CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO BE PROPOSED:
May 13, 2020

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, adopts and approves the Turnaround Plan for Hartford Public High School in Hartford for the Commissioner's Network, subject to the conditions noted in the Commissioner's May 13, 2020, Executive Summary to the State Board of Education, and directs the Commissioner to take the necessary action, including, but not limited to, expending such funds as may be necessary to execute and implement the foregoing.

Approved by a vote of _____ this thirteenth day of May, Two Thousand Twenty.

Signed: _____
Dr. Miguel A. Cardona, Secretary
State Board of Education

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: Dr. Miguel A. Cardona, Commissioner of Education

DATE: May 13, 2020

SUBJECT: Approval of Commissioner's Network Turnaround Plan, Hartford Public High School, Hartford

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 years with the potential for a 1 or 2 one-year extension beyond the initial 3 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 Hartford Public High School (HPHS) located in Hartford, CT. This will require efforts at the state and local levels to secure conditions that are conducive to scalable and sustainable reform.

Background

On June 15, 2018, the CSDE received an *Expression of Interest Form* from Hartford Public Schools (HPS) volunteering HPHS for participation in the Network. On September 17, 2018, the Commissioner initially selected HPHS 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 to develop a turnaround plan. Following initial selection, HPHS and the Hartford Federation of Teachers appointed members to serve on the school's Turnaround Committee, and the CSDE conducted an Operations and Instructional Audit on October 11, 2018. The Turnaround Committee developed the Turnaround Plan for HPHS in accordance with C.G.S. § 10-223h (d).

Turnaround Plan for Hartford Public High School

HPHS, identified as a Turnaround School based on the Accountability Index under the Next Generation Accountability System, serves 1,038 students in Grades 9-12. Approximately 85 percent of students are eligible for free or reduced-price meals. Approximately 22 percent of the students are identified as needing special education services; 31 percent are English learners (ELs); 57 percent of the students are Hispanic; and 36 percent are Black.

The HPHS Turnaround plan focuses on adopting a multiple pathways to student success model with a strong focus on the social emotional development of HPHS students. The school structure will include a Freshman Academy for all first-time grade 9 students and career pathways in grades 10 through 12. The turnaround model involves developing a rigorous, standards-based Tier I instructional model with intervention and enrichment support; social emotional development to foster positive interactions and relationships with peers and adults through the adoption of Positive Behavior Interventions and Supports (PBIS) model and restorative approach to discipline; an advisory program; and an alternative program with a work component for over-aged and under-credited students.

The following strategic components in the domains of talent, academics, culture and climate, and operations speak to the transformative potential of the HPHS Turnaround Plan. Specifically, the school, in collaboration with HPS, will:

Talent:

- Maximize teacher retention by utilizing the Portrait of the HPHS teacher to seek and attract individuals who demonstrate these characteristics through an early recruitment process, a series of open houses, and a professional interview process. New hires will be supported by a strong on-boarding process including a summer staff orientation and an instructional leadership support system;
- Identify and train instructional leads for ELA, math, science, social studies, English learners, special education, world language, and unified arts that will provide regular and actionable feedback in order to build teacher instructional capacity;
- Build leadership instructional capacity through executive coaching for the building principal in order to build instructional coaching skills, as well as training in instructional rounds; and
- Develop a cohesive professional learning plan in which professional learning is clearly defined in the master schedule, differentiated support is provided to teachers based on their individualized needs, and a formal coaching plan is implemented and scheduled for staff.

Academics:

- Through a partnership with Learning Sciences International, HPHS will establish strong standards-aligned Tier I instruction through the development of units designed around ELA and/or Math Core Actions, state standards and established routines, learning and adopting strategies to ensure lesson plans and instructional techniques guide students to meet the rigor of the standards, and establishing student-centered routines;
- Ensuring fidelity of curriculum and strategy implementation through learning walks in which data that is collected is analyzed to identify areas in further need of development;
- Establish a Multi-Tiered System of Support, including support to establish a highly effective Student Assistance Team;
- Implement Scientific Research Based Interventions with fidelity in which universal screenings will aid in identifying students in need of interventions and evidenced-based strategies are utilized along with progress monitoring;
- Implement a continuous cycle of improvement by utilizing the Data Wise Improvement Process to analyze student data, examine instruction and review assessment results during established vertical and horizontal data team time to identify students in need of support.

Culture and Climate:

- Implement PBIS school-wide with a tiered system of interventions and supports with the foundation being universal expectations for positive school-wide behavior;
- Embed restorative practice strategies as part of a school-wide culture of restoration and to strengthen relationships between individuals in the school community;
- Establish a Newcomers Center to positively support the new students and families transitioning to HPHS by introducing them to the school's policies, procedures, activities, schedules, and expectations as well as information about resources available in the school and in the community;
- Development of student voice and family engagement through the implementation of Student Led Conferences;
- Cultivate and deepen community partnerships to support the career pathways through the establishment of advisory boards for all pathways, implementation of student work-based experiences, mentorships, and teacher externships, and provide dual enrollment and credit options in post-secondary institutions; and
- Strengthen family engagement through establishing translation capabilities in all languages spoken at the school by families so that all families can fully engage in the activities of the school.

Operations:

- Establish an optimal master schedule that ensures the following:
  - Opportunities for student enrichment, intervention, and extended learning; and
  - Opportunities for staff common planning time and embedded ongoing professional learning.

- Provide professional learning to teachers in how to effectively teach in a 90-minute block schedule; and
- Design and adopt a school organizational structure to maximize student and adult learning, growth and development including the launch of a Freshman Academy, implementation of career pathways, and establishment of an instructional lead structure in the content areas.

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

Through this budgeting process, HPHS 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 HPHS 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.

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

Recommendation with Conditions

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

1. By September 30, 2020, HPS shall commit to specific transformation expectations outlined here in the areas of talent, academics, culture and climate, and operations as part of participation in the Commissioner's Network.

2. The Superintendent, on behalf of the HPHS 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 his 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 HPHS, including, but not limited to, developing a revised Turnaround Plan and/or exercising any and all authorities prescribed in C.G.S. Section 10-223h.

3. HPHS 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. HPHS Audit Report resulting from the Operations and Instructional Audit conducted on October 11, 2018.
2. Turnaround Plan developed and agreed to by the Turnaround Committee.

        Prepared by: Jennifer Webb
                      Education Consultant, Turnaround Office

        Approved by: Lisa Lamenzo
                      Division Director, Turnaround Office

Commissioner's Network Operations and Instructional Audit Report

Hartford Public High School
Hartford Public Schools
October 11, 2018

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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On September 7, 2018, the Connecticut State Department of Education invited Hartford Public High School (HPHS) to initiate the planning process during the 2018-19 school year, preparing for potential full implementation as part of the Commissioner's Network in fall 2019, pending legislative authority to extend and expand the Commissioner's Network to include a eighth cohort of schools. On October 11, 2018, the Connecticut State Department of Education (CSDE) conducted, in consultation with the board of education, an operations and instructional audit of the school in accordance with Connecticut General Statutes § 10-223h(c). The purpose of this report is to present the findings of the audit.

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

Commissioner's Network Overview

The Commissioner's Network is a commitment between local stakeholders and the CSDE to dramatically improve student achievement in up to 25 schools. The Network offers new resources and authorities to empower teachers and school leaders to implement research-based strategies in schools selected by the Commissioner. Network schools remain part of their local school districts, but the districts and the CSDE secure school-level flexibility and autonomy for the schools in exchange for heightened accountability. Schools are accepted into the Network for a minimum of three years. Subsection (h) of C.G.S. 10-223h establishes that the Connecticut State Board of Education may allow schools to continue in the Commissioner's Network for an additional year, not to exceed two additional years, if necessary. At present, 12 Cohort (III through VII) schools are participating in the Commissioner's Network.

Network schools make targeted investments in the following areas:

- **Talent:** Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.

- **Academics:** Design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.

- **Culture and Climate:** Foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.

- **Operations:** Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

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

Operations and Instructional Audit Overview

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

(1) Has established a strong family and community connection to the school.

(2) Has a positive school environment, as evidenced by a culture of high expectations and a safe and orderly workplace, and has addressed other nonacademic factors that impact student achievement, such as students' social, emotional, arts, cultural, recreational and health needs.

(3) Has effective leadership, as evidenced by the school principal's performance appraisals, track record in improving student achievement, ability to lead turnaround efforts, and managerial skills and authority in the areas of scheduling, staff management, curriculum implementation and budgeting.

(4) Has effective teachers and support staff, as evidenced by performance evaluations, policies to retain staff determined to be effective and who have the ability to be successful in the turnaround effort, policies to prevent ineffective teachers from transferring to the schools, and job-embedded, ongoing professional development informed by the teacher evaluation and support programs that are tied to teacher and student needs.

(5) Uses time effectively, as evidenced by the redesign of the school day, week, or year to include additional time for student learning and teacher collaboration.

(6) Has a curriculum and instructional program that is based on student needs, is research-based, rigorous and aligned with state academic content standards, and serves all children, including students at every achievement level.

(7) Uses data to inform decision-making and for continuous improvement, including by providing time for collaboration on the use of data.

Audit Process and Methodology

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

(1) The CSDE obtains and auditors review school artifacts, data, and documentation to gain a better understanding of the school's history and context. The CSDE collaborates with school and district leaders to administer a teacher survey.

(2) The auditors conduct a school site visit to observe school systems and classrooms, and meet with members of the school community. During the on-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.

Hartford Public High School in Hartford serves 1,075 students in Grades 9-12 through three theme-based academies: Nursing Academy, Academy of Engineering and Green Technology, and Law and Government Academy. HPHS, the second oldest public high school in the country, serves a diverse population of students with high concentrations of need. Approximately 85 percent of students qualify for free- and reduced-price meals, 31 percent are English learners (ELs), and 22 percent receive special education services. Additionally, HPHS serves a highly transient population with 42 percent mobility. With 2016-17 state Accountability Indices ranging between 44.8 and 47.1 (reflecting unique indices, by academy), HPHS significantly lags Hartford Public Schools (HPS), overall, which has a district Accountability Index score of 57.8. Contributing to the low index scores are the school's low academic performance scores, low four-year consolidated graduation rate of 61 percent (compared to HPS at 69 percent, and the state at 88 percent), and very high chronic absenteeism rates of 57-65 percent (by academy) which compares to 25.3 percent and 10.7 percent for HPS and the state, respectively.

Though the school is in the process of collapsing the separate academy structures into a single unified high school, for the most recent school classification groupings in 2016-17, the Engineering and Nursing Academies were classified as Category 4/Focus ELA schools, while the Law Academy was classified as a Category 5/Turnaround school. The school is led by a principal and four assistant principals who all stepped into their current positions late in the planning process (late August-early September), as school was ready to start. The principal is in his first year as a high school principal, having served in prior roles at other schools/districts as dean of students and assistant principal.

School Data Profile

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

Enrollment Data (2017-18):			
Grades:	9-12	5-Yr Enrollment Trend:	-20.5%
Student Enrollment:	1,075	2018 Student Stability Rate:	79.4%
Personnel Data (2017-18):			
# of Administrators:	6	% of Teachers "Below Standard":	1.9
# of Teachers:	91	% of Teachers "Developing":	0
# of Support Staff:	43	% of Teachers "Proficient":	71.2
# of Psychologists:	1.5	% of Teachers "Exemplary":	26.9
# of Social Workers:	5.5	3-yr Teacher Retention Rate:	75.1

School Day Per Year (2017-18):				
Total # of Student Days Per Year:	187	Instructional Minutes/Day:		400
Total # of Teacher Days Per Year:	187	Extended Day Program:		No
Student Demographic Breakdown (2017-18):				
% Black:	36.2	% Male:		55.2
% Hispanic:	57.2	% Female:		44.7
% White:	3.0	% EL:		30.3
% Other:	3.6	% Students with disabilities:		25.5
% F/R Meals:	82.3			

School Performance Index:	2014-15	2015-16	2016-17	2017-18
Engineering Academy	47.4	46.8	46.3	N/A
Law & Government Academy	44.6	49.2	44.8	N/A
Nursing Academy	49.2	48.4	47.1	N/A

School Climate Data:	2014-15	2015-16	2016-17	2017-18
Student Attendance Rate:	76.4%**	83.8%**	83.5%**	75.5%**
Chronic Absenteeism Rate:	64.4%	49.0%	48.4%	61.7%
Total # of ISS/OSS/Expulsions:	1,121**	644**	357**	714**
Suspension Rates: Enginrg Acad	37.8%	26.4%	9.7%	26.3%
Law & Government Academy	27.2%	17.0%	20.8%	26.4%
Nursing Academy	39.1%	35.8%	26.8%	27.0%
Teacher Attendance Rate:	91.4%	92.9%	92.3%	92.8%

SAT Grade 11 (% Level 3+):	2014-15	2015-16	2016-17	2017-18
ELA	N/A	13.3%	9.4%	11.5%
Math	N/A	4.3%	1.8%	4.2%

Graduation Rate:	2014-15	2015-16	2016-17	2017-18
Engineering Academy	71.2%	54.9%	60.2%	N/A
Law & Government Academy	64.2%	65.5%	55.1%	N/A
Nursing Academy	73.0%	64.3%	67.0%	N/A

Dual Enrollment/AP Enrollment	2014-15	2015-16	2016-17	2017-18
Unique # Students in AP Courses:	64	58	22	36
Unique # Students in ECE Courses:	59	45	51	46

**District self-reported data

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. Evaluative score categories are: 4 (Exemplary), 3 (Proficient), 2 (Developing), and 1 (Below Standard).

Talent				
Indicator:	**1**	**2**	**3**	**4**
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	✓			

Summary of Strengths:

- **Professional Culture:** Administrators and most teachers reported a sense of pride and desire for improvement at the school. There is some discontent as a result of multiple turnovers of the administrative team and potentially also, the lack of improvement noted by the school. A number of teachers have been at the school for many years, as reported by them in focus groups, and they described a personal sense of responsibility to improve their student's education.

Summary of Growth Areas:

- **Leadership Effectiveness:** HPHS has gone through a great deal of leadership transition. The current structure has one principal with four assistant Principals (APs; three divided by grades, and one special education). The school is moving to integrate an autonomous academy structure into a single school structure (potentially comprised of small learning communities or "houses"), although the school lost one of the APs as recently as the beginning of October. Having AP's who are not aligned by academy or student learning focus, and instead by grade level, has led to unanswered questions by the school staff around continuity of following students through their high school career. Students began taking classes across academies only last year, providing some opportunity for cross-disciplinary study. One outcome of past practice of isolated academies is that teachers reported not even having met or interacted with teachers in other parts of the building. A result is the reported need by administrators and teachers of building connectedness and culture across the staff. Additionally, the school administrative team came together simultaneously with the beginning of school, between mid-August and early-September 2018. This provided inadequate time to formulate an adequate school plan and finalize student schedules. In fact, up to 100 students began school with incomplete schedules in hand, with 17 still without full schedules by the mid-October audit visit. As revealed in teacher and administrator focus groups, there were multiple signs of "factions" within the school's adult population. An example included teacher feelings that there is less of a "community" feeling with the elimination of smaller academies where tighter adult relationships

were in place. Among teachers surveyed, only 42 percent of teachers agreed that a clear vision was communicated for the school by leadership, 45 percent agreed that teachers were respected and supported by leadership, and only 37 percent who believed that administrators provide helpful and actionable feedback. However, it is also important to remember that the timing of the survey (early October) was very early in the tenure of a brand new administrative team and that a school improvement plan is still in development. That said, the staff appears to be looking for more of a community feeling and recognition of positives, consistency in policy implementation (ie., school-wide policies that are more systemic and less tied to changing administrative teams), ownership for change, speedier decision making, and an administration focused on building communications and relationships (and even introducing themselves) more than they are or have recently experienced. In the words of one teacher, "the house is currently out of order". Teachers express a desire for more positive relationship-building opportunities with administrators with whom they feel low levels of connection. They also desire HPHS to be a place with more of a cultural emphasis on academics, since the emphasis is overwhelmingly about behavior and climate.

- **Professional Development:** Teachers currently participate in monthly half-days and two full days of PD during the year. Only 42 percent of teachers surveyed believe that PD has allowed them to better meet the needs of students. Teachers report the lack of a common vision for PD and that it is mostly lecture-oriented and not experience-based. One teacher remarked that it is "more like sitting in a 101-level education class". Important areas such as what it is like to teach in an urban environment are not covered. They would also like to see more consistency in PD topics versus "the next new thing coming down the line". They understand that follow-up is seen as falling to coaches, though they see no formal plan for that, and they report that it is not being done. Teachers understood the school and district PD priority of close reading for this year. A few topic areas that teachers are reaching out for include more PD on differentiation strategies (especially given the very low academic levels of some students in their classes), dealing with stress, and special education instruction. At the same time, special education teachers report that they are getting PD which is not integrated with that of general education teachers, and is "the same thing over and over" (eg., PD on IEPs).

- **Instructional Leadership and Instructional Practice:** Instruction at HPHS is inconsistent across the 22 classrooms observed. Student needs and classroom behavior demand a higher level of instructional delivery than was generally seen, though a few exceptions and more skillfully managed classrooms were also observed. Generally speaking, teaching effectiveness, pedagogy and solid classroom management were lacking as observed by low rigor, an absence of differentiated teaching strategies, high levels of disruptions in class, and low Math and ELA SAT student achievement scores. Only 12 percent and 4 percent of students met the college readiness benchmark in Reading/Writing and Math sections of the SAT, respectively. Instructional leadership is not bridging the gap for teachers, with 63 percent of teachers surveyed feeling that they are not receiving regular and actionable feedback. There is a gap in the instructional coaching that teachers feel they receive, and that administrators feel they are able to provide. District administration understands the need to better prepare school leaders as instructional leaders and follow district curricular expectations. They also cite the need for teachers to be better practitioners of effective instruction which meaningfully connects students, encourages much more student discourse, and introduces more structure for daily lessons, especially knowing how to best utilize block schedules. At the same time, school data indicates that an overwhelming 98.1 percent of HPHS teachers are evaluated as "Proficient" or "Exemplary" in a school that is consistently low in student performance results. Teachers surveyed feel that they are receiving inadequate feedback (63 percent) and professional development (58 percent), though APs have also needed to hold off doing teacher evaluations until they have completed required training.

Academics				
Indicator:	1	2	3	4
2.1. Academic rigor	✓			
2.2. Student engagement	✓			
2.3. Differentiation and checking for understanding	✓			
2.4. Curriculum and instruction aligned to the Connecticut Core Standards		✓		
2.5. Supports for special populations		✓		
2.6. Assessment system and data culture	✓			

Summary of Strengths:

- **Standards-based Curriculum Alignment:** The school appears to follow state and district curriculum standards though fidelity and consistency may be a concern given issues of rigor and differentiation, as discussed below. As an example, in one of the science classes, students were given the procedures for measuring mass without any direction about first establishing a hypothesis, thus not conforming to NGSS standards.

Summary of Growth Areas:

- **Student Engagement:** The audit team observed 22 classrooms, across all grade levels. With a few exceptions, student engagement in classrooms was very problematic. Off-task cell phone use (ie., watching videos, playing games, or listening to music and distracted from instruction) was frequent and usually involved about two to three students, on average, in most classes. Other distracting behaviors observed by the audit team across multiple classes included students with heads on desks, students walking out of class, and students engaged in off-topic side conversations or socializing. There were certainly classes observed with more active engagement where students were participating in small group debates and discussions, or otherwise engaged in the lesson, but this was not the norm. Some of the more exemplary classrooms included two Special Education, an AP English, an International Relations, and a Medical Terminology class. Mostly though, there was a tendency for observed teachers to interact with and focus their attention only on the groups of actively engaged students, while pretty much ignoring the others in the class and not bringing them into the lesson. Both teachers and students offered reasons for disengagement, including the lack of electives and after-school activities, lack of relevance, and suggestions including more project-based work. A common theme expressed for improvement in engagement by both students and teachers is helping students to see the purpose and meaningful outcome of their education, offering a suggestion of better utilizing advisory periods to do so.

- **Academic Rigor:** Most observed lessons were teacher-led and required students to answer questions only at Webb's Depth of Knowledge, Levels 1 and 2. Teachers infrequently challenged students in higher-order thinking or encouraged student-led inquiry. Most students demonstrated only a surface-level understanding of concepts when answering questions in class. Observed lessons were indicative of low expectations and little sense of urgency. In a few classes, lessons were more challenging and encouraged deeper student discourse such as interpreting the author's perspective during a literature class. Teachers surveyed were mixed in their perception of consistently high instructional quality and academic rigor, with just 42 percent agreeing with this view. That could

also reflect the wide range of teacher instruction seen in observations. Students electing to take AP or early college programs is on a downward trend, off from three years prior by -43 percent and -22 percent, respectively. The school reports low college readiness as evidenced by fewer than a quarter of seniors last year with a GPA of 3.0 or higher, and attributed this in part to root causes including the absence of a college-going culture, weak instruction, low SAT performance, insufficient opportunities for college-ready coursework, weak counseling supports, and lack of early exposure to college and career opportunities.

- **Instructional Differentiation:** There was little to no differentiation observed in most classrooms where instruction appeared to be uniformly delivered to all students. In their focus groups, teachers acknowledged a lack of skills on how to implement effective differentiation, especially with students in their class who entered far below grade level. An SRBI system that regularly and thoroughly identifies students for intervention was not evident nor highlighted. The lack of data systems to inform instruction are a contributor.

- **Assessment Systems and Data Culture:** Data systems, including data and collaborative grade level meetings, are lacking at HPHS.   According to teachers, data used includes pre/post, common, and PSAT/SAT assessments, though those are lacking in terms of pinpointing skills needed. While 41 percent of teachers surveyed believe that the school has and consistently uses data to inform instruction and interventions, focus groups revealed that data meetings are not happening and reportedly have not occurred for two years. Some departments, such as English do not meet, per teacher focus groups. Greater opportunities for collaborative planning time, which varies by grade level is an expressed need. Teachers report infrequent grade level team meetings or common planning. Freshman teachers have team meetings as part of the school's association with the RISE network in helping to build data access and capability, but teachers, in general, report that their duties don't allow for common planning which puts a question around both scheduling and priorities. Teachers also convey a tendency for planning conversations to over-focus on behavior and are not centered on academics as much as they should be.

Culture and Climate				
Indicator:	1	2	3	4
3.1. School environment		✓		
3.2. Student attendance	✓			
3.3. Student behavior	✓			
3.4. Interpersonal interactions		✓		
3.5. Family and community engagement	✓			
3.6. Community partners and wraparound strategy		✓		

Summary of Strengths:

- **Interpersonal Interactions and Relationships:** Especially within individual academies, a fairly consistent bright spot is the description by teachers, students, and administration of caring adults, positive teacher-student relationships, and teachers who are helpful. But even here, teachers were divided, with half of all teachers surveyed split in their agreement that interactions between students and staff are positive and respectful. Administrators feel that a majority of teachers are positive and eager, yet some teachers struggle to make interpersonal connections. Some teachers feel that strategies of connecting with students are an area of personal development. They want to see caring adults perceived as part of the culture of academics instead of a result of policies and reacting. Students remarked on the helpfulness of teachers and that most seem to make time to help their students. There are occasional behavioral disruptions or altercations provoked by students as reported by teachers and students, but in general, it is felt by both teachers and administrators that the external community underestimates the amount of pride within the school community among those who care and want to see it improve.

Summary of Growth Areas:

- **Student Attendance:** Chronic absenteeism has been a persistent challenge for HPHS. In 2017-18, chronic absenteeism rates were 57.3 percent, 64.9 percent, and 63.5 percent, for Engineering, Law, and Nursing Academies, respectively. These rates far outstrip that for the Hartford LEA overall, and for most comprehensive high schools in the state. Chronic absenteeism rates for High Needs students are 22-28 points higher than those for non-High Needs students (reflecting the range across the three academies). By race, chronic absenteeism rates for Hispanic students are between 14-23 percentage points higher than those for Black students. While attention is being paid to shoring up the school attendance team, it is not fully functional at present. An attendance team meeting attended by one of the audit team members was not led by a school administrator who could emphasize its importance and direction. Attendance protocols and resultant actions are lacking. Teachers and administrators point to root causes for poor attendance including a lack of interesting offerings such as electives or more interesting classes that would help motivate students to attend, weak relationships between students and staff, high numbers of out-of-school suspensions, and insufficient communication with families around the importance and impact of attending school.

- **Student Behavior:** Student misbehavior is a significant challenge at HPHS given observed escalation of incidents, a lack of consistent expectations and consequences, as reported by both teachers and students, and little evidence of a well-implemented behavior management system. In 2017-18, approximately 27 percent of students were suspended at least once, more than double the rate for HPS overall, and triple the statewide rate. On the day of the visit, a classroom fight between two students escalated from a verbal expletive-laden argument between them to back-talk to the teacher, to the teacher calling security, to physical removal of the student from the classroom by security. While this is not something that is reported to happen regularly, and as evidenced by reasonable and "uneventful" behavior observed during morning arrival and in hallways throughout the day, the lack of solid and consistent behavioral expectations is echoed by teachers and students in focus groups. Among teachers surveyed, 88 percent disagreed with the statement that the school implements an effective behavior management system. The same number felt that the school lacked clear and consistent routines and procedures that help create a smooth and orderly environment, and only 48 percent felt that interactions between students and staff are positive and respectful. As one outcome of these low behavior ratings, only 18 percent of teachers overall felt that the school environment was conducive to high quality teaching and learning. Students,

themselves in focus groups, complained of too many students in the hall, "ridiculous" behavior by their peers, too much student "down time", a feeling of too many "punitive rules", and unfair implementation of disciplinary policies and consequences. Students also remarked that their voices are not listened to for possible improvements. Teachers attributed many of the student behavior issues to administration and lack of coherent policy, though auditors also observed generally weak classroom management.

- **Family and Community Engagement:** Parents in the focus group had mixed impressions, but tended to be more critical in their perceptions of the school and the educational experience for their children. They felt that some teachers "will go the extra mile", while others will not. They feel that if this was an environment where students are shown they have caring adults who also check with them to ensure they are in school, and with parents and teachers working together, then students will work harder. Among teachers, 78 percent felt families were not engaged with the school. The number one complaint by parents was around the perceived lack of sufficient communication between the school and its teachers, with parents. This also included information that they reported is supposedly available through PowerSchool, but not accessed or accessible. A couple parents expressed that if they were not proactive in communicating with the school, it would not happen. There wasn't one mode of communication (eg., phone, email, Facebook, etc.) they felt was best, but they did agree that information that went home with students often didn't reach parents. They also felt there was a lack of transparency, especially when there is breaking news such as a "Code Yellow" that the school was under a few days prior, until much later in the day. Other comments and suggestions conveyed by parents and a community partner in the group included the need for a stronger attendance policy and better disciplinary control, as evidenced by their own observations of disruptiveness in hallways and students wandering inside and outside the school. They believe that more structure is needed (citing emotionally disturbed kids, in particular, who need more supervision), and they express a desire for more student involvement in community service and mentorships. They cited Green Apple Clean-Up Day as a positive example of community activities, but said that most parents were unaware, again because of poor communication. Parents had additional takes on reasons for high absenteeism which included that kids know they can miss many days with no consequences, that kids sometimes don't want to go to school because they aren't treated well by other students and teachers, and once again, the uniform policy which inhibits student desire to attend school if they don't have a uniform or if it is not clean (though they did remark that staff washed uniforms).

Operations				
Indicator:	**1**	**2**	**3**	**4**
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		✓		

Summary of Strengths:

- **Financial Management:** Budgets and resources appear to be effectively managed by the school, and in alignment with priorities. The upcoming challenge will be how to manage separate funding streams for both federal school improvement and Commissioner's Network budgets to align, build capacity, and ensure sustainability.

Summary of Growth Areas:

- **Routines and Transitions:** School routines and transitions are highly inconsistent. Morning arrival was observed without incident by members of the audit team. It is hard to estimate the numbers of students roaming around the entire school at any one time during the day, but it was not unusual for an audit team member to see anywhere from two to six students in their own area of the halls during class sessions. While there were no behavioral issues seen in the halls during the observation visit, one of the biggest concerns expressed by teachers was around the students in hallways, and around the inconsistent policy of when or whether to let students back in the classroom. Sweeps of hallways are done at the start of each period, but the previous practice of escorting students to a room to record was discontinued as being a time-waster. It should be noted that due to the school's uniform policy, teachers state that they are obligated to turn away students at their classroom door if they are improperly attired. It appears that there is no specific place for these students to go, and thus, they end up in the halls. In addition, administrators also commented that there was also an issue with some teachers releasing students from class into the hallway before the end of the period. Adult presence in school hallways during transitions was minimal. Eighty-eight percent of teachers felt that the school did not have clear routines and procedures in place, consistently followed, to help create a smooth and orderly environment. Even students in focus groups remarked that there are more students in the hallways than in the past, with more students hanging out in the bathrooms and skipping class.

- **Use of Instructional Time:** Much potential and valuable instructional time appears to be wasted over the course of the day, beginning first thing in the morning. On Tuesday through Friday mornings, students' first scheduled period is advisory. When the audit team walked into classrooms during advisory period, the vast majority of students in most all classrooms were not involved in any sort of advisory instruction or curriculum. Most were observed either on cell phones, having social conversations with other students, walking around the room, coming in late, or with their heads down on desks resting. Teachers report that a vision and expectations for advisory period are unclear and not articulated, curriculum use is "optional" (and few use it), and there is little guidance on how to use this period aside from some lesson plans that exist. With an ineffective advisory period scheduled during the first period for all students, it is highly likely that students do not see a compelling reason to arrive to school on time, contributing to the large tardiness problem addressed above. Teachers commented on frequent changes in bell and block scheduling as issues, but it is unclear if the changes themselves or the lack of proper preparation by the prior administration are to blame for the scheduling concerns. Interestingly, students in focus groups also mentioned that teachers can be doing more instruction during class periods.

- **School Policy Formulation and Implementation:** A great deal of discussion with all stakeholders over the course of the day pointed to issues with the content or implementation of school policies and rules that are creating issues. There seems to be no shortage of written policies. In fact, the artifacts binder, prepared in advance, was full of manuals and policies, the majority of which dealt with behavior. While there is overall agreement of the need for many of the policies, the issue

appears to be insufficient buy-in to the rationale behind many of the policies and rules that exist, along with their consistent implementation.

A prolific example is the school's uniform policy, the number one most frequently mentioned policy controversy heard during the visit. In line with rationale of the school climate reasons for having a dress code and uniform policy, administration believes strongly in its implementation and enforcement. Their feeling, supported by observation, is that there are a large number of students out of compliance. What is less consistently understood across administrators, staff, students and parents is the degree to which enforcing this one policy alone is causing many contentious operational and relationship issues. Teachers see a policy that keeps changing, and one in which strong enforcement is a barrier to forming effective relationships with students. They point to the need to interrupt forming relationships at the classroom door with the need to punish and refuse to admit students to class who are out of uniform. In their eyes, this creates resentment and contributes to the problem of students in the hallways. Students commented similarly, and that occasionally the lack of wearing a proper uniform is a means to get a pass in order to miss class, so they intentionally violate this policy. Parents noted that if kids don't have a clean uniform, they may not come to school even though there is staff at the school who wash uniforms. Teachers see it being about control with the lack of a defined and articulated purpose that also impedes delivering an education to students.

The principal acknowledges that much of current school policy is about punishment and less about developing student and teacher relationships. While the school leadership needs to grapple with creating a sound set of well-intentioned and consistently implemented policies that create an orderly learning environment, it must also balance this with the fact that excessive policies may be perceived as punitive and overbearing, as well as creating unintended issues. At the same time, some teachers have pushed for more punishment as a means to control student behavioral infractions and may be a cause for the doubling of suspensions at HPHS in the past year. District administrators would like to see a changed culture, recognizing student positives along with the capacity to better address student infractions and the underlying motivations which cause these infractions.

Other student concerns that surfaced around policy administration include a perceived unfair distribution of consequences by some teachers, a lack of trust in students (eg., "Can't go to library to work on FAFSA without a teacher coming with me"), and a feeling that teachers often disproportionately focus on uniform policy instead of instruction.

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APPENDIX A: OPERATIONS AND INSTRUCTIONAL AUDIT RUBRIC

	TALENT			
Indicator	**1-Below Standard**	**2-Developing**	**3-Proficient**	**4-Exemplary**
1.1. Instructional Practice	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.
1.2. Evaluation and Professional Culture	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 2016-17. 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 2016-17, 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 2016-17 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 2016-17. Leaders conduct frequent informal evaluations and provide meaningful feedback. Individuals are held accountable for their performance.
1.3. Recruitment and Retention Strategies	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.
1.4. Professional Development	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.
1.5. Leadership Effectiveness	Leadership fails to convey a school mission or strategic direction. The school team is stuck in a fire-fighting	The mission and strategic direction are not well communicated. A school improvement plan does not	Leadership focuses on school mission and strategic direction with staff, students, and families. The school is	Leadership focuses on school mission and strategic direction with staff, students, and families. The school has

TALENT				
Indicator	**1-Below Standard**	**2-Developing**	**3-Proficient**	**4-Exemplary**
	or reactive mode, lacks school goals, and/or suffers from initiative fatigue. The school community questions whether the school can/will improve.	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.	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.	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.
1.6. Instructional Leadership	Few staff can articulate a common understanding of what excellent instruction looks like. 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	**1-Below Standard**	**2-Developing**	**3-Proficient**	**4-Exemplary**
2.1. Academic Rigor*[1]	Most observed lessons are teacher led. 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.
2.2. Student Engagement*	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. Few students are truly involved in the lessons. Observed lessons primarily appeal to one learning style.	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. Students are actively engaged in the lessons and excited to participate in classroom dialogue and instruction. The lessons appeal to and seem to support all learning styles.
2.3. Differentia-tion and Checking for	Most teachers take a one-size-fits-all approach and struggle to differentiate their instruction to meet individual learning needs. There is no evidence	Some teachers are differentiating at least part of the observed lessons; however, the practice is not consistent or widespread. There is some	Most teachers employ strategies to tier or differentiate instruction at various points in the lesson. Most teachers use data or checks for	Teachers consistently and seamlessly differentiate instruction. Teachers use data and formal/informal strategies to gauge understanding, and

[1] 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	**1-Below Standard**	**2-Developing**	**3-Proficient**	**4-Exemplary**
Under-standing*	around the use data to inform instruction and minimal efforts to check for student understanding.	evidence of the use of student data to adapt the learning process. Some teachers use strategies to monitor understanding.	understanding to differentiate the learning process on the fly. Teachers take time to support students struggling to engage with the content.	differentiate the learning process accordingly. Teaching feels individualized to meet students' unique needs.
2.4. Curriculum and Instruction Aligned to the Connecticut Core Standards	The school lacks a rigorous, standards-based curriculum that is aligned to the Connecticut Core Standards (CCS) and/or the curriculum is not being implemented with fidelity. As a result, pacing is inconsistent. The percentage of students at or above goal on state assessments is $\geq$ 10 points below the state average.	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 students at or above goal on state assessments is 6-10 points below the state average.	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 students at or above goal on state assessments is within 5 percentage points of the state average.	Rigorous, standards-based curricula exist for all grade levels and content areas. Curricula are aligned with the CCS and are being implemented with a high degree of fidelity throughout the school. The percentage of students at or above goal on state assessments meets or exceeds the state average.
2.5. Support for Special Populations	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 ELs. 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 ELs, 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 ELs. 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.
2.6. Assessment Systems and Data Culture	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	**1-Below Standard**	**2-Developing**	**3-Proficient**	**4-Exemplary**
3.1. School Environment	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.
3.2. Student Attendance	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 > 88% and ≤ 93% and/or chronic absenteeism is > 15% and ≤ 20%.	The school has multiple, effective strategies to increase attendance. Average daily attendance is > 93% and ≤ 97% and/or chronic absenteeism is > 10% and ≤ 15%.	The school implements effective strategies to increase attendance and on-time arrival. Average daily attendance is > 97% and chronic absenteeism is ≤ 10%.
3.3. Student Behavior	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 # 2012-13 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 mostly 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%.
3.4. Interpersonal Interactions	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	There is a moderate sense of community. Students are somewhat respectful toward one another and adults. There are some concerns around climate and tone. There is some teasing and divisiveness; however, it does not define school culture. Communication between	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	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 is an inclusive and welcoming environment. Student/Adult interactions are positive and respectful, demonstrating

CULTURE AND CLIMATE				
Indicator	1-Below Standard	2-Developing	3-Proficient	4-Exemplary
	largely transactional or triggered when students are off task.	students and staff is somewhat positive. There are some connections between students and staff.	connections between students and staff. Most staff seem invested in their students.	strong relationships. Staff seems invested in the well-being and development of students.
3.5. Family and Community Engagement	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.
3.6. Community Partners and Wraparound Strategy	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	1-Below Standard	2-Developing	3-Proficient	4-Exemplary
4.1. Adequate Instructional Time	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.[2]	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.
4.2. Use of Instructional Time*	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	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	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	Staff and students maximize their use of time. There is no downtime. Transitions are smooth and efficient. Teachers meticulously use every moment of class time to prioritize instructional time on task. Students transition promptly to academic work

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

OPERATIONS				
Indicator	**1-Below Standard**	**2-Developing**	**3-Proficient**	**4-Exemplary**
	to use class time in a constructive manner.	more skilled and/or methodical in the use of class time.	executed. Teachers are adept at managing and using class time.	with minimal cues and reminders from teachers.
4.3. Use of Staff Time	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.
4.4. Routines and Transitions	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, this is very little 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 also an issue 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.
4.5. Financial Management	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 leaders successfully advocating for school resource needs.	Budget decisions are sometimes focused on factors unrelated to student needs and school gals. A number of expenditures and initiatives lack a plan for sustainability beyond the current school year. School and/or district leaders do not effectively advocate for school needs or pursue additional resources.	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. School/District leaders effectively advocate for school needs and pursue additional resources.	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 effectively advocate for school needs, and build strategic relationships to pursue needed resources.

The Commissioner's Network
Turnaround Plan Application | Cohort IX

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

Date Issued: August 9, 2019

Dr. Miguel A. Cardona
Commissioner of Education
Connecticut State Department of Education
450 Columbus Boulevard | Hartford, CT 06103

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

PART I: COMMISSIONER'S NETWORK OVERVIEW

A. Commissioner's Network Overview

The Commissioner's Network (the Network) is a commitment between local stakeholders and the Connecticut State Department of Education (CSDE) to dramatically improve student achievement in up to 25 low-performing schools. The Network offers new resources and 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.

Pursuant to Connecticut General Statutes (C.G.S.) § 10-223h(a), the Commissioner may select a school that has been classified as a category four or five school, as described in C.G.S. § 10-223e, to participate in the Network. The Commissioner 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, <u>et seq</u>.

C.G.S. § 10-223h (2019):

- o authorizes the Commissioner to establish, within available appropriations, a Commissioner's Network of schools to improve student academic achievement in low-performing schools;

- o authorizes the Commissioner to select not more than 25 schools in any single school year that have been classified as a category four school or a category five school pursuant to Section 10-223e to participate in the Network; and

- o provides that the Commissioner may select not more than five schools in any single school year from a single school district to participate in the Network.

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

B. Turnaround Plan and Framework

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

- Provide a rigorous needs analysis informed by the operations and instructional audit.

- Identify an evidence-based turnaround model, aligned to school needs and growth areas.

- Provide robust strategies to secure, support, develop, evaluate, and retain top talent.

- Summarize the school's academic model, including curricula, assessments, and data-driven instruction.

- Outline a comprehensive approach to build a positive school culture and climate.

- Develop operational structures to effectively utilize time and resources.

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

The 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:

- School bell schedule.
- School calendar.
- Annual assessment calendar.
- Staff evaluation schedule.
- Professional learning calendar.
- Scientific Research-Based Interventions processes and protocols.
- School organizational chart.
- Curricular materials (e.g., lesson plan template, unit plans, pacing guides).
- School budget.
- School Climate.
- Calendar of family and community engagement opportunities.

PART II: TURNAROUND PLAN APPLICATION INSTRUCTIONS

A. Instructions

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

B. Timeline Summary

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

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

C. Freedom of Information Act

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

D. Questions

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

Lisa Lamenzo
Turnaround Office Bureau Chief
Connecticut State Department of Education
E-mail: lisa.lamenzo@ct.gov

PART III: COMMISSIONER'S NETWORK TURNAROUND PLAN

Name of School District:	Hartford Public Schools		
Name of School:	Hartford Public High School	Grade Levels:	9-12
Name of School Principal:	Kiaundra Smith	# of Years Serving at this School	5 months
		# of Years in Total as Administrator	4
Turnaround Committee Chairperson:[1]	Dr. Dolores Garcia-Blocker and Dr. Madeline Negron		
Phone Number of Chairperson:	860-695-8546 / 860-695-8803		
E-mail of Chairperson:	GarcD001@hartfordschools.org Madeline.Negron@hartfordschools.org		
Address of Chairperson:	Street Address:	960 Main Street - 8th floor	
	City:	Hartford	Zip Code: 06103
Name of School Board Chairperson:	Ms. Ayesha R. Clarke		
Signature of School Board Chairperson:[2]		Date:	
Name of Superintendent:	Dr. Leslie Torres-Rodriguez		
Signature of Superintendent:		Date:	

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

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

Section 2: Setting the Direction

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

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

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

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

District Vision Statement (limit 200 words)

Hartford Public School students will graduate ready to transform our world.

District Theory of Action (limit 200 words)

If we set and hold all students to high expectations, engage all students in meaningful, differentiated ways that match their needs and meet their interests, focus on the growth of each and every student and school, expand the capacity of our leaders, staff, and schools, then we will achieve equitable outcomes in which every student thrives and every school is high performing.

School Vision (limit 200 words)

Hartford Public High School is a learner-centered environment where adults and students thrive in an equitable culture of high expectations that comprehensively prepares every student for college and career success.

School Theory of Action (limit 200 words)

If Hartford Public High School:

- Focuses school improvement efforts on equitable access to high quality instruction and curriculum for all student subgroups;
- Builds educators' instructional capacity as determined by the Connecticut Common Core of Teaching Rubric;
- Delivers instructional supports through on-site coaching, opportunities to network, and school leadership development;
- Authentically and meaningfully engages stakeholders (e.g. students, parents, community partners) in school improvement planning and implementation;

- Implements college and career pathways aligned to College and Career Readiness Standards, student interests and industry job market demand;
- Adopts and implements a social emotional learning curriculum for all students;

Then:

- HPHS will have the capacity to implement evidence-based practices using continuous improvement processes.
- HPHS will have highly effective educators and instructional leaders.
- Educators and stakeholders will be meaningfully engaged in the school improvement process.
- HPHS will be standards-focused and ensure educational equity for all students.
- HPHS will improve the overall school culture and climate.

And the results will be:

- Improved academic achievement and social-emotional outcomes for all students;
- The elimination of achievement gaps between student subgroups;
- Increased capacity of HPHS to sustain the continuous improvement process;
- Increased educator effectiveness and improved conditions for teaching and learning.

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

Instructions: In the boxes below, address the following:

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

Kiaundra Smith is currently serving her first year as Hartford Public High School principal in 2019-2020 and will continue in the role as principal to lead the implementation of the Turnaround Plan. As part of the interview process in Spring 2019, Ms. Smith's candidacy was thoroughly reviewed and screened to assess her prior experience relative to school leadership and her capacity to lead a school, based on the evidence of four critical leader competencies: Leading for Teaching and Learning, Leading for Equity and Access, Leading High Functioning Teams for School Improvement, and Leading for a Positive Culture and Climate. As an administrator in School Improvement Grant and Title 1 schools in East Saint Louis SD 189, Ms. Smith served on the Performance Evaluation Reform Act Joint Committee for Teacher Evaluation, where she and colleagues developed a fair and equitable system for certified staff support, development and evaluations. During her tenure, Ms. Smith developed and implemented the instructional cycle secondary coaches used to support teachers' instructional practice and improve student achievement. In 2014, she presented "Deepening the Administrative and Coaching Relationship" at the American Institute for Research Instructional Coaching Conference in Washington D.C., where participants learned how to build collaborative partnerships with administration for coaching through clarity, collaboration and communication. At the East St. Louis Senior High School, Ms. Smith served as the Advanced Placement Coordinator, ensuring students equitable access to rigorous coursework for college and career readiness and increasing the number of advanced placement and dual credit course offerings. She was a member of the state of Illinois Redefining the High School to College Transition Planning Committee, identifying best practices and developing a plan to launch more successful high school to college transition programs throughout the state focused on three key strategies: catch-up initiatives, speed up initiatives and system alignment. In addition, Ms. Smith also served as the administrator of Summer and Evening School for remediation and enrichment where she increased the number of high school students on track for graduation.

Ms. Smith has been an administrator for prekindergarten through 12th grade in East Saint Louis SD 189 public schools and recently received the East Saint Louis SD 189 Fast Track to Improvement Award for significant increases in student academic growth on district and state assessments in 2018; served on performance management and accreditation teams for elementary, middle school and high school; served on the selection committee for the East Saint Louis SD 189 Urban Teacher Residency Program which prepares, certifies, and supports new educators and certified 14 second career educators; facilitated data-driven instructional leadership and data team meetings; and developed and implemented continuous improvement plans for turnaround schools receiving Title 1 and SIG funds and supports. After successful completion of the application screening phase, Ms. Smith was invited to a general interview with the Central Office Screening (COS) Interview Panel consisting of the

Chief of Schools, the Chief Academic Officer or his/her designee, the Executive Director of School Leadership, the Executive Director of Human Resources or his/her designee, and the Senior Talent Recruiter. During the interview, the COS Interview Panel assessed her ability to effectively meet the criteria of the district's leadership standards, which are aligned to the Connecticut School Leadership Standards: Instructional Leadership, Talent Management, Organizational Systems, Climate and Culture. After a successful interview, the COS Interview Panel recommended Ms. Smith as a strong candidate to the corresponding School Governance Council (SGC) for consultation. The feedback gathered from the SGC in regards to Ms. Smith's strengths and areas for growth was forwarded to the Superintendent for review. Ms. Smith was then invited to an interview with the Superintendent and Deputy Superintendent. After advancing through the interview, Ms. Smith was recommended as Principal of HPHS to the Hartford Public Schools Board of Education who in turn unanimously accepted the Superintendent's recommendation on June 18, 2019. Ms. Kiaundra Smith began her appointment as Principal of HPHS on July 15, 2019.

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

Administrators will be evaluated on an annual basis as outlined in the Hartford Public Schools Administrator Development and Evaluation Handbook by the assigned HPS Executive Director of School Leadership. The HPS evaluation process is centered on best-practices by ensuring that we are growing our leaders with timely, focused feedback that is aligned to standards. The administrator participates in the evaluation process as part of a cycle of continuous improvement. The evaluation begins with goal-setting for the school year and setting the stage for implementation of a goal-driven plan. The cycle continues with a Mid-Year Formative Review, followed by continued implementation. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from both informal and formal observations with feedback and artifact reviews also inform the summative evaluation. The summative evaluation and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year.

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

School administration, in particular the school principal, will be supported by the HPS Executive Director of School Leadership. In addition, an Executive Coach will be hired for the 2020-2021 school year to guide the school principal and the members of the administrative team in the implementation and monitoring of the improvement plan. The Executive Coach, an experienced urban school or turnaround administrator with a proven record, will assist the HPS administrative team in establishing the systems and structures necessary for effective teaching and learning, a safe and nurturing climate and culture for students and staff, and efficient daily operations of a highly diverse urban high school. We plan to seek a partnership with New York City Leadership Academy (NYCLA) for this purpose. NYCLA employs a Facilitative, Competency-Based coaching model to coach for equitable practice in order to achieve transformational change. Furthermore, the administrative team will also participate in a variety of leadership opportunities: CSDE Network NetStat Sessions, Alliance District Symposiums, walk-through and feedback sessions conducted by the Commissioner's Network, district mandated professional learning comprised of Administrative Institute and Instructional Learning Practice (ILPs) held on a monthly basis, and leadership development conducted by the external partners (i.e., Revision Learning). The district is fully committed to supporting the administrative team's participation in these learning opportunities.

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

A Hartford Public High School Turnaround Committee was established in 2018-2019. The committee consisted of the following stakeholder groups: teachers, staff, students, parents, administrators, community partners. This committee engaged in a series of meetings where they reviewed multiple sources of data, inclusive of the Commissioner's Network Operations and Instructional Audit Report conducted in October 11, 2018, to inform a Turnaround Plan for HPHS. The result was submission of The Commissioner's Network Turnaround Application,

Cohort VIII in April, 2019. CSDE provided constructive feedback and established 2019-20 as a planning year for plan refinement. The Chief Academic Officer and HPHS' Executive Director of School Leadership were designated by the Superintendent of Schools as Turnaround Committee co-chairs to lead the Turnaround Plan Application, Cohort IX. Co-chairs immediately engaged the current HPHS administrative team to provide an overview of the Commissioner's Network, discuss HPHS Commissioner's Network turnaround historical background and 2018-2019 committee membership, review 2019-2020 timeline, establish committee meeting schedule and discuss next steps. Principal Smith provided an update on the relaunching of the Turnaround Committee to the HPHS staff. An invitation to participate on the 2019-2020 committee was extended to all faculty and staff, inclusive of the 2018-2019 Turnaround Committee. In addition, formal communication was sent to HPHS Union School Committee to appoint two teachers and a parent to the Turnaround Committee. Outreach methods resulted in an 18-member Turnaround Committee: Dr. Madeline Negron, Chief Academic Officer; Dr. Dolores Garcia-Blocker, Executive Director of School Leadership; Kiaundra Smith, Principal; Vacianna Farquharson, Assistant Principal; Cathy Morelli, Assistant Principal; Travis Meyer, Assistant Principal; Hannah Sam, Assistant Principal; Justin Taylor, Assistant Director of Educational Initiatives & Innovation; Gloria Ortiz-Rivera, ReadyCT Community Partner; Sara Theriault, union-appointed teacher; Julie Dreschler, union-appointed teacher; Kaitlin Curran, teacher; David Mangus, teacher; Dr. Mirtica Aldave, teacher; Lisette Prospere, Family and Community Support Service Provider; Lorena Rodriguez, parent; Angelica Jiminian, student; Yanalitza Lopez Rodriguez, student.

Section 4: Data and Needs Analysis

PERFORMANCE TARGETS

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

Note: Hartford Public High School academies were consolidated for 2019-20 under new facility code 0646211. ·
- *0647211 HPHS Engineering and Green Technology (EGT)*
- *0647411 HPHS Law and Government Academy (LGA)*
- *0647511 HPHS Nursing and Health Sciences Academy (NHS)*

Per CSDE guidance, Performance Targets established using HPHS Law and Government Academy baseline data.

Performance Indicators	Baseline/Historic Data				Performance Targets		
	2016-17	2017-18	2018-19	2019-20 YTD 10/2019	2019-20	2020-21	2021-22
Student enrollment	EGT: 346 LGA: 314 NHS: 383 Total:1,043	EGT: 344 LGA: 360 NHS: 371 Total: 1,075	EGT: 370 LGA: 324 NHS: 344 Total: 1,038	977	N/A	N/A	N/A
Accountability Index	LGA: 44.8	LGA: 45.5	LGA: 45.8	N/A	54.0	57.1	60.2
English Language Arts (ELA) School Performance Index (SPI)*	LGA: 31.2	LGA: 36.2	LGA: 40.2	N/A	41.3	44.7	48.1
Math School Performance Index (SPI)*	LGA: 31.7	LGA: 37.5	LGA: 33.9	N/A	41.7	45.1	48.4
Average daily attendance rate ==Target based on LGA baseline.==	LGA: 83.9%	LGA: 73.8%	LGA: 63.8%	68.2%	84.8%	85.1%	85.4%
Chronic absenteeism rate*	LGA: 47.6%	LGA: 64.9%	LGA: 74.9%	58.2%	37.8%	34.5%	31.2%
Teacher attendance rate ==Target based on LGA baseline.==	LGA: 93.6%	LGA: 94.6%	LGA: 89.3%	96.9%	95.0%	97.0%	98.0%
Suspension rate ==Target based on LGA baseline.==	LGA: 20.8%	LGA: 26.4%	LGA: 28.5%	12.4%	18.6%	17.8%	17.1%

In-school suspensions (count)	EGT: 34 LGA: 43 NHS: 71 Total: 148	EGT: 101 LGA: 54 NHS: 82 Total: 237	EGT: 118 LGA: 104 NHS: 84 Total: 306	119	114	102	91
Out-of-school suspensions (count)	EGT: 14 LGA: 73 NHS: 109 Total: 196	EGT: 193 LGA: 150 NHS: 161 Total: 504	EGT: 143 LGA: 130 NHS: 110 Total: 383	84	151	136	121
Expulsions (count)	EGT: 5 LGA: 1 NHS: 7 Total: 13	EGT: 7 LGA: 15 NHS: 5 Total: 27	EGT: 6 LGA: 3 NHS: 5 Total: 14	30 pending hearing	0	0	0

Performance Indicators	Baseline/Historic Data				Performance Targets		
	2016-17	2017-18	2018-19	2019-20 YTD 10/2019	2019-20	2020-21	2021-22
Grade 11 NGSS Science - "Meets or Exceeds Achievement Level" *Target based on LGA baseline.*	N/A	N/A	LGA: 8%	N/A	10%	13%	16%
Grade 11 ELA SAT "Meets or Exceeds Achievement Standard" "Mean Score" *Target based on LGA baseline.*	LGA: 5.3% 368	LGA: 15.0% 398	LGA: 20.9% 416	(PSAT Gr 11 Fall '19) PSAT: 16% 388	394	402	411
Grade 11 Math SAT "Meets or Exceeds Achievement Standard" "Mean Score" *Target based on LGA baseline.*	LGA: 0.0% 391	LGA: 5.1% 408	LGA: 2.3% 383	(PSAT Gr 11 Fall '19) 8% 394	423	434	445
Number of Students enrolled in dual enrollment or AP courses *Target based on LGA baseline.*	68 Unique	77 Unique	59 Unique	53 Unique	60	75	90

Performance Indicators	Baseline/Historic Data				Performance Targets		
	2016-17	2017-18	2018-19	2019-20 YTD	2019-20	2020-21	2021-22
4-year Cohort Graduation Rate (HS only)	LGA: 65.5%	LGA: 55.1%	LGA: 54.5%	Preliminary data will be released by April 2020	72.1%	74.3%	76.5%
6-year Cohort Graduation Rate- High Needs Students (HS only)	LGA: 80.3%	LGA: 70.6%	LGA: 70.1%	Preliminary data will be released by April 2020	83.5%	84.5%	85.6%

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

Root Cause Analysis
Using the school data, along with the school audit findings reported by the Turnaround Office as a foundation, the turnaround committee will conduct a root cause analysis. Root cause is defined as "the deepest underlying cause or causes of positive or negative symptoms within any process that, if dissolved, would result in elimination or substantial reduction of the symptom" (Preuss, 2003, p. 3). A root cause analysis addresses the problem (weak demonstration of an effective professional practice), rather than the symptom (low student achievement), eliminates wasted effort, conserves resources, and informs strategy selection (Preuss, 2003). There are several resources available to conduct a root cause analysis. Two of the most common methods are the "5 Whys" model or the Fishbone Diagram. Identifying the root cause will help determine which practices are most appropriate to address weaknesses. *Root Cause Analysis: A School Leader's Guide to Using Data to Dissolve Problems* (Preuss, 2013), provides additional examples specific to schools. **The root cause findings should serve as the basis for school improvement plan development.**

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

The HPHS Turnaround Committee has selected Turnaround Model (E)
- A model developed by the Turnaround Committee "that utilizes strategies, methods and best practices that have been proven and researched to be effective in improving student academic performance, including, but not limited to, strategies, methods and best practices used at public schools, inter-district magnet schools and charter schools or collected by the commissioner pursuant to subsection (f)" termed **Multiple Pathways to Student Success** with a strong focus on the social emotional development of HPHS students. The school structure will include a Freshman Academy for all first-time grade 9 students and career pathways in grades 10 through 12.

The core components of this model will include:
- A Freshman Academy for all first-time grade 9 students
- Career pathways in grades 10 through 12
- A rigorous, standards-based Tier I instructional model with intervention and enrichment support
- Social emotional development to foster positive interactions and relationships with peers and adults
- An advisory program
- An alternative program with a work component for over-aged and under credited students

The Turnaround Committee strongly believes that staff reconstitution is critically important to the success of its turnaround plan. As such, it has obtained the district's unwavering support and a clear timeline has been established (see below). The changes proposed in this plan offer a unique opportunity to provide every Hartford Public High School student a highly capable, competent, coachable, invested, dedicated, and relentless teacher in every classroom as described by the Portrait of a Hartford Public High School Teacher. Through the adoption of a growth-mindset and collective efficacy, HPHS staff will embrace each component of the Turnaround Model in their quest to transform Hartford Public High School into a safe, nurturing, rigorous, standards-based teaching and learning environment.

Reconstitution Timeline:
- Internal posting sent: Week of 12/16/19
- External posting sent: Week of 1/20/20
- Informational session for internal candidates: Week of 1/20/20
- Open Houses for external candidates: Week of 1/27/20
- Central office interviews with curriculum directors to assess content knowledge: Week of 2/3/20
- School level interviews with school committees to assess "fit" for HPHS: Week of 2/10/20
- Office of Talent Management extends offers: Week of 2/17/20

Freshman Academy for First Time Grade 9 Students
Incoming 9th graders are adolescents undergoing a difficult transition from middle to high school, and therefore it is important that the school develops transition strategies to ease those challenges. The intentional support for this challenging transition will start with mandatory participation in HPHS Summer Bridge - Jump Start Program. This program will be aligned with the district's Summer Bridge Program with respect to dates of operation and academic content. Additionally, students will benefit from community based providers who will enrich the academic morning program with field experiences and career exploration. This Jump Start Program will go deeper with a focus on their social emotional development as transitioning high school students. During this 4-week program in July 2020, students will be acclimated to their new environment and to the caring staff of HPHS. Freshman students will have an opportunity to build community and set goals for the year ahead, including both academic goals and college and career goals through the exploration of career inventories. Students in the Freshman Academy will be supported by a core team of Freshman Academy teachers housed in a physical space dedicated to the academy within HPHS. This teacher teaming structure will encompass a schedule which will facilitate delivery of 9th grade core content courses with tiered supports in ELA, Math, Science and Social Studies, as well as some elective courses to explore the career pathways. The schedule will also facilitate

collaborative team time for intentional common planning of rigorous, standards-based instruction, and data teams for data dives that will inform instruction, social emotional learning, attendance, and student behaviors. In addition to the core team of Freshman Academy teachers, students will also be supported by the following dedicated support staff: two "freshman" School Counselors, School Social Worker, Family and Community Support Service Provider (FCSSP), Behavioral Technician and Student Engagement Specialist (SES). Students will also have access to support from the school's College and Career Specialist. Freshman Academy teachers and dedicated support staff would place emphasis on getting to know students before their arrival by conducting a thorough review of available student data, in particular, a review of the Early Warning Indicators (EWIs) Report. Based on the academic experiences and outcomes of the Hartford Class of 2016 cohort, a definition of "on track for post-secondary success" has been developed based on data that suggests the following: Early Warning Indicators (EWIs) - at 8th grade are predictive of falling off track in high school; Attendance - less than 90% attendance; Behavior - 1 or more days suspended out of school; Course Failure - 1 or more course failures in English or math; and Standardized Tests - failure on both standardized tests (Reading and Math SBAC).

Career Pathways Grades 10-12

Career Pathways in grades 10 through 12 will build student interest and encourage persistence as students explore careers and apply their classroom learning to real world problems related to careers that they will pursue after high school. A clear progression of courses within each career pathway will allow students to acquire skills and knowledge that lead to meaningful credentials, industry recognized certifications/training, or post-secondary education. The following core elements will be established in all career pathways at HPHS: advanced coursework such as Advanced Placement (AP), Early College Experience (ECE), college courses, dual credit; career planning; financial literacy; student internships/work-based learning experiences; field trips and/or student competitions; community service; industry partners; and an Advisory Board (including academic and industry partners). Learnings from the existing HPHS Engineering and Green Technology pathway, particularly the highly effective advisory board, will be leveraged to ascertain that the core elements permeate throughout each of the pathways. In addition, HPHS will be informed by the district's current work on planning for post-secondary success, which entails a district-wide redesign team consisting of students, family and community members, school leaders, school-based staff and district leaders undergoing site visits, research, and assessments of existing high potential programs, in order to ensure program quality and equitable access in the Freshman Academy and Career Pathways options in grades 10-12.

Career Pathway Implementation Timeline

Activity	Owner	Date
Meet with representatives from Capital Community College to discuss offering dual-enrollment courses to HPHS students.	Dr. Dolores Garcia-Blocker, *Executive Director of School Leadership*	January 2020
Identify 2 courses aligned to the Engineering and Green Tech pathway that can be offered as a dual-enrollment, AP, or ECE course in the 2020-21 school year.	Dr. Dolores Garcia-Blocker, *Executive Director of School Leadership*	March 2020
Secure and execute an MOU between Capital Community College and HPHS.	Justin Taylor, *Assistant Director of Educational Initiatives and Innovation*	March 2020
Identify, retain and/or hire teachers who are willing and able to teach the AP or dual enrollment courses.	Office of Talent Management	March 2020
Organize a 2-day planning retreat with HPHS staff and students to	Dr. Dolores Garcia-Blocker, *Executive Director of School Leadership*/Justin	March 2020

develop a plan for how the school will implement the district's High School Redesign Core Tenets in its Career Pathways.	Taylor, *Director of Educational Initiatives and Innovation*	
Facilitate periodic meetings with the Engineering and Green Technology Career Pathways Planning Team to ensure ongoing planning and progress toward implementation of the pathway.	Kiaunda Smith, *Principal*	April to August 2020
Convene regular meetings with the Engineering and Green Technology Advisory Board to strengthen relationships with industry partners.	Kiaundra Smith, *Principal*	Ongoing 2020-21
Launch the Allied Health Career Pathways Planning Team by facilitating a one-day retreat to develop plans for the launch of the Allied Health Pathway in the 2021-22 school year.	Dr. Dolores Garcia-Blocker, *Executive Director of School Leadership*/Justin Taylor, *Director of Educational Initiatives and Innovation*	November 2020
Identify 2 courses aligned to the Allied Health pathway that can be offered as a dual-enrollment, AP, or ECE course in the 2021-22 school year.	Dr. Dolores Garcia-Blocker, *Executive Director of School Leadership*	January 2021
Identify, retain and/or hire teachers who are willing and able to teach the AP or dual enrollment courses.	Office of Talent Management	March 2021
Facilitate periodic meetings with the Allied Health Career Pathways Planning Team to ensure ongoing planning and progress toward implementation of the pathway.	Kiaundra Smith, *Principal*	April to August 2021

A Rigorous, Standards-Based Tier I Instructional Model

Hartford Public High School acknowledges the need to align to the Hartford Public School Portrait of a Graduate, which ensures that students are problem solvers, responsible citizens, skilled communicators, team players, and visionary innovators. In order to comprehensively prepare every student for college, beyond college, and career success, HPHS will center on a rigorous, standards-based Tier I instructional model. Learning Sciences International (LSI) will be on-site to provide professional learning and coaching that will include an assessment of existing district curriculum in order to ensure clear alignment to standards. As a result of this partnership, core teacher actions and practice will be identified and recurring checks will be performed to ensure successful implementation of the standards-based curriculum. Leadership capacity will be built at all levels through the collaboration of district content directors, HPHS administrative team, instructional leads, and classroom teachers to establish a new vision for instruction as well as the implementation of improved rigorous core instruction. The ultimate goal is for Hartford Public High School to become a demonstration school

of rigor for the rest of the district. Cultivating the habit of intentional collaboration will be essential. Collaborative team time for intentional planning, data teams, and professional learning will be a priority in the school's master schedule. A culture of collegial collaboration and continuous improvement will be established by implementation of the Data Wise Improvement Process. Structures for collaborative teams will be established in alignment with the first step (organize for collaborative work) in the Data Wise Improvement Process; setting expectations for effective meetings such as maintaining a rolling agenda, setting norms for collaborative work, and acknowledging the work style preferences of team members. A beginning and end of year team self-assessment will be included as one of the expectations in order to monitor the team's level of functioning. In addition, an administrator will be designated to support and monitor a collaborative team based on observations, self-assessments and teacher feedback. Hartford Public High School currently has a team participating in the District-wide Data Wise Professional Learning facilitated by the Harvard Graduate School of Education.

The team is building their foundation in what is referred to as the ACE Habits of Mind (shared commitment to action, assessment, and adjustments; intentional collaboration; relentless focus on evidence) as they work to build their expertise in the eight steps in the Data Wise Improvement Process:
- Step 1: Organize for collaborative work
- Step 2: Build assessment literacy
- Step 3: Create data overview
- Step 4: Dig into student data
- Step 5: Examine instruction
- Step 6: Develop action plan
- Step 7: Plan to assess progress
- Step 8: Act and assess

As a result of mining data to arrive at a learner-centered problem, teachers will have an opportunity to examine instruction closely by observing in each other's classrooms and engaging in peer-to-peer coaching. This will afford instructional capacity building as well as sustainability. A redesigned Scientific Research-Based Intervention (SRBI) system will be implemented to ensure the integration of high-quality teaching and informal diagnostic and progress monitoring assessments in a systematic way. Students who are not successful when presented with one set of strategies will be given the opportunity to succeed with a set of differentiated strategies. Structures will be established for team review of student performance that will lead to early identification of students who may be experiencing academic, social-emotional and/or behavioral challenges in order to identify and provide early and targeted intervention. A "flex period" will be integrated in the master schedule to provide access to academic interventions and/or enrichment during the regular school day.

Social Emotional Development
HPHS will ensure inclusive and equitable experiences for all students, staff, and families through a focus on creating a positive school climate and culture through the interconnectedness of the values, beliefs, and behaviors of all members of the school community. Through adoption of the Positive Behavior Interventions and Supports (PBIS) model and restorative approach to discipline, the quality of relationships among and between stakeholder groups will be strengthened as a result of individual members of the school community holding high expectations for themselves and for others. HPHS has partnered with International Institute for Restorative Practices (IIRP) to introduce restorative practices to a small group of teachers and staff to begin an adult mindset shift from a punitive culture to a supportive and restorative culture. This partnership will expand during the 2020-2021 school year to encompass the newly reconstituted staff. Furthermore, HPHS will adopt a multi-tiered system of support to proactively provide universal interventions for behavior, and will customize interventions that address academic and behavioral challenges for at-risk students (secondary) and high needs students (tertiary). By making positive teacher-student relationships a priority; setting high expectations for adults to model moral, ethical, and prosocial behavior; providing opportunities for students to develop and practice skills like empathy, compassion, and conflict resolution; mobilizing students to take a leadership role; using restorative approaches to discipline; and conducting regular assessments of school climate and culture, HPHS will effectively address the social emotional development of all students (*NSCC, School Climate and Moral and Social Development, February 2013*). Our vision is to create a learner-centered environment where students and adults thrive in an equitable culture of high expectations that comprehensively prepares every student for college, beyond college, and career success. This will create opportunities for students to attain a strong educational foundation and foster confidence, empowerment, and community involvement that leads to students who are college and career ready.

Advisory Program

To foster positive relationships, build a sense of community, and support college and career readiness, HPHS students will have access to a caring adult who will serve as their consistent advisor during their time in high school. The advisory curriculum encompasses essential tasks, core experiences that will help the student along the path to academic and personal growth. On a weekly basis, advisors will guide students in experiences such as tracking progress towards graduation, developing achievable academic, personal/social, or college/career goals, reflecting on work artifacts that demonstrate strengths towards meeting the HPS graduate competencies, and utilizing data to better understand academic strengths and areas of growth. Students will engage in student-led conferences, an opportunity to facilitate meaningful discussion about their post-secondary goals and progress with an authentic audience (parents/guardians/trusted adults and advisor). Student-led conferences will serve three unique purposes at HPHS: encourage a growth mindset by tying a current academic/promotion snapshot to progress over time; teach effective goal setting by giving feedback on goals and having a sacred time to reflect on why goals were or were not achieved; and help students begin to write their story - What do they care about? What gets them excited? What makes them amazing? By providing student voice and choice, students explore their passions and are honored for their ideas and opinions by engaging in meaningful and relevant lessons, topic discussions, and self-reflection. As a result, students develop and maintain relationships with their peers and with their advisor; identify and develop the necessary attitudes, behaviors, and skills to succeed in school, college and life; and receive the resources and information necessary to make thoughtful decisions about their future.

Alternative Program

HPHS has a significant number of over-aged and under-credited students as outlined in the table below. Many of the over-aged and under-credited students are contributing to the chronic absenteeism, discipline, and course failure rates in the school annually.

	Number of Credits				
Age	**0-4 credits**	**5-8 credits**	**9-12 credits**	**13-16 credits**	**>17 credits**
15 yrs old	104	5	48	24	2
16 yrs old	70	53	56	45	19
17 yrs old	31	53	29	41	84
18 yrs old	14	25	5	21	66
19 yrs old	6	7	2	5	24
20 yrs old	6	1	1	2	10
Total	231	144	141	138	205

The 4-year cohort graduation rate is 54.5% (2018 Cohort), which means we are losing significant numbers of students after they start high school. HPHS is proposing the implementation of an alternative program to provide over-aged and under-credited students with an alternative route to earn a high school diploma while supporting them with their academic and social emotional development needs. Core elements of the program will include:
- Small student to teacher ratio
- Deeply embedded social emotional supports
- Work-based learning experiences
- Alternative ways to demonstrate mastery of content and standards
- "Non-traditional" school hours
- Mentors for every student

As part of Hartford Public Schools ongoing post-secondary success work, the district convened a 13-person design team of district leaders, administrators, educators, social workers, school counselors, and community partners with knowledge or experience of alternative programming. Working alongside a redesign consultant, the district will conduct 5-7 school site visits of alternative schools and programs in Connecticut, Massachusetts, New York, and Rhode Island to identify core tenets for high-quality alternative programs. The recommendations that emerge from this task force in late February/early March will inform the development of the alternative programs for Hartford Public Schools, inclusive of Hartford High Public School, for implementation in Fall 2020.

Commissioner's Network Turnaround Plan: Hartford Public High School External Partners

External Partners	Focus	Outcomes	Audience
1. Learning Sciences International (LSI) 2. Revision Learning 3. New York City Leadership Academy (NYCLA)	- Tier I Instruction - Peer-Peer Instructional Coaching - Executive Coaching	- Progress toward achievement performance targets - Re-envisioning standards and target alignment - Identifying and implementing core teacher instructional actions	- Administrators - Instructional leads - Classroom teachers
1. Network for College Success, University of Chicago	- Freshman Academy	- High rates of engagement and connectedness to school of grade 9 students	- Administrators - Instructional leads - Classroom teachers - School counselors - Social workers
1. ReadyCT 2. NAF	- Career Pathways	- High rates of engagement and connectedness to school of grades 10-12 students	- Administrators - Instructional leads - Classroom teachers - School counselors
Partner(s) for Alternative Program TBD	- Alternative Program	- High rates of engagement, connectedness to school, and high school completion for over-aged and under credited students	- Administrators - Instructional leads - Classroom teachers - School counselors - Social workers
1. International Institute for Restorative Practices (IIRP) 2. State Education Resource Center (SERC)	- Social Emotional Development	- High rates of engagement and connectedness to school for all students - Improved school culture and climate	- Administrators - Instructional leads - Classroom teachers - School counselors - Social workers - Support staff

The Turnaround Committee co-chairs, the Hartford Public High School administrative team, and all external partners will meet on an agreed-upon schedule to review data, monitor progress and discuss strategic next steps. These meetings will be essential in guaranteeing the alignment and sustainability of the Commissioner's Network Turnaround Plan. Management of the partners will be key to successfully build the capacity of the school staff in all of the areas outlined in this application. In order to do so, the school and district will work together to:
1. Map out a professional learning plan for the school.

2. Define the service delivery model of each partner.
3. Identify all of the opportunities that exist in the school calendar and master schedule for professional learning.
4. Delegate school level leadership for all areas.
5. Establish a regular meeting time of school and district leaders to progress monitor the work and assess the effectiveness of all professional learning so that timely adjustments can be made.

The overall effectiveness of partnerships will be evaluated on an annual basis as the district's contract process will require this. Performance outcomes will be established and reviewed annually by the appropriate central office leaders along with the principal and school leadership team.

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

- **Talent:** Systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.

- **Academics:** Rigorous, aligned, and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments.

- **Culture and Climate:** Positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.

- **Operations:** Systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.
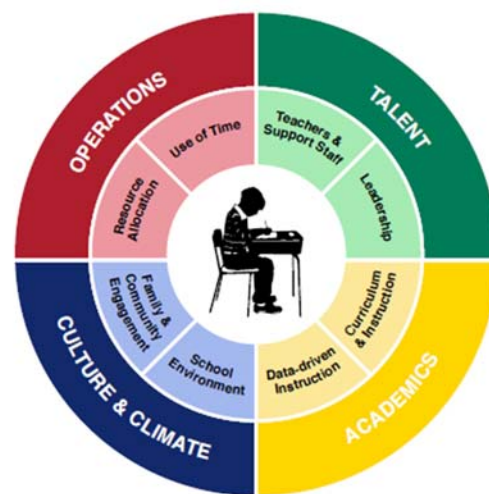
Plan Development

➢ **Prioritize**

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

Talent	Academics
● Build teacher instructional capacity ● Build leadership instructional capacity ● Develop a cohesive professional learning plan	● Establish strong standards-aligned Tier I instruction ● Implement a Multi-Tiered System of Support - including Student Assistance Team and SRBI ● Implement a continuous cycle of improvement
Culture and Climate	**Operations**
● Improve student attendance and behavior and increase stakeholder satisfaction with the school ● Strengthen family and community partnerships	● Establish an optimal master schedule ● Design and adopt a school organizational structure to maximize student and adult learning, growth and development

➢ **Plan**

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

▪ **Part One** - A series of domain specific questions which provide an overview of high-level thinking regarding future actions.

▪ **Part Two** - An action plan which includes the following components:
  ● **Goal**: A goal should be developed for each of the four domains including indicators, data source, baseline, and targets spanning three years. A goal performance measure is a means by which progress toward a goal is gauged.
  ● **Root Cause:** Statements describing the deepest underlying cause, or causes, of performance challenges that, if dissolved, would result in elimination or substantial reduction of the performance challenge.
  ● **Strategies**: A strategy should address the identified root cause. Strategies should take two or more years to implement, often much longer (Layland & Redding, 2016). If a strategy can be accomplished in one year, then it is too narrow and is most likely a useful milestone within a broader strategy. **Strategies are powerful, high leverage work that builds capacity and changes practice, behavior, and belief so students are more successful.** One bold strategy can have more impact than a litany of poorly implemented strategies.
  ● **Timeline:** The strategies (effective practices) to address root causes should be outlined over the course of three years.
  ● **Indicators of success**: Indicators of success help to monitor how well the strategies are working to address the root cause, i.e. If we do what we said we were going to do, how do we know it made a difference?
  ● **Owner**: Who is in charge of ensuring the plan is implemented?

Domain 1: Talent

Part One

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

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

The review of school data demonstrates that HPHS has been underperforming for the past years as evidenced by the Next Generation Accountability System (NGAS). The Commissioner's Network Operations and Instructional Audit further demonstrates that HPHS is not proficient in any of the indicators within the talent domain. To the contrary, it ranked below standard in the area of instructional practice and instructional leadership. Both sources of data have captured the primary root causes in talent as follows:
- several leadership transitions over the past few years, a fluctuating change structure for the administrative team, and the transition from different academies to a single school
- lack of a cohesive professional development plan to deliver collaborative study, job-embedded training, and immediate feedback
- minimal constructive feedback from administrators to teachers
- limited capacity to address student and staff engagement
- lack of academic rigor, student discourse, and checking for understanding
- leadership professional development lacks focus on data analysis, progress monitoring and constructive feedback to improve instruction

The HPHS Turnaround Committee has reflected on the optimal characteristics for the talent that is required at HPHS to actively engage in an ambitious yet achievable school transformation. The result has been the development of the Portrait of a HPHS Teacher which illustrates six unique characteristics being sought in the future educators at HPHS: Brain, Heart, Will, Skill, Effort, and Time. These characteristics defined with clear descriptive "look fors" will be front and center during the interview process for all staffing decisions. The result will be the hiring of teachers who understand the demands and challenges of the turnaround plan and have the necessary instructional and social emotional skills, commitment to students, determination, and willingness to accept the challenges of HPHS school turnaround.

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

The district and HPHS will cultivate a professional learning environment by valuing the learning of adults as much as the learning of students. Professional learning practices will be aligned to clearly defined student learning outcomes. A collective commitment will be made to the continuous improvement of adults and the systems and practices required for professional learning. Precise, constructive, and immediate feedback will be provided, creating conditions that support, augment and sustain teaching and leading. Lastly, there will be a commitment to innovation and the celebration and honoring of success (Hirsh, Psencik, Brown, 2014). To this end, the district and HPHS will use the Portrait of the HPHS teacher to seek and <u>attract</u> individuals who demonstrate these characteristics through an early recruitment process starting in December 2019 which will include recruitment materials developed specifically for HPHS, a series of open houses, and a professional interview process. Upon hiring, staff will be <u>supported</u> through an onboarding process which will include a summer staff orientation and an instructional leadership support system, in addition to a TEAM mentor. By building communities of teachers and prioritizing time within the schedule for teachers to engage in the study of their craft, as well as pursue collegial study of new knowledge and skills, HPHS will invest in the <u>development</u> of its talent. Ongoing development will be provided via professional learning series, embedded professional development, differentiated support provided to teachers based on their individualized needs and their career trajectory, formalized coaching and peer-to-peer coaching. These opportunities will be available both during the school day and outside of normal school hours. Through a welcoming environment and positive working conditions, HPHS staff will thrive in a collaborative nonthreatening and supportive culture that celebrates and honors the quality of teaching and learning that each adult brings into every classroom and space throughout the school. As a result, HPHS will be successful in the <u>retention</u> of highly qualified and dedicated talent.

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

Teachers will be formally evaluated on an annual basis as outlined in the Hartford Public Schools Teacher Development and Evaluation Handbook by the assigned HPHS principal or assistant principal. HPHS administrators will engage in ongoing professional learning to sharpen their instructional eye and calibrate on their individual evaluation of classroom practice by arriving at a common understanding of the established evaluation rubrics. The HPS evaluation process is centered on utilizing multiple standards-based measures to fairly and accurately evaluate performance and help each educator strengthen his/her practice to improve student learning. The teacher participates in the evaluation process as a cycle of continuous improvement. The evaluation begins with teacher reflection, goal-setting and planning. The cycle continues with a Mid-Year check-in to review goals and performance to date. The latter part of the process offers teachers an opportunity to self-assess and reflect on progress to date, a step that informs the summative evaluation. In addition, the HPHS administrative team will use formative classroom walkthroughs to help gather real-time classroom practice evidence to guide their coaching decisions and cultivate school-wide improvement efforts. Meaningful professional learning offerings will reflect evaluation data and staffing decisions will be made as needed, including corrective action.

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

Ongoing support and coaching will be provided to staff and school leadership. Opportunities to continue to learn about effective educational and leadership practices, and to ascertain the effectiveness of their own classroom practices and school leadership practices are key to the success of the school transformation. These opportunities are imperative to deepen understanding about the students served at HPHS in order to make good, sound professional decisions that will improve student outcomes. Ongoing support will be provided to staff via a tailored professional learning series that will address capacity building to facilitate the core components of the Turnaround Model, embedded professional development to be delivered by Instructional Leads, formalized coaching cycles to be provided by "expert" consultants from identified external partners such as Learning Sciences International and Revision Learning as well as by district instructional coaches, and peer-to-peer coaching. HPHS will partner with Revision Learning to build teacher capacity in critical core competencies for peer-to peer feedback: effective observation and evidence collection, explicit analysis of effectiveness of instruction evidence, and development of high-quality feedback. These opportunities will be available both during the school day and outside of normal school hours. Ongoing support will be provided to school leadership as well. The school leadership team will participate in professional learning series along with the staff and will be supported by an Executive Coach. Furthermore, the school leadership team will have access to a variety of opportunities: CSDE Network NetStat Sessions, Alliance District Symposiums, walk-through and feedback sessions conducted by the Commissioner's Network, district mandated professional learning comprised of Administrative Institutes and Instructional Learning Practice (ILPs) held on a monthly basis. The leadership team will also engage in professional development conducted by the external partners.

Part Two

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

Three-Year Talent Goal: By 2022-23, 90% of certified teachers hired in year 1 (post- reconstitution) will be retained as evidenced by the HPS Office of Talent Management Report.

Indicator	Data Source	Baseline Year: 2019-20	Target 1 Year: 2020-21	Target 2 Year: 2021-22	Target 3 Year: 2022-23
Percentage of teacher (proficient and above) retention	OTM Report (Munis)	2018-19 = 81.82% 2019-20 TBD	95%	93%	90%

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

Talent Priority: Build teacher instructional capacity					
Root Cause: Lack of teacher effectiveness, pedagogy and solid classroom management as evidenced by low rigor, absence of differentiated teaching strategies, and high level of disruptions					
Person(s) Responsible: Instructional Leadership Team; District Leadership Team					
Strategies to address Root Cause	**Timeline**			**Indicators of Success**	**Resources**
	Year 1	**Year 2**	**Year 3**		
Maximize teacher retention	Utilize the HPHS Portrait of a Teacher for recruitment and hiring Establish and enforce work rules for HPHS teachers Provide strong on-boarding process Develop and adopt practices and activities to celebrate and honor quality teaching and learning	Tiered level of supports to address teachers' needs Structure for teacher feedback to inform continued school improvement efforts	Provide leadership opportunities for advancement Establish multiple opportunities for professional growth	School Learning Environment Survey	HPS Office of Talent Management
Access to regular and actionable feedback	Identify and train 8 Instructional Leads (ELA, Math, Science, Social Studies, English Learners, Special Education, World Language, Unified Arts) Develop and publish observation schedules (Admin & Instructional Leads)	Train instructional leads on peer to peer instructional coaching (Train the Trainer)	Implement peer to peer instructional coaching	Improved student outcomes Improved ratings in instructional practices (HPS Teacher Evaluation Tool)	Contract with Revision Learning Stipends (8) for Instructional Leads Planning time

Talent Priority: Build leadership instructional capacity

Root Cause: Multiple leadership transitions and leadership professional development that lacks focus on data analysis, progress monitoring and feedback constructive to improve instruction

Person(s) Responsible: Instructional Leadership Team; District Leadership Team

Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Establish multiple opportunities for professional growth and support	Executive coaching for building principal Build instructional coaching skills Begin instructional rounds training	Hone executive coaching skills Hone instructional coaching skills Implement instructional rounds	Refine executive coaching skills Refine instructional coaching skills	Improved student outcomes	Contract with New York City Leadership Academy (NYCLA) Contract with Revision Learning

Talent Priority: Develop a cohesive professional learning plan

Root Cause: Lack of a common vision and coherence for professional learning that positively impact instruction

Person(s) Responsible: Instructional Leadership Team; Principal; District Leadership Team

Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Protected professional learning time	Clearly outline PL time in master schedule District PL integration into existing school PL plan	Continue to protect professional learning time and gather feedback on offerings	Evaluate the effectiveness of professional learning	Improved student outcomes Improved ratings in instructional practices (HPS Teacher Evaluation Tool)	Professional learning time
Establish a formal coaching plan	Create, publish, and implement coaching master schedule for staff	Differentiate coaching cycles	Continue differentiated coaching cycles	Improved student outcomes Improved ratings in instructional practices (HPS Teacher Evaluation Tool)	Planning time

Part One

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

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

The Commissioner's Network Operations and Instructional Audit demonstrates that HPHS is not proficient in any of the indicators within the academics domain. It ranked below standard in the areas of academic rigor, student engagement, differentiation and checks for understanding, and assessment system and data culture. The audit captured the primary root causes in academics as follows:
- insufficient training and capacity to deliver instruction in a block schedule
- lack of teacher capacity to adapt the curriculum for gradual release and differentiated learning
- minimum understanding of meaningful student engagement, differentiated/scaffolded instruction and interdisciplinary lesson plan collaboration
- lack of training in data systems to inform instruction and interventions
- limited time for collaborative planning

Hartford Public High School has a learner-centered instructional philosophy grounded in a belief in high expectations for students and staff. HPHS acknowledges the need to ensure Hartford Public High School graduates are problem solvers, responsible citizens, skilled communicators, team players, and visionary innovators who will be comprehensively prepared for college and career success. The academic program consists of core courses in Humanities, STEM, Career and Life Skills, Theme Electives and Capstone in order to align to both state and district graduation requirements. Students in the graduating classes of 2015-2020 are required to earn at least 24 credits while the Class of 2021 and beyond will meet a 25 credit requirement for graduation. As a high school within Hartford Public Schools, HPHS adopts the district-developed common core aligned curriculum.

- The Department of English Language Arts embraces a standards-based curriculum that reflects a balance between literacy skills and analysis of literary works. Our program is grounded in the concept of learning progressions in order to build mastery in reading, writing, speaking and listening. HPS English Language Arts courses utilize technology to facilitate inquiry and exploration of real world issues in literary and informational texts. District assessments have been developed in ELA.
- The Mathematics Curriculum, aligned to Common Core Mathematics Standards, is grounded in four key areas: high expectations for all learners, inquiry and conjecture, reasoning and sense making, and student discourse. The progressions of mathematical skills, knowledge, and understanding are articulated in our curriculum documents. Our curriculum puts emphasis on conceptual understanding, as deep understanding of mathematical concepts is the foundation for procedural fluency and application. Students move through concrete, pictorial, and abstract understanding of skills and concepts based upon individual learning needs as well as developmentally appropriate expectations. Both Algebra 2 and Geometry curricula were developed with the CSDE Model Curriculum as their foundation. District assessments have been developed in Mathematics.
- To effectively implement the Next Generation Science Standards, Hartford Public Schools has been intentional in our approach to aligning district curriculum, assessments, professional learning and curriculum resources to the new standards. In our work through the CREC consortium, we have designed and recently adopted new curriculum units and assessments K-12. Professional learning opportunities are being delivered to support the implementation of the new curriculum units. District science assessments have begun development in 2019-2020
- The Department of Social Studies embraces a standards-based curriculum that teaches literacy skills, attitudes, and content knowledge that promote responsible citizenship. Social Studies is an interdisciplinary field which includes history, geography, economics, political science, and more. Students are expected to use these disciplines to develop a variety of perspectives to enhance their ability to think

critically about the events and issues that shape their community, their nation, and their world. The district curriculum provides curriculum maps, or units of study, that are driven by standards.

In order to comprehensively prepare every student for college, beyond college, and career success, HPHS will center on a rigorous, standards-based Tier I instructional model. Through a partnership with Learning Sciences International (LSI) commencing in the second semester of 2019-2020, district and school leadership will engage in a curriculum needs assessment/audit to further inform necessary curriculum alignment and development to provide standards-based, rigorous instruction in every classroom. Subsequently, a tailored instructional plan will be developed to remove barriers to student success. Core teacher actions and practice will be identified for ongoing professional development, inclusive of coaching. A plan will be developed for building leadership capacity to perform recurring checks with high quality constructive feedback to ensure successful implementation of the standards-based curriculum. A clear progression of courses within each career pathway will be established to allow students to acquire skills and knowledge that lead to meaningful credentials, industry recognized certifications/training, or post-secondary education. A Freshman Academy will be implemented in Fall 2020 for all first time ninth graders. Two career pathways are being planned for the school: Engineering and Green Technology, and Allied Health. For Fall 2020, we are planning to implement courses in the Engineering and Green Technology pathway. Both pathways will be fully implemented in Fall 2021.

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

The absence of an SRBI system that regularly and thoroughly informs instruction and identifies students for intervention; lack of training in data systems to inform instruction and interventions; and limited collaborative planning time to engage in data team meetings have been identified as root causes for below standard levels of academic rigor, student engagement, and differentiation and checks for understanding. HPHS will work in partnership with Learning Sciences International (LSI) to first ensure that a rigorous, standards-based Tier I instructional model focusing on rigor is evident. Teachers will collect and analyze pertinent student academic data to make certain that it guides differentiation and small group instruction. Significant structural changes to the 2020-2021 master schedule will provide dedicated time or "flex period" during the school day for students to access interventions. These scheduled supports will provide a highly focused, instructional intervention block. As a result of the structural changes to the master schedule, HPHS teachers will have collaborative time for intentional planning and data teams on a continuous basis. This will ensure that teachers have an opportunity for common planning time by content area. In addition, teachers will also have an opportunity to meet as grade levels and as career pathways during weekly after-school meeting time as a result of the early release schedule for students (further described under the Operations domain). In accordance with one of the HPS major actions of the district strategic operating plan, HPHS staff will adhere to the Data Wise Improvement Process to dig into student data, examine instruction and review assessment results during established data team time to identify students in need of remedial support as well as strategies for differentiation. During the 2019-2020 school year, district leadership will be developing and communicating a systematic Multi-Tiered System of Support (MTSS). A Multi-Tiered System of Support (MTSS) "refers to a systemic, prevention-focused framework for addressing student needs through the integration and continuous improvement of systems and services. A well-designed MTSS includes: Multiple tiers of integrated support for academics and behavior; Screening to determine which students could benefit from additional supports; Progress monitoring of evidence-based strategies; and Data-driven decision-making" (CASEL, 2018).

As part of this process, HPHS will receive support to establish a highly effective School Assistance Team (SAT) in the MTSS process as well as guidance to ensure interventions are built into the daily schedule to support students' achievement in literacy and math, as well as English Learners and students with disabilities through Tier II and Tier III interventions as necessary. Furthermore, with the support of district leadership, there will be a systematic process to monitor all interventions. HPHS will offer freshmen students a four-week summer program opportunity called Summer Bridge - Jump Start, where they will participate in a robust and engaging reading, writing, and math curriculum designed to advance their academic skill level. At Summer Bridge - Jump Start, students will also be given opportunities to understand their high school expectations and support services, along with opportunities to build connections to peers they will come into contact with, in order to build a sense of belonging. Furthermore, students will be exposed to a wide range of college and career options in order to build aspirations for post-secondary success before they set foot in high school.

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

HPHS will ensure that faculty and staff members have the capacity to transform a wealth of data sources into an action plan that will inform instruction and increase student learning. In order to do so, staff will receive ongoing professional learning opportunities on the current data management systems that house student data. Specifically, they will receive professional learning on accessing student data from the Assessment Management System (Performance Matters, Power Teacher), CT RISE Dashboard, and the CSDE Data Portal (EdSight, AIR). Professional Learning in these areas will be facilitated by the HPHS Administrative Team and Instructional Leads with support of the district Data and Accountability Department. In order to build staff capacity in data analysis, HPHS will leverage their current learning from their participation in the district Data Wise on-site training and virtual coaching sessions being supported by the Harvard Graduate School of Education to turn-key professional learning opportunities to data teams with step 2 of the Data Wise Improvement Process, Building Assessment Literacy. This would build data team members' ability to review skills tested on a particular assessment, study how results are reported, and learn principles of responsible data use. These professional learning opportunities coupled with proposed changes in the master schedule (common planning time, additional professional learning sessions) will afford staff the necessary collaborative team time to engage in the practice of an effective continuous improvement process. Furthermore, the establishment of the MTSS framework, consisting of the SRBI process and Student Assistance Team (SAT), will provide a structure to intervene early, use problem-solving methods to make decisions based on data, use assessments for universal screening, diagnosis, and progress monitoring, use research-based scientifically validated interventions and monitor student progress to inform instruction.

Part Two

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

Three-Year English Language Arts Goal: Increase the ELA School Performance Index from 40.2 to 51.4 by 2022-23 as evidenced by NGAR.

Indicator	Data Source	Baseline Year: 2018-19	Target 1 Year:2020-21	Target 2 Year:2021-22	Target 3 Year:2022-23
ELA School Performance Index	Next Generation Accountability Report (NGAR)	40.2	44.7	48.1	51.4

Three-Year Math Goal: Increase the Math School Performance Index from 33.9 to 51.7 by 2022-23 as evidenced by NGAR.

Indicator	Data Source	Baseline Year: 2018-19	Target 1 Year:2020-21	Target 2 Year:2021-22	Target 3 Year:2022-23
Math School Performance Index	Next Generation Accountability Report (NGAR)	33.9	45.1	48.4	51.7

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

Academic Priority: Strong standards-aligned Tier I instruction

Root Cause: Limited capacity to adapt curriculum for differentiated learning and gradually release responsibility for learning to students; minimum understanding of meaningful student engagement, differentiated/scaffolded instruction and interdisciplinary lesson plan collaboration

Person(s) Responsible: Instructional Leadership Team; Principal; District Content Directors

Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	**Year 2**	**Year 3**		
Partner with Learning Sciences International (LSI)	Deepen curriculum alignment to standards Adopt lesson planning format Establish non-negotiable instructional approaches (ELA/Math) to build new routines Build standards-driven units designed around ELA/Math Core Actions, State Standards and established routines Learn and adopt strategies to ensure lesson plans and instructional techniques guide students to meet the full intent and rigor of the standards Establish student-centered routines	Develop structures and protocols for examining student work Hone learning from Year 1	Refine learning from Year 1 and Year 2	Increased performance levels in measures of rigor - Rigor Walk Improved student outcomes	3 year contract with LSI Time, subs, stipends for teachers for unit development

Fidelity of curriculum and strategy implementation	Establish a learning walk calendar	Conduct learning walks to assess level of written curriculum implementation	Refine learning from Year 1 and Year 2	Improved student outcomes	Support from Content Directors from Office of Academics
	Conduct learning walks to assess fidelity of curriculum implementation				
	Analyze learning walk data to identify areas in need of further capacity building and adjust professional learning calendar topics accordingly				
Collaborative planning time	Ensure collaborative planning time for purposeful and regular vertical and horizontal planning	Protect collaborative time on the master schedule	Protect collaborative time on the master schedule	Increased vertical and horizontal alignment	Support with creating the master schedule to include increased collaborative planning time

Academic Priority: Implement a Multi-Tiered System of Support (MTSS)**,** including SAT and SRBI

Root Cause: Absence of an MTSS framework that regularly and thoroughly informs instruction and identifies students for intervention; lack of training in data systems to inform instruction and interventions

Person(s) Responsible: MTSS Team; District Director of MTSS

Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Implement Student Assistance Team (SAT) with fidelity	Reset expectations for the SAT with the guidance of the district Director of MTSS Identify multi - disciplinary staff to serve on SAT and receive training from the district Director of MTSS	Establish accountability structure for SAT process between Director of MTSS, Principal, and staff serving on SAT	On-going monitoring of SAT process	Established SAT process, including multi-disciplinary team, meeting schedule and referral process, as monitored by the Director of MTSS and Principal # and % of SAT referrals	Training and technical assistance provided by Director of MTSS

				# and % of students with an SAT	
	Set and protect SAT meeting dates and times			# and % of students with an SAT	
	Develop referral process for SAT			# and % of students receiving supports as a result of an SAT	
	Provide training for teachers on the type of data required for an SAT meeting			Student achievement and assessment data	
	Compile a thorough inventory of available Tier I and Tier III school-based and community-based supports for students				
Implement SRBI with fidelity	Reset expectations for SRBI, with the guidance of the district Director of MTSS, and identify key staff to receive training	Establish accountability structure for data collection and progress monitoring of goals and interventions	On-going monitoring of implementation of SRBI	Embedded SRBI process within SAT	Training and technical assistance provided by Director of MTSS
	Utilize SRBI universal screening as part of SAT to identify students in need of interventions	Expand upon and diversify the Tier II and Tier III interventions available for students		Progress of students receiving universal screening	Funding for newly identified Tier II and/Tier III interventions
	Develop shared understanding of Tier I instructional model			# and % of students receiving Tier II and Tier III interventions	
	Identify Tier II and Tier III evidence-based strategies for intervention, with the guidance of the Director of MTSS in collaboration with instructional leads			Student achievement and assessment data	

Academic Priority: Implement a continuous cycle of improvement - Data Wise
Root Cause: Limited collaborative planning time to engage in data team meetings
Person(s) Responsible: Data Wise Team; Principal; District Data Wise Coach

Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Establish structures (effective meeting expectations, norms, acknowledgement of style preferences) to engage in a continuous cycle of improvement	Build capacity with Administrative Team and Instructional Leads to engage in a Data Wise cycle of improvement	Instructional Leads implement Data Wise cycle of improvement with each of their teams	Fidelity to the Data Wise Improvement Process	Changes in instructional practices as evidenced by routine examination of progress and varying data points	Support from district Data Wise certified coach
Effective master schedule	Ensure collaborative time is embedded in master schedule with established expectations	Monitor and evaluate the effectiveness of impact of master schedule on data team implementation	Monitor and evaluate the effectiveness of impact of master schedule on data team implementation	Complete master schedule with collaborative time embedded by content or grade level	Master schedule Data Wise certified coach

Domain 3: Culture and Climate

Part One

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

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

The Commissioner's Network Operations and Instructional Audit demonstrates that HPHS is not proficient in any of the indicators within the culture and climate area. It ranked below standard in the areas of student attendance, student behavior, and family and community engagement. The audit captured the primary root causes in culture and climate as follows:
- no meaningful outreach system in place for students/families of students who are chronically absent
- unclear and inconsistent expectations
- no structured family engagement plan

The school's behavior management system will have a progressive, restorative approach. It is designed to enable teachers to motivate all students and pair students with a support system of trusting adults by grade level. The Positive Behavior Intervention and Supports (PBIS) team will establish a tiered system of interventions and supports with the foundation being universal expectations for positive school-wide behavior. The integration of restorative practices seeks to strengthen relationships between individuals in the school community on a continuum. The ultimate goal is to develop a community where conflict is managed by building relationships. Our goal is to have 100% of the staff trained to implement restorative practices. Other efforts to shape a positive school culture include the development of student voice through student-led conferences and opportunities for students to receive training in leadership skills. In addition, the added days described in the Operations section for student orientation will provide an opportunity to introduce students to school expectations as they begin their high school journey, along with offering an experience that includes fun and team-building as a foundation for positive relationships. The development of an Alternative Program for over-aged, under-credited students will also enhance efforts to build a positive school climate. Many of these students have needs that may not be well-aligned with the regular classroom and school environment; as a result, they often contribute to negative components of the school culture and climate, such as chronic absenteeism and suspensions. Addressing their needs effectively will improve their chances for success and will also help to improve the school climate and culture.

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

Family and community connections will play an important role in the HPHS Turnaround Plan, and the school will promote these connections through various means. As part of the development of Career Pathways in grades 10-12, Advisory Boards will be established that include representatives of the various career paths as well as academic representatives and community members. These Advisory Boards will be a source of information for school staff, students and families, and will also help connect them to opportunities and experiences on an ongoing basis. In addition, students will have opportunities for internships and other work-based experiences and community service. HPHS demonstrates considerable mobility in its student body and welcomes many new students throughout the year, with many students and their families arriving from other countries and representing a variety of cultures. In order to ease the transition to a new school, HPHS will create a Newcomers Center that will provide positive support to students and families by introducing them to the school's policies, procedures, activities, schedules, expectations, etc., and helping to inform them about the resources available at the school and in the community. The Newcomers Center will not only support the adjustment to a new school, but will initiate a connection between home and family that can be strengthened throughout the students' time at the school. In order to be responsive to students and families, HPHS will assess their needs through appropriate engagement (e.g., conversations, questioning techniques, survey tools) that help to surface the "real needs." In order to build trust, family engagement activities will happen in the various places in the Hartford community where HPHS families gather and at times that are convenient to them. Parent workshops on topics of interest will be offered to all parents and will include topics such as school information, the college application process, and opportunities for students and leadership avenues for families, such as the School Governance Council.

Hartford Public Schools has an Office of Family and Community Partnerships whose mission is to build connections with families and the community in order to enhance student success. HPHS will work closely with this office in relevant areas such as the development of community partnerships, community forums, services to families, and other issues of importance to families and the community.

Describe the school's attendance intervention system.

Hartford Public Schools has an Attendance Manual that all schools are to follow, which outlines clear procedures for how schools are to assemble attendance teams to address all attendance issues. HPHS has grade level attendance teams as well as a school-wide attendance team. A new resource added to the school this year are district assigned Student Engagement Specialists, whose responsibility is to support the school with reducing chronic absenteeism through deep engagement with students and families. The supports that are provided for students, as well as families, are multi-tiered and individualized following a case management model. It is the grade level attendance teams that determine the course of action necessary for the supports. The grade level attendance teams include Student Engagement Specialists, Behavior Technicians, Social Worker, School Counselor, as well as an administrator and designated teachers. Using the district's Early Warning Indicators (EWIs) - *attendance*, discipline, grades, and standardized assessments - for incoming 9th graders, the HPHS leadership and attendance teams will determine the Tier 2 & 3 students - and families - for targeted support and messaging during the Spring of 8th grade, through the summer, and into the start of the school year.

Tier 1: Students whose good attendance could be maintained and cultivated as long as the universal, prevention-oriented supports are in place. Strategies: Positive messages, activities/socials, on-track conferences, celebrations for perfect attendance, "Class Wars" attendance competition, incentive programs, Positive Postcards, Student of the Month by grade level, and Pub store with rewards and necessities.

Tier 2: Students who have a past history of moderate chronic absence (missing 10% or more of school) or face a risk factor (e.g. a chronic illness like asthma) which makes attendance more tenuous and need a higher level of more individualized support in addition to benefiting from the universal supports. Strategies: Mentoring, home visits, restorative groups, workshops, phone calls home, social activities, workshops, attendance letters, parent engagement events, student support team meetings, PPT/SAT, on-track conferences.

Tier 3: Students with several levels of chronic absence (missing 20% or more of school in the past year or during the first month of school) and/or face a risk factor (like involvement with the Department of Children and Families or juvenile justice system, homelessness or having a parent who has been incarcerated). Strategies: Small groups, mentoring, truancy supports, restorative circles, 1:1 support meetings, on-track conferences, focus circle, resource night, parent engagement events, workshops, alternate placement (OPP, job corps, satellite campus, Hope Academy at the Boys & Girls Club, adult education), explore community resources, social work services, PPT/SAT, SST meetings.

Below is the district intervention timeline for addressing chronically absent, truant, and disengaged students as outlined in the Attendance Manual:

Absence 1 School Messenger call home to telephone number on record.
Absence 2 School Messenger call home to telephone number on record.
Absence 3 Call to parent(s)/guardian(s) by classroom teacher to inquire as to the reason for the absence(s) and offering support and encouragement through positive messaging.
Absence 4 Continued attempts to contact parent/guardian via telephone numbers, letter, siblings, friends and/or other outreach (If there is no contact with anyone for last 3 absences and no reason obtainable via emergency contacts then a home visit is warranted). Letter #1 sent home.
Absence 5 - 7 Attempts to locate student and contact the family should be continued and properly documented. Offer supports to parents and identify barriers to attendance if contact is made.
Absence 8 Letter #2 sent home; meeting with parent requested and development of an attendance contract or other appropriate interventions and supports. If no contact is made conduct second home visit.

Absence 9-11 If consecutive absences: Attempt to locate student and continue attempts to contact the family, document all attempts. If all resources have been exhausted and student cannot be located contact the District Residency Investigator for further investigation.

Absence 12-15 Letter #3 sent home to set up SST/SAT/PPT meeting regarding truancy (if parent cannot be reached, conduct home visit if new address has been produced by District Residency Investigator); discuss existing services with family and/or refer to appropriate school personnel for wrap-around services if appropriate.

Absence 16-19 Letter #3 sent home to set up SST/SAT/PPT meeting regarding truancy (if parent cannot be reached, conduct home visit if new address has been produced by District Residency Investigator); discuss existing services with family and/or refer to appropriate school personnel for wrap-around services if appropriate.

Absence 20+ If the student's number of unexcused absences meets the designation for "habitually truant", the Attendance Review Team must continue to engage with the family, intensify interventions and consider filing a Youth Service Bureau referral (see district attendance manual Appendix G) or DCF 136 for Educational Neglect.

*All interventions to be documented in PowerSchool via the "Truant/Disengaged" page.
**School personnel/Attendance Review Teams should do their best to ensure parent/guardian contact information is current and correct.

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

HPHS will strive to create a positive school climate through the adoption of a Positive Behavior Interventions and Supports (PBIS) model and a restorative justice approach to discipline (an initiative that has already started and will be expanded). Positive teacher-student relationships and high expectations for all members of the school community will be a priority at the school and will inform the hiring process as well as professional learning plans. To foster positive relationships, build a sense of community, and support college and career readiness, HPHS students will work with a caring adult in an Advisory Program where that adult will be their advisor throughout high school. The school Advisory Program will focus on the social-emotional curriculum School Connect, which consists of four modules based on the CASEL SEL competencies: social awareness, self-management, relationship skills, and responsible decision-making. Advisors will also work with students to track progress towards graduation, identify and achieve individual goals, understand their strengths and needs for growth, and other areas. The school has a leadership advisory team, which is connected to a broader district leadership advisory team. The school team is responsible for the direct support and training of the teacher advisors on the curriculum and tools used as part of the school's advisory program. The district has instituted regular advisory walkthroughs to monitor progress and to provide feedback to the school administration and leadership advisory team. In addition, the development of student voice will be fostered through student-led conferences and other leadership opportunities that will empower students and build confidence. HPHS has a support staff designated to each grade level including Behavior Technicians, School Social Worker, School Counselor, Student Engagement Specialist and Family and Community Support Service Providers. There is also a physician assistant, mental health clinician, nurse and dental hygienist onsite. The team works collaboratively to promote a safe and supportive home and school environment. The HPHS team of service providers provides support to their caseload in the form of scheduled small group and large group sessions/lessons, Title IX and Erin's Law training, resources and network for basic needs, and implementation of restorative practices.

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

Three-Year School Culture and Climate Goal: Increase student and parent investment in the educational process.

Indicator	Data Source	Baseline Year: 2018-19	Target 1 Year:2020-21	Target 2 Year:2021-22	Target 3 Year:2022-23
Decrease Suspension Rate	Key Performance Indicators (KPI)	28.5%	17.8%	17.1%	16.3%

Decrease Chronic Absenteeism Rate	Key Performance Indicators (KPI)	74.9	34.5%	31.2%	27.9%
Increase stakeholder culture and climate satisfaction rates	Learning Environment Survey (district school culture and climate survey)	Student Aggregate: Culture 51%, Climate 67% Parent Aggregate: Culture 58%, Climate 67% Staff Aggregate: Culture 80%, Climate 65%	Student: Climate/ Culture 70% Parent: Climate/ Culture 75% Staff: Culture 85%, Climate 70%	Student: Climate/ Culture 80% Parent: Climate/ Culture 85% Staff: Culture 90%,Climate 80%	Student: Climate/ Culture 90% Parent: Climate/ Culture 90% Staff: Culture 95%, Climate 90%

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

Culture and Climate Priority: Improved student attendance and behavior and overall increased stakeholder satisfaction with the school

Root Cause: Programmatic offerings are not engaging for students and the discipline practices are highly punitive

Person(s) Responsible: Principal, Instructional Leadership Team; Director of MTSS

Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	**Year 2**	**Year 3**		
Fully implement PBIS schoolwide	Training and initial school-wide implementation of PBIS practices Conduct program evaluation for effectiveness	Full, school- wide implementation of PBIS	Monitor and evaluate PBIS implementation	Decreases in chronic absenteeism and suspension rates	Training and technical assistance from SERC
Embed restorative practice strategies as part of a schoolwide culture of restoration	Training & implementation in restorative practices and using circles effectively Onsite coaching and feedback focused on implementing restorative practices and circles	Training & implementation in restorative practices and using circles effectively Onsite coaching and feedback focused on implementing restorative practices and circles	Training & implementation in restorative practices and using circles effectively Onsite coaching and feedback focused on implementing restorative practices and circles	Decreases in chronic absenteeism and suspension rates 90%+ staff trained in restorative practices and using circles effectively	Training and technical assistance from International Institute for Restorative Practices

			Monitoring of implementation and effectiveness of restorative practices		
Establish a Newcomers Centers to positively support the new students and families transitioning to HPHS	Research and learn effective models for working with newcomer students and families Identify best practices for implementation in HPHS	Design and implement a newcomers center for students and families	Evaluate and refine the model	Family satisfaction with school Increased rates of achievement and attendance of new arrivals	Site visits to schools and districts with exemplary Newcomers Programs

Culture and Climate Priority: Strengthen family and community partnerships	
Root Cause: HPHS does not have a way to meaningfully engage families, particularly families who speak a language other than English	
Person(s) Responsible: Principal, Instructional Leadership Team, Office of Family and Community Partnerships	

Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	**Year 2**	**Year 3**		
Implement Student Led Conferences (SLCs)	Implement SLCs in grades 9 & 10	Implement SLCs in grades 9, 10, and 11	Implement SLCs schoolwide in grades 9 through 12	Increased parent/family participation and engagement in "report card conferences"	Teacher training and support with implementation
Cultivate and deepen community partnerships to support the career pathways	Establish advisory boards for all pathways to include industry and higher education partners Participate in site visits to districts and schools with exemplary career pathways to be implemented at HPHS	Align pathways to higher education and industry expectations	Implement student work-based experiences, mentorships, and teacher externships Provide students with dual enrollment and credit options in	Students fully engaged in their school and coursework	Higher education and industry partners Opportunities for site visits ReadyCT NAF

			post-secondary institutions Provide students with opportunities to earn industry recognized certifications or credentials		
Establish translation capabilities in all languages spoken at the school by families so that families can fully engage in all activities of the school	Purchase translation equipment Recruit and train faculty, parents, and school volunteers to provide translation services	Recruit and train students to provide translation services	Solidify a plan for the continuous training of faculty, parent, student, and community translation volunteers	Increased engagement of non-English speaking parents and families with the school	Translation equipment HPS Office of Family and Community Partnerships

Domain 4: Operations

Part One

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

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

The Commissioner's Network Operations and Instructional Audit demonstrates that HPHS is not proficient in any of the indicators within the operations area. It ranked below standard in the areas of use of instructional time and use of staff time. The audit captured the primary root causes in operations as follows:
- non-valuable use of the advisory period
- limited time for teacher professional development and planning

We will work to develop an A/B block schedule that will include "flex time" for students to participate and benefit from enrichment and interventions during the school day. The schedule will include an advisory period and students will receive credit for participation. In addition to the district school calendar established for 2020-2021 which designates a total of 187 days for faculty and 180 days for students, the length of the school year for faculty will be adjusted as follows:

Faculty and Staff:
- Add three (3) days at the beginning of the school year and two (2) days at the end for a total of five (5) school days for all adults.

A total of six (6) additional days are being designated to on- board students to the new expectations and program of HPHS as follows. Although participation in these days is voluntary, students will be strongly encouraged and incentivized to attend.

Students:
- Add two (2) days at the beginning of the school year to have a freshman only experience on campus.
- Add one (1) day at the beginning of the school year to have a ninth grade repeaters only on campus.
- Add one (1) day at the beginning of the school year to have a sophomore only experience on campus.
- Add one (1) day at the beginning of the school year to have a junior only experience on campus.
- Add one (1) day at the beginning of the school year to have a senior only experience on campus.

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

Faculty and Staff:
- Wednesdays - weekly - will be a 2-hour late start for the school day to allow for regular ongoing professional learning to build the capacity of the entire learning community in all areas outlined in this plan.
- Common planning time will be built into the master schedule by content area.
- Weekly after-school faculty meetings will be structured so that teams can meet as a grade level and/or career pathway.

Students:
- Wednesdays - weekly - will be a 2-hour late start. This strategy is aligned with research that indicates that a late start affords students more rest, leading to improved physical and mental health and ultimately positively impacting student attendance rates and academic achievement. There is a possibility to engage a community partner to provide enrichment opportunities for students who want to arrive early to school or need to be dropped off at the regular start time of school.
- "Flex time" will be built into the master schedule to allow time for students to participate in clubs, enrichment activities, and intervention supports during the school day.

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

Three-Year School Operations Goal: The school is structurally organized for optimal student and adult learning.

Indicator	Data Source	Baseline Year:	Target 1 Year:	Target 2 Year:	Target 3 Year:
Fully implemented effective master schedule to support HPHS with being structurally organized for optimal student and adult learning	Master schedule	Ineffective master schedule lacking common planning time, "flex time" and advanced opportunities for students	Include common planning time in the master schedule for core content areas (ELA, Math, Science and Social Studies); includes "flex time" for interventions and enrichment	Review and refine the master schedule as needed for common planning time and "flex time"	Ensure master schedule includes opportunities for students to access advanced course work at the school and college and university level

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

Operations Priority: Establish an optimal master schedule to maximize instruction, provide interventions/enrichment opportunities, ensure predictable routines and transitions, and allows for staff professional learning

Root Cause: Instructional and staff time is poorly used and lost over the course of the school day and year resulting in missed opportunities for student and staff learning

Person(s) Responsible: Principal, Instructional Leadership Team, District PowerScheduler

Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Provide professional learning in how to develop a master schedule aligned to the school's vision and theory of action	Ensure master schedule has opportunities for *student* enrichment, intervention, and extended learning Ensure master schedule has	Review and refine master schedule	Review and refine master schedule	A master schedule that maximizes instruction and provides opportunities for intervention and enrichment	Technical assistance from a PowerScheduler trainer

	opportunities for *staff* common planning time, embedded ongoing professional learning				
Provide professional learning to teachers in how to effectively teach in a 90-minute block schedule	Provide training for all teachers	Monitor training impact and continue support where needed	Monitor training impact and continue support where needed	Classroom walkthrough data reflects teachers effectively using the 90-min instructional block - bell to bell	Technical assistance with training

Operations Priority: Design a school organizational structure to maximize student and adult learning, growth and development
Root Cause: There is no meaningful way student learning and educational experiences are organized, which leads to high rates of absenteeism, disengagement, failure, and dropping out
Person(s) Responsible: Principal, Executive Director, Chief of Academics

Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	**Year 2**	**Year 3**		
Implement a New Freshman Academy	Launch a new freshmen academy with its own space and dedicated staff incorporating a common set of core tenants being implemented across all comprehensive high schools in the district Engage with the University of Chicago's Network for College Success - National Freshman Success Institute	Review and refine the Freshman Academy Continue engagement with the National Freshman Success Institute	Refine the Freshman Academy Continue engagement with the National Freshman Success Institute	Increased numbers of 9th graders who are *on-track* after freshman year	University of Chicago National Freshman Success Institute Site visits to districts and schools with exemplary freshman academies

Implement Career Pathways	Develop the core tenants of the pathways: Advisory board, student credentials, work-based learning experiences, alignment to post-secondary, teacher externships Provide professional learning (PL) for the pathway teachers on best practices in their pathways	Launch the following pathways: 1. General studies 2. Engineering 3. Allied Health Sciences Begin implementation of pathways' core tenants Continue PL for teachers	Continue pathways implementation	Increased student attendance and engagement Increase in students on-track to graduate	ReadyCT NAF Advisory Boards Higher Education and Industry Partners Content Directors
Implement an Instructional Lead structure in the eight (8) following content areas: English, Math, Science, Social Studies, English Learners, Special Education, World Language, and Unified Arts	Provide professional learning on content specific and instructional strategies as well as leadership coaching	Continue with professional learning and expand to other teachers in the department to build a sustainable pipeline of instructional leads	Refine professional learning and expand to other teachers in the department to build a sustainable pipeline of instructional leads	Teacher leadership structure to support ongoing peer coaching and development	Technical Assistance from Revision Learning & LSI Chief of Academics Content Directors Instructional Leads

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

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

How will the school build its capacity in order to sustain progress made using Commissioner's Network funds during Commissioner's Network participation years?

Commissioner's Network funding for Hartford Public High School will be used for resources that will build capacity at the school so that the changes proposed will continue after the funding period is over. For instance:

- In the Talent domain, an Executive Coach will work with the school principal and the administrative team to build instructional leadership capacity; professional learning experiences, mentors and formalized coaching (utilizing external partners as necessary) will develop teachers' capacity to implement the Turnaround Model and provide effective instruction to prepare students for college and career. The skills developed through these efforts will not only continue after grant funding has ended, but will be enhanced by the ongoing experience of school leaders and teachers.
- In the Academic domain, the school will work in partnership with Learning Sciences International, and other external partners, to develop and implement a strong standards-based Tier 1 instructional model, including ongoing professional development. The school will also implement a strong Scientific Research-Based Interventions (SRBI) system (a component of the MTSS framework) to address student needs. In addition, a system of Career Pathways will be developed to build student interest, motivation and persistence. The school will also offer a four-week Summer Bridge program for 9th graders in order to prepare them for the high school experience at HPHS. To ensure the effective use of data, teachers will receive ongoing professional learning in the analysis and use of data to drive instruction. Once established, these initiatives can be carried into the future with minimal funding repercussions, with the exception of the Summer Bridge program, for which district or other funding will be needed.
- To address issues in the Climate and Culture domain, steps taken by HPHS will include adopting and strengthening Positive Behavior Interventions and Support (PBIS) and restorative practices through teacher and administrator professional learning and through the establishment of appropriate structures; creating a strong Advisory Program; developing an effective Alternative Program for over-aged and under-credited students. The school's plan will provide further support to families and community through the establishment of a Newcomers Center to help new students and families as they transition into the school and community, and through strengthening translation capacities. PBIS, restorative practices and the Advisory Program will be supported primarily by professional learning that will build staff capacity; the Alternative Program reflects an initiative at Hartford Public Schools that is already under way.
- Initiatives in the Operations domain include lengthening the school day and year so that ample time is provided for professional development as well as student enrichment, intervention and extended learning; and developing an organizational structure to maximize learning, including a Freshman Academy, Career Pathways, and an instructional leads structure. While continuing to provide additional time would require funding resources, the lessons learned from adopting the proposed structure will help guide future educational decisions at both the school and district levels, including the use of district resources.

How will the district support and monitor plans and activities subsequent to the end of Commissioner's Network participation?

Hartford Public Schools has a system of school support in place that will continue after the end of Commissioner's Network participation. Support will include ongoing professional learning through district and school staff that have received training throughout the course of participation in the Commissioner's Network and have developed capacity as a result of that participation. For instance, both school and district leaders will have been involved in learning related to the development of a strong Tier 1 curriculum and will be able to work with other staff in an ongoing fashion to strengthen

and support that work, as well as numerous other areas that are addressed in the Turnaround Plan. The school will also continue to receive support through the Office of School Leadership, which works directly with school leaders as they develop and implement their School Improvement Plans with monitoring incorporated into the School Progress Review process. The HPHS School Improvement Plan will also be an important component for monitoring ongoing plans and activities. HPS collects and analyzes data related to school and district progress on a continual basis, and both school and district targets and milestones are tracked, as well as CSDE targets. This data will indicate whether the school is continuing to move toward its goals, areas of success and lack of success, and the need to revise plans for greater success. The Office of School Leadership works with the school leaders to analyze school data and develop plans for improvement in order to meet school goals. A School Review Process takes place three times each year, facilitated by the Chief of Schools, and including the Chief Academic Officer and the Executive Director of School Leadership. This process includes a deep data dive to identify areas of progress and needs, and it is closely aligned with goals in the district strategic operating plan as well as the school-specific goals in the School Improvement Plan. The district has made a significant investment in training district and school teams in the Data Wise process, and as we continue to gain capacity in the use of Data Wise, it will ensure that there is a systematic way to review data as part of a continuous improvement process.

8.1 BUDGET PROPOSAL

After the SBE approves the Turnaround Plan, the school is eligible to receive a Network grant in accordance with C.G.S. § 10-223h(a).

Instructions: Using the Excel workbook provided, please 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, bond request, and Wraparound Grant proposal. Please 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 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 percent paid through Commissioner's Network funding/25 percent paid through alternative funding

   Year 2:50 percent paid through Commissioner's Network funding/50 percent paid through alternative funding

   Year 3:25 percent paid through Commissioner's Network funding/75 percent paid through alternative funding

   Year 4:0 percent paid through Commissioner's Network funding/100 percent paid through alternative funding

Section 9: Modifications

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

PART IV: APPENDIX SECTION

Appendix A: Turnaround Committee Signatures Page

Please Note: Applicants <u>should not</u> 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

<u>Dr. Leslie Torres-Rodriguez</u>
Name of Superintendent *(typed)*

_____   _____
Signature of Board of Education-appointed Parent   Date

<u>T'Challa Williams, School Governance Council Chair</u>
Name of Board of Education-appointed Parent *(typed)*

_____   _____
Signature of Board of Education-appointed Administrator   Date

<u>Dr. Madeline Negron, Chief Academic Officer</u>
Name of Board of Education-appointed Administrator *(typed)*

_____   _____
Signature of Union-appointed Teacher   Date

Julie Drechsler
Name of Union-appointed Teacher *(typed)*

_____   _____
Signature of Union-appointed Teacher   Date

Sara Theriault
Name of Union-appointed Teacher *(typed)*

_____   _____
Signature of Union-appointed Parent   Date

*Union did not appoint a parent
Name of Union-appointed Parent *(typed)*

_____   _____
Signature of Commissioner of Education   Date

Dr. Miguel A. Cardona
Name of Commissioner of Education (*typed*)

Turnaround Committee Participation

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

Name	Title
Kiaundra Smith	Principal
Travis Meyer	Assistant Principal
Vacianna Farquharson	Assistant Principal
Catherine Morelli	Assistant Principal
Hannah Sam	Assistant Principal
Justin Taylor	Assistant Director of Educational Initiatives & Innovation
Kaitlyn Curran	Teacher
David Mangus	Teacher
Dr. Mirtica Aldave	Teacher
Lisette Prospere	Family and Community Support Service Provider
Lorena Rodriguez	Parent
Angelica Jiminian	Student
Yarialitza Lopez Rodriguez	Student
Gloria Ortiz-Rivera	Community Partner

As noted in Section 8.1, please code all expenditures in accordance with the state's Uniform Charts of Accounts as summarized below.

CODE:	OBJECT:
100	**PERSONNEL SERVICES – SALARIES.** 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	**PERSONNEL SERVICES – EMPLOYEE BENEFITS.** 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	**PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.** 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	**PURCHASED PROPERTY SERVICES.** 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	**OTHER PURCHASED SERVICES.** 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	**SUPPLIES.** 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	**PROPERTY.** 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 $5,000 and the useful life of more than one year and data processing equipment that has unit price under $5,000 and a useful life of not less than five years.
800	**OTHER OBJECTS.** (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.

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

PROJECT TITLE: Commissioner's Network

THE APPLICANT: **Hartford Public Schools**   HEREBY ASSURES THAT:

Hartford Public High School

(insert Agency/School/CBO Name)

A. The applicant has the necessary legal authority to apply for and receive the proposed grant;

B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;

C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;

D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;

E. Grant funds shall not be used to supplant funds normally budgeted by the agency;

F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;

G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;

H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;

I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;

J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;

K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

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:

   i.   "Commission" means the Commission on Human Rights and Opportunities;
  ii.   "Contract" and "contract" include any extension or modification of the Contract or contract;
 iii.   "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
  iv.   "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.
   v.   "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
  vi.   "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;
 vii.   "marital status" means being single, married as recognized by the State of Connecticut, widowed, separated or divorced;
viii.   "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;
  ix.   "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of C.G.S. § 32-9n; and
   x.   "public works contract" means any agreement between any individual, firm or   corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, unless the contract is a municipal public works contract or quasi-public

agency project contract, (2) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in C.G.S. § 1-267, (3) the federal government, (4) a foreign government, or (5) an agency of a subdivision, state or government described in the immediately preceding enumerated items (1), (2), (3),or (4).

(b)   (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 C.G.S. §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to C.G.S. §§ 46a-56, 46a-68e, 46a-68f and 46a-86; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and C.G.S. § 46a-56. If the contract is a public works contract, municipal public works contract or contract for a quasi-public agency project, the Contractor agrees and warrants that he or she will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works or quasi-public agency projects.

(c)   Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

(d)   The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

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

(f)   The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.

(g)   (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to C.G.S. § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and C.G.S. § 46a-56.

(h)   The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a

means of enforcing such provisions including sanctions for noncompliance in accordance with C.G.S. § 46a-56 as amended; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission regarding a State contract, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

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

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

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

Superintendent Signature:	
Name: *(typed)*	Dr. Leslie Torres-Rodriguez
Title: *(typed)*	Superintendent of Schools
Date:	

PART V: REFERENCES

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