growth. Evaluate team structure, roles, and responsibilities. Innovation: Explore using technology to leverage data analysis. Continuous Learning: Encourage ongoing learning and knowledge sharing. Attend conferences and		



	<p>Strengthen technical expertise, data literacy, and collaboration skills.</p> <p>Infrastructure and Tools: Evaluate and enhance data infrastructure, tools, and platforms (data wall). Ensure scalability and flexibility.</p>	<p>encourage data exploration, and celebrate wins.</p> <p>Talent Development: Invest in leadership development and succession planning. Identify emerging leaders within the team.</p>	<p>workshops and visit schools.</p> <p>Metrics and KPIs: Define success metrics for the data team. Regularly assess progress and adjust strategies as needed.</p>	<p>Data wall with updated and current changes</p>	
	<p>Grade-level teams will analyze data biweekly.</p> <p>Establishing Foundations</p> <p>Setting the Stage: Define the purpose and goals of the data team. Establish meeting schedules and norms.</p> <p>Data Collection and Analysis: Collect baseline data on student performance (e.g., assessment results, attendance, behavior). Analyze data to identify trends and patterns.</p> <p>Action Steps: Develop data protocols for regular data reviews. Create a data dashboard for easy</p>	<p>Grade-level teams will analyze data biweekly.</p> <p>Implementing Strategies</p> <p>Data-Informed Instruction: Use data to inform instructional decisions (e.g., grouping, differentiation). Monitor progress toward goals.</p> <p>Intervention and Support: Implement targeted interventions for struggling students. Monitor the effectiveness of interventions.</p> <p>Collaboration: Collaborate with other grade-level teams and content areas. Share best practices and strategies.</p>	<p>Grade-level teams will analyze data biweekly.</p> <p>Sustaining and Scaling</p> <p>Continuous Improvement: Refine data protocols and processes. Evaluate the impact of data-driven practices.</p> <p>Leadership Development: Empower teacher leaders within the data team. Encourage data literacy across the school.</p> <p>Scaling Up: Extend data practices to other grade levels or subject areas. Foster a culture of data</p>		



	<p>access to relevant information.</p> <p>Professional Development: Provide training on data literacy and interpretation.</p>	<p>Reflection and Adjustment: Reflect on data team processes and adjust as needed. Revise goals based on progress.</p>	<p>use throughout the school.</p> <p>Celebration and Recognition: Celebrate successes and recognize team members' efforts.</p>		
	<p>Provide professional learning to teachers around data team expectations and processes.</p> <p>Create a data wall to show student progress across benchmark assessments.</p>	<p>Provide continued professional learning to teachers around data team expectations and processes.</p> <p>Create a data wall to show student progress across benchmark assessments.</p>	<p>Provide continued professional learning to teachers around data team expectations and processes.</p> <p>Create a data wall to show student progress across benchmark assessments.</p>		
	<p>Coaches should attend weekly data team meetings and assist teachers in implementing the data team process.</p>	<p>Coaches should attend weekly data team meetings and assist teachers in implementing the data team process.</p>	<p>Coaches should attend weekly data team meetings and assist teachers in implementing the data team process.</p>	Coaching logs	
	<p>Create a progress monitoring system to assess student growth in Tier 1 and plan small group instruction to support Tiers 2 and 3</p>	<p>Implement a monitoring plan to assess student growth in Tier 1 and plan small group instruction to support Tiers 2 and 3.</p>	<p>Implement a monitoring plan to assess student growth in Tier 1 and plan small group instruction to support Tiers 2 and 3.</p>	Assessment Calendar MTSS academic plan	



<p>Use assessments within curricular resources to inform Tier 1 instruction.</p>	<p>Administer assessments in the ELA and mathematics curricular resources at the end of modules and units to measure the effectiveness of Tier 1 instruction with 50% fidelity with administration by the end of the year.</p>	<p>Administer assessments in the ELA and mathematics curricular resources at the end of modules and units to measure the effectiveness of Tier 1 instruction with 70% fidelity with administration by the end of the year.</p>	<p>Administer assessments in the ELA and mathematics curricular resources at the end of modules and units to measure the effectiveness of Tier 1 instruction with 90% fidelity with administration by the end of the year.</p>	<p>Assessment Calendar MTSS academic plan</p>	
<p>Create a process for using Multi-Tiered Systems of Support (MTSS) for academics.</p>	<p>Create and implement schedules for interventionists.</p>	<p>Revise and implement a schedule for interventionists.</p>	<p>Revise and implement a schedule for interventionists.</p>	<p>MTSS academic plan</p>	<p>Interventionists</p> <p>After-school tutors and paraprofessionals</p>
<p>Create a system for tracking student data and interventions.</p>	<p>Evaluate the system for tracking student data and intervention and make revisions as needed.</p>	<p>Evaluate the system for tracking student data and intervention and make revisions as needed.</p>	<p>Improved student outcomes and growth in ELA & Math</p>		
<p>Create a guide to the MTSS process, including a flowchart and documentation process.</p>	<p>Continue to use the MTSS guide and process and make revisions as needed.</p>	<p>Continue to use the MTSS guide and process and make revisions as needed.</p>	<p>Data charts from HMH <i>Into Math</i> and <i>DIBELS Amplify</i> to group students.</p>		
<p>Provide teachers with professional development on MTSS expectations and processes and ongoing administration support in implementation.</p>	<p>Continue providing new teachers and late adopters professional development on MTSS expectations and processes.</p>	<p>Continue providing new teachers and late adopters professional development on MTSS expectations and processes.</p>	<p>Schedule of Interventionists</p>		



	Use Tier 2 and 3 intervention data to identify students, provide after-school tutoring, and monitor results.	Continue to use data from Tier 2 and 3 interventions to identify students, provide after-school tutoring, and determine the effectiveness of the after-school programming.	Evaluate the effectiveness of the after-school tutoring and adjust as needed.	Interventionist logs Data charts	After-school tutors and paraprofessionals
Use district benchmark assessments and curricular unit assessments to inform differentiation.	Use district benchmark and unit assessments to inform Tier 1 instruction (DIBELS, Reading Plus, and HMH Growth Measure).	Continue using district benchmarks and unit assessments to inform differentiation across tiered instruction.	Continue using district benchmarks and unit assessments to inform differentiation across tiered instruction.		
Provide coaching on the use of formative assessment during instruction.	Initiate the use of formative assessment during Tier 1 instruction. Provide students with feedback during instruction after coaching cycles in both ELA and mathematics.	Evaluate how formative assessment practices make students' thinking visible during class.	Master the use of formative assessment strategies during instruction. Provide feedback to students during instruction after coaching cycles in both ELA and mathematics.	Data charts from HMH <i>Into Math</i> and <i>DIBELS Amplify</i> to group students.	



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.

After examining audit results and school data, the team concluded that students' social-emotional health needs to be addressed. To address a historical lack of consistent behavioral expectations, training to address student behavior, and supports for students with different behavioral needs, a comprehensive school-wide behavior management system that includes Tier I supports, such as strong culturally responsive practices, Restorative approaches, and Trauma-Informed methodologies, as well as tiered supports for diverse student behavioral needs is essential. Columbus School implements a PBIS program that covers the whole campus and establishes uniform standards for appropriate student outcomes in academics, behavior, and attendance. We also implement components of the RULER program and aspects of the Restorative practice approach.

Columbus School is pursuing a multi-tiered approach to social-emotional health and conduct to meet each student's unique requirements. The support team provides behavioral interventions and assistance for the students. There is now one full-time guidance counselor and one full-time social worker on the Columbus support team. All students who receive assistance through an IEP (Individualized Education Program) are under the social worker's supervision.

By supporting relationship development, facilitating restorative interventions when necessary, processing referrals for Tier II and Tier III students who would benefit from restorative interventions, working with school and community providers to establish a knowledge base of available resources for students and staff, and educating all stakeholders on the significance of a positive school climate, Columbus was able to hire a Restorative Practice Specialist thanks to the School Improvement Grant (SIG) initiatives.

Finally, Optimus, a school-based health facility, hired a social worker part-time. These faculty members work together to provide students with a solid support system. Currently, to provide services, communicate with families, and support students, the administration meets with this team once a week and as required. The administration's key priorities are to help students with behavioral problems and to put restorative practices into place so that children may continue learning in a classroom environment. Mechanisms will be in place to guarantee that the right interventions and data are collected to promote efficacy with implementation.

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

A group of students, teachers, parents, and other support staff that make up the Student Government Committee (SGC) meet to discuss the school's goals and find ways to collaborate to assist students and families with monthly events and contests. Community partners will help the school by sponsoring events and donating supplies. Family engagement activities will be planned to allow families to learn how to help their children inside and outside the classroom. Activities are at grade level to customize the experience and to promote teacher-family engagement.



The administration and the Parent Advisory Council (PAC) often work together. Monthly meetings will be conducted to address parent needs, events, and the use of parent finances. The monthly Student of the Month event, the quarterly awards assemblies that honor accomplishments and advances in attendance and academic performance, and the end-of-year carnival for children who fulfill attendance requirements are all organized by the PAC. Family events are scheduled throughout the year.

ParentSquare is a communication software the district and school use to exchange information. Teachers also use ParentSquare to update families on their child's academic work and celebrate accomplishments. The administration uses it to publicize events and notify families. Within the ParentSquare application (app), families can engage in direct texting with school personnel, and this is made possible through the ParentSquare app, which is incredibly beneficial to everyone. Students who miss school receive daily attendance alerts from ParentSquare, and the parent can submit parent notices about absences through the application. Attendance notes can be documented through the application and returned to the secretary, attendance monitor, and administration.

Working together to enhance family and community involvement with the SGC and PAC groups will enhance the family-school connection, supporting the achievement of school goals.

Describe the school's attendance intervention system.

Columbus has implemented a proactive and celebratory system for attendance. Homerooms with perfect attendance are recognized during the daily morning announcements and awarded monthly for the highest number of perfect attendance days by grade bands. Our end-of-year carnival focuses on attendance; students who are not identified as chronically absent (absent greater than 10% of total number of school days) may attend by the end of the year.

To address attendance, the school is working to implement a multi-tiered support structure. To create and promote networks and mechanisms for increased school attendance, the team will track and evaluate student attendance statistics, attendance patterns, and their effects on learning. The attendance teams will ensure that students get the help and resources they need to succeed in school. The attendance teams will keep a close watch on attendance and tardy statistics, evaluate students deemed at-risk, and reach out to families with resources and interventions to help the student and family. The team will meet weekly to discuss advancements made, obstacles to better attendance, and potential adjustments to interventions, resources, or support. The attendance team will also make referrals to the Learner Engagement and Attendance Program (LEAP) home visiting program for students identified as being chronically absent. With SIG funds, we have an attendance monitor that engages with families and meets with the administration and the attendance team to discuss at-risk students and offer resources and interventions to the families.

Supporting student attendance and engagement will be a whole-school approach focusing on building relationships with students and families.



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

After completing Social and Emotional Learning (SEL) training, all staff are required to put the components into practice and integrate them into their daily instructional work. Move This World is a video-based social-emotional learning program funded by the district that aims to improve communication and enable educators, students, and families to form positive connections. One specialist teacher focuses on SEL with the students 1-2 times a week across all grade levels. The SEL and restorative framework will be embedded in all aspects of the school's culture and drive decision-making.

To support students' social and emotional well-being, the school will implement a multi-tiered system of support (MTSS) that will include culturally responsive practices, Restorative approaches, and Trauma-Informed methodologies. The process of Recognizing, Understanding, Labeling, Expressing, and Regulating (RULER), a systemic approach to social and emotional learning that teaches students to recognize emotions in themselves and others, understand the causes and consequences of emotions, label emotions, express emotions, and regulate emotions provide helpful strategies. RULER tools are used throughout classrooms daily.

To create and promote networks and mechanisms for increased positive, connected student behaviors, the team will track and evaluate student behavior statistics, behavior patterns, and its effects on learning. The MTSS team will ensure that students get the help and resources they need to succeed in school.

Our Restorative Practice Specialists are trained in Restorative Practices and School Climate, and they facilitate school-based SEL events and activities, work with classroom teachers and peers on emotional regulation strategies, model the use of affective language, and promote positive relationships through Restorative Practices.



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: 2022-2023	Target Year 1:2024-2025	Target Year 2:2025-2026	Target Year 3:2026-2027
Suspension Rate	District	4.0	3.0	2.5	2
Chronic Absenteeism Rate	EdSight	29.1	10.9	9.7	8.5



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: Increase student attendance					
Root Cause: Lack of internal systems to monitor and intervene in student attendance					
Person(s) Responsible: Administration, Teachers					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Create a multi-tiered system of support (MTSS) for attendance	Implement attendance team structure and process, including review of students with poor attendance to identify causes and provide interventions across the tiers.	The leadership team will review attendance data to determine the effectiveness of MTSS for attendance Y1, solicit teacher feedback, and revise protocols and expectations as needed, including attendance data benchmarks, levels of intervention and support, and meeting structure and schedule.	The leadership team will review attendance data to determine the effectiveness of MTSS for attendance Y2, solicit teacher feedback, and revise protocols and expectations as needed, including attendance data benchmarks, levels of intervention and support, and meeting structure and schedule.	Student attendance rates will improve. MTSS Attendance Protocols and Plan	Attendance rewards Materials needed to support student attendance (i.e., school supplies, uniforms) LEAP Training
		Seek stakeholder feedback (staff, students, families) on the effectiveness of current attendance initiatives (prize carts, recognitions) revise or continue implementation based on feedback.	Seek stakeholder feedback (staff, students, families) on the effectiveness of current attendance initiatives (prize carts, recognitions) revise or continue implementation based on feedback.		
	Set protocols to implement LEAP for resources and referrals.	Coordinate with LEAP for resources and referrals.	Coordinate with LEAP for resources and referrals.		



	Celebrate students' good, perfect, and improved attendance.	Continue to celebrate students' good, perfect, and improved attendance.	Continue to celebrate students' good, perfect, and improved attendance.		
--	---	---	---	--	--



Culture and Climate Priority: Improve family and community partnerships					
Root Cause: Lack of focus and follow through by the school					
Person(s) Responsible: Administration, teachers, parents, community members					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Create a comprehensive system to support family engagement	The team will plan and implement family events, including celebrations and workshops around academics and community needs, in at least two parent events per grade level per year (approximately 20 events).	The team will plan and implement family events, including celebrations and workshops around academics and community needs, in at least two parent events per grade level per year (approximately 20 events).	The team will plan and implement family events, including celebrations and workshops around academics and community needs, in at least two parent events per grade level per year (approximately 20 events).	Increase the number of parents attending events annually.	Materials to hold events
	Create communication plans around upcoming events and ways to become involved in events. Include opportunities for families to identify strengths and areas they want to partner with within the school.	Create communication plans around upcoming events and ways to become involved in events. Include opportunities for families to identify strengths and areas they want to partner around within the school.	Create communication plans around upcoming events and ways to become involved in events. Include opportunities for families to identify strengths and areas they want to partner around within the school.	Parent surveys Community Involvement. School climate survey results High-functioning Parent Advisory Council (PAC) (e.g., the goal is to increase the number of parent leaders each year) PAC leaders' approval of annual Title I budget	
Partner with stakeholders around school improvement	Create a communication system around school initiatives, data, and progress, including a plan for regular conversations and posting information on ParentSquare and the school website.	Review and revise the communication system around school initiatives, data, and progress, including a plan for regular conversations and posting information on ParentSquare and the school website.	Review and revise the communication system around school initiatives, data, and progress, including a plan for regular conversations and posting information on ParentSquare and the school website.	Parent surveys Community Involvement School climate survey results	Communication system for initiatives ParentSquare



	Continue School Governance Council Gather stakeholders on school improvement initiatives	Continue School Governance Council Gather stakeholders on school improvement initiatives	Continue School Governance Council Gather stakeholders on school improvement initiatives	Success on grant-based initiatives (SIG, CN) High-functioning School Governance Council	
	Identify community partners and create opportunities for school involvement.	Continue creating opportunities for community school involvement	Continue creating opportunities for community school involvement		



Culture and Climate Priority: Enhance student social-emotional and behavioral well-being.					
Root Cause: Lack of consistent behavioral expectations, training to address student behavior, and support for students with differing behavioral needs					
Person(s) Responsible: Administration, teachers, and support staff					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Create a multitiered system of support (MTSS) for behavior	Implement a behavior support team structure to include Restorative Practice Specialists to review students with at-risk behavior, identify causes, and provide interventions across the tiers.	Create an organization system to capture expectations, protocols, and interventions within the school-wide behavior management system.	Continue organization system to capture revisions of expectations, protocols, and interventions within the school-wide behavior management system from Y2	Student office referral rates Increase in the percentage of students attending PBIS reward events. School climate survey results	Materials to support the program. Restorative Practice Specialist
	Create and implement a plan to provide follow-up support/ coaching/ collaboration for in-class implementation of culturally responsive practices.	Schedule and implement training for behavior support for all staff, i.e., restorative practices and classroom management. Provide continued professional learning and communication around school-wide behavioral expectations (e.g., culturally responsive practices, tiered support, discipline system), including follow-up support and coaching for consistent classroom implementation.	Provide continued professional learning and communication around school-wide behavioral expectations (e.g., culturally responsive practices, tiered support, discipline system), including follow-up support and coaching for consistent classroom implementation. Research additional climate and culture learning opportunities for staff		
		Expand professional learning to include areas	Expand professional learning to include areas		



		such as Diversity, Equity, and Inclusion training and Restorative Practices.	such as Diversity, Equity, and Inclusion training and Restorative Practices.		
--	--	--	--	--	--



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 tasks for each major instructional/content area.

The length of the school day and year will remain the same. The daily schedule's organization and usage will be modified to optimize teaching time throughout the grade levels. The way the educational session is organized will determine how the time is to be spent, aligning it to suit every learner's requirement and minimizing transitions. The administration will prioritize making the most use of teaching time.

Developing a staggered literacy and mathematics block will maximize instructional minutes and collaboration among coaches, interventionists, and support staff.

Grades 4-8 are on a rotating schedule, so one homeroom does not have math in the morning all the time, and one homeroom does not have ELA in the morning all the time.

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.

Columbus School will follow the district's professional development schedule. We also have nine site-based school Improvement professional development workshops that will center around the priority goals outlined in this plan.

The School-Based Leadership Team will work each summer to prepare for the upcoming school year. The team will consist of teacher leaders and school administrators. We will develop, review, and/or revise the following multi-tiered systems of support (MTSS): leadership, assessment, tiered instruction, professional learning, and family engagement.

Grade levels will still meet for a two-period block each week, lasting around 70 uninterrupted minutes. Administrators and instructional coaches will be scheduled to attend to assist teams. Teams will work with administration, instructional coaches, and teacher leaders to develop school data team protocols. Staff members will get more opportunities to engage in leadership and professional growth, for which they will receive compensation for priorities outlined in the grant.



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: 2022-2023	Target Year 1:2024-2025	Target Year 2:2025-2026	Target Year 3:2026-2027
Next Generation Accountability Index Score	EdSight	45.7	71.2	74.0	76.7



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: Create a focused instructional school schedule to maximize instructional time and MTSS					
Root Cause: Lack of clear expectations and accountability around time usage					
Person(s) Responsible: Administration and teachers					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Create school schedule	Create a school schedule, maximizing instructional minutes and collaboration time.	Review the school schedule to identify areas to increase instructional time; adjust the schedule as needed.	Review the school schedule to identify areas to increase instructional time; adjust the schedule as needed.	Number of instructional minutes	School schedule
Create coaching, interventionists, and support staff to maximize support	Integrate coaching, interventionist, and support staff schedules to maximize support and minimize interruptions and time lost due to transitions.	Integrate coaching, interventionist, and support staff schedules to maximize support and minimize interruptions and time lost due to transitions.	Integrate coaching, interventionist, and support staff schedules to maximize support and minimize interruptions and time lost due to transitions.		



Operations Priority: Create structured collaboration time for staff to complete the data-driven decision-making process and determine appropriate interventions at critical points throughout the school year					
Root Cause: Lack of clear expectations and accountability around data usage					
Person(s) Responsible: Administration and teachers					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Create collaboration meeting time.	Communicate expectations around instructional minutes aligned with district expectations and the school's instructional framework. Include timing of strategies within lesson structure (direct instruction, small groups, formative assessment, checks for understanding, etc.)	Review expectations around instructional minutes aligned to district expectations and the school's instructional framework; revise and communicate. Identify classrooms maximizing instructional time to provide peer support.	Review expectations around instructional minutes aligned to district expectations and the school's instructional framework; revise and communicate. Identify classrooms maximizing instructional time to provide peer support.	Datsheets Small group instruction lists. Academic growth Lesson plans	Data-Wise Professional development
	Integrate coaches, interventionists, and support staff within the collaboration time to maximize data points to determine appropriate interventions at critical points throughout the school year.	Integrate coaches, interventionists, and support staff within the collaboration time to maximize data points to determine appropriate interventions at critical points throughout the school year.	Integrate coaches, interventionists, and support staff within the collaboration time to maximize data points to determine appropriate interventions at critical points throughout the school year.		
	Use common planning time to analyze benchmark (3x a year) and progress monitoring data in	The coaching cycle will outline the student's learning goal, standards, and baseline data.	Continue coaching cycles from Y2.		



	Literacy/Mathematics (2x a year).	Schedule time for the teacher to discuss the Wonders/HMH assessment to determine the effectiveness of Tier 1 instruction. Focus on examining the learning of students receiving services for ESL and SPED.			
--	--------------------------------------	---	--	--	--



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 after Commissioner’s Network participation ends?

Bridgeport Public Schools will support Columbus School with building capacity to sustain progress using Commissioner’s Network funds through the participation years and after CN grant period in the following ways:

- **Build Capacity:**

- Provide ample school-based professional learning time for teachers and leaders as a part of the district’s professional learning calendar.
- Develop turnaround leadership skills for the principal and assistant principal with an intentional succession plan.
- Foster a culture of continuous learning and improvement by:
 - Using data to continuously adjust interventions rather than injecting turnaround dollars to break the cycle of underperformance.
 - Allocating funds, personnel, and other resources strategically and equitably based on student needs and not just adult decisions.

- **Monitor Progress and Adjust:**

- Establish clear indicators and benchmarks to track progress.
 - Compare school progress to district progress on internal benchmarks. Is the school getting closer to the district average holistically and by grade?
 - Compare school progress to baseline data within the CN plan.
 - Compare school progress based on accountability indicators annually.
- Regularly assess the effectiveness of strategies.
 - Engage in classroom walkthroughs with CSDE and district leadership to monitor progress and adjust interventions.
- Be prepared to adjust based on data and feedback.

- **Promote Collaboration and Partnerships:**

- Leverage external resources and expertise.
 - Attend CSDE professional learning sessions.
 - Host walkthroughs with other CSDE schools.
- Engage parents and families as partners in sustainability efforts.

- **System-Level Approach:**

- Provide a systemic approach to supporting Columbus with district leadership supporting multi-tiered support systems (MTSS), curriculum, instruction, talent management and development, social-emotional learning, behavior, special education, ESL, chronic absenteeism systems, and family engagement.



Bridgeport Public Schools will monitor district support and monitor Columbus's school improvement plans and activities after the end of Commissioner's Network participation in the following ways:

- **Allocate Resources Wisely:**

- Prioritize investments based on impact and sustainability.
 - Examine the effects of coaching and intervention to determine how to plan for sustainable support.
 - For example, based on the needs of students and staff, decide if coaching could be sustainable based on a shared coach instead of a full-time coach with another school with School Improvement Grant (SIG) funding.
- Consider long-term financial planning.
 - Examine how opportunity SIG dollars could be used to sustain part-time coaching and part-time interventionists.
 - Use data to determine which grade levels would benefit from intervention. Examine the tested grades more closely than in previous years.

- **Resource Rethinking:**

- Schools should fundamentally rethink using resources (people, time, and money) to achieve meaningful improvements.
 - As Tier 1 instruction improves, think about how people are used to providing intervention.
 - As intervention delivery improves, consider the period for intervention for students and specific grade levels based on Tier 1 data.
 - Examine cohort performance to determine how money is allocated across time to prevent underperformance.

- **Monitor Progress and Adjust:**

- Establish clear indicators and benchmarks to track progress.
 - Compare school progress to district progress on internal benchmarks. Is the school getting closer to the district average holistically and by grade?
 - Compare school progress to baseline data within the CN plan.
 - Compare school progress based on accountability indicators annually.
- Regularly assess the effectiveness of strategies.
 - Engage in classroom walkthroughs with CSDE and district leadership to monitor progress and adjust interventions.
- Be prepared to adjust based on data and feedback.



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 designer 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 selection of the school into the Commissioner's Network.

Signature of Superintendent, Non-Voting Chair

2/28/24

Date

Dr. Carmela M. Levy-David

Name of Superintendent (typed)

Signature of Board of Education-appointed Parent

1/31/24

Date

Ms. Ana Moran

Name of Board of Education-appointed Parent (typed)

Signature of Board of Education-appointed Administrator

1/31/24

Date

Ms. Linda Bagoly

Name of Board of Education-appointed Administrator (typed)



Michelle Turecek

Signature of Board-appointed Teacher

1/31/24

Date

Mrs. Michelle Turecek

Name of Board-appointed Teacher (typed)

Donnamarie Faiella

Signature of Union-appointed Teacher

1/31/24

Date

Ms. DonnaMarie Faiella

Name of Union-appointed Teacher (typed)

Diana Sosa

Signature of Union-appointed Parent

1/31/24

Date

Ms. Diana Sosa

Name of Union-appointed Parent (typed)

Signature of Commissioner of Education

Date

Name of Commissioner of Education (typed)



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
Mrs. Michelle Turecek	7 th – 8 th grade ELA teacher
Ms. Michelle Ochoa	7 th -8 th grade Science teacher
Mrs. Shalu Sikka	4 th grade teacher
Ms. DonnaMarie Faiella	2 nd grade teacher
Mr. William Rose	4 th grade teacher
Ms. Laurie Dominique	5 th grade teacher
Mrs. Christina Portela	6 th grade teacher
Mrs. Monica Haslam	Early Academic Interventionist



Appendix C: Statement of Assurances

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

PROJECT TITLE: Commissioner's Network

THE APPLICANT: Bridgeport Public Schools **HEREBY ASSURES THAT:**
Columbus Elementary School
(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. Carmela Levy-David
Title: *(typed)* Superintendent of Schools
Date: 2/28/24



PART V: REFERENCES

Callicoatte Picucci, A. & Brownson, A. & Kahlert, R. & Sobel, A. (2002). *Driven To Succeed: High-Performing, High-Poverty, Turnaround Middle Schools*. Volume II: Case Studies of High-Performing, High-Poverty, Turnaround Middle Schools.

Conn. Gen. Stat. § 10-223h (2019).

Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). *Turning Around Chronically Low-Performing Schools: A practice guide* (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

Layland, A. & Corbett, J. (2017). *Utilizing integrated resources to implement the school and district improvement cycle and supports: Guidance for schools, districts, and state education agencies*. Washington DC: The Council of Chief State School Officers.

Layland, A., & Redding, S. (2017). *CASTING A STATEWIDE STRATEGIC PERFORMANCE NET: Interlaced data and responsive supports*. San Antonio, TX: Building State Capacity and Productivity Center.

Leithwood, K.A. and Sun, J. (2012) *The Nature and Effects of Transformational School Leadership: A Meta-Analytic Review of Unpublished Research*. *Educational Administration Quarterly*, 48, 387-423.

Louis, K. & Kruse, S. (2009). 13. Kruse, S.D., & Louis, K.S. (2009). *Building strong school cultures: A guide to leading change*. Thousand Oaks, CA: Corwin. Translated into Chinese, 2013, Peking University Press.

Meyers, C. V., & Hitt, D. H. (2017). *School turnaround principals: What does initial research literature suggest they are doing to be successful?* *Journal of Education for Students Placed at Risk (JESPAR)*, 22(1), 38–56.

Preuss, P. G. (2003). *School leader's guide to root cause analysis: Using data to dissolve problems*. Larchmont, NY: Eye on Education.

The Center on School Turnaround. (2017). *Four domains for rapid school improvement: A systems framework* [The Center for School Turnaround at WestEd]. San Francisco, CA: WestEd.