

**V.A.**

**CONNECTICUT STATE BOARD OF EDUCATION  
Hartford**

**TO BE PROPOSED:**

May 4, 2016

**RESOLVED**, That the State Board of Education, pursuant to Section 10-223h of the Connecticut General Statutes, as amended by Section 258 of Public Act 15-5, of the June 2015 Special Session, adopts and approves the Turnaround Plan for Clinton Avenue School in New Haven for the Commissioner's Network, subject to the conditions noted in the Commissioner's May 4, 2016, memorandum 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 fourth day of May, Two Thousand Sixteen.

Signed:

\_\_\_\_\_  
Dr. Dianna R. Wentzell, Secretary  
State Board of Education

**CONNECTICUT STATE BOARD OF EDUCATION  
Hartford**

**TO:** State Board of Education

**FROM:** Dr. Dianna R. Wentzell, Commissioner of Education

**DATE:** May 4, 2016

**SUBJECT:** Commissioner’s Network Turnaround Plan: Clinton Avenue School, New Haven

**Executive Summary**

**Introduction**

Section 10-223h of the Connecticut General Statutes (C.G.S.) establishes the Commissioner’s Network to provide new resources and flexibilities to improve student achievement in a subset of the state’s lowest-performing schools. The 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 to participate in the Network for a period of three to five years. 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 Clinton Avenue School (CAS), New Haven. This will require efforts at the state and local levels to secure conditions that are conducive to scalable and sustainable reform.

**Background**

On January 29, 2015, the CSDE received an *Expression of Interest Form* from New Haven Public Schools (NHPS) volunteering CAS for participation in the Network. On March 25, 2015, the Commissioner initially selected CAS for possible participation in the 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 and funding to develop a turnaround plan. Following initial selection, the New Haven Board of Education and the New Haven Federation of Teachers appointed members to serve on the school’s Turnaround Committee, and the CSDE conducted an Operations and Instructional Audit. The Turnaround Committee developed the Turnaround Plan for CAS in accordance with C.G.S. § 10-223h(d).

## **Turnaround Plan for CAS**

CAS serves 557 students in Grades Kindergarten through eight. The majority of students (64 percent) are eligible for free or reduced-price meals. Fifteen percent of the students are identified as needing special education services, and 35 percent are English learners. Approximately 74 percent of the students are Hispanic and 20 percent are Black.

CSDE, under the new accountability system, has identified CAS as a Focus School in the area of English Language Arts (ELA). The CSDE defines Focus Schools as schools that are contributing to academic achievement gaps and/or graduation rate gaps by having the lowest academic performance or graduation rate for the High Needs subgroup based on 2014-15 Smarter Balanced Assessment results. The High Needs subgroup consists of economically disadvantaged students, English learners, and students with disabilities. CAS had an 11% gap between its Non-High Needs and High Needs students (61.3% to 50.3%) respectively in ELA.

The goal of the turnaround plan is for CAS to become a themed non-magnet school providing students with the quality of education that personalizes the learning and builds upon their interests by making a shift in the instructional model to one of an inquiry theme and project-based focus. Project-based learning creates opportunities for groups of students to investigate meaningful questions that require them to gather information, think critically, and communicate about evidence.

The following strategic components in the domains of talent, academics, culture and climate and, operations, speak to the transformative potential of the CAS Turnaround Plan. Specifically, NHPS will:

### ***Talent:***

- Provide three professional development days in June 2016 focusing on the implementation of a “Project/Inquiry-based Learning Model,” and four additional professional development days during the 2016-2017 school year through the Buck Institute;
- Implement school-wide, job-embedded professional development according to teacher needs aligned with school goals in technology integration;
- Implement a coaching model to support teachers through model lessons, co-teaching, observations, walk-throughs, and debriefing sessions;

### ***Academics:***

- Implement a “Project/Inquiry-based Learning Model” to support students as they acquire the critical thinking and other 21<sup>st</sup> century skills needed for college and career;
- Integrate new technology to support students’ learning and the new instructional model;
- Continue and support use of the Sheltered Instruction Observation Protocol (SIOP) model as it aligns with Project/Inquiry-based learning to support English learners;
- Implement interventions designed to meet the needs of CAS students with a focus on early literacy;

### ***Culture and Climate:***

- Support several staff positions including a school culture and climate coordinator, a behavior interventionist, and behavior paraprofessionals to support students' social, emotional, and behavioral needs; which will be *incrementally absorbed* by the district over several years;
- Implement Positive Behavioral Intervention Supports (PBIS) and Restorative Practices model with the focus on a “common language” and new behavior matrix;
- Implement a Parent Team/Parent-Teacher Organization (PTO);
- Monitor the fidelity of implementation of systems already in place to support students and families around attendance;

### ***Operations:***

- Restructure school schedule to maximize instructional time;
- Focus budgetary priorities based on school's individual needs; and
- Schedule common planning time for staff.

The CSDE shall make a final determination on the allocation of funds, following the Turnaround Plan's approval by the State Board of Education. The Chief Turnaround Officer and Turnaround consultants will collaborate with district leadership and the Turnaround Committee to prioritize expenditures identified through the planning process.

Through this budgeting process, NHPS will work to evaluate and repurpose existing funding streams (e.g., local, state, federal, and grants) to support Network reform efforts and foster long-term sustainability. Funding for CAS is contingent upon the availability of funds and will be based on the transformative potential of the Turnaround Plan, as well as the size of the school.

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

### **Recommendation with Conditions**

I recommend that the Board approve the Network Plan for Clinton Avenue School, which would be subject to the successful completion of the following items:

1. By August 31, 2016, New Haven Public Schools shall commit to specific transformation expectations outlined here in the areas of talent, academics, culture and climate, and operations, and regarding Commissioner's Network participation.

2. The Superintendent, on behalf of the CAS Turnaround Committee, shall submit plan amendments to the CSDE Turnaround Office on an annual basis in the spring, following school audits, detailing proposed strategies, budget requests, and implementation timelines for the following school year. The Commissioner or her designee may reconvene the Turnaround Committee to consider annual plan amendments, as appropriate and necessary. If the 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 may take appropriate actions to ensure sufficient progress at CAS, including, but not limited to, developing a revised Turnaround Plan and/or exercising any and all authorities prescribed in C.G.S. 10-223h.
  
3. CAS 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**

Please see enclosed:

1. CAS Audit Report resulting from the Operations and Instructional Audit conducted on May 13, 2015.
  
2. Turnaround Plan developed and agreed to by the Turnaround Committee.

Prepared by: \_\_\_\_\_  
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Approved by: \_\_\_\_\_  
Desi Nesmith  
Chief Turnaround Officer

**Clinton Avenue School**  
**New Haven, CT 06519**

May 4, 2016

# Committee Members

Dania Torres, Parent

Kristina DeNegre, Assistant Principal

David Cicarella, President, New Haven Federation of  
Teachers

Jennifer Macauley, Teacher, Clinton Avenue School

Annette Delarosa, Parent

Patricia Foley, Education Consultant, SDE

Iris White, Education Consultant, SDE

# Clinton Avenue School Demographics

557 students, Grades K-8

64% Free/Reduced Lunch

15% Students with Disabilities

35% English Learners

74% Hispanic

20% Black

# How Clinton Avenue will Benefit from Being Part of the Network

- Participate in professional learning currently provided to schools and school leaders. For example: The Buck Institute, Student Portfolio, and Sheltered Instruction Observation Protocol (SIOP).
- Support and build leadership and staff capacities to facilitate learning and utilization of best practices.
- Receive additional resources to develop students' literacy with a special focus on grades K-2.
- Support the implementation of a turnaround plan designed to close the achievement gap by engaging all students and families, foster a culture of collaboration among staff, and guide students as they acquire 21<sup>st</sup> century skills necessary to be successful in college and career.

# School Accountability Report

No:	Indicator	Index/ Rate	Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate		
1a.	ELA Performance Index – All Students	51.8	75	69.0	100	69.0	67.9		
1b.	ELA Performance Index – High Needs Students	50.3	75	67.1	100	67.1	56.7		
1c.	Math Performance Index – All Students	43.2	75	57.6	100	57.6	59.3		
1d.	Math Performance Index – High Needs Students	42.1	75	56.2	100	56.2	47.8		
1e.	Science Performance Index – All Students	42.0	75	56.0	100	56.0	56.5		
1f.	Science Performance Index – High Needs Students	39.7	75	52.9	100	52.9	45.9		
4a.	Chronic Absenteeism – All Students	23.2%	<=5%	13.6	50	27.1	10.6%		
4b.	Chronic Absenteeism – High Needs Students	23.3%	<=5%	13.3	50	26.6	17.3%		
5	Preparation for CCR – % taking courses	N/A	75%	0.0	0	0.0	66.1%		
6	Preparation for CCR – % passing exams	N/A	75%	0.0	0	0.0	37.3%		
7	On-track to High School Graduation	70.8%	94%	37.7	50	75.4	85.6%		
8	4-year Graduation - All Students (2014 Cohort)	N/A	94%	0.0	0	0.0	87.0%		
9	6-year Graduation - High Needs Students (2012 Cohort)	N/A	94%	0.0	0	0.0	77.6%		
10	Postsecondary Entrance (Class of 2014)	N/A	75%	0.0	0	0.0	72.8%		
11	Physical Fitness (estimated part rate) and (fitness rate)	92.7%	20.5%	75%	13.7	50	27.3	87.6%	51.0%
12	Arts Access	N/A	60%	0.0	0	0.0	45.7%		
Accountability Index				436.9	800	54.6			

Gap Indicators	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev**	Is Gap an Outlier?
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	61.3	50.3	11.0	16.8	
Math Performance Index Gap	50.4	42.1	8.3	19.5	
Science Performance Index Gap	N/A	39.7	N/A	17.3	
Graduation Rate Gap (2012 Cohort)	N/A	N/A	N/A	N/A	N

Participation Rate	Rate
ELA – All Students	99.7%
ELA – High Needs Students	100.0%
Math – All Students	99.5%
Math – High Needs Students	99.7%
Science – All Students	100.0%
Science – High Needs Students	100.0%

# Talent

- Focused Professional Development according to staff needs such as: Project/Inquiry-based Learning Model, SIOP, Portfolio Training, and Technology
- Ongoing support from the Buck Institute
- Coaching Model Initiative to support teachers

# Academics

- Implementation of Project/Inquiry-based Learning Model
- Additional Support for SIOP
- Integration of new technology to support students' learning and new instructional model
- Support for all types of learners - interventions designed to meet the needs of CAS students with a focus on early literacy

# Culture and Climate

- Restructure Positive Behavior Intervention System (PBIS)
- Review and implement Restorative Practices
- Implementation of a Parent Team/Parent-Teacher Organization (PTO)
- Systems in place to support students and families around attendance such as utilizing Power School, Monthly Parent Meetings, Monthly Perfect Attendance Awards, and Parent/Family workshops

# Operations

- Restructuring of school schedule to maximize instructional time
- Focused budgetary priorities based on CAS school's individual needs
- Scheduled collaborative planning time for staff
- New positions to support students, staff and families-Culture and Climate Coordinator, Director of Operations, and Behavior Specialist

# How Plan Supports Improved Student Outcomes

- Hands-on approach to learning – Project and Inquiry based instructional model–aligned with New Haven Public School’s Common Core aligned curriculum
- Utilization of a “Coaching Model” to support teachers through model lessons, co-teaching, observations, walk-throughs, and debriefing sessions
- Additional support for SIOP
- New positions (Climate and Culture Coordinator, Director of Operations, and Behavior Specialist) to support students, staff and families
- Individualized instructional goals and interventions/enrichment opportunities to target students’ growth areas
- Increase in technology – access to the most up to date technology that enables students to engage in meaningful research

# Commissioner's Network Operations and Instructional Audit Report

Clinton Avenue School  
New Haven Public Schools  
May 13, 2015



Turnaround Office  
State Department of Education  
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## Part I: Introduction

On March 25, 2015, the Commissioner initially selected Clinton Avenue School to participate in the Commissioner's Network, pending legislative authority to extend and expand the Commissioner's Network to include a fourth cohort of schools. Pursuant to C.G.S. § 10-223h(b), the New Haven Board of Education (NHBOE) established the Turnaround Committee. On May 13, 2015, the Connecticut State Department of Education (CSDE) conducted, in consultation with the NHBOE, the Clinton Avenue School Governance Council, and the Turnaround Committee, an operations and instructional audit of the school in accordance with C.G.S. § 10-223h(c). The purpose of this report is to present the findings of the audit.

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### 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 participate in the Network for a period of three to five years. At present, 16 Cohort I, II, and III 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.

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### 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.

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## **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

Clinton Avenue School serves 666 Kindergarten through Grade 8 students in New Haven. The school is located in the Fair Haven section of New Haven. Approximately 74 percent of the students are Hispanic and 20 percent are Black. Thirteen percent of the students are identified as needing special education services, and 34 percent are English language learners. Seventy-two percent of the students in the school are eligible for free or reduced-price meals. Student achievement at Clinton Avenue is well below state and district averages in all grade levels and subject areas tested. The current principal is in her eighth year at Clinton Avenue, having previously served as an assistant principal and high school teacher. The current assistant principal is in his first year at Clinton Avenue.

### School Data Profile

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

<b>Enrollment Data (2014 15):</b>				
Grades:	K-8	5-Yr Enrollment Trend:	+9	
Student Enrollment:	666	Mobility Rate:	3.9%	
<b>Personnel Data (2014 15):</b>				
# of Administrators:	2	% of Teachers "Below Standard":	0%	
# of Teachers:	35.4	% of Teachers "Developing":	0%	
# of Support Staff:	6.3	% of Teachers "Proficient":	93%	
# of Psychologists:	0.6	% of Teachers "Exemplary":	7%	
# of Social Workers:	0.5	3-yr Teacher Retention Rate:	95%	
<b>School Day Per Year (2014 15):</b>				
Total # of Student Days Per Year:	180	Instructional Minutes/Day:	926.3	
Total # of Teacher Days Per Year:	184	Extended Day Program	Yes	
<b>Student Demographic Breakdown (2014 15):</b>				
% Black:	20.0	% Male:	52.5	
% Hispanic:	73.8	% Female:	47.5	
% White:	5.9	% ELL:	33.5	
% Other:	0.3	% Special Education:	13.2	
% F/R Meals:	72.4	% Eligible for HUSKY Plan, Part A:	NA	
<b>School Climate Data:</b>	<b>2011 2012</b>	<b>2012 2013</b>	<b>2013 2014</b>	<b>2014 2015</b>
Student Attendance Rate:	93.5%	94.0%	91.5%	91.8%
Chronic Absenteeism Rate:	20.2%	15.2%	29.4%	32%
Total # of ISS/OSS/Expulsions:	22	57	5	41

Teacher Attendance Rate:			94.2	93.1
<b>School/District Index:</b>	<b>2009 2010</b>	<b>2010 2011</b>	<b>2011 2012</b>	<b>2012 2013</b>
School Performance Index (SPI):	53.0	57.7	56.8	52.7
District Performance Index (DPI):	58.7	60.9	62.2	60.1
<b>CMT at or above Goal:</b>	<b>2009 2010</b>	<b>2010 2011</b>	<b>2011 2012</b>	<b>2012 2013</b>
Grade 3 – Reading	9.4	11.3	13.2	11.8
Grade 5 – Reading	27.9	29.4	54.1	32.5
Grade 8 – Reading	63	44.4	36.4	47.6
Grade 3 – Math	48.1	38.1	32.9	14.3
Grade 5 – Math	51.2	51.0	67.5	36.8
Grade 8 – Math	59.3	26.7	36.4	35.0

## 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.

Domain:	Indicators:	1	2	3	4
1. <b>Talent:</b> Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.	1.1. Instructional practice		✓		
	1.2. Evaluation and professional culture		✓		
	1.3. Recruitment and retention strategies		✓		
	1.4. Professional development		✓		
	1.5. Leadership effectiveness		✓		
	1.6. Instructional leadership	✓			
2. <b>Academics:</b> Design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.	2.1. Academic rigor*	✓			
	2.2. Student engagement*		✓		
	2.3. Differentiation*		✓		
	2.4. Curriculum and instruction aligned to CCSS		✓		
	2.5. Supports for special populations		✓		
	2.6. Assessment system and data culture			✓	
3. <b>Culture and Climate:</b> Foster a positive learning environment supporting high-quality teaching and learning, and engages families and the community as partners in the educational process.	3.1. School environment			✓	
	3.2. Student attendance	✓			
	3.3. Student behavior		✓		
	3.4. Interpersonal interactions			✓	
	3.5. Family engagement			✓	
	3.6. Community partners and wraparound strategy		✓		
4. <b>Operations:</b> Create systems and processes promoting organizational efficiency and effectiveness, including through the use of time and financial resources.	4.1. Adequate instructional time		✓		
	4.2. Use of instructional time*			✓	
	4.3. Use of staff time		✓		
	4.4. Routines and transitions		✓		
	4.5. Financial management		✓		

*\*Ratings for these four sub-indicators are based largely on a composite or average score generated from all classroom observations.*

1	Below Standard
2	Developing
3	Proficient
4	Exemplary

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## Talent

The following section provides quantitative and qualitative evidence to support the cumulative ratings provided in the chart on Page 7.

### Summary of Strengths:

- **Staff Commitment:** Clinton Avenue faculty and staff demonstrated a culture of professionalism. Teachers and administrators described the school's collaborative and supportive staff as strengths. Students reported teachers often give up their own time before school, after school, and during lunch to provide assistance to struggling students. Teachers new to Clinton Avenue indicated they feel more supported by colleagues at Clinton Avenue than they had at schools in which they had previously worked. Clinton Avenue has a 95 percent three-year retention rate, which suggests that a large proportion of teachers have made a long-term commitment to the school. Nineteen staff members have been employed by the school for ten or more years. Teachers value the collaboration time afforded to them through data and grade-level team meetings, but teachers of specials (e.g., physical education, music, art) expressed a desire to collaborate with grade-level teacher teams for interdisciplinary projects. While the staff commitment to Clinton Avenue is evident, it is difficult to reconcile the declining student achievement.
- **Evaluation and Coaching Process:** The district's teacher evaluation system (TEVAL) is communicated through the school's teacher handbook. The principal and assistant principal each evaluate half of the school's teaching staff. The principal evaluates support staff. On a teacher survey administered prior to the audit site visit, two thirds of teachers agreed with the statement, "Teachers are held accountable for their performance." New Haven Public Schools (NHPS) supports instructional coaching at Clinton Avenue and provides one literacy and one math coach. The coaches work well together in a team effort to ensure teachers receive the coaching support they need based upon formal and information evaluations. Coaches provide leadership and facilitate grade-level data team meetings, assist with Scientific Research-Based Interventions (SRBI), observe classrooms, and provide feedback to teachers. Coaches also serve as testing coordinators reducing the amount of time available for instructional coaching. Coaches, however, lack clear, consistent and high-quality expectations from leadership about what constitutes effective instruction. Additionally, one third of staff in the building do not feel that they are held accountable for their performance.

### Summary of Growth Areas:

- **Instructional Leadership:** The Clinton Avenue administration consists of a building principal and an assistant principal who is new to the school in 2014-15, but not new to the district. District leaders described the quality of instruction at Clinton Avenue as an area for improvement and greater focus. While TEVAL is well communicated to the teaching staff, teachers were not able to communicate a common vision for effective instruction. When asked to describe what effective instruction looks like, the school principal turned to documents used in the TEVAL process. On the teacher survey, only 58 percent of staff members (N=28) agreed that: "There is a common vision of what effective instruction looks like at this school." Only 58 percent of staff members (N=28) agreed that: "School leaders effectively communicate a clear mission, vision,

and set of school-wide priorities.” Only 54 percent of staff members (N=26) agreed that: “Administrators provide regular, helpful, and actionable feedback to staff.” Teachers reported that the assistant principal provides consistent feedback on instruction, provides clear communication about what constitutes effective classroom instruction, and seeks staff collaboration. Sample lesson plans presented as artifacts to the audit team lacked a common format or common set of expectations for what is to be included, and quality of lesson objectives was variable and not always aligned to the Common Core.

- **Support for Quality Instruction:** The school has two coaches who are responsible for providing feedback on instruction and coaching and two administrators who provide feedback based on TEVAL observations. The math and literacy coaches reported the district requires them to complete two six-week coaching cycles per year during which selected teachers receive one-to-one coaching. Coaches reported that due to constraints on their time not all teachers participate in coaching cycles. While teachers reported they are receptive to additional coaching, it was evident that coaches lack time for quality coaching due to other responsibilities, including coordination of and administration of testing, facilitation of grade-level data teams, and facilitation of SRBI interventions. Even though grade-level data teams are scheduled to meet twice monthly for 45-50 minutes, coaches reported meetings often occur less frequently due to school holidays and usually last for 30 minutes because of time for transitions, further limiting supports for quality instruction. Because literacy and math coaches are evaluated by the district supervisors instead of school administration, the coaching model in place at Clinton Avenue is not aligned to a common school vision.
- **Professional Development (PD):** Teachers reported PD during 2014-15 has predominantly focused on implementation of running records. Teachers have also received PD on the implementation of the Sheltered Instruction Observation Protocol (SIOP) model, a research-based and validated instructional model proven effective for addressing the academic needs of English language learners. Teachers reported that prior to 2014-15, twice monthly staff meetings focused on PD. In 2014-15, staff meetings have focused on Smarter Balanced Assessments and school improvement planning. On the teacher survey, only 44 percent (N=21) agreed with the statement: “The PD I received this year has improved my professional practice and allowed me to meet the needs of my students.” Because data team meetings are inconsistent, teachers miss the opportunity for additional PD gained through data analysis and data-informed decision-making. Teachers reported they do not use common planning time to collaboratively plan or observe classroom instruction of colleagues. Teachers reported a need for professional development to support the implementation of the dual language program. Staff implementing the dual language program reported that they have had only one PD opportunity. Teachers reported a lack of formal structure for common preparation time. Except in the case of grade-level data team meetings, there is no common vision for use of common preparation time. Teachers reported using common preparation time for individual classroom preparation and extra help for students.
- **Mentoring and Induction:** While teachers tend to stay at the school, teachers attributed this to a sense of community and dedication to the students, and not due to a common focus on instruction and support needed for quality instruction. No formal mentoring and induction exists for new teachers to understand a common vision for effective instruction. Staff reported that they provide support for each other but this is not part of a formal system. Teachers and

administrators reported that Clinton Avenue School is often the school where teachers who have been unsuccessful at other New Haven Public Schools are employed, making it especially important to plan and implement a strong mentoring and induction system.

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## Academics

The following section provides quantitative and qualitative evidence to support the cumulative ratings provided in the chart on Page 7.

### Summary of Strengths:

- **SRBI process:** District leadership, school administration, and teachers agreed that the school does a good job using data to identify students who require interventions for academic support. On the teacher survey, 79 percent (N=38) agreed that: “The school has and consistently uses data to measure student progress, identify necessary interventions, and provide teachers with data to inform instruction.” Eighty-three percent (N=40) agreed that: “Teachers use student assessment data and checks for understanding to differentiate instruction. “ During the audit, teachers were observed completing progress monitoring checks with individual students while peers completed small group or independent practice. PD provided by the district on the implementation of running records supports teachers’ use of data to inform instruction. The school’s SRBI team meets every six to eight weeks to analyze student achievement and reorganize intervention groups. While this suggests teachers have embraced a data culture and use data to inform the SRBI process, data-informed differentiation in Tier I instruction to support all learners was lacking in most classroom observations.
- **Student Engagement:** In nine of the 10 observed classrooms, students were actively engaged in small group, whole group, or independent learning. Teachers had well-established routines for transitioning from one activity to another. Students were well-behaved, resulting in maximum use of instructional time. Students in the student focus group reported they enjoy school, especially science and mathematics.

### Summary of Growth Areas:

- **Academic Rigor and Differentiation:** Sixty-three percent (N=30) of teachers agreed that: “Instructional quality and academic rigor are consistently high at this school.” However, in the 10 observed classrooms, none of the teachers were using higher-order Depth of Knowledge question stems in whole-group or small group instruction, and independent assignments required students to answer basic procedural or recall questions. This suggests a lack of a common understanding and vision for what constitutes rigorous classroom instruction. Limited differentiation did exist in some classrooms where small group instruction or Reader’s Workshop was taking place. While NHPS has adopted Common Core-aligned curricula, some teachers reported they struggle with pacing in large classrooms with varying student performance levels. Teachers spoke at length about the difficulty in teaching students in large classrooms of 27 students when students are reading at multiple reading levels. The school principal indicated that about 20 percent of the teaching staff may not have high expectations for all students, and one instructional coach stated that instead of allowing teachers to focus on

what students cannot do, she “works mightily” to help most teachers know that students can accomplish through high expectations. One staff member indicated that because the students at Clinton Avenue are at a disadvantage they should not be held to the same standards as other students statewide. District leadership also reported a lack of consistency in academic rigor and that most classrooms are providing students with instruction that looks more like intervention, focusing on tutoring for skill development rather than rigorous higher-order questioning and thinking. District leadership expressed a concern that many Clinton Avenue students will elect to attend Wilbur Cross High School after completing eighth grade and may not be prepared for the challenging project-based learning environment at the high school and may not have sufficient practice with blended learning. Proficiency levels achieved on the Connecticut Master Test (CMT) also speak to low levels of rigor and academic achievement. In 2012-13 (the last year of CMT administration before the shift to Smarter Balanced Assessments), Clinton Avenue SPI was 52.7, which reflected a downward trend from 57.7 in 2010-11. Finally, teachers in the two-year old dual language program at Clinton Avenue expressed the need for additional professional development and collaboration in order to implement the program with fidelity and success.

- **Resources for Interventions and Special Populations:** District leadership, school administration, instructional coaches, and teachers reported a lack of adequate and appropriate resources for interventions and special populations. District leadership admitted that Clinton Avenue does not receive resources typical of other New Haven schools, especially magnet schools in the district. The school is currently receiving wraparound services from BOOST, an initiative currently funded by the United Way. However, funding for BOOST will expire in June 2015, and the school may lose these services. Teachers stated the desire for a bilingual instructional coach who could assist in providing instructional strategies to meet the needs of the school’s large bilingual population. On the teacher survey, 29 percent (N=14) agreed that: “The school adequately meets the needs of its special education students and English language learners.” Special education teachers reported that while they are currently able to provide Tier II and Tier III supports for special needs students, it does not allow them adequate time to identify and provide supports for students in need of services. Teachers report that the addition of an interventionist to provide support to SRBI intervention groups would enhance the school’s capacity to move students through the stages of SRBI to identify and provide special services and Tier III interventions. Currently, the school’s psychologist is a part-time employee. Teachers reported that given the high-needs population, a full-time psychologist is needed. Bilingual teachers reported the need for interventionist who supports both English and Spanish development for English language learners. Regular education teachers also reported the inadequate technology resources, both hardware and software, available to assist with interventions.

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## Culture and Climate

The following section provides quantitative and qualitative evidence to support the cumulative ratings provided in the chart on Page 7.

### Summary of Strengths:

- **Learning Environment:** Clinton Avenue is a well-maintained facility. Classrooms were generally inviting, bright, and clean. Student work was displayed in the hallways and in classrooms. The hallways were quiet and students were engaged in their work. Students and staff take pride in their school.
- **Family Engagement and Support:** Parents indicated there are multiple opportunities for family engagement. Parents said teachers communicate often through email, at pick up, and by phone. During teacher and administrator focus groups, staff indicated a strong sense of collaboration and support for one another. The principal and assistant principal appeared to have positive relationships with school stakeholders, including students, staff, families and community partners, and work effectively to build pride in the school as a community.
- **Interpersonal Interactions:** The interactions between students and staff were generally positive and respectful. Students were engaged in the classroom, and teachers had a good rapport with students. Students indicated there was someone in the school that they trusted and could seek out when they needed help. Student Council provides students with a voice in the school, which helps foster positive relationships with staff and among students.
- **Wraparound Services:** The school has fostered a positive partnership with BOOST that has enhanced wraparound services. The BOOST program has worked to involve parents and bring resources into the school. BOOST sponsored multiple non-academic supports, including family movie night, family math night, holiday sing-a-longs, winter extravaganza, family health workshops, and report card conferences. However, the district reported this program will not be continuing next year, requiring the district to plan for a similar support system.

#### Summary of Growth Areas:

- **Behavior Management Plan:** While teachers reported they handle most behavior problems in their classrooms, staff, students, and administrators lacked a common understanding of a behavior management policy. Incidents of in- and out-of-school suspensions are relatively low at Clinton Avenue compared to other district schools, and administration communicated a desire to use restorative justice principles; however, staff indicated inconsistency in administrative response to office referrals and a lack of support for classroom misbehavior. Students expressed frustration about a small number of students who frequently misbehave and also about students who cause damage to student bathrooms and laptops. Staff expressed the need for an additional person to focus on student behavior.
- **Attendance and Chronic Absenteeism:** The school has some strategies to increase attendance. However, the school lacks a tiered approach to reduce the rate of chronic absenteeism (32% year-to-date in 2014-15) and increase student average daily attendance (91.8% year-to-date in 2014-15). School leaders and staff seemed to lack a focus on student attendance and a clear plan to increase attendance.

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## Operations

The following section provides quantitative and qualitative evidence to support the cumulative ratings provided in the chart on Page 7.

### Summary of Strengths:

- **Support of Students:** Students were appreciative of their teachers' willingness to meet during lunch or after school to provide extra support. Students also indicated their teachers show them multiple strategies to solve problems and make sure students understand the work they are completing. Staff indicated that they are dedicated to the students at Clinton Avenue.
- **Established Classroom Routines:** Classroom routines were established, and students moved smoothly and quickly through transitions. This enhanced the use of instructional time. There were few disruptions or off-task behaviors during transitions in the observed classrooms.

### Summary of Growth Areas:

- **Resourcing/Equity:** As noted previously, district leadership, school administration, instructional coaches, and teachers reported a lack of adequate and appropriate resources for classroom instruction, interventions, and special populations. District leadership admitted that Clinton Avenue does not receive resources typical of other New Haven schools, especially magnet schools in the district. District leadership also reported students who arrive to NHPS after the beginning of the school year lack school options and are relegated to attend Clinton Avenue where space is available.
- **Class Size and Enrollment Processes:** Staff expressed frustration at the large class sizes at Clinton Avenue (27 students per classroom). The school has a high population of English language learners and students requiring special education services. Teachers suggested the large class sizes make it more difficult to provide appropriate instruction for all students. District leaders, school staff and parents reported that Clinton Avenue tends to be one of the overflow schools for the district. The district leaders indicated the district is aware of this and looking for ways to reduce class sizes at high-needs schools like Clinton Avenue School.
- **Resources for Interventions:** There is a lack of resources to adequately support intervention for students. Special education teachers have a high caseload, and there is only one teacher for the school's English language learners. Staff expressed a need for a bilingual coach, Spanish intervention materials, culturally-relevant materials, and technology to support instruction. Teachers also cited scheduling issues, which exclude some students who need interventions in Read 180.
- **Technology:** The school lacks necessary technology to enhance students' education. Clinton Avenue has few laptops and desktop computers available, and some are inoperable. Additionally, laptop carts are shared by so many classrooms that it is difficult for teachers to schedule time for their use. Staff expressed frustration by the lack of functioning printers and copiers in the building. Students would benefit from lessons during which they could engage in using Smart Boards, tablets, and/or laptops.

- **Instructional Time:** The audit team observed a loss of instructional time in the morning due to the late arrivals of some buses and poorly-established routines. When buses arrive late, class begins without students, and students miss breakfast. Routines could also be improved at lunch and dismissal in order to gain valuable instructional time.

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

## Appendix A: Operations and Instructional Audit Rubric

TALENT				
Indicator	Below Standard	Developing	Proficient	Exemplary
<b>1.1. Instructional Practice</b>	Teacher effectiveness is inconsistent and highly variable from classroom to classroom. There are significant concerns about instruction. Staffing decisions do not reflect teacher effectiveness and student needs.	Instructional quality is moderate; however, teacher effectiveness is variable from classroom to classroom. Staffing decisions do not always reflect teacher effectiveness and student needs.	Most classes are led by effective educators, and instructional quality is strong. There are some systems in place to promote and develop teacher effectiveness and make appropriate staffing decisions.	100% of classes are led by deeply passionate and highly effective educators. There are strong systems in place to promote staff efficacy and make staffing decisions driven exclusively by student needs.
<b>1.2. Evaluation and Professional Culture</b>	There are significant concerns about staff professionalism. Staff come to school unprepared, and there is little sense of personal responsibility. There is a culture of low expectations; individuals are not accountable for their work. Evaluations are infrequent, and few if any staff were formally evaluated 3 or more times in the previous year. Instructional leaders do not provide regular feedback to staff.	There are some concerns about professionalism. Some staff come to school unprepared. Some teachers feel responsible for their work. Some teachers were formally evaluated at least 3 times in the previous year, but most were not. Leaders communicate some expectations for and feedback on performance, but do not consistently follow-up to see whether or not the feedback is acted upon.	The school is a professional work environment. Most staff are prepared to start the school day on time with appropriate instructional materials ready to go. Most individuals feel responsible for their work. Most teachers were formally evaluated at least 3 times in the previous year in alignment with SEED expectations. Leaders provide feedback and hold individuals accountable for effort and results.	100% of staff are prepared to start the school day on time with appropriate instructional materials ready to go. The vast majority of staff feel deep personal responsibility to do their best work. All teachers were formally evaluated at least 3 times in the previous year. Leaders conduct frequent informal evaluations and provide meaningful feedback. Individuals are held accountable for their performance.
<b>1.3. Recruitment and Retention Strategies</b>	The school and/or district lack systems to recruit and attract top talent. Retention of high-quality staff is a significant concern. The school lacks systems and strategies to retain top teachers and leaders.	The school and/or district have components of a plan for recruitment and retention of quality educators (e.g., mentoring, induction). The plan is not fully developed or consistently implemented.	The school and/or district have systems for strategic recruitment and retention. Efforts are made to match the most effective educators to the students with the greatest needs. Retention of high-quality teachers is high.	The school and/or district effectively implement a long-term plan for recruitment and retention. Efforts are made to match the most effective educators to the students with the greatest needs. Deliberate, successful efforts are made to retain top talent.
<b>1.4. Professional Development</b>	Professional Development (PD) opportunities are infrequent and/or of inconsistent quality and relevance. PD does not align to staff's development areas and/or students' needs. As a result, teachers struggle to implement PD strategies. There is no clear process to support or hold teachers accountable for the implementation of PD strategies.	PD opportunities are provided; however, they are not always tightly aligned with student and adult learning needs. The quality of PD opportunities is inconsistent. Sometimes, teachers report that PD improves their instructional practices. Teachers are not generally held accountable for implementing skills learned through PD.	The school offers targeted, job-embedded PD throughout the school year. PD is generally connected to student needs and staff growth areas identified through observations. Most teachers feel PD opportunities help them improve their classroom practices. Most teachers are able to translate and incorporate PD strategies into their daily instruction.	The school consistently offers rich and meaningful PD opportunities that are aligned to student needs and staff growth areas identified through observations. Teachers effectively translate PD strategies into their daily instruction. The school has a process for monitoring and supporting the implementation of PD strategies.
<b>1.5. Leadership Effectiveness</b>	Leadership fails to convey a school mission or strategic direction. The school team is stuck in a fire-fighting or reactive mode, lacks school goals, and/or suffers from initiative fatigue. The school community questions whether the school can/will improve.	The mission and strategic direction are not well communicated. A school improvement plan does not consistently guide daily activities and decision-making. The community generally understands the need for change, however actions are more often governed by the status quo.	Leadership focuses on school mission and strategic direction with staff, students, and families. The school is implementing a solid improvement plan and has a clear set of measurable goals. The plan may lack coherence and a strategy for sustainability. Leadership conveys urgency.	Leadership focuses on school mission and strategic direction with staff, students, and families. The school has a manageable set of goals and a clear set of strategies to achieve those goals. The plan is being implemented and monitored with fidelity. Leadership conveys deep urgency.

TALENT				
Indicator	Below Standard	Developing	Proficient	Exemplary
<b>1.6. Instructional Leadership</b>	Few staff can articulate a common understanding of what excellent instruction looks like. School norms and expectations are not clear. Instructional leaders do not demonstrate a commitment to developing consistent and high-quality instructional practice school-wide.	Some staff can articulate a common understanding of what effective instruction looks like. School norms and expectations are enforced with limited consistency. Instructional leaders demonstrate some commitment to improving instructional practice school-wide.	Most staff articulates a common understanding of what effective instruction looks like. School norms and expectations are consistently enforced. Instructional leaders consistently demonstrate a commitment to improving instructional practice school-wide.	All staff articulates a common understanding of what effective instruction looks like. Educators relentlessly pursue excellent pedagogy. Instructional leaders have communicated and enforced high expectations school-wide.

ACADEMICS				
Indicator	Below Standard	Developing	Proficient	Exemplary
<b>2.1. Academic Rigor*<sup>1</sup></b>	Most observed lessons are teacher-led and whole group. Teachers rarely engage students in higher-order thinking. Most students demonstrate a surface-level understanding of concepts. Observed lessons are indicative of low expectations and little sense of urgency.	Some observed lessons are somewhat student-centered, challenging and engaging. Teachers engage students in some higher-order thinking. Many students demonstrate only a surface-level understanding of concepts. Teachers demonstrate moderate expectations and some urgency.	Observed lessons are appropriately accessible and challenging for most students. Teachers engage students in higher-order thinking, and students are pushed toward content mastery. Lessons begin to engage students as self-directed learners. Teachers communicate solid expectations.	All observed lessons are appropriately accessible and challenging. Teachers push students, promoting academic risk-taking. Students are developing the capacity to engage in complex content and pose higher-level questions to the teacher and peers. Teachers promote high expectations.
<b>2.2. Student Engagement*</b>	Few students are actively engaged and excited about their work. The majority of students are engaged in off-task behaviors and some are disruptive to their classmates. Observed lessons primarily appeal to one learning style. Few students are truly involved in the lessons.	Some students exhibit moderate engagement, but many are engaged in off-task behaviors. Some observed lessons appeal to multiple learning styles. Students are involved in the lessons, but participation is more passive than active. Students are easily distracted from assigned tasks.	Most students are engaged and exhibit on-task behaviors. The observed lessons appeal to multiple learning styles. Students are involved in the lesson, but participation is, at times, more passive than active. A handful of students are easily distracted from the task at hand.	All students are visibly engaged, ready to learn, and on task. Students are clearly focused on learning in all classrooms. The lessons appeal to and seem to support all learning styles. Students are actively engaged in the lessons and excited to participate in classroom dialogue and instruction.
<b>2.3. Differentiation and Checking for Understanding*</b>	Most teachers take a one-size-fits-all approach and struggle to differentiate their instruction to meet individual learning needs. There is no evidence around the use of data to inform instruction and minimal efforts to check for student understanding.	Some teachers are differentiating at least part of the observed lessons; however, the practice is not consistent or widespread. There is some evidence of the use of student data to adapt the learning process. Some teachers use strategies to monitor understanding.	Most teachers employ strategies to tier or differentiate instruction at various points in the lesson. Most teachers use data or checks for understanding to differentiate the learning process on the fly. Teachers take time to support students struggling to engage with the content.	Teachers consistently and seamlessly differentiate instruction. Teachers use data and formal/informal strategies to gauge understanding, and differentiate the learning process accordingly. Tight feedback loop between monitoring efforts and instruction.
<b>2.4. Curriculum and Instruction Aligned to Common</b>	The school lacks a rigorous, standards-based curriculum that is aligned to the Common Core State Standards (CCSS) and/or the curriculum is not being implemented with fidelity. As a result, pacing is inconsistent. The percentage	The school has curricula for some grades and content areas, some of which are rigorous, standards-based. Curricula are implemented with some fidelity. Teachers struggle with consistent pacing. The percentage of	Rigorous, standards-based curricula exist for almost all grade levels and content areas, and are being implemented consistently across classrooms. Teachers demonstrate consistent pacing. The percentage of	Rigorous, standards-based curricula exist for all grade levels and content areas. Curricula are aligned with the CCSS and are being implemented with a high degree of fidelity throughout the school. The percentage of

<sup>1</sup> Ratings for the four sub-indicators marked with an asterisk (\*) are largely based on a composite or average score generated from all classroom observations.

ACADEMICS				
Indicator	Below Standard	Developing	Proficient	Exemplary
<b>Core State Standards</b>	of students at or above goal on state assessments is > 10 points below the state average.	students at or above goal on state assessments is 6-10 points below the state average.	students at or above goal on state assessments is within 5 percentage points of the state average.	students at or above goal on state assessments meets or exceeds the state average.
<b>2.5. Support for Special Populations</b>	The school is inadequately meeting the needs of its high-needs students. IEP goals are not regularly met. Least Restrictive Environment (LRE) is not fully considered when making placements. The school lacks appropriate interventions and supports for ELLs. There are significant achievement gaps between subgroups and non-identified students as measured by state assessments, and no evidence of progress.	The school typically meets the needs of its high-needs students. Most special education students meet their IEP goals, but LRE is not always considered when making placement determinations. The school typically meets the needs of its ELLs, and attempts to track progress and set content and language mastery goals. There are significant gaps between subgroups and non-identified students as measured by state assessments and marginal progress over time.	The school consistently meets the needs of its high-needs students. Special education students regularly meet their IEP goals and LRE is a critical factor in placement determinations. The school meets the needs, tracks progress, and sets content and language mastery goals for all ELLs. There are small gaps between subgroups and non-identified students as measured by state assessments, and some signs of progress toward closing the gaps.	The school is successfully closing the achievement gap for its high-needs students. General and special education teachers work collaboratively to support students. The school tracks the effectiveness of language acquisition instructional strategies and adjusts programming accordingly. There is no achievement gap between subgroups and non-identified students as measured by state assessments.
<b>2.6. Assessment Systems and Data Culture</b>	The school lacks a comprehensive assessment system (including summative and benchmark assessments). Teachers rarely collect, analyze, and/or discuss data. The school lacks or fails to implement SRBI protocols linking data to interventions.	The school has some consistent assessments; however, there are major gaps in certain grades and content areas. There are some efforts to collect and use data. SRBI systems and processes are somewhat present.	The school implements a clear system of benchmark assessments. Some teachers are developing familiarity with regularly using formative assessments to differentiate instruction. The school has emerging processes in place to use the data to inform interventions.	Teachers consistently administer assessments throughout the year. Assessments are standards-based and provide real-time data. Teachers embed formative assessments in their daily lessons. The school has strong processes to collect, analyze, and use data to inform interventions.

CULTURE AND CLIMATE				
Indicator	Below Standard	Developing	Proficient	Exemplary
<b>3.1. School Environment</b>	The school fails to create a welcoming and stimulating learning environment. Communal spaces and classrooms may be unkempt, rundown, unsafe, or sterile. Many classrooms are neither warm nor inviting and lack intellectual stimulation. Little to no student work or data is displayed to help convey a sense of pride and high expectations.	The school struggles to provide a welcoming environment conducive to high-quality teaching and learning. Large sections of the school are not clean, bright, welcoming, or reflective of student work. Though the school has some data and student work displayed, efforts to brand the school and convey high expectations are very minimal. Sections of the school need significant attention.	The school generally provides a welcoming learning environment. Most of the facility is in good repair and conducive to teaching and learning. Most classrooms and common spaces are bright and clean, displaying data and student work; however, some sections lack visual stimulation. The school has made an effort to foster school identity through branding and consistent messaging in classrooms and communal spaces.	The school provides a welcoming and stimulating learning environment. Common spaces and classrooms are bright, clean, welcoming, and conducive to high-quality teaching and learning. Data and student work are visible and present throughout the school, inspiring students and teachers to do their best work. There is clear branding and consistent messaging throughout the school, promoting school identity and pride.
<b>3.2. Student Attendance</b>	The school has few, if any, strategies to increase attendance. Average daily attendance is ≤ 88% and/or chronic absenteeism is > 20%.	The school has some strategies to increase attendance. Average daily attendance is between 89% and 93%	The school has multiple, effective strategies to increase attendance. Average daily attendance is between	The school implements effective strategies to increase attendance and on-time arrival. Average daily

CULTURE AND CLIMATE				
Indicator	Below Standard	Developing	Proficient	Exemplary
		and/or chronic absenteeism is between 16% and 20%.	94% and 97% and/or chronic absenteeism is between 11% and 15%.	attendance is > 97% and chronic absenteeism is ≤ 10%.
<b>3.3. Student Behavior</b>	A school-wide behavior management plan may exist, but there is little evidence of implementation. Student misbehavior is a significant challenge and creates regular distractions. Disciplinary approaches appear to be inconsistent; students and staff do not have a common understanding of behavioral expectations. Discipline is mostly punitive. The rate of suspensions/expulsions as a proportion of student enrollment is greater than 20% (total # incidents/total enrollment).	A school-wide behavior management plan is in place, and there are some signs of implementation. Student misbehavior is a challenge and creates frequent disruptions. There may be confusion among students and staff regarding behavioral expectations. Discipline is primarily punitive, and there is inconsistent reinforcement of desired behaviors. The rate of suspensions/expulsions as a proportion of student enrollment is between 15% and 20%.	A school-wide behavior management plan is in place and effectively implemented most of the time. Student behavior is under control. Misbehavior is infrequent, with periodic distractions to instruction. Most students behave in a calm and respectful manner. Students and staff have a common understanding of the behavior policy. There is positive reinforcement of desired behaviors. The suspension/expulsion rate is between 10% and 14%.	A school-wide behavior management plan is consistently and effectively implemented. All students behave in a calm, orderly, and respectful manner throughout the school day. Classroom distractions are minimal, and immediately and appropriately addressed. Rewards and consequences are clear and appropriate, and are consistently applied across the school. The suspension/expulsion rate is < 10%.
<b>3.4. Interpersonal Interactions</b>	There is a weak sense of community. The quality and types of student, adult, and student/adult interactions raise concerns. There are signs of divisiveness or hostility among students and with staff. There are minimal signs of connections between students and staff; interactions are largely transactional or triggered when students are off task.	There is a moderate sense of community. Students are somewhat respectful toward one another and adults. There is some teasing and divisiveness; however, it does not define school culture. Communication between students and staff is somewhat positive. There are some connections between students and staff.	There is a good overall sense of community. Students are generally respectful toward one another and adults. Interactions are mostly positive. There is minimal teasing and divisiveness. Communication between students and staff is generally positive and respectful. There are signs of connections between students and staff. Most staff seem invested in their students.	There is a strong sense of community. Students are respectful and courteous of one another and adults. Student interactions are overwhelmingly positive and polite. The school has an inclusive and welcoming environment. Student/adult interactions are positive and respectful, demonstrating strong relationships. Staff seems invested in the well-being and development of students.
<b>3.5. Family and Community Engagement</b>	The school offers infrequent opportunities to involve parents in the school community. Family involvement is minimal. Teachers rarely reach out to families regarding their child's academic progress.	The school offers several family events throughout the year. Roughly half of families participate in school activities. More than half of all teachers reach out to families regarding their child's academic progress.	The school offers periodic, meaningful opportunities for parents/families to engage in student's education. Most families participate in school activities. Most educators communicate regularly with families.	The school frequently engages parents/family as partners in student's education. Almost all families participate in school activities. Nearly all educators communicate with families on a regular basis.
<b>3.6. Community Partners and Wraparound Strategy</b>	The school offers inadequate supports to address students' nonacademic needs. There are limited wraparound services. The school makes little or no effort to engage community partners to expand services offered through the school.	The school offers some support to address students' nonacademic needs through wraparound services. Community and partner engagement is spotty and event-specific.	The school offers a range of wraparound services to address students' nonacademic needs. The school has several sustained community partnerships.	The school has a clear process for evaluating students' needs and connecting students to appropriate wraparound services. The school has sustained community partnerships to help address student needs.

OPERATIONS				
Indicator	Below Standard	Developing	Proficient	Exemplary
<b>4.1. Adequate Instructional Time</b>	There is not enough time in the school schedule to appropriately meet students' academic needs. There is a significant amount of wasted time in the school calendar and daily schedule. The schedule includes ≤ 5 hours of instruction per day, and ≤ 60 minutes of ELA time. <sup>2</sup>	Students would benefit from increased instructional and/or intervention time. The school calendar and daily schedule could be improved to increase time on task. The schedule includes > 5 and ≤ 5.5 hours of instruction per day, and > 60 and ≤ 90 minutes of ELA time.	The school has taken steps to increase instructional time on task through extended learning opportunities. The school calendar and daily schedule are well constructed. The schedule includes > 5.5 and ≤ 6 hours of instruction per day, and > 90 and ≤ 120 minutes of ELA time.	The school has multiple extended learning opportunities available to students. The school implements a thoughtful and strategic school calendar and daily schedule. The schedule includes > 6 hours of instruction per day, and > 120 minutes of ELA time.
<b>4.2. Use of Instructional Time*</b>	Staff and students use time ineffectively. Misused instructional time results from misbehavior, poor scheduling, and inefficient transitions. There are missed opportunities to maximize time on task. Observed teachers struggle with pacing and fail to use class time in a constructive manner.	Staff and student use of time is somewhat effective. Some students are off task and there are missed opportunities to maximize instructional time. Lesson schedules are moderately well planned, paced, and executed. Teachers could be more skilled and/or methodical in the use of class time.	Most staff and students use time well. A handful of students require redirection; however, the majority of students transition quickly to academic work when prompted by the teacher. There is minimal downtime. Lessons are well planned, paced, and executed. Teachers are adept at managing and using class time.	Staff and students maximize their use of time. There is no downtime. Transitions are smooth and efficient. Students transition promptly to academic work with minimal cues and reminders from teachers. Teachers meticulously use every moment of class time to prioritize instructional time on task.
<b>4.3. Use of Staff Time</b>	Educators lack adequate and/or recurring professional development and/or common planning time. Common planning time is currently disorganized and the time is not used effectively. As a result, staff members are unable to develop and/or share practices on a regular basis.	Most academic teams have common planning periods (less than 1 hour/week); however, the school has failed to secure vertical and horizontal planning. Collaborative planning time is used at a basic level (e.g., organization of resources or topics not directly related to classroom instruction).	All academic teams have common planning periods (1-2 hours/week) and they are seldom interrupted by non-instructional tasks. Staff members use this time to discuss instructional strategies, discuss student work, develop curricular resources, and use data to adjust instruction.	All educators have weekly common planning time for vertical and horizontal planning (more than 2 hours/week). Common planning periods are tightly protected and only interrupted by emergencies. The school has established tight protocols to ensure that common planning time is used effectively.
<b>4.4. Routines and Transitions</b>	The school is chaotic and disorderly. The safety of students and staff is a concern. The school lacks critical systems and routines. Movement of students is chaotic and noisy with little adult intervention. Adults are not present during transitions; therefore, there is very little re-direction.	The school is somewhat chaotic and/or disorderly, particularly in certain locations and during certain times of day. Some staff make an effort to maintain procedures and routines; however, staff presence is minimal and redirection of misbehavior is lacking.	The school environment is calm and orderly in most locations and during most of the day. Rules and procedures are fairly clear, consistent, and evident. Routines seem somewhat apparent and institutionalized. Adults are present to reinforce norms.	The school environment is calm and orderly. Rules and procedures are clear, specific, consistent, and evident. Routines are largely unspoken and institutionalized. Adults are consistently present to reinforce norms.
<b>4.5. Financial Management</b>	The school and/or district do not make sound budgetary decisions based on student need and projected impact. Budget decisions are largely governed by past practice and do not account for sustainability. There is little to no evidence around school and/or district	Budget decisions are sometimes focused on factors unrelated to student needs and school goals. A number of expenditures and initiatives lack a plan for sustainability beyond the current school year. School and/or district leaders do not effectively	The school and/or district have emerging strategic budgeting practices. The school and/or district have begun to repurpose funds to align expenditures more closely with school goals and student needs. Sustainability may pose a concern.	The school and district engage in strategic budgeting. The school and district invest in high-yield, research-based initiatives aligned to student needs and school goals. There is a clear sustainability plan for all major expenditures. School/district leaders

<sup>2</sup> The total amount of ELA instructional time per day at the secondary level can include reading- and/or writing-intensive coursework.

**Note:** The rubrics draw from the CSDE's School Quality Review and Network Walkthrough Tool, and Mass Insight Education's School Readiness Assessment.

OPERATIONS				
Indicator	Below Standard	Developing	Proficient	Exemplary
	leaders successfully advocating for school resource needs.	advocate for school needs or pursue additional resources.	School/district leaders effectively advocate for school needs and pursue additional resources.	effectively advocate for school needs, and build strategic relationships to pursue needed resources.

# The Commissioner's Network Turnaround Plan Application | Cohort V

Form Number: ED-708  
Section 10-223h of the Connecticut General Statutes

Date Issued: April 2016

Dr. Dianna R. Wentzell  
Commissioner  
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### AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

The Connecticut State Department of Education (CSDE) is committed to a policy of equal opportunity/affirmative action for all qualified persons. The CSDE does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The CSDE does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the CSDE’s nondiscrimination policies should be directed to:

Levy Gillespie  
 Equal Employment Opportunity Director, Title IX /ADA/Section 504 Coordinator  
 State of Connecticut Department of Education  
 25 Industrial Park Road | Middletown, CT 06457 | 860-807-2071

## PART I: COMMISSIONER'S NETWORK OVERVIEW

### A. 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 schools. 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 participate in the Network for a period of three to five years. At present, there are 17 schools participating in the Network.

Pursuant to 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 shall give 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 as amended and set forth in the CGS 2016 Supplement, Volume 1:

- 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 twenty-five 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.<sup>1</sup>

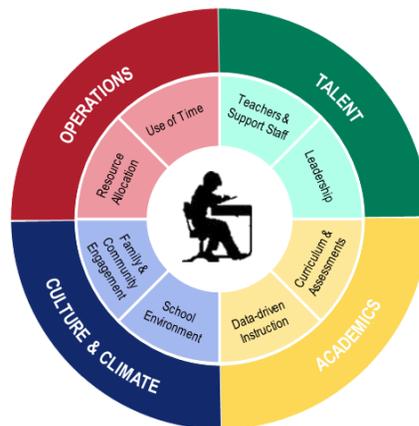
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<sup>1</sup> The CSDE is initiating the planning process for a fourth prospective cohort of Commissioner's Network schools, pending legislative authorization and the appropriation of funds to extend and expand the Network.

## 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 will:

1. Provide a rigorous needs analysis informed by the operations and instructional audit.
2. Identify an evidence-based turnaround model, aligned to school needs and growth areas.
3. Provide robust strategies to secure, support, develop, evaluate, and retain top talent.
4. Summarize the school’s academic model, including curricula, assessments, and data-driven instruction.
5. Outline a comprehensive approach to build a positive school culture and climate.
6. 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.

The State Board of Education (SBE) 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/or other partners, to operationalize the Turnaround Plan by planning and designing tools, systems, and/or policies including, but not limited to:

1. School bell schedule.
2. School calendar.
3. Annual assessment calendar.
4. Staff evaluation schedule.
5. Professional development calendar.
6. SRBI processes and protocols.
7. School organizational chart.
8. Curricular materials (e.g., lesson plan template, unit plans, pacing guides).
9. School budget.
10. Discipline policy.
11. Calendar of family and community engagement opportunities.

## PART II: TURNAROUND PLAN APPLICATION INSTRUCTIONS

### A. Instructions

Please review and follow all directions carefully when completing this application. Please 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, one benchmark meeting with the Commissioner to provide updates on elements of the draft Turnaround Plan as it evolves, and receive formative feedback. Please 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 a fourth 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 develops the Turnaround Plan.
5. Turnaround Committee reaches consensus or the Commissioner may develop a plan.
6. SBE votes to approve or reject the Turnaround Plan.
7. CSDE and the district collaboratively develop a Network budget proposal.
8. Local board of education negotiates MOUs with collective bargaining units for certified staff, if necessary, to establish the working conditions for the school during its turnaround period.
9. Certified staff identified and/or selected to work at the school ratify MOUs on working conditions, if necessary.
10. CSDE awards resources to the school, depending on available funds.
11. Network school begins implementation of the Turnaround Plan with support from the CSDE.

### C. Freedom of Information

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), Section 1-200 *et seq.* of the Connecticut General Statutes. The FOIA declares that, except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in statute) are public records and every person has a right to inspect such records and receive a copy of such records.

### D. Questions

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

Desi Nesmith  
Chief Turnaround Officer  
Connecticut State Department of Education  
E-mail: [Desi.Nesmith@ct.gov](mailto:Desi.Nesmith@ct.gov)

## PART III: COMMISSIONER’S NETWORK TURNAROUND PLAN

### Section 1: Cover Page

Name of School District:	New Haven Public Schools		
Name of School:	Clinton Avenue School		
Turnaround Committee Chairperson: <sup>2</sup>	Kristina DeNegre		
Phone # of Chairperson:	(203) 494-7004 (cell)		
E-mail of Chairperson:	kristina.denegre@new-haven.k12.ct.us		
Address of Chairperson:	Street Address:	293 Clinton Avenue	
	City:	New Haven	Zip Code: 06513
Name of School Board Chairperson:	Mayor Toni Harp		
Signature of School Board Chairperson: <sup>3</sup>		Date:	
Name of Superintendent:	Garth Harries		
Signature of Superintendent:		Date:	

<sup>2</sup> 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.

<sup>3</sup> 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: Turnaround Model

### 2.1. NEEDS AND ROOT CAUSE ANALYSIS

**Instructions:** Using the spaces provided, please identify the school’s greatest strengths and growth areas based on the results of the operations and instructional audit. Add/Delete rows, as necessary. Provide specific data points to support the analysis and include root causes for each of the identified growth areas.

Summarize the school’s greatest strengths as identified in the operations and instructional audit:

Strengths:	Data and Evidence:
Talent:	
<p>CAS faculty and staff demonstrate a culture of professionalism. Staff and support staff consistently collaborate and can often be found giving up their own time before, during lunch and after school to plan and provide assistance to struggling students. Teachers new to CAS expressed that they felt supported by their colleagues. Teachers value the collaboration times given to them through data team and grade level meetings in order to plan for students. The district’s teacher evaluation system (TEVAL) is communicated through the teacher’s handbook and teachers are evaluated by the principal and assistant principal. Support staff is evaluated by the principal. There is a Literacy coach and a Math coach at CAS who are supported by the district. The coaches work well together to support staff. They facilitate grade level data team meetings, assist in SRBI, observe classrooms and provide suggestions to teachers to improve instruction.</p>	<ul style="list-style-type: none"> <li>• 95% of staff has a three year retention rate</li> <li>• 19 of the staff have been employed at CAS for ten or more years.</li> <li>• On the most recent survey 2/3 of the teachers agreed with the statement “Teachers are held accountable for their performance”.</li> </ul>
Academics:	
<p>CAS does a good job using data to identify students who require interventions for academic support. The school’s SRBI team meets every four to six weeks to analyze student achievement data and reorganize intervention groups. Teachers had well-established routines for transitioning from one activity to another. Students were well-behaved which resulted in maximum use of instructional time. Students in the student focus group reported they enjoyed school and especially enjoyed Science and Math.</p>	<ul style="list-style-type: none"> <li>• 79% (according to survey results) agreed that “the school has and consistently uses data to measure student progress, identify necessary interventions and provide teachers with data to inform instruction”.</li> <li>• 83% of staff agreed that “Teachers use student assessment data and checks for understanding to differentiate instruction.”</li> <li>• Students were engaged in small group, whole group or independent learning (9/10 classrooms).</li> </ul>

Strengths:	Data and Evidence:
Culture and Climate:	
<p>CAS is a well maintained facility – Classrooms are generally bright inviting and clean. Student work was displayed in the hallways and classrooms. The hallways were quiet and students are engaged in their work. Students and staff take pride in their school. Parents indicate that there are multiple opportunities for family engagement and teachers communicate with parents through phone calls, email and at pick up. During the teacher and administrator focus groups staff indicated that there is a strong sense of collaboration and support from one another. The administration appears to have a positive relationship with school stakeholders: parents, students, staff, families and community partners. Interactions between students and staff were generally positive and respectful. Teachers have a good rapport with students. Students also indicated that there was someone in the school that they could trust and could seek out when they need help. CAS has a Student Council that provides students with a voice in the school which also helps to foster positive relationships between staff and students. CAS has also fostered a positive relationship with BOOST that has enhanced wrap around services offered. BOOST programs have also worked to involve parents and families and bring resources into the school. In addition BOOST has also sponsored a multitude of non-academic programs. Lastly, CAS has also implemented this school year (2015-2016) a PBIS program (5 P’s Be Polite, Positive, Prompt, Productive, Prepared) and Restorative Practices in order to build capacity among our students and develop a culture.</p>	<ul style="list-style-type: none"> <li>• 2014-2015 School year CAS hosted 47 events in which 585 parents/family members attended</li> </ul>
Operations:	
<p>Students expressed their appreciation for the willingness of their teachers to meet during lunch or after school to provide support. Students also indicated that their teachers show them multiple strategies to solve problems and make sure that students understand the work they are completing. Staff also indicated that they are dedicated to the students at CAS. Classroom routines are well-established and students moved quickly and smoothly through transitions. As a result this enhanced the use of instructional time. This school year (2015-2016) the schedule has been adjusted to allow teachers 6 common planning times with an additional 15 minutes. In addition our schedule also includes a “Flex Period” for grades 7/8 to allow for additional support for students who need it and enrichment opportunities for students.</p>	

Summarize and provide a root cause analysis for the school’s most significant growth areas as identified in the operations and instructional audit:

Growth Areas:	Data, Evidence, and Root Causes:
<p>Talent:</p> <p><b><u>Instruction:</u></b> The quality of instruction has become a focus of growth for CAS. Teachers were not able to communicate a common vision for effective instruction. Sample lesson plans provided to the audit team lacked a common format or common set of expectations for what is to be included, and quality of lesson objectives was inconsistent and not always aligned to Common Core. The Literacy and Math Coach reported that due to constraints on time, not all teachers participate in coaching cycles and lack time for quality coaching due to other responsibilities handed down by the school and district. Coaches also reported that grade-level data teams are scheduled to meet twice monthly for 45-50 minutes but most often do not happen and usually only last 30 minutes. Both the Literacy and Math coach are evaluated by district supervisors, the coaching model in place at CAS is not aligned to a common school vision. Teachers also reported that they do not use common planning time to collaboratively plan or observe classroom instruction of their peers.</p> <p><b><u>Professional Development:</u></b> Teachers reported that professional development (PD) predominantly focused on Running Records and the implementation of the Sheltered Instruction Observation Protocol (SIOP) during the 2014-2015 school year. In addition, staff meetings in 2014-2015 provided PD around Smarter Balanced Assessments and School Improvement planning. Data teams meetings are inconsistent and as a result teachers miss the opportunity for additional PD gained through data analysis and data informed decision making. Teachers also reported that they are in need of PD to support the implementation of the Dual Language program. The staff that is implementing the dual language program has reported they have only received on PD opportunity. It was also reported that there is not common vision for use of common preparation time. Teachers reported that there is no formal mentoring and induction exists for new teachers to understand a common vision for effective instruction.</p>	<ul style="list-style-type: none"> <li>• 58% of staff agreed that “There is common vision of what effective instruction looks like at this school”.</li> <li>• 58% of staff agreed that “School Leaders effectively communicate a clear mission, vision and set of school-wide priorities”</li> <li>• Only 54% of staff feels that “administrators provided regular, helpful and actionable feedback on instruction, provides clear communication about what constitutes effective classroom instruction, and seeks staff collaboration”.</li> <li>• 44% of staff agreed with the statement “The PD I received this year has improved my professional practice and allowed me to meet the needs of my students”</li> <li>• Professional Development needs to be meaningful for staff and meet their specific needs.</li> </ul>
<p><b><u>Instruction/Assessments:</u></b> During the observation of 10 classrooms at CAS, none of the teachers were using higher-order Depth of Knowledge question stems in whole group or small group instruction. Independent assignments required students to answer basic procedural or recall questions. Data informed differentiated Tier 1 instruction to support all learners was lacking</p>	<ul style="list-style-type: none"> <li>• As indicated by the school’s principal about 20% of the teaching staff may not have high</li> </ul>

Growth Areas:	Data, Evidence, and Root Causes:
<p>in most classroom observations. Limited differentiation did exist in some classrooms where small group instruction or Reader’s Workshop was happening. Some teachers reported they struggle with pacing in large classrooms with varying students’ performance levels. Proficiency levels achieved on the CMT also lends itself to low levels of rigor and academic achievement. Teachers in the Dual Language Program at Clinton Avenue expressed a need for additional professional development and collaboration in order to implement the program with fidelity and success.</p> <p><b><u>Classroom Size/Student Enrollment:</u></b> Classroom size is also a concern – teachers spoke at length around the difficulties in teaching students classrooms of 27 students when students are reading at a multitude of different levels. District leadership also reported a lack of consistency in academic rigor and that most classrooms are providing students with instruction that looks like intervention rather than rigorous higher-order questioning and thinking. This poses a concern for district leaders in that CAS students will not be prepared for a challenging project-based learning environment and may not have adequate practice with blended learning.</p> <p><b><u>School Resources/Staffing:</u></b> School staff and district leaders also reported a lack of resources for interventions and special populations. District leaders also acknowledged that CAS does not receive resources typical of other New Haven schools, especially magnet schools in the district. Teachers stated the need for a bi-lingual instructional coach who can assist in meeting the needs of the schools large bi-lingual population. Special education teachers also identified the need for adequate time to identify and provide supports for students in need of services. The school staff also expressed the need for an interventionist that could provide support in the SRBI process and provide special services and Tier III interventions for identified students and those students who are bi-lingual. Due to the large SPED population the need for a full-time school psychologist is also a concern. Currently the school psychologist at CAS is part-time. Lastly, regular education teachers report inadequate technology resources, both hardware and software, available to assist with instruction and interventions.</p>	<p>expectations for all students.</p> <ul style="list-style-type: none"> <li>• 2012-2013 CAS SPI – 52.7 which reflects a downward trend from 57.7 in 2010-2011</li> <li>• 29% of staff agrees that the school meets the needs of its special education students and English language learners.</li> <li>• Lack of operable computers/minimum number of desktops and laptops</li> <li>• Over enrollment or maximum enrollment in classes makes it difficult to meet the needs of all learners</li> <li>• There is a high number of students who require intervention however time constraints and lack of trained staff effects the number of students who receive intervention.</li> </ul>
<p>Culture and Climate:</p>	
<p><b><u>Behavior:</u></b> Staff reports that students, staff and administration lack a common understanding of behavior management policy. Staff also reported an inconsistency in administrative responses to office referrals and lack of support to classroom misbehavior. Students also expressed a frustration about a small number of students who misbehave and who also cause</p>	<ul style="list-style-type: none"> <li>• 32% year to date (2014-2015) chronic absenteeism</li> </ul>

Growth Areas:	Data, Evidence, and Root Causes:
<p>damage to student bathrooms and laptops. Staff expressed a need for an additional person to focus on behaviors.</p> <p><b>Community Partnerships:</b> Due to district changes and budget cuts, BOOST is no longer available to support CAS. Due to budget constraints on the school level, CAS will rely on the 21<sup>st</sup> Century funding and LEAP to provide programming for students in after school. CAS lacks a tiered approach to reduce the rate of chronic absenteeism and increase student average daily attendance. School leaders and staff seemed to lack a focus on student attendance and a clear plan to increase attendance.</p>	<ul style="list-style-type: none"> <li>• 91.8% year to date (2014-2015) average daily attendance</li> <li>• District cuts to funding for Community Partners</li> </ul>
<p>Operations:</p> <p><b>Resources:</b> District leaders and CAS staff reported a lack of adequate and appropriate resources for classroom instruction, interventions and special populations. District leaders admitted that CAS does not receive resources typical of other New Haven public schools. District leaders also reported that students who enroll in NHPS after the beginning of the school year lack options and are relegated to attend CAS when space is available. CAS tends to be one of the overflow schools in the district.</p> <p><b>Class Size:</b> Staff expressed their frustration about large class sizes in addition to the high population of students who are English language learners and students requiring special education services. Due to the large class sizes, staff expressed a concern about providing appropriate instruction for all students. Staff reported that scheduling issues also prohibit students who are in need of intervention, like Read 180, from receiving what they need. Again, staff reports that there is a lack of resources to support intervention.</p> <p><b>Staffing:</b> Special education teachers have large caseloads and there is only one teacher for the school’s English Language learners. Staff expressed the need for a bi-lingual coach, Spanish intervention materials, culturally-relevant materials and technology to support ELL instruction.</p> <p><b>Technology:</b> CAS has few laptops and desktop computers available, and some are inoperable. The laptop carts are available for staff to sign out and utilize in their classroom, however the laptop carts are shared by so many teachers that it is difficult for teachers to schedule time for their use. Staff expressed their frustration by the lack of functioning printers and copiers in the building. The loss of instructional time was observed in the morning due to late arrivals and poorly established routines. Routines also need to improve at lunch and dismissal to gain instructional time.</p>	<ul style="list-style-type: none"> <li>• On average 25-27 students per classroom</li> <li>• Only 38% of students responded favorably when asked if "computer technology and lab equipment" were operable and up to date.</li> <li>• 25% of teachers responded favorably to the statement, "Functional modern instructional technology is readily available for my use"</li> <li>• Lack of support staff and additional staff to service the needs of ELL students and Identified Students</li> <li>• Scheduling conflicts do not allow for all students who need interventions to receive them.</li> <li>• Instructional time is wasted during transitions from arrival, lunch and dismissal – critical instructional time is lost – Transitions need to be faster.</li> </ul>

## 2.2. ACCOUNTABILITY METRICS AND PERFORMANCE TARGETS

**Instructions:** Network school progress will be measured against the leading and lagging indicators identified in the below chart. Under the “Baseline and Historic Data” columns, please enter school data for each of the past three years. Please do not enter targets in the “Performance Targets” columns; targets will be determined in collaboration with the CSDE and school leader after the SBE’s approval of the Turnaround Plan.

Performance Indicators	Baseline/Historic		Current	Performance Targets		
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Student enrollment	649	666	557			
Average daily attendance rate	90.2	91.8	95.3			
Chronic absenteeism rate	31.8	32	.32			
In-school suspensions as a proportion of enrollment- Out-of-school suspensions as a proportion of enrollment- Expulsions	27	41	18YTD			
School Performance Index (SPI)	N/A	N/A	N/A			
Grade 3 ELA Smarter Balanced Assessment-“Meets or Exceeds Achievement Level”		6.6				
Grade 4 ELA Smarter Balanced Assessment-“Meets or Exceeds Achievement Level”		9.2				
Grade 5 ELA Smarter Balanced Assessment-“Meets or Exceeds Achievement Level”		24.2				
Grade 6 ELA Smarter Balanced Assessment-“Meets or Exceeds Achievement Level”		18.8				
Grade 7 ELA Smarter Balanced Assessment-“Meets or Exceeds Achievement Level”		40.1				
Grade 8 ELA Smarter Balanced Assessment-“Meets or Exceeds Achievement Level”		30.6				
Grade 3 Math Smarter Balanced Assessment-“Meets or Exceeds Achievement Level”		<5				
Grade 4 Math Smarter Balanced Assessment-“Meets or Exceeds Achievement Level”		<5				
Grade 5 Math Smarter Balanced Assessment-“Meets or Exceeds Achievement Level”		10.6				
Grade 6 Math Smarter Balanced Assessment-“Meets or Exceeds Achievement Level”		8.3				
Grade 7 Math Smarter Balanced Assessment-“Meets or Exceeds Achievement Level”		6.8				
Grade 8 Math Smarter Balanced Assessment-“Meets or Exceeds Achievement Level”		8.2				
Grade _ Science Connecticut Mastery Test-“At/Above Proficiency”						
Number of teachers rated “Exemplary” as a proportion of total teachers employed at the school	2	3	As of June 2015	3	4	5

			3			
Number of teachers rated “Proficient” as a proportion of total teachers employed at the school	17 (S) 18 (E)	17 (S) 18 (E)	17(S) 18(E)	18(S) 19(E)	19(S) 17(E)	19(S) 16(E)
Number of teachers rated “Developing” as a proportion of total teachers employed at the school	1	1	1	0	0	0
Number of teachers rated “Below Standard” as a proportion of total teachers employed at the school	1	1	1	0	0	0

### 2.3. TURNAROUND MODEL

**Instructions:** Please select one of the 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.

**Model “E” (Turnaround committee creates their own model) – Project/Inquiry Based Learning Model:**

Project-based learning creates opportunities for groups of students to investigate meaningful questions that require them to gather information and think critically.

**Talent:** CAS teachers, who will be trained in and implement Project Based Learning (PBL) methods, devote more class time to teaching 21<sup>st</sup> century skills; our students will perform better on standardized tests as than students engaged in traditional instruction. PBL will foster collaboration among colleagues, and provide opportunities to build relationships with students. Additionally, PBL will accommodate our diverse learners by introducing a wider range of learning opportunities into the classroom. Teachers will take the role of facilitator, work collaboratively with the LMS and other itinerant staff, in order to guide students in answering researched based questions. PBL will also lend itself to opportunities for our teachers to authentically assess their students providing them with multiple opportunities to assess. PBL lessons will require CAS teachers to focus their instructional time on facilitating and participating in projects rather than on classroom management. Student engagement will be high and CAS will create a safe and rigorous learning environment.

**Academics:** CAS students learning through Project Based Learning (PBL) will retain content longer and have a deeper understanding of what they are learning. In specific content areas, PBL will be more effective than traditional methods for teaching math, economics, language, science, and other disciplines because students will be partaking in hands-on research based learning. On high-stakes tests, CAS students will perform as well or better than traditionally taught students. PBL will help our students master the key competencies (21<sup>st</sup> Century Skills) identified as essential for college and career readiness. Research has also shown that students demonstrate better problem-solving skills in PBL than in more traditional classes, and are able to apply what they learn to real-life situations. In a PBL model our CAS students will show an increase in their critical thinking ability, their ability to work collaboratively, and their ability to resolve conflicts. PBL will provide our students with an authentic learning experience utilizing all learning modalities in the process of researching and solving a problem, then communicating the solutions. In addition, PBL supports the Common Core standards which emphasize real-world application of knowledge and the skills highlighted helping students to meet the goals of the Common Core Standards.

**Culture and Climate:** Project Based Learning (PBL) is a strategy we will use to close the achievement gap by engaging all students, and especially lower-achieving students. PBL can also work to serve our diverse group of learners within our school population. In PBL classrooms, our students will demonstrate improved attitudes toward learning, student engagement will be high, and students will become more self-reliant and have better attendance than in more traditional settings. PBL will foster a culture of collaboration among our staff

and students, promote parent involvement, and allow for our school to have additional opportunities for parents and families to attend events as we showcase our students' work.

**Operations:** Project Based Learning (PBL) and the use of technology will enable our students, teachers, and administrators to reach beyond the school building. With technology, our teachers and students will find resources and information to create products and collaborate more effectively with their peers, connect with experts, partners, and audiences around the world. PBL also allows the integration of our itinerant staff and resources available within our school and surrounding community. Scheduling will allow students to have access to resources and time for research. Heterogeneous grouping among classrooms within PBL will also allow all types of student learners to benefit from their peers. Extended time will be granted to teachers and staff to collaborate on and prepare project/inquiry based interdisciplinary units.

## Section 3: Talent

### 3.1. TEACHERS

**Instructions:** Using the space provided:

1. Explain how the district and school will cultivate a professional learning environment to attract, support, develop, and retain high-quality teachers;
2. Explain how administrators will have the ability to staff the school based exclusively on student and programmatic needs; and
3. Describe how teachers will be evaluated on an annual basis to inform professional development offerings and staffing decisions.

This plan is designed to improve student achievement and guide our students as they acquire 21<sup>st</sup> century skills necessary to be successful in post-secondary education and careers. It is through teacher actions and the guidance of administrators that we will have the biggest impact on student learning and achievement. Our goal is to create a high achieving learning community for our students, their families and staff. This high achieving learning community will foster growth and allow students and staff to realize their highest potential all the while taking collective responsibility for impacting and noticeably changing student outcomes at Clinton Avenue School.

**Staffing Process:** By March 15, 2016 all teachers and staff currently employed at Clinton Avenue School will have the opportunity to review this plan and newly developed work rules, outlining working conditions for teachers choosing to remain at Clinton Avenue School. All current faculty members will determine if they are able to fulfill the new roles, responsibilities and expectations of Clinton Avenue School faculty and staff. Teachers who are unable or unwilling to commit to the expectations under the chosen school model and the new work rules shall request a transfer to another district school by April 15, 2016. District administration will work to ensure timely transfers; the Superintendent reserves all rights articulated within the existing collective bargaining agreement.

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

placement will be based on performance and the teachers' ability to adhere to the vision and mission of Clinton Avenue School.

**Annual Staffing and Evaluations:** Clinton Avenue School's (CAS) administration and teachers will fully implement the TEVAL process with fidelity and in alignment with the expectations of the New Haven Public Schools (NHPS). The implementation of TEVAL will be objective, timely, fair and vital to ensuring that teachers are reaching their highest potential. The TEVAL process will provide focused feedback and allow for targeted professional development opportunities for staff. As a result, teacher effectiveness will increase. Teachers who are rated "Strong" or "Exemplary" will be encouraged to take on leadership roles within our school. Any tenured teacher rated "Developing" at the end of 2016-2017 school year will be transferred out of Clinton Avenue School and the aforementioned hiring process will begin. Any tenured staff rated "Needs of Improvement" will be notified by November 1<sup>st</sup> of the current year and placed on a "Plan of Improvement". Teachers and CAS leaders will adhere to the NHPS Teacher's Contract and abide by protocols in regards to the TEVAL process.

**Teacher Leadership and Growth Opportunities:** Clinton Avenue School is committed to providing opportunities for teachers who have been identified as "Exemplary" and "Strong" through the TEVAL process. It is through retention strategies teachers will be encouraged to apply for or take on leadership roles at Clinton Avenue School and/or within NHPS. These roles can include but not limited to: teacher/leader, TEAM Mentor, new teacher mentor, member of the leadership team, and professional learning community facilitator. Those "Exemplary" and "Strong" teachers will become exemplars and will be encouraged to lead professional development for staff in our school. These teachers will also be encouraged to apply for programs offered by NHPS such as but not limited to: Future Leaders, Emergent Leaders, High Performing Leaders, and Residency Programs. TEVAL ratings will be an important factor in determining leadership positions.

**Professional Development:** All teachers at Clinton Avenue School will participate in 6 professional development sessions over the course of the 2016-2017 school year. Three days will be scheduled for the day after the official last day of school for teachers in June of 2016, two days scheduled in August of 2016 the day prior to NHPS teachers' contractual return and four that are scheduled per the NHPS calendar (One full day, three half days). In order to uphold the relevance and significance that professional development will play in our success, CAS leaders will have the autonomy to design and deliver site-based professional development and learning opportunities in lieu of district planned professional development (CIA Days) in order to ensure alignment with school goals and staff development needs. Professional Development focus for the 2016-2017 school year will be on the following:

- Implementing and increasing relevance through Project/Inquiry Based Learning
- Utilizing technology to drive and support Project/Inquiry Based Learning
- Using data to drive instruction and determining needs of students
- Supporting the needs of ELL students and identified Special Education students through Project/Inquiry based learning.
- Promoting Academic Rigor and Higher Order Thinking in the classroom
- Implementing and supporting the PBIS model and Restorative Practices

**Teacher Supports:** At Clinton Avenue School we will utilize a "Coaching Model" to support teachers and staff around their growth areas all the while highlighting and leveraging their strengths. In addition, we will continue to provide common preparation times for grade levels and an extra preparation period each week for data team, SRBI, and curriculum meetings. The administration at CAS will work alongside the instructional coaches to develop a calendar, protocols and expectations that will be conducive to the "Coaching Model" implemented at CAS. The Literacy and Math coaches will continue to provide grade specific supports during

grade level curriculum meetings and guide teachers through the data team and SRBI process. Coaches will also provide embedded coaching through model lessons, co-teaching, observations, walk-throughs and debriefing sessions. The CAS administrators will also act as coaches to teachers that they supervise as Instructional Managers. CAS administrators will provide focused feedback aligned with the TEVAL in a timely manner and debrief with staff around observations and walk-throughs and provide next steps for teachers. To further promote teacher effectiveness and instructional excellence, the CAS team will collaborate with a CSDE representative and the Buck Institute constituent to provide staff with the supports they need. It is through these partnerships that the CAS faculty may receive intensive and job-embedded coaching. Teachers that are selected by the CAS administration may receive additional supports as deemed necessary. The CAS leadership team will make the determination to partner staff as peer supports with the consent of all parties.

### 3.2. ADMINISTRATORS

**Instructions:** Using the space provided:

1. Describe the process to secure an exceptional school principal with a track record of success, preferably in school turnaround and/or an urban school environment;
2. Explain how administrators will be evaluated on an annual basis to inform leadership staffing decisions; and
3. Describe ongoing supports and coaching opportunities for school leadership.

**Leadership Selection/Identification:** The Clinton Avenue School (CAS) leadership team will include the following:

- **Principal:** Clinton Avenue School's principal will serve as the instructional leader, setting and maintaining high expectations for students, staff, parents and community partners, designing and delivering professional development and learning opportunities, supporting, developing and evaluating teachers and holding and maintaining accountability for all stakeholders.
- **Assistant Principal:** Clinton Avenue's School's assistant principal will serve as an additional instructional leader, support in setting and maintaining high expectations for students, staff, parents and community partners, assist in delivering professional development, observe and provide coaching to staff, and support curriculum implementation.
- **Instructional Coaches:** Instructional coaches at CAS will promote educator effectiveness by structuring professional learning opportunities for staff, provide professional development around content specific expertise, offer direct teacher coaching, offer feedback around observations, and give available support around instructional practices and pedagogy, and model/co-teach lessons.
- **Director of School Operations:** Clinton Avenue will employ a new and innovative leadership model, in part by creating a Director of School Operations position. This individual will work in close collaboration with school and district leaders to manage daily school operations, oversee internal and external communications, and foster strong family and community partnerships. Clinton Avenue School's Director of Operations will collaborate with our new Climate and Culture Coordinator in creating a positive school culture and climate. This individual will manage daily operations including but not limited to: ordering supplies, planning field trips, seek out and write grants for additional funding, coordinating district mandates (i.e.: fire drills, lock down drill, testing, bus safety, etc...), work with community partners implementing programs for students/parents/families during the school day and assisting in creating the master schedule. Through this approach, Clinton Avenue School (CAS) will advance the school's academic programming, while also increasing and coordinating wraparound

services for students, families, and the surrounding community. In consultation with the CSDE, the district will recruit, identify, and select an exceptional individual for this position by soliciting internal and external applicants.

- **Climate and Culture Coordinator:** This newly appointed individual will work alongside the school administration to help foster a positive culture and climate among our staff, students and parents. This individual will work with members of the CAS leadership team to continue to implement our PBIS model and Restorative Practices initiative. This individual will also oversee two new behavior support staff and our Student Retention Specialist. This new position will also create, implement, and oversee our new Refocus Room. The Climate and Culture Coordinator will work to increase attendance and decrease chronic absenteeism by working with our district appointed truancy officer and families.

**Additional Staff:** CAS will look to hire an additional teacher who will work as a member of the 5/6 grade team. This newly appointed teacher will deliver instruction in a newly formed departmentalized program for 5<sup>th</sup> and 6<sup>th</sup> grade students.

**Distributed Leadership:** Clinton Avenue School will adopt a collaborative leadership model in which the principal will act as a “leader of leaders”. The leadership team will work together to develop and drive the vision and mission of our school. The School Governance Council (SGC) will advise the school’s leadership team. Representatives from the district and the CSDE can join the CAS leadership team as they deem necessary.

**Administrator Evaluation:** All administrators will be evaluated annually in accordance with the New Haven Public School’s (NHPS) approved principal evaluation system (PEVAL) and the work rules developed and agreed upon by the CAS Commissioner’s Network Committee and the CAS staff. Implementation of PEVAL will be objective, timely, fair, and vital to ensure that CAS leaders are continuously growing and meeting their leadership potential and duties. This evaluation of leadership must be contextual, individualized, and evidence based. At the beginning of each academic year CAS school leaders will review solicited feedback from a multiple of sources including but not limited to: students, parents, community partners, staff, superiors, and subordinates to identify areas of strength and growth. In collaboration with the district, CSDE, and School Administrators Association the leadership of CAS will develop annual targets for their own professional growth and school performance. CAS school administration must exhibit continuous improvement in identified PEVAL growth areas. If a school leadership vacancy occurs, CAS will allow the NHPS in conjunction with the CSDE and approval from the Commissioner to hire a new school administrator.

**Leadership Development:** School leaders will participate in a variety of leadership development opportunities: CSDE leadership development sessions, bi-monthly walk-through and feedback sessions conducted by the Commissioner’s Network and/or point personnel, district mandated professional development and leadership development conducted by the Buck Institute as it pertains to the new Project/Inquiry based learning model. The CAS leadership team will also attend a minimum of three professional development sessions of choice in alignment with school and district goals.

## Section 4: Academics

### 4.1. CURRICULUM AND ASSESSMENTS

**Instructions:** Using the space provided:

1. Describe the school's academic program and instructional philosophy, including the process to ensure alignment to the Common Core State Standards and next-generation assessments; and
2. Describe the school's early literacy strategy, including targeted interventions.

**Instructional Philosophy:** Clinton Avenue School (CAS) will implement a Project Based Learning model in which the CAS staff will work collaboratively to facilitate research based learning that is driven by a student generated essential question. Teachers and staff will ensure that the scope and sequence of units developed will maintain the learning objectives that are put forth by New Haven Public School's Common Core aligned curriculum. Teachers shall develop daily lessons plans to plan for student-focused instruction, on an agreed-upon template that is also CCSS-aligned. Teachers will act as facilitators throughout the lesson to maximize time on task for students. This agreed upon template will align with the PBL model and highlight student learning goals focusing on specific concepts and skills. In addition, teachers will develop and maintain student portfolios. Portfolio guidelines will be created by a school-based committee and will highlight each student's strengths and areas of growth. These portfolios will allow for students, teachers, school administrators, and parents to review student work and measure student gains in identified areas. School leaders and instructional coaches will support teachers in implementing the CCSS and Project Based Learning. The school district will provide Clinton Avenue School with autonomy around academic and non-academic program decisions by granting the school leaders and the leadership team the ability to modify or eliminate existing programs based on students' needs and school goals.

**Early Literacy Strategy:** Clinton Avenue School will place a strong emphasis on developing students' literacy with a special focus on grades K-2. Teachers will administer universal screenings and benchmark assessments every six to eight weeks or as specified by the NHPS and/or Clinton Avenue School leadership team. Assessments may include but are not limited to: Benchmark Assessment System (BAS), reading fluency, oral language and oral language fluency, decoding, comprehension, phonemic awareness, concepts about print (CAP), phonemic segmentation fluency/DIBELS, and writing skills. These assessment results will inform small group placement for targeted instruction to meet students' individual needs and varying performance levels. Clinton Avenue's Kindergarten, Grade 1, and Grade 2 classrooms will be staffed with a full-time teacher and a full-time paraprofessional who will support the teacher in implementing small group instruction and one-on-one targeted support for our most at-risk students.

CAS will implement a system of targeted assessment, focused instruction, and intervention cycles with the ultimate goal being to move students towards grade level proficiency or above. Teachers will place emphasis on improving Tier I instruction with the support of the coaches and administration. Coaches will provide support around planning and implementation of instruction. Administration will provide focused feedback utilizing the TEVAL rubric. Teachers will continue to implement the Reader's and Writer's Workshop model and align the current curriculum with the PBL model. Reader's and Writer's Workshop encourages students to explore text of their choosing on their current reading level all the while emphasizing fluency, accuracy, and comprehension. Teachers will continue to instruct students towards mastery of specific foundational reading skills and the mastery of skills such as synthesizing, prediction, and/or interpretation/inferring. Students in grades K-2 will complete two PBL projects by the conclusion of year one of the Commissioner's Network. By the end of second grade students will be able independently utilize basic researching skills to support their understanding of text and the Project Based Learning model. Tutors will implement the Spanish Language Intervention (SLI), Leveled Literacy Intervention (LLI), and/or Modified Reading Recovering Intervention (MoRRI) intervention. The leadership team will closely monitor the number and concentrations of students being referred to Tier II and Tier III interventions, as this often is an indication of a lack of rigor and differentiation in Tier I instruction. These pedagogical approaches will create avid readers and writers by grade three. Students who do not demonstrate significant growth must attend summer school. However, this does not guarantee promotion to the next grade.

**Upper Elementary Academic Programming:** All teachers in grades 3-8 will implement focused instruction around Literacy and Math leveraging the PBL model to help reinforce skills necessary to move towards proficiency. Students in grade 3-8 will complete three PBL projects aligning with the current ELA and Math curriculums in our launch year. Teachers will use the Reader's and Writer's Workshop models in Grades 3-6 in addition to other resources to help students master the necessary skills they need to move towards grade-level proficiency. The middle school ELA teacher will continue to use district curriculum guidelines, additional resources, and the PBL model to instruct students around the necessary skills to be successful. All content area teachers in grades 7/8 will work collaboratively to implement and integrate the PBL model within their classrooms to support the identified skills necessary to become fluent and avid readers. Interventions for students in grades 3-8 will also be implemented to support our students' needs. Interventions may include but are not limited to: Leveled Literacy Intervention (LLI), Read 180, and Math RTI. Students in grades 7 and 8 will also participate in a Flex period in which they will embark on either small group instructional support or enrichment activities. This Flex period will be additional time to help students in areas of need and support the PBL model. Lastly, our 5<sup>th</sup> and 6<sup>th</sup> grade team will move to a departmentalized model to better support the PBL model. All teachers will instruct in a Reading block with the remaining blocks departmentalized into Math, Writing, Science, Social Studies and Intervention/Enrichment.

**Class Size:** Clinton Avenue School will create a personalized learning environment that promotes creativity and focuses on moving students to high achievement levels. In order to achieve this, class size will decrease particularly in the primary grades. Target class sizes for grades K-2 will be 18 but will not exceed 21 students. Classroom size for grades 3-8 will be 20 but will not exceed 23 students. This will allow for more rigorous and relevant academic instruction all the while differentiating to meet the needs of all learners.

**Year 1 – Planning (2015-2016):** In collaboration with the CSDE and the NHPS, the school leadership team and the Commissioner's Network committee at CAS will spend the 2015-2016 school year preparing for the full implementation of this plan for the 2016-2017 school year and beyond. The CAS leadership team will prioritize the development and establishment of the school's professional development calendar, protocols for planning, the core academic model (PBL), including the identification and implementation of curricula and assessments for each grade level and content area. In addition, the school leadership team will design and solidify the school's schedule and annual calendar which will align with the district's calendar. Lastly, the school leadership team will

design coaching cycles, systems, and protocols to carry out observations, feedback sessions, and follow up supports for staff. CAS leadership team, along with the NHPS staff and CSDE staff, will work collaboratively throughout the process in order to ensure that the chosen instructional model is implemented with fidelity.

#### **4.2. DATA-DRIVEN INSTRUCTION**

**Instructions:** Using the space provided:

1. Describe how staff will use data to inform lesson plans, differentiate instruction, and provide remedial support to meet the academic and development needs of all students; and
2. Describe ongoing professional development opportunities to build staff capacity around the collection, analysis, and use of data to drive and differentiate instruction.

**Data Culture:** Clinton Avenue School will develop and create a transparent data culture that empowers teachers, school leaders, students, and families. This mindset will develop and instill a shared responsibility for improving student outcomes. Our school will visibly post data throughout the building and in classrooms displaying up to date information including but not limited to student attendance, benchmark assessment data, and behavioral data. Teachers will collect and analyze student data, and use data to inform and differentiate instruction on a daily basis. During monthly grade-level data team meetings, teachers will identify and re-group students based on their most recent assessment data. These meetings will allow teachers to review and discuss individual student progress, student trends by standard, student/school trends over time, and grading policies. Teachers will be expected to report out on how data has informed classroom instruction and individual growth goals for students. Teachers will also report out on what accomplishments were made and any modifications to pedagogy.

**Report Card Conferences and Student Progress Reports:** On a tri-annual basis, K-8 teachers shall lead “Collaborative Conferences” for each student. There will be a total of three report card conferences throughout the year. During these conferences teachers, students and parents will review student portfolios, discuss the student’s strengths and areas of growth, and collaborate on identifying areas that will promote academic success. Students will showcase their work, discuss their student data, share identified strengths and growth areas, and discuss their student portfolios with their parents or guardians. Each mid-marking term teachers will prepare individualized progress reports as needed for students identified as “in need of intensive support” (SRBI enrolled). Teachers will reach out to those identified students’ parents/guardians and inform parents of interventions, instructional concerns, and develop a plan for student success. Clinton Avenue School will design their own progress report and report cards to align with the PBL model.

**Assessments:** In order to develop and promote a strong data culture, teachers will receive the necessary assessment tools and access to a data tracking infrastructure to be able to meaningfully assess and analyze student data from the district. This access will also allow teachers, students, and staff to chart and measure student progress and plan for each student in a meaningful way. Assessment data will be kept in student portfolios for easy access and utilized during data team meetings and conferences with students and parents. Assessments may include but are not limited to: district required assessments, benchmark assessments, quarterly assessments, common formative assessments, and state assessments.

**Professional Development:** The Clinton Avenue School teachers, staff and the leadership team will work with district leaders and in conjunction with the CSDE to identify and collaborate with a data partner to promote data driven decision-making and an effective and purposeful use of assessments to drive our instruction. Teachers will participate in data teams, supported by instructional coaches at Clinton Avenue School and coaches within the district, in order to effectively use student data to plan and drive their instruction. Professional Development around data driven instruction will be purposeful and support teachers in identifying students’ areas of growth. The data culture at Clinton Avenue will be one of transparency; current data will be displayed and shared with all stakeholders.

## Section 5: Culture and Climate

### 5.1. SCHOOL ENVIRONMENT AND CULTURE

**Instructions:** Using the space provided, describe the school's behavior management system and strategies to shape a positive school culture.

**Director of School Operations:** Clinton Avenue will employ a new and innovative leadership model, in part by creating a Director of School Operations position. This individual will work in close collaboration with school and district leaders to manage daily school operations, oversee internal and external communications, and foster strong family and community partnerships. Clinton Avenue School's Director of Operations will collaborate with our new Climate and Culture Coordinator in creating a positive school culture and climate. This individual will manage daily operations including but not limited to: ordering supplies, planning field trips, pursuing grants for additional funding, coordinating district mandates (i.e.: fire drills, lock down drill, testing, bus safety, etc...), working with community partners implementing programs for students/parents/families during the school day, and assisting in creating the master schedule. Through this approach, Clinton Avenue School (CAS) will advance the school's academic programming, while also increasing and coordinating wraparound services for students, families, and the surrounding community. In consultation with the CSDE, the district will recruit, identify, and select an exceptional individual for this position by soliciting internal and external applicants.

**Climate and Culture Coordinator:** This newly appointed individual will work alongside the school administration to help foster a positive culture and climate among our staff, students, and parents. This individual will work with the principal and Director of School Operations to ensure that all students rise, academically and socially, and that the school environment is positive, structured, consistent, caring, and disciplined. This individual will also work with members of the CAS leadership team to continue to implement our PBIS model and Restorative Practices initiative. This new individual will also oversee SSST and the Trauma Coalition referral process. In addition, this newly appointed person will supervise two new behavior support staff and our Student Behavior Intervention Specialist who, in-turn, will oversee our new Refocus Room. The district shall maintain the Refocus Room and provide full-time staffing for that service at our school, and continue to support students who may have difficulties in the traditional classroom setting. Lastly, the Climate and Culture Coordinator will work to increase attendance and decrease chronic absenteeism working in conjunction with our district appointed truancy officer and families.

**Attendance Strategies:** Student attendance and chronic absenteeism are significant areas of concern at Clinton Avenue School. Staff, the Truancy Officer, Director of Operations, the Climate and Culture Coordinator, and community partners will employ a number of strategies to promote daily attendance and on-time student arrival. The following strategies provide a sampling of Clinton Avenue's planned attendance strategies:

- Bi-monthly attendance committee meeting to analyze data and plan the roll-out of targeted strategies to promote student attendance;
- A notification system will be created for parents about their child's attendance record and increasing communication of sanctions as the student approaches/surpasses truant status;
- School-wide daily data wall by the school's main entrance and outside of every classroom visibly displaying the student attendance data;
- Daily phone calls home by school secretaries and/or the parent liaison by 10:00 AM to inquire as to when the student(s) will arrive/return to school;
- School-wide, classroom, and student celebrations/points accumulation for monthly perfect attendance;

- Engaging instruction and a welcoming school environment that makes students want to attend school on a daily basis; and
- Enrichment (afterschool) programming and Extended Learning Day for grades 5/6 that encourages students to attend school on a daily basis.
- Parent incentives for sending and supporting their student’s education and attendance.

**Positive Behavior Management:** Clinton Avenue will implement the Positive Behavioral Intervention and Supports (PBIS) system and the Restorative Practices approach when dealing with student behaviors. As a systemic approach to our PBIS model and Restorative Practices piece, Clinton Avenue School will establish positive incentives to reinforce positive behaviors, and clear and consistent tiered sanctions for severe infractions. This two-pronged approach will simultaneously decrease misbehavior, while promoting and recognizing positive behaviors. Teachers and staff will receive ongoing training around character development and classroom behavior management, including intensive job-embedded training and coaching in PBIS and Restorative Practices. In order to create clear expectations and consistency in implementation school-wide, Clinton Avenue School’s behavior management system will clearly articulate common infractions (e.g., teasing, swearing, hitting) and the range of consequences for each infraction. During a monthly data team meeting, staff will use Review 360 data to track the locations and frequency of behavioral incidents and adjust staffing and programming accordingly. The school will also seek to dramatically reduce the practice of out-of-school suspensions, thus minimizing learning loss associated with the practice.

Equally important, Clinton Avenue School will create a culture that celebrates, expects, and encourages strong character and positive behaviors and interactions. Students/Classrooms will earn “Cougar Cash/Cougar Credits” for admirable behaviors; faculty and staff will norm around what warrants such awards and incentives. Students/Classrooms can then accumulate “Cougar Cash/Cougar Credits” in exchange for incentives (e.g., prizes, activities, pizza parties). This approach supports and creates camaraderie, positive peer encouragement, and character development. Clinton Avenue School will educate families around positive behavior management, so as to ensure home-school consistency and reinforcement. Throughout the day, teachers will find ways to model and showcase expected behaviors, and to build upon student-teacher relationships. Clinton Avenue will also adopt elements of the Comer School Development Program in order to focus on “the whole child.” The program will link children’s academic growth with their emotional wellness and social and moral development in a collaborative school culture congenial to learning. Clinton Avenue School will continue to utilize collaborative decision-making and consensus, emphasize holistic child development, and involve parent volunteers and social workers.

**School-Based Health Clinic:** Clinton Avenue School will maintain its school-based community health clinic, with the expectation that the clinic’s staff will collaborate with school leadership through participation in the Student and Staff Support Team (SSST). In addition we will continue to work as a Trauma Coalition School and utilize the services of Clifford Beers and other community agencies to support our students and families through our school-based health center and SSST.

**SSST:** Clinton Avenue School will continue to rely on its SSST to mobilize the resources of the school, the district, and the surrounding community to meet the developmental needs of students. The SSST shall include, but not be limited to, administration, psychologist, social worker, and special education teacher.

## 5.2. FAMILY AND COMMUNITY ENGAGEMENT

**Instructions:** Using the space provided, explain how the school will promote strong family and community connections to support academic achievement.

**Enrichment Programming:** Clinton Avenue School will offer multiple opportunities for students to partake in enrichment and extracurricular activities. Our afterschool programming will (3:00-5:30 PM) focus on an academic and enrichment component leveraging the Project Based Inquiry model and areas of students' interests. Afterschool programming will specifically offer students instructional, tutoring, intervention, and enrichment opportunities (e.g., arts, drama, music, intramural sports, community service activities, crafts, etc...). This afterschool programming will be offered Monday through Thursday through our 21<sup>st</sup> Century Grant/Commissioner's Network funding for grades K-4. This focused programming will be partially funded through the current 21<sup>st</sup> Century Grant and the remaining needed funds (two days a week) will be allocated through the Commissioner's Network grant. The day will also be extended for grades 5 and 6 through our partnership with Citizen's Schools. This Extended Learning Day Model will include technology and blended learning to support interventions and the PBL model. Students will have the opportunity through this programming to partake in enrichment activities as well as internships with local businesses. This partnership is financed and supported through the NHPS, city-wide initiatives, and programming through the mayor's office and other corporate sponsorship. In order to sustain this programming, in the 2017-2018 school year Clinton Avenue School will offer extended day learning for grades 7 and 8. The goal will be to immerse the 7/8 graders into a solid academic/enrichment after school program as an extension of their learning day.

NHPS will formulate and sustain partnerships with organizations able to provide afterschool programming for Clinton Avenue's students and families. Partnerships must align to and reinforce school goals and academic programs. Our schools' goals and students' needs must drive the nature and format of all afterschool programming. Partners will be accountable for results. Partners must also have clear performance-based contracts with NHPS, detailing specific expectations regarding services, cost structure, participation rates, deliverables, performance benchmarks, etc. All contracts related to afterschool programming shall be subject to approval by the Commissioner and/ or NHPS. The new Parent Coordinator/Director of Operations will report out monthly to provide oversight accountability for the school's partnerships and ensure successful implementation of afterschool programming.

Our 21<sup>st</sup> Century Program will continue to deliver community programming and resources to students at Clinton Avenue. It is through this programming that we will be able to continue to support students and their families. This programming will be an extension of our school day and help to support a positive learning environment that inspires creativity and excellence. As a result, students' expectations of themselves and others will inspire them to become life-long learners and community activists. In addition, Clinton Avenue School will partner with Citizen's School and the City of New Haven to embed an extended school day for identified grades. This extended school day will promote academics by supporting interventions and providing students with the necessary supports in areas of need. In addition, Citizen's Schools, through the use of their hired teaching fellows, will provide enrichment activities by establishing their own partnerships to service and support targeted grades. These opportunities include but are not limited to: internship opportunities, community service projects, project based learning initiatives, and enrichment activities.

Our Director of Operations will work with community partners and the district to engage parents and family members through school events and on-site practical skill-building sessions (e.g., supporting their child's learning, financial literacy, computer training, career training). Through these programs we will support efforts to create a bright and welcoming school environment that is conducive to high-quality teaching and

learning. Through additional grant opportunities the Director of Operations will provide and supplement supplementary enrichment opportunities for programming. Importantly, Clinton Avenue School will collaborate with other partners to turn Clinton Avenue into a venue for community collaboration, hosting a variety of community events, including art shows, music performances, and guest speakers.

By June 1, 2016, Clinton Avenue School, NHPS, and CSDE will meet to discuss our most current asset map. It is through this process Clinton Avenue, NHPS, and the CSDE will identify and assess community-based organizations, including our present partners who are currently serving students and families at Clinton Avenue School. This process will inform future partnerships between Clinton Avenue and community organizations, and may result in the discontinuation of current partnerships that have not resulted in sufficient outcomes for our students and families. Simultaneously, Clinton Avenue School and NHPS will assess student and family needs so as to ensure alignment between partner services and local needs.

In collaboration with the CSDE and other stakeholders, NHPS will commit to the following timeline in order to deliver rich and meaningful afterschool programming, beginning in Fall 2016:

- By May 1<sup>st</sup>: Survey families and students to inventory interests and needs.
- By May 15<sup>th</sup>: Evaluate existing partnerships and programming at Clinton Avenue School and determine whether to continue such programming, as informed by past results and current needs.
- By May 31<sup>st</sup>: Develop a comprehensive community asset map, aligning potential partners to student and family needs.
- By June 15<sup>th</sup>: Initiate performance-based contracts with community partners.
- By August 31<sup>st</sup>: Enroll students in afterschool programming.
- By September 15<sup>th</sup>: Launch programming for all after school programs.

**Family Engagement:** Clinton Avenue teachers in grades K-8 will issue monthly progress reports for identified students at risk. Tri-annually teachers will conduct “Collaborative Conferences” which includes teacher, parent and student. During these conferences, teachers, students, and parents will discuss student’s strengths and growth areas, review student portfolios, and provide actionable strategies that parents can employ to support their children’s academic development. In addition, teachers will be strongly encouraged to plan and schedule whole-school family engagement activities. Each year, teachers shall attend one Open House and participate in at least two family and/or school community events (e.g., PTO meetings, Parent Academy, literacy/math nights, music performances).

In order to create strong school/family connections, Clinton Avenue School will:

- Maintain a clear and accessible school website;
- Employ multiple means of communication (e.g., website, email, twitter, Facebook, text messages, Parent-link, newsletters);
- Host fun and engaging family events at the school (e.g music performances, art shows, cultural events, academic celebrations);
- Respond to parent emails and phone calls within 24 hours;
- Issue bi-weekly school-wide newsletters to share happenings and events;
- Provide families with easy access to their child’s attendance and academic data;
- Create and cultivate an active PTO;
- Partner with community organizations to lead parenting and family workshops;
- Provide childcare during family events to create a welcoming school environment; and
- Host parent events to support parents and guardians (Literacy, math, child development, supporting your student)

## Section 6: Operations

### 6.1. SCHEDULE AND USE OF TIME

**Instructions:** Using the space provided:

1. Propose the length of the school day and year for students, and describe how the proposed schedule will maximize instructional time on task; and
2. Propose the length of the school day and year for staff, including additional time before and during the school year for professional development and/or common planning time.

**Length of Day – Students :** In the 2016-2017 school year, the length of the core day at Clinton Avenue School will be 6 hours and 15 minutes, from 8:35-2:50 PM. Students in grades K-4 will have the opportunity to participate in after school programming offered by 21<sup>st</sup> Century (3:00-5:30 PM). Students in grades 5 and 6 will participate in a city-funded program, Citizen’s School Extended Learning Day (3:00-6:00 PM). Such extended school day programming has the potential to increase student learning by up to three hours each school day, four days a week. NHPS will provide security and transportation to enable students to attend the school’s afterschool programming.

<i>Student Day</i>				
Mon	Tues	Wed	Thurs	Fri
8:15-8:35 Arrival				
8:35 – 2:50 PM Instructional School Day				
2:50-3:00 PM Transition/Dismissal				
After School- 21 <sup>st</sup> Century K-4 3:00-5:30PM Citizen’s School Participants Gr.5-6 3:00-6:00PM				

<i>Teacher Day</i>				
Mon	Tues	Wed	Thurs	Fri
	7:30 – 8:15 AM Common Meeting/Planning Time			
8:20-8:35 Breakfast/Transition				
8:35-2:50 PM Instructional School Day				
2:50-3:00 PM Dismissal				
3:00 – 3:15 Staff Reserve Time				

**School Schedule:** Clinton Avenue School will reconfigure the daily instructional schedule to increase students’ exposure to literacy and numeracy blocks. The schedule will reflect the Project/Inquiry Based Learning model and a targeted intervention block for our most struggling students. In addition, 7/8 grade students will attend a “Flex” period four days a week to supplement their learning through intervention or enrichment. On the 5<sup>th</sup> day students in grade 7/8 will attend an advisory class focusing on high school and college readiness. Instructional coaches will continue to work in collaboration with teachers to support staff in the implementation of the district curriculum as well as target instruction for interventions and enrichment blocks. Consistent with section VI.A of the work rules, individual teacher’s schedules shall be determined by the school leadership team.

**Additional Teacher Time:** The length of the instructional school day for teachers will be 6.5 hours. Monthly, teachers will commit to an additional 810 minutes (approximately). The 810 minutes includes three before-school meetings per week, and one PBL planning meeting on a designated afternoon each month, which will be predetermined at the beginning of the school year. These meetings are in addition to the regularly planned district meetings as specified in the NHFT contract. These meetings are designed to promote and facilitate collective planning in order to develop a rigorous and relevant based academic program based on high quality instruction. As described in section 3.1 of this plan, each meeting day scheduled will have a different purpose, ranging from vertical/curriculum team meetings, grade level meetings, data team meetings, SRBI meetings, operations, and culture and climate meetings. Before school meetings (approximately 720 minutes monthly) will be allotted for staff to accomplish these tasks. One additional Monday meeting each month (90 minutes total) will be scheduled to allow teachers to specifically plan for Project/Inquiry Based Learning units. This meeting will allow teams to discuss progress around the current unit of inquiry, modify instruction/research if necessary, and plan for upcoming units. Teachers who participate in any of our afterschool/extended day programming (participation is optional) will be compensated accordingly and from a previously identified funding source. Projected meeting times for the 2017-2018 school year and beyond will potentially be reduced to two morning meetings per week. Lastly, professional development around the PBL model will be reduced to potentially 2-3 times per year.

**School Year:** The school year for students will be 182 days, consistent with the NHPS calendar. The school year for teachers will be 191 days: 186 contractual days, consistent with the NHPS calendar, with five additional school-based professional development days to be determined by the Clinton Avenue Leadership team and presented to staff each school year by May 1<sup>st</sup>.

**Professional Learning and Collaborative Planning Time:** As described in Section 3.1 of this plan, teachers will participate in 7.5 professional development days throughout the school year, five of which occur over the summer. Additionally, in 2016-17, teachers will participate in common planning time with different focus areas three days per week, between 7:15 AM and 8:15 AM equaling approximately 180 minutes per week. Staff will commit to one additional afternoon meeting a month for PBL collaborative planning. This creates protected time for adult learning, promoting self-efficacy, collaboration, and continuous improvement.

**Student Enrollment:** To ensure equity across schools, the district shall strengthen student enrollment, placement, and intake processes. Recognizing that student transiency is a significant issue district-wide, school and district leaders will facilitate smooth transitions for students moving into and out of Clinton Avenue School. The district will improve student information systems, ensuring that a student's academic records follow the child, allowing for a more seamless academic experience. District and school leaders will also collaborate to generate maximum and unchanging enrollment levels by the start of the school year.

**Budgeting Practices:** The district shall maximize site-based budgetary authority as much as possible pertaining to local, state, federal, and grant funds. In particular, the school leader and leadership team shall have decision-making authority with respect to the school's Title I allocation and other supplemental funds. Over time, the district shall seek to increase school-level discretionary authority in a manner that is most responsive to student needs and school goals.

**School Budget:** Clinton Avenue School's school budget will be reviewed, revised, and considered for approval on an annual basis, so as to reflect the school's greatest needs and strategic priorities. Funding for Clinton Avenue is contingent upon the availability of funds and will be based, in part, on the transformative potential of this plan as well as the size of the school. The school's budget will leverage all available funding streams (e.g., state, local, federal, public, and private) to maximize impact and student outcomes. The CSDE, NHPS, and school leadership will work diligently to honor the commitments and strategies outlined in this plan. As

such, CSDE staff will consult with the Clinton Avenue’s Commissioner Network Committee to prioritize expenditures identified through the planning process. NHPS is committed to maintaining a substantial local investment in the school and evaluating and repurposing existing funding streams, in part to ensure the sustainability of reform efforts.

**District Commitments:** To take collective responsibility for the success of Clinton Avenue School and supporting its students and families to the fullest, the district shall commit to flexible work rules for the school’s leadership, instructional, and non-instructional staff. The district shall also support the school’s need to develop a culture of successful performance and learning, operate within redesigned work rules, modify the length of the instructional day and year, and create schedules, instructional programs, and pedagogy aligned to student needs and school goals. Thus, the district shall commit to specific transformation commitments (attached) regarding school-level staffing, class size, professional development, academics, enrollment, after-school student programming, budgeting, transportation, facilities, technology, and communication.

## 6.2. 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).

**Instructions:** After SBE approval, please collaborate with the CSDE to create a one-year budget proposal outlining new costs associated with the Turnaround Plan and leveraging all available funding sources.

1. **Budget Cover Page:** Please enter the school name on the cover sheet. The remaining cells summarizing the entire budget workbook will be auto-generated as you complete the Network proposal and bond request; do not enter cost information on the cover page.
2. **Part I: Commissioner’s Network Year 1 Budget Proposal:** Please insert information pertaining to the proposed Commissioner’s Network budget for the school. The budget should reflect all new expenditures contained in the Turnaround Plan and show the proposed funding source(s) for each new cost. Possible funding sources include, but are not limited to, the school’s local operating budget, the federal budget, the Alliance District grant, the Priority School District grant, the Commissioner’s Network grant, and/or other grants. Please categorize proposed expenditures by Uniform Charts of Accounts (UCOA) codes (see Appendix B). For each expenditure, provide the following information in the appropriate columns: (a) label the position/service/item; (b) provide cost information and/or a budget justification (e.g., summary of the expense, # of units, cost per unit, etc.); (c) enter the total cost; (d) list all funding sources; and (e) show how the investment is strategically aligned to the Turnaround Plan by identifying the section of the plan that describes the corresponding strategy. The budget proposal will be evaluated for strategic alignment and anticipated impact as the award amount is determined by the CSDE after the State Board of Education approves the Turnaround Plan. When adding personnel through the Commissioner’s Network Grant, please use the following formula for all salaries and benefits built into the plan.

**Year 1:** 75% paid through Commissioners Network funding/25% paid through alternative funding

**Year 2:** 50% paid through Commissioners Network funding/50% paid through alternative funding

**Year 3:** 25% paid through Commissioners Network funding/75% paid through alternative funding

**Year 4:** 0% paid through Commissioners Network funding/100% paid through alternative funding

## Section 7: Initial Implementation Timeline

**Instructions:** Using the project planning template provided below, develop an initial implementation timeline for the school during the 2016-17 school year. Please note the school leadership team, once identified, will be empowered to modify and/or expand upon the initial timeline below. Please create a timeline aligned to the contents of this Turnaround Plan, identifying:

- **Activities:** What core activities, strategies, and/or initiatives will the school undertake to improve talent, academics, culture and climate, and operations at the school?
- **Owners:** Who will be responsible for implementing the activity, strategy, and/or initiative?
- **Timeline:** When will the activity occur and/or be completed?

Activity:	Owner:	Timeline:
<b>Talent:</b>		
1. Post/Recruit/Hire Director of Operations	Kristina DeNegre and Leadership Team	June 15, 2016
2. Post/Recruit/Hire Culture and Climate Coordinator	Kristina DeNegre and Leadership Team	June 15, 2016
3. Post/Recruit/Hire additional and new Staff (Teachers and Support Staff)	Kristina DeNegre and Leadership Team	June 15, 2016
4. Develop and solidify 2016-2017 PD schedule	Leadership Team	August 2016
<b>Academics:</b>		
1. Hire Buck Institute for Professional Development around Project/Inquiry Based Learning	Kristina DeNegre	complete
2. Review and restructure meeting schedules for Data Teams, Curriculum Meetings, and Grade Level meetings	Leadership Team	Ongoing
3. Restructure Academic Teams/Grade level teams	Leadership Team	June 15, 2016
4. Establish Academic Coaching model and walk-through calendar	Leadership Team	Ongoing
5. Establish Lesson Plan expectations and protocols to present to staff	Leadership Team	Ongoing
<b>Culture and Climate</b>		
1. Restructure and prepare for re-launch of PBIS model and Restorative Practices-Develop new Behavior Matrix and Behavior Protocols	Leadership Team and Culture and Climate Coordinator	July 30, 2016
2. Develop Family Engagement Calendar	Director of Operations and Programs Coordinator	July 30, 2016
3. Review and Restructure Attendance Protocols	Culture and Climate Coordinator and Director of Operations	July 30, 2016
4. Plan for Staff PD around Culture and Climate-Team building activities and implementation	Leadership Team and Culture and Climate Coordinator	Ongoing

of new matric and protocols will be announced.		
<b>Operations:</b>		
1. Pursue Facilities Upgrades	Kristina DeNegre and Director of Operations	Ongoing
2. Form a Committee to review scheduling changes	Kristina DeNegre, School Counselor, and Director of Operations	Ongoing
3. Oversee technology investments and implementation of new technology	Kristina DeNegre and Director of Operations	Ongoing

## Section 8: 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 his designee may, on the basis of such review, convene the Turnaround Committee to, as part of its monitoring responsibility, address a lack of sufficient progress or other implementation issues at the school. The Turnaround Committee may consider and enact changes to the Turnaround Plan by consensus. If the Turnaround Committee does not enact changes or the changes are unlikely to result in sufficient progress or adequately address implementation concerns, the Commissioner may take appropriate actions to ensure sufficient progress at the school, including, but not limited to, finding the Turnaround Plan deficient and developing a revised Turnaround Plan.

**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

\_\_\_\_\_  
Date

Garth Harries  
Name of Superintendent (*typed*)

\_\_\_\_\_  
Signature of Board of Education-appointed Parent

\_\_\_\_\_  
Date

Dania Torres  
Name of Board of Education-appointed Parent (*typed*)

\_\_\_\_\_  
Signature of Board of Education-appointed Administrator

\_\_\_\_\_  
Date

Kristina DeNegre  
Name of Board of Education-appointed Administrator (*typed*)

\_\_\_\_\_  
Signature of Union-appointed Teacher

\_\_\_\_\_  
Date

David Cicarella  
Name of Union-appointed Teacher (*typed*)

\_\_\_\_\_  
Signature of Union-appointed Teacher

\_\_\_\_\_  
Date

Jennifer Macauley  
Name of Union-appointed Teacher (*typed*)

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Signature of Union-appointed Parent

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Date

\_\_Annette Delarosa\_\_

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Name of Union-appointed Parent (*typed*)

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Signature of Commissioner of Education

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Date

\_\_Dr. Dianna R. Wentzell\_\_

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Name of Commissioner of Education (*typed*)

## Appendix B: Budget Information

As noted in Section 6.2, please code all expenditures in accordance with the state’s Uniform Charts of Accounts as summarized below.

CODE:	OBJECT:
100	<b>PERSONNEL SERVICES – SALARIES.</b> Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personnel services rendered while on the payroll of the grantees.
200	<b>PERSONNEL SERVICES – EMPLOYEE BENEFITS.</b> Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personnel services.
300	<b>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.</b> Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, technical assistance support organizations, school management partners, etc.
400	<b>PURCHASED PROPERTY SERVICES.</b> Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.
500	<b>OTHER PURCHASED SERVICES.</b> Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.
600	<b>SUPPLIES.</b> Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.
700	<b>PROPERTY.</b> Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. In accordance with the Connecticut State Comptroller’s definition equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over \$1,000.00 and the useful life of more than one year and data processing equipment that has unit price under \$1,000.00 and a useful life of not less than five years.
800	<b>OTHER OBJECTS.</b> (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.

**Appendix C: Statement of Assurances**

**STATEMENT OF ASSURANCES**

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
STANDARD STATEMENT OF ASSURANCES  
GRANT PROGRAMS

**PROJECT TITLE:**

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**THE APPLICANT:**

HEREBY ASSURES THAT:

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(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;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

References in this section to “contract” shall mean this grant agreement and to “contractor” shall mean the Grantee.

(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 Contract or contract;
- (3) "Contractor" and “contractor” include any successors or assigns of the Contractor or contractor;
- (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 Connecticut General Statutes § 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, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

(b)

- (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 race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, 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 insure 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, 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 Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 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 Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works 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 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 Connecticut General Statutes §46a-56; 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, 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 Connecticut General Statutes § 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 Connecticut General Statutes § 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 Connecticut General Statutes § 46a-56; 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, 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:

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Name: *(typed)*

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Title: *(typed)*

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Date:

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