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 Slade Middle School in New Britain 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

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: Slade Middle School, New Britain

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 Slade Middle School (SMS) located in New Britain, CT. This will require efforts at the state and local levels to secure conditions that are conducive to scalable and sustainable reform.

Background

On April 5, 2019, the CSDE received an *Expression of Interest Form* from the Consolidated School District of New Britain (CSDNB) volunteering SMS for participation in the Network. On May 23, 2019, the Commissioner initially selected SMS for possible participation in the Network based on the following factors: (a) the district's expression of interest; and (b) the academic and developmental needs of the school's students and the capacity of the district to address those needs. The school was approved for one year of planning and funding to develop a turnaround plan. Following initial selection, SMS and the New Britain Federation of Teachers appointed members to serve on the school's Turnaround Committee, and the CSDE conducted an Operations and Instructional Audit on October 24, 2019. The Turnaround Committee developed the Turnaround Plan for SMS in accordance with C.G.S. § 10-223h (d).

Turnaround Plan for Slade Middle School

SMS, identified as a Turnaround School based on the Accountability Index under the Next Generation Accountability System, serves 846 students in Grades 6 through 8. Approximately 90 percent of students are eligible for free or reduced-price meals. Approximately 21 percent of the students are identified as needing special education services; 15 percent are English learners (ELs); 68 percent of the students are Hispanic; and 13 percent are Black.

The SMS Turnaround plan focuses on adopting a team based model focused on a student centered educational approach. The model focuses on developing high performing learning communities that promote the development of strong teacher and student relationships combined with engaging instructional strategies that promote student choice. Slade's vision concentrates on teachers becoming "Trustworthy Mentors" that build relationships with students, families, colleagues and the community aligned to a shared philosophy about the importance and enjoyment of being in school. Developing strong relationships promotes a stronger, unified effort in commitment to student success.

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

Talent:

- Through partnering with EdAdvance, increase effective professional learning opportunities for school leaders, instructional coaches and staff to improve learning in a student-centered environment. Implementation will include:
  - o professional learning focused on student-centered environment and instruction;
  - o identifying the problem of practice based on student-centered learning; and
  - o implementing walkthroughs and instructional rounds to collect evidence of student-centered classrooms and to calibrate, assess, evaluate and plan based on findings;
- Develop teacher capacity to implement the EdAdvance developed curriculum with fidelity through the support of instructional coaches who will model lessons, co-plan, co-teach, provide guided instruction, observations, and feedback; and
- Create a new teacher mentoring program in order to support teachers new to SMS and/or the teaching profession by matching new teachers with mentor teachers and providing supports through a virtual teacher platform.

Academics:

- EdAdvance and SMS staff will design, write, and support the implementation of a culturally relevant and rigorous curriculum for English language arts, math and social studies that include units that are:

- - aligned to the current content standards, including the Connecticut Core Standards, Connecticut Social Studies Frameworks, and Connecticut English Language Proficiency Standards;
  - designed to meet the needs of the diverse learners with culturally relevant content, embedded support for Social Emotional Learning, English Learners, and differentiated instructional strategies and resources;
- Provide ongoing professional learning for differentiation to support various student needs and utilizing formative assessment to drive instruction;
- Strengthen the data culture through structured time to use formative assessment to drive instruction. As curriculum units are unpacked, sessions will be focused on planning intentional lessons around individual student needs and analyzing data to set instructional goals; and
- Redesign and implement a Scientific Research-Based Intervention (SRBI) system with clear protocols, progress monitoring and data analysis to support lesson planning and instruction.

Culture and Climate:

- Design and implement a tiered restorative management system that focuses on the cohesiveness of Restorative Practices and Safe and Healthy Secondary Schools skills curriculum with the intention of proactively building social skills and practicing social justice;
- Strengthen peer-to-peer relationships through a peer mediation program;
- Develop and implement an extended learning model that integrates academic mentoring and engaging enrichment programming, while also expanding mentoring opportunities with community partners; and
- Hire a School Climate Coach in order to promote positive school climate and to address social, emotional and behavioral barriers to learning. The Climate Coach will establish and maintain collaborative working relationships with school personnel, students and their families, social service and counseling agencies in order to form partnerships and service plans to meet needs of all students and their families.

Operations:

- Implement a 7-period schedule in order to prioritize daily instruction in math, English language arts, science, social studies, and STEAM, including extended learning and intervention opportunities; and
- Focus budgetary priorities based on SMS's needs and on sustainability of reforms.

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, SMS 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 SMS 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.

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

Recommendation with Conditions

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

1. By September 30, 2020, the CSDNB 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 SMS 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 SMS, 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. SMS 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. SMS Audit Report resulting from the Operations and Instructional Audit conducted on October 24, 2019.

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

Slade Middle School
New Britain Public Schools
October 24, 2019

Dr. Miguel A. Cardona
Commissioner of Education
Connecticut State Department of Education
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Part I: Introduction

On May 23, 2019, the Commissioner initially selected Slade Middle School to participate in the Commissioner's Network, pending legislative authority to extend and expand the Commissioner's Network to include a ninth cohort of schools. Pursuant to Connecticut General Statutes (C.G.S.) § 10-223h(b), the New Britain Board of Education established the Turnaround Committee. On October 24, 2019, the Connecticut State Department of Education (CSDE) conducted, in consultation with the board of education, the Slade Middle School Governance Council, and the Turnaround Committee, an operations and instructional audit of the school in accordance with C.G.S. § 10-223h(c). The purpose of this report is to present the findings of the audit.

The audit team would like to express its sincere appreciation to the Slade Middle 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, 8 Cohort (IV, V, VI, VII, VIII) 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.

Part II: School Information

Slade Middle School serves 846 Grade 6 through Grade 8 students in New Britain. Approximately 13 percent of the students are Black and 68 percent of the students are Hispanic. Twenty-one percent of the students are identified as needing special education services, and 15 percent are English learners. Ninety percent of the students in the school are eligible for free or reduced-price meals. Student achievement at Slade Middle School is well below state averages in all grade levels and subject areas tested. The current principal is in his fifth year at Slade Middle School having previously served as an assistant principal and teacher.

School Data Profile

The following chart provides a summary of Slade Middle School's current and historic data, including information about student enrollment and demographics, personnel, school climate, school performance, and student academic achievement. All data below is self-reported except where indicated with **.

Enrollment Data (2019-20):			
Grades:	6-8	5-Yr Enrollment Trend:	+ 90
Student Enrollment:	846	Mobility Rate:	18.1%
Personnel Data (2019-20):			
# of Administrators:	3	% of Teachers "Below Standard":	0
# of Teachers:	68	% of Teachers "Developing":	0
# of Support Staff:	27	% of Teachers "Proficient":	91.2
# of Psychologists:	1	% of Teachers "Exemplary":	8.8
# of Social Workers:	2	3-yr Teacher Retention Rate:	87.2%
School Day Per Year (2019-20):			
Total # of Student Days Per Year:	180	Instructional Minutes/Day:	356
Total # of Teacher Days Per Year:	185	Extended Day Program:	Yes
Student Demographic Breakdown (2019-20):			
% Black:	13.4	% Male:	54.9
% Hispanic:	68.4	% Female:	45.2
% White:	14.3	% EL:	15.1
% Other:	3.9	% Students with disabilities:	21.8
% F/R Meals:	90.1		

School Climate Data:	2015-2016	2016-2017	2017-2018	2018-2019
Student Attendance Rate:	93.7	92.1	92.6	92.1
Chronic Absenteeism Rate**:	20.6	25.2	24.1	27.2
Suspension Rate**:	11.5	11.8	11.1	NA

Teacher Attendance Rate:	92.9%	94.6%	91.9%	92.2%
School Performance Index****:**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
SPI:	47.7	42.8	47.4	NA
Smarter Balanced Assessment Level 3 and 4 Data****:**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
Grade 3 – Reading				
Grade 4 – Reading				
Grade 5 – Reading				
Grade 6 – Reading	11.5%	9.3%	15.9%	11.3%
Grade 7 – Reading	14.7%	11.8%	14.4%	15.3%
Grade 8 – Reading	15.4%	13.8%	13.6%	12.6%
Grade 3 – Math				
Grade 4 – Math				
Grade 5 – Math				
Grade 6 – Math	4.6%	4.6%	7.8%	*
Grade 7 – Math	8.2%	5.7%	3.1%	3.5%
Grade 8 – Math	5.3%	6.3%	9.2%	2.9%

* Data suppressed to ensure confidentiality.

NA = Data is not yet available.

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.

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:

Evaluation and Professional Culture
On the teacher survey administered prior to the audit site visit, 66% (N=41) of teachers strongly agreed or agreed that "administrators provide regular, helpful, and actionable feedback to staff" and 69% (N=43) agreed with the statement "I am professionally respected and supported by the school leadership team." While teachers report that the evaluation process is adhered to, they voice concern with the quality of the feedback that is provided as "it varies depending upon the evaluator and…that person's content background impacts the intensity of feedback." Teacher focus group participants were supportive of New Britain University (NBU) providing opportunities for informal classroom walkthroughs by peers which supports efforts in calibrating and aligning instruction and curriculum implementation. School administration stated that the focus this year will be on the instructional realm and will be supported during NBU time.

Instructional Leadership
In response to the survey question that "there is a common vision of what effective instruction looks like at this school," 69% agree/agree. School leadership stated that there is a large emphasis on student engagement, as well as for planning instruction that encourages students to think critically and use analysis. Leadership shared they would like to see more of the "teacher facilitating and students collaborating, students who are actively trying to problem solve, and the teachers knowing their kids with an understanding of how to improve and what individual students need for supports." It is reported by leadership that NBU time is used to support teachers in planning instruction that incorporates these elements and modeling the activities. Teacher focus group members shared that the common vision for instruction at Slade Middle School includes student engagement, opportunities for turn and talk, and unified lesson planning. The parent and community partner focus group stated that the school focus "is to be more student-centered." All stakeholder groups agreed that there is a sense of urgency around improving the school and student outcomes, with the teacher focus group emphasizing that "much of the staff is involved in improvement efforts" and that the work is "not dictated to us, but rather we own it." The Next Generation Accountability

Index has remained relatively stagnant over the past three years and the current index of 47.5 is 27.5 percentage points below the state average. With Slade Middle School performance indices on Smarter Balanced substantially below state averages for ELA and Math, instructional improvement is imperative.

Summary of Growth Areas:

Instructional Practice
Multiple focus groups used the term "variable" to describe the quality of instruction at Slade Middle School. On the teacher survey, 49% (N=30) of survey respondents agree that "instructional quality and academic rigor are consistently high at this school." Leadership characterizes instruction as primarily teacher-led, traditional, and not aligned with grade-level standards expectations. Teacher focus groups and school leadership both describe "pockets of really good teachers, but some need help" in setting and maintaining high expectations. Leadership revealed that STEAM has helped with instructional practices such as hands-on learning experiences and student engagement, but the challenge remains with differentiating instruction to support the needs of all learners. Leadership reports that a focus in the NBU sessions is on developing lesson plans that include scaffolds to support students in accessing the learning. Teachers shared that NBU professional learning is pushing for increased student collaboration. Teacher focus groups expressed that "teachers may not be familiar or confident yet with newer strategies versus older teaching methods." The audit team conducted classroom observations, separately, in 26 classrooms across all grade levels and content areas in the school. While elements of effective instructional practices such as the posting of objectives and structured openings through Do Now activities were evidenced in some classrooms, opportunities to foster active and interactive learning through student discourse and collaboration, materials and lessons to provide scaffolded support, and utilizing multiple strategies to address a topic or question are lacking school-wide. Forty-nine percent (N=30) of survey respondents agree that "instructional quality and academic rigor are consistently high at this school" which aligns to district and school leadership comments and evidenced through low levels of student achievement. Support going forward needs to include assisting teachers in identifying, implementing, and assessing impact of strong instructional practices.

Recruitment and Retention
The 3-year retention rate for Slade Middle School is 87.2%. The principal reports that currently there are no open staff positions due to early recruitment efforts in the spring of last year. School leadership works with the district to hire and support staff that may need more training for certification, with an emphasis on looking for individuals that fit into the dynamics of the team and are collaborators. Teacher focus group participants report that a mentoring program does exist for new teachers to provide supports and help teachers acclimate to the district's expectations, but express that "support is based on an older culture in which teachers are helpful to one another but a systemic approach isn't in place." Teacher focus group participants report not feeling supported as a result of a large number of involuntary transfers in the past few years, but share that changes were initially made in an effort have more content specific teachers teaching in middle school, yet that has reverted back. Teachers do, however, report a feeling "of change" with the new leadership that is in place.

Professional Development
Teacher survey results demonstrate that 68% (N=42) of teachers positively responded to the statement that "the professional development I received this year has improved my professional practice and allowed me to better meet the needs of my students." In coordination with district leadership, professional learning is provided to teachers every six days through NBU. Teacher focus group participants had mixed feelings about NBU now being provided along with Pulaski Middle School. While one focus group reported a "change in dynamics that has made things less productive," another teacher shared that NBU is "informative and it allows for us to collaboratively plan across the district." Teachers expressed concern that not all staff

members, particularly unified arts teachers, participate in NBU yet they are expected to be "up to speed on NBU topics without receiving the same support and collaborative time is limited."

Leadership Effectiveness

Slade Middle School leadership consists of the building principal and two assistant principals that have worked together as a team for the past five years. District leadership describes them as a "strong and coherent team." Eighty-one percent (N=50) of teachers strongly agreed/agreed on the survey that "school leadership effectively communicates a clear mission, vision and set of school wide priorities." Multiple focus groups shared that the emphasis last year was on climate and culture with a focus on bringing restorative practices to the entire staff so they could lead conferences and circles. These efforts led to a reduction in office referrals. Teachers and leadership both related a school-wide vision on building relationships with students. Teacher focus group members shared that there have been "tremendous results…in which student to adult relationships have really improved." While the principal shared that no school improvement plan currently exists, a problem of practice was identified in which 70% of students received a D or F last year. Leadership reports that this year evidence is required to outline efforts that were put in place to support students with failing grades and emphasis on academic efficacy with a focus on executive functioning.

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		✔		

<u>**Summary of Growth Areas:**</u>

Academic Rigor and Differentiation

Teacher survey results show that forty-nine percent (N=30) of respondents agree that "instructional quality and academic rigor are consistently high at this school" and 62% (N=38) agree that "teachers at this school engage students in higher-order thinking and push them towards content mastery." School leadership shared that teachers "have a tough time designing and planning to meet the needs of students and trusting themselves" which is impacted by "a lack of knowledge on how to scaffold grade level content as many of the students aren't ready" for material that meets grade level expectations and content. Teachers report that steps to increase academic rigor is addressed in NBU with an emphasis on student discourse, and curriculum materials and programs such as Illustrative Math are beginning to be utilized. During classroom walkthroughs auditors looked for evidence of instructional rigor and differentiation such as student-focused instruction, opportunities for student-to-student discourse, small group instruction, and higher-order questioning. In the 26 observed classrooms, higher-order Depth of Knowledge questioning was lacking and

independent assignments required students to answer basic procedural or recall questions such as "How is mass erosion different from sheet erosion?" and "What is another word for massive?". Walkthroughs, focus groups and data support the need to develop a common understanding of what constitutes rigorous classroom instruction.

Although 60% of teachers agreed that "teachers at this school use student assessment data to check for understanding to differentiate instruction," there was a lack of sufficient evidence during classroom observations and during focus group discussions to support this notion. The school leadership team noted that a lack of curriculum has an impact on differentiation as teachers aren't planning with tiered supports in mind. When teacher focus groups were questioned about the extent of differentiation that is used, responses went toward special education students and the supports from the special education staff rather than lesson design that factors in a variety of learning styles and readiness in order to maximize student growth and individual success.

Smarter Balanced proficiency levels at Slade Middle School, as shown in the charts below, are significantly below the state and district averages for both ELA and Math.

Percent Proficiency (Levels 3+)				
2018-19 SBAC	**State Average**	**District Average**	**Slade Middle**	**Difference between State and School Averages**
ELA	55.7%	20.2%	13.1%	-42.6
Math	48.1%	11.3%	2.6%	-45.5

| Average Percent of Growth Target Achieved				
2018-19 SBAC	**State Average**	**District Average**	**Slade Middle**	**Difference between State and School Averages**
ELA	59.9%	48.8%	45.6%	-14.3 pts.
Math	62.5%	44.2%	33.6%	-28.9 pts.

Student Engagement
Fifty-three percent (N= 33) of teacher survey respondents agreed that "students are engaged in their classes." Although teachers shared that professional learning was provided during NBU on student engagement, practices are still emerging. In 21 of the 26 observed classrooms, instruction was primarily whole group and opportunities for small group work or student discourse were limited. While student focus group participants shared that a mix of instructional methods are used, they also report being bored in some classes and "too much time is spent redirecting students who aren't following directions so we do the same thing over and over." Auditors observed students that were primarily passive, and instruction was repeatedly interrupted to deal with off-task behaviors such as yelling out, student chatter or walking around the room. Although teacher focus group members related that Chromebooks have aided in raising engagement levels, auditors observed the technology only being used for low-level tasks such as looking up word definitions. School leadership noted that higher referral data indicates a need for more coaching on restorative-related factors and a need for more engaging instruction.

Curriculum and Instruction aligned to the Connecticut Core Standards
Forty-three percent (N=27) of Slade Middle School staff reported on the teacher survey that "the school has curricula for all grade levels and content areas aligned to the current content standards." District leadership reports that a local regional educational service center has been contracted with to conduct a curriculum audit and to write curriculum units for ELA and math. Illustrative Math was adopted last year and is in full implementation this year, yet teachers report that they "aren't confident" in the new program and need additional professional development to support implementation. While ELA and math have been the focus for curriculum development, Social Studies and Science have also updated to align with current content standards. Teachers report that these content areas lack the kind of support that is given to ELA and math and report that "having to figure it out is difficult. Teacher focus group members relayed a sense of concern with the new curricula and whether "student readiness is at a level for conceptual learning." Auditors found limited evidence of instruction that met the rigor inherent of current content standards. Auditors observed instruction with mainly surface level questioning, limited student discourse to reveal evidence and reasoning, as well as inconsistent pacing. While teachers and leaders report that time is spent during NBU to collaboratively review curricula content, develop instructional materials, and analyze student work, instruction that is aligned with the rigor of the standards is lacking as evidenced by classroom walkthroughs.

As referenced in the graphs below, student achievement at Slade Middle School, as measured in the school performance indices for ELA and Math, continues to significantly underperform the state averages and the expected target of 75.
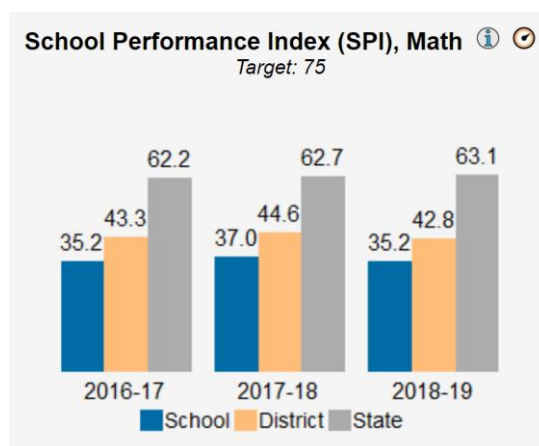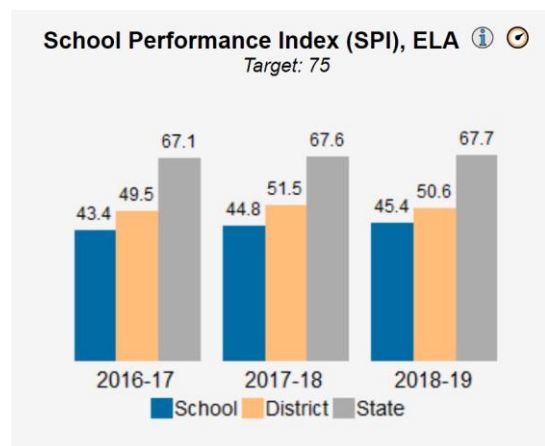
Supports for Special Populations
Forty-five percent (N=28) of teachers survey believe "the school adequately meets the needs of its special education students and English Learners." Teacher and school leadership focus groups also expressed concerns regarding the supports provided to special education students. With approximately 21% of Slade Middle School's population identified for needing special education services, there are two special education teachers at each grade level with an average caseload of 22 students. Both leadership and teachers agree that additional supports are needed to support students with disabilities.

The rate of English Learners at Slade Middle School continues to rise from a rate of 12.8% in 2016-17 to a self-reported rate of 15.1% in 2019-20. There are two EL teachers on staff that alternate push-in and pull-out services in order to aid availability. Teachers report the need for additional resources and materials in order to support English learners, especially those from non-Spanish speaking backgrounds.

The principal reports that supports for English Learners and students with disabilities is "heading in the right direction" and emphasized that attendance for these populations is a key focus for this year. While the Next Generation Accountability data does not show a significant gap between the performance and growth levels of High Needs students in comparison to All Students, there is a large discrepancy when comparing chronic absenteeism rates.

Slade Middle School	Indicator	Index/Rate
	ELA Performance Index – All Students	44.8
	ELA Performance Index – High Needs Students	44.0
	ELA Academic Growth – All Students	48.8%
	ELA Academic Growth – High Needs Students	48.0%
	Math Performance Index – All Students	37.0
	Math Performance Index – High Needs Students	36.2
	Math Academic Growth – All Students	51.7%
	Math Academic Growth – High Needs Students	51.5%

Slade Middle School	Status	% Chronically Absent
	ELL	36.4
	Non-ELL	21.9
	Special Education	31.1
	Non-Special Education	22.5

Assessment System and Data Culture
Forty-two percent (N=26) of survey respondents agreed that "this school has a comprehensive assessment system to measure student progress, identify necessary interventions, and provide teachers with data to inform instruction." Teachers report that they are keeping better data now as a part of NBU. Teachers shared that Smarter Balanced Interim Assessment Blocks will be used this year and the data can be utilized to help differentiate instruction for students, but at this point in the year it is too new to evaluate. Teacher focus group participants explained that NBU provides time for teams to engage in the Kid Talk protocol and chart data on particular students and develop modified work. The school leadership team reports that the "teachers use of data is not to the extent that leadership team and pupil services use data. We need to have staff using data regularly beyond the NBU context" in order to support lesson planning that accounts for the needs of all students. Although there are currently three reading tutors in place to provide intervention services, teacher focus group members revealed a sense of uncertainty as to how to address interventions in Tier II as opposed to replacing Tier I instruction. As reported by school and district leadership, a Tier 3 RTI team was created this year. Students are identified based upon attendance, behavioral, and academic needs and receive targeted instruction and supports in smaller class sizes.

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 Growth Areas:

School Environment
Thirty-nine percent (N=24) of the teacher survey responses supported that "the school environment is conducive to high-quality teaching and learning." Slade Middle School is a well-maintained facility with evidence of branding as well as engaging motivational sayings throughout the building. Parent and community focus group members shared their belief that the school and staff are "very welcoming, which ties to the administration and their openness." While the auditor walkthroughs found instances of warm and inviting classrooms with supporting visual materials and engaging bulletin boards, there were several others that were devoid of student work, supporting artifacts, or student data. During class time, auditors observed hallways and stairwells which still had many students lingering and engaging in off-task behaviors which were disruptive to the classes in session.

Student Attendance
The percentage of students chronically absent is trending upward, with a current rate of 27.2% in 2018-19. This is significantly above the state average of 10.4% and three percentage points above the district rate of 24.2%. Slade Middle School implements several strategies to improve attendance ranging from robo-calls and personal calls home when absent, teachers engaging with students to understand the "why" behind an absence, and time devoted during NBU to reviewing and discussing attendance. Teacher focus group members report that "the focus has been on relationships which helps improve attendance," but the data is not showing improvement. Student focus group members report that attendance is encouraged and that it is messaged frequently throughout the school. Parent and community focus group members shared that incentives for attendance were used in the past, but seem to be discontinued this year.   School leadership reports that "nailing down the most important root causes regarding attendance has been a challenge."

Student Behavior
The suspension rate at Slade Middle School had a dramatic decrease from a high of 25.2% in 2014-15 to 11.1% in 2017-18. Responses to the survey statement that "the school implements an effective school wide behavior management system" were mixed, with 39% of teachers agreeing, 26% disagreeing, and 35% were neutral. Teacher focus groups also shared varied views on the implementation of a consistent

behavior management system with some reporting that "Yes, we do have a management plan in place, but it is not always followed consistently…with different rules for different kids." Another teacher stated that the "behavior system is individual to the teacher" and that he has witnessed teachers reviewing expectations with students, but agreed that expectations are not consistent school-wide. Teacher focus groups report that behavior is "challenging" with issues that stem from hallway behaviors that carry into the classroom setting or difficulty refocusing after lunch. Auditors observed incidents of disruptive behavior such as students running in the halls, yelling, and walking out of class. School leadership supported that there is a discrepancy between teacher expectations and student behaviors, and a lack of engagement leads to an increase in off-task behaviors. Leadership reports that "although we have processes, Tier I strategies are not consistently implemented which leads to issues and referrals that could have been avoided." Leadership shared that a security guard has been added as an additional support and that data is reviewed frequently so teachers with high referrals can receive additional supports and training as needed. Students also relayed beliefs that consequences are inconsistent and although rewards exist to incentivize positive behaviors, the "bad behavior of a few wreck it for all of us." Participants in the parent and community focus group shared that "student behaviors are challenging here, especially because it's a middle school, but administration communicates the behavior expectations well…there are high expectations behaviorally and academically." A community partner also shared that Restorative Practices is also implemented in the after-school programming so there is alignment between the school and external partners.

Interpersonal Interactions
In response to the statement "Interactions between students and staff are positive and respectful," 61% of survey participants agreed. District leadership reports that the staff at Slade is "very focused on relationships" and this focus was echoed by the teacher and school leadership focus groups. Parent and community focus group members shared that they experienced positive interactions with the staff and believe that the school is very student-focused. School leadership shared that there is a "sense of family here" and describes efforts to be trauma-informed and building relationships through restorative practices. Teacher focus groups describe feeling part of a collaborative team, but voice concern with students' peer-to-peer interactions. Students report that teachers "really care about us and want to help us to do well" but also reveal that student to student interactions are problematic. Extended homerooms are used for Restorative Circles, peer mediation, and developing trusting relationships.

Family and Community Engagement
Responses to the survey statement "Families are engaged in the school" varied. While 23% disagreed, 34% were in agreement and 44% were neutral. Parents and teachers communicate through email, phone calls, texting, and some utilize apps such as Remind to increase communication. School leadership appear to have positive relationships with students and families as parent and community focus group members, as well as students, praised the administrative team for their openness, availability, and visibility throughout the school. The school does have a PTO, but focus group members shared that membership is low. The PTO does sponsor monthly events as outreach to families. Teacher focus group members shared that there is strong family and community attendance at events such as concerts and Bingo nights. School and district leadership report that a variety of events are in place, some more well-attended than others, but offerings can continue to be expanded.

Community Partners and Wraparound Strategy
Focus groups revealed that Slade Middle School provide a limited range of wraparound services to address students' academic and non-academic needs. While the school has fostered relationships with New Britain Parks and Recreation and YWCA STRIVE (Strength, Teamwork, Respect, Individuality, Vision and Excellence), other partnerships have not been maintained over time. Community partners involved in the focus group shared that Slade Middle School is very welcoming to external partners and feel integral to fostering positive school relationships for students. The principal also reports that the YMCA has been utilized for team building activities between students and teachers, and also for the staff to build relationships with their colleagues. Multiple stakeholder groups suggested that increased efforts to coordinate relationships with community partners would be beneficial.

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		✓		

Summary of Growth Areas:

Instructional Time
Sixty-three percent (N=39) of survey respondents agree that the school schedule and calendar maximize instructional time and 58% (N=36) agree with the survey statement that "teachers are adept at managing and maximizing instructional time within the classroom." While the schedule provides for 56 minute class periods, the audit team observed loss of instructional time due to students entering class late from transitions, poor pacing, limited student engagement, student misbehavior causing frequent interruptions, and missed opportunities for interactive learning. Though the school schedule provides adequate time for core instruction, student performance indicates that students would benefit from increased intervention time and services for reading and math.

Use of Staff Time
Responses to the survey statement regarding "teachers have enough time to work with each other to develop instructional materials, review student data, and improve instruction" were mixed, with 31% responding favorably, 38% disagreeing, and 31% were neutral. Teachers have 210 minutes of personal planning time per week and NBU provides additional collaborative planning and professional learning time every six days. The principal reports that vertical collaboration occurs at least twice a month. Teachers report that collaborative planning doesn't occur frequently due to conflicting schedules or duties with content colleagues. Although structures are in place to provide substantial planning time, the staff needs to work collaboratively with grade-level and content colleagues in order to develop and embrace a clear, shared vision of what high-quality Tier 1 instruction looks like within the frameworks of the soon-to-be adopted or newly adopted curricula.

Routines and Transitions

Sixty-one percent (N=38) of teachers agreed with the survey statement that "the school has clear routines and procedures in place that are consistently followed by students and staff to help create a smooth and orderly environment." School leadership reports that transition times between classes have improved from last year and passing time is approximately 3 minutes. Leadership shared that the improved transitions are a result of increased adult presence guiding and narrating students through the hallways. While auditors did notice adult presence, students were still observed yelling and running in the halls. Student focus group members report that passing times can be challenging, but relayed that changes have been put in place from last year. According to school leadership, morning arrival has also been improved from the unstructured setting of last year. Now, students are required to line up and enter school through assigned grade level entrances.

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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 2018-19. 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 2018-19, 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 2018-19 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 2018-19. 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.

TALENT				
Indicator	**1-Below Standard**	**2-Developing**	**3-Proficient**	**4-Exemplary**
1.5. Leadership Effectiveness	Leadership fails to convey a school mission or strategic direction. The school team is stuck in a fire-fighting or reactive mode, lacks school goals, and/or suffers from initiative fatigue. The school community questions whether the school can/will improve.	The mission and strategic direction are not well communicated. A school improvement plan does not consistently guide daily activities and decision-making. The community generally understands the need for change, however actions are more often governed by the status quo.	Leadership focuses on school mission and strategic direction with staff, students, and families. The school is implementing a solid improvement plan and has a clear set of measurable goals. The plan may lack coherence and a strategy for sustainability. Leadership conveys urgency.	Leadership focuses on school mission and strategic direction with staff, students, and families. The school has a manageable set of goals and a clear set of strategies to achieve those goals. The plan is being implemented and monitored with fidelity. Leadership conveys deep urgency.
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	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	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	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

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[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**
	lessons. Observed lessons primarily appeal to one learning style.	passive than active. Students are easily distracted from assigned tasks.	handful of students are easily distracted from the task at hand.	classroom dialogue and instruction. The lessons appeal to and seem to support all learning styles.
2.3. Differentia-tion and Checking for Under-standing*	Most teachers take a one-size-fits-all approach and struggle to differentiate their instruction to meet individual learning needs. There is no evidence around the use data to inform instruction and minimal efforts to check for student understanding.	Some teachers are differentiating at least part of the observed lessons; however, the practice is not consistent or widespread. There is some evidence of the use of student data to adapt the learning process. Some teachers use strategies to monitor understanding.	Most teachers employ strategies to tier or differentiate instruction at various points in the lesson. Most teachers use data or checks for understanding to differentiate the learning process on the fly. Teachers take time to support students struggling to engage with the content.	Teachers consistently and seamlessly differentiate instruction. Teachers use data and formal/informal strategies to gauge understanding, and differentiate the learning process accordingly. 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	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	Teachers consistently administer assessments throughout the year. Assessments are standards-based and provide real-time data. Teachers embed formative assessments in their daily lessons.

ACADEMICS				
Indicator	**1-Below Standard**	**2-Developing**	**3-Proficient**	**4-Exemplary**
	school lacks or fails to implement SRBI protocols linking data to interventions.		processes in place to use the data to inform interventions.	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 # 2018-19 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%.

CULTURE AND CLIMATE				
Indicator	1-Below Standard	2-Developing	3-Proficient	4-Exemplary
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 largely transactional or triggered when students are off task.	There is a moderate sense of community. Students are somewhat respectful toward one another and adults. There are some concerns around climate and tone. There is some teasing and divisiveness; however, it does not define school culture. Communication between students and staff is somewhat positive. There are some connections between students and staff.	There is a good overall sense of community. Students are generally respectful toward one another and adults. Interactions are mostly positive. There is minimal teasing and divisiveness. Communication between students and staff is generally positive and respectful. There are signs of connections between students and staff. Most staff seem invested in their students.	There is a strong sense of community. Students are respectful and courteous of one another and adults. Student interactions are overwhelmingly positive and polite. The school is an inclusive and welcoming environment. Student/Adult interactions are positive and respectful, demonstrating strong relationships. Staff seems invested in the well-being and development of students.
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	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.

OPERATIONS				
Indicator	**1-Below Standard**	**2-Developing**	**3-Proficient**	**4-Exemplary**
	hours of instruction per day, and ≤ 60 minutes of ELA time.[2]			
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 to use class time in a constructive manner.	Staff and student use of time is somewhat effective. Some students are off task and there are missed opportunities to maximize instructional time. Lesson schedules are moderately well planned, paced, and executed. Teachers could be more skilled and/or methodical in the use of class time.	Most staff and students use time well. A handful of students require redirection; however, the majority of students transition quickly to academic work when prompted by the teacher. There is minimal downtime. Lessons are well planned, paced, and executed. Teachers are adept at managing and using class time.	Staff and students maximize their use of time. There is no downtime. Transitions are smooth and efficient. Teachers meticulously use every moment of class time to prioritize instructional time on task. Students transition promptly to academic work 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.

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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.

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
www.sde.ct.gov

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CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

The Connecticut State Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Connecticut Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of age, ancestry, color, criminal record (in state employment and licensing), gender identity or expression, genetic information, intellectual disability, learning disability, marital status, mental disability (past or present), national origin, physical disability (including blindness), race, religious creed, retaliation for previously opposed discrimination or coercion, sex (pregnancy or sexual harassment), sexual orientation, veteran status or workplace hazards to reproductive systems, unless there is a bona fide occupational qualification excluding persons in any of the aforementioned protected classes. Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to:

Levy Gillespie

Equal Employment Opportunity Director/Americans with Disabilities Act Coordinator (ADA) Connecticut State Department of Education | 450 Columbus Boulevard, Suite 607 | Hartford, CT 06103-1841 | 860-807-2071 |

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PART I: COMMISSIONER'S NETWORK OVERVIEW

A. Commissioner's Network Overview

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

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:	Consolidated School District of New Britain		
Name of School:	Slade Middle School	Grade Levels:	6 - 8
Name of School Principal:	Todd Verdi	# of Years Serving at this School	15 yrs.
		# of Years in Total as Administrator	7 yrs.
Turnaround Committee Chairperson:[1]	Michael Foran		
Phone Number of Chairperson:	860-827-2213		
E-mail of Chairperson:	foran@csdnb.org		
Address of Chairperson:	Street Address:	272 Main St	
	City:	New Britain	Zip Code: 06050
Name of School Board Chairperson:	Merrill Gay		
Signature of School Board Chairperson:[2]		Date:	
Name of Superintendent:	Nancy Sarra		
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.

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)

Vision: To pursue excellence one student at a time. **Mission:** In partnership with family and community, the Consolidated School District of New Britain works to provide the best personalized and comprehensive whole-child education so our students will be prepared for, and positively contribute to, a profoundly different future.

District Theory of Action (limit 200 words)

Talent: If we improve administrator's instructional leadership capacity *(providing effective feedback, engaging in data decision making process, leveraging researched based practices, etc.)* teacher practice and student outcomes will improve.
Academics*:* If we instruct teachers in high leverage practices that include opportunities for:
   ● Analyzing and constructing arguments based on evidence
   ● Critical & creative thinking and problem-solving
   ● Meaningful and purposeful communication during NBU, then teacher practice will improve.
Climate and Culture: If we implement a multi-tiered process for addressing chronic absenteeism, using high impact engagement strategies, then chronic absenteeism will decrease.

School Vision (limit 200 words)

The Slade Middle School Staff is committed to becoming trustworthy mentors that build relationships with students, families, colleagues and the community.

School Theory of Action (limit 200 words)

Learning Context: If the staff and faculty of Slade Middle School provide strategies to create a caring, safe and engaging learning environments, then student performance will improve.

Curriculum: If the staff and faculty of Slade Middle School follow a comprehensive, standards based curriculum with a foundation in literacy and numeracy that meets the needs of a diverse student population, then student performance will improve.

Instructional Practices: If the staff and faculty of Slade Middle School provide research based instructional practices that engage all students with content at their instructional level and is aligned with their interests, backgrounds and possible futures, then student performance will improve.

Assessment: If the staff and faculty of Slade Middle School provide an assessment structure that links the three levels of the system with a systematic, team-based data application process and research based assessment tools, then student performance will improve.

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

Instructions: In the boxes below, address the following:

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

Mr. Verdi has been Principal at Slade Middle School for over 4 years and the leadership team at Slade has been together for over 3 years. Prior to that Mr. Verdi was an Assistant Principal at the school. He has over 20 years of total experience as an educator in New Britain. In his first years as Principal, Mr. Verdi focused on developing and implementing the school's vision. He has received extensive training in Restorative Practices. Under his leadership the school has seen a significant decrease in behavior referrals and suspensions. Suspensions for the 2018-19 school year were down 35% from the previous year and the suspension rate went from 11.1% to 7.9% in those same years. The Commissioners Network grant will enable us to provide Mr. Verdi with additional coaching to support his development as an instructional leader and the development of the Slade leadership team.

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

Mr. Verdi is evaluated under the CSDNB Administrators Evaluation Plan by the Assistant Superintendent. As part of this process, they work together to establish SMART goals for the school and personal goals based on the CCL. They meet bimonthly to review progress and adjust as needed. Additionally, the Assistant Superintendent meets weekly with the Slade leadership team to review data and providing coaching and support. These meetings include periodic classroom walkthroughs and discussions on how best to support improved instruction through administrator feedback. The Slade leadership team also participates in monthly professional development sessions for all district administrators which are focused on improving instruction through better feedback.

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.

The Assistant Superintendent will be an active participant on the Slade Turnaround Team. He will attend all Turnaround Team meetings. He will also attend subcommittee meetings periodically to assess their progress in developing and implementing their components of the plan. The District Coordinator of Instruction for secondary schools will be an active member of the Academic and Talent subcommittees. She will also attend the Turnaround Team meetings to ensure alignment of school and district goals in these areas. Additionally, the Assistant Superintendent will meet individually with the Principal and leadership team to monitor progress on an ongoing basis. Mr. Verdi will work with the District Finance and Talent office to monitor the budget and ensure that all expenditures are appropriately monitored. The District Talent office will work with the school administration to support the recruitment of high quality candidates for any staff positions funded through the plan.

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

Slade Middle School stakeholders participated in the Turn Around Committee meetings and planning process by engaging in an overview of the school's instructional audit report. Team members collaboratively identified areas of strengths and analyzed deficiencies and their root causes that require attention to meet the district and school vision. The team will meet monthly to monitor, adjust and refine the plan according to progress monitoring data. The administrator will facilitate monthly Coffee Hour, with parents, to share out school information to promote community awareness. Administrators will use data from the district's Student Parent Engagement and Employee Satisfaction survey as an accountability tool.

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.

Performance Indicators	Baseline/Historic Data				Performance Targets		
	2016-17	2017-18	2018-19	2019-20 YTD	2019-20	2020-21	2021-22
Student enrollment	807	838	866	870	888	900	910
Accountability Index	42.8	47.4	43.0	N/A	52.6	55.8	59.0
English Language Arts (ELA) School Performance Index (SPI)*	43.4	44.8	45.4	N/A	50.7	53.1	55.5
ELA Smarter Balanced Growth Model*	39.8	48.8	45.6	N/A	53.7	58.3	63.0
Math School Performance Index (SPI)*	35.2	37.0	35.2	N/A	44.4	47.4	50.5
Math Smarter Balanced Growth Model*	41.4	51.7	33.6	N/A	54.9	59.4	63.9
Average daily attendance rate	92.1	92.6	92.1	94	95	96	97
Chronic absenteeism rate*	25.2	24.1	27.2	22	20.5	19.0	17.4
Teacher attendance rate	92	93	93	93	93.5	94	94.5
Suspension rate	11.8	11.1	7.9	5.1	7.5	7	6.5
In-school suspensions (count)	13	44	7	2	5	4	3
Out-of-school suspensions (count)	169	138	112	59	101	91	82
Expulsions (count)	2	2	0	1	0	0	0
Grade 3 ELA Smarter Balanced Assessment-"Meets or Exceeds Achievement Level"	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4 ELA Smarter Balanced Assessment-"Meets or Exceeds Achievement Level"	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5 ELA Smarter Balanced Assessment-"Meets or Exceeds Achievement Level"	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Performance Indicators	Baseline/Historic Data				Performance Targets		
	2016-17	2017-18	2018-19	2019-20 YTD	2019-20	2020-21	2021-22
Grade 6 ELA Smarter Balanced Assessment-"Meets or Exceeds Achievement Level"	9.3	15.9	11	N/A	17	27	44
Grade 7 ELA Smarter Balanced Assessment-"Meets or Exceeds Achievement Level"	11.8	14.4	15	N/A	23	36	59
Grade 8 ELA Smarter Balanced Assessment-"Meets or Exceeds Achievement Level"	13.8	13.6	13	N/A	20	31	50
Grade 3 Math Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4 Math Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5 Math Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6 Math Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"	4.6	7.8	2	N/A	3	4.7	7.7
Grade 7 Math Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"	5.7	3.1	4	N/A	6.1	9.7	10.1
Grade 8 Math Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"	6.3	9.2	3	N/A	4.6	7.3	11.9
Grade 5 NGSS Science Assessment- "Meets or Exceeds Achievement Level"	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8 NGSS Science - "Meets or Exceeds Achievement Level"	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11 NGSS Science - "Meets or Exceeds Achievement Level"	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11 ELA SAT- "Meets or Exceeds Achievement Standard"	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11 Math SAT- "Meets or Exceeds Achievement Standard"	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Number of Students enrolled in dual enrollment or AP courses	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4-year Cohort Graduation Rate (HS only)	N/A	N/A	N/A	N/A	N/A	N/A	N/A

6-year Cohort Graduation Rate-High Needs Students (HS only)	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Root Cause Analysis

Using the school data, along with the school audit findings reported by the Turnaround Office as a foundation, the turnaround committee 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.**

Section 5: TURNAROUND MODEL

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

Slade Middle School has selected to implement Turnaround model (E). This model developed by the turnaround committee utilizes strategies, methods and best practices used at public schools, inter-district magnet schools and charter schools or collected by the commissioner pursuant to subsection (f) of this section. A team based model focusing on a student centered educational approach. The model focuses on developing high performing learning communities that promote the development of strong teacher student relationships combined with engaging instructional strategies that promote student choice. Slade's Vision concentrates on teachers becoming "Trustworthy Mentors" that build relationships with students, families, colleagues and the community. This focus promotes student and family engagement across all domains with a strong connection to engaging families and students to a shared philosophy, the importance and enjoyment of being in school. Developing strong relationships promotes a stronger, unified effort in commitment to student success.

The team based model lends itself to:
- Increased opportunities to form strong, trusting relationships with staff and coordination of curricula across disciplines that enhance the impact of meaningful learning experiences
- Promotion of on task behaviors and academic outcomes rooted in consistency of shared academic and behavioral expectations and procedural protocols
- Student sense of belonging, connection and pride in a culture that promotes teamwork, empathy and support
- Collaboration in teaching, planning, reflection and development of learning opportunities through analysis of student academic, social emotional and attendance data

Slade Middle School is a large facility, with about 100 staff members serving approximately 900 students in Grades 6 through 8. Teams will consist of four core area teachers and one special education teacher. Teams will meet on a daily basis to participate in new learning, student data analysis and lesson planning. We strive to create learning communities within the school that foster the development of strong, trustworthy relationships with adults and peers. Each team will have approximately 125 students, specific extended learning experiences, intervention supports and opportunities for honors-level classes. Recruitment and retention of qualified staff to be members of the Slade team will participate in professional learning and development that focuses on student centered instruction, team building skills, cultural responsiveness, team mentoring and leadership development.

Talent
- Building staff capacity to improve instructional practices to meet student needs
- Recruit and Retain high quality teachers
- Opportunities for teacher leadership
- Job-embedded coaching aligned to teacher needs and school goals
- Distributed leadership model

Slade Middle School's academic improvement will focus on student centered instruction, a redesigned SRBI system that provides ELA and Math progress monitoring intervention and data analysis to support lesson planning.

Academics
- Develop a culturally responsive curriculum in ELA and Math aligned to the Connecticut Core Standards
- Develop a progress monitoring system of data analysis
- Redesign SRBI system

The focus of becoming "Trustworthy Mentors" will promote engagement opportunities for our students and families to strengthen interpersonal relationships and a desire to be in school.

Culture and Climate
- Focus on attendance and chronic absenteeism
- Strengthen interpersonal relationships
- Development of a tiered behavior-response system
- Purposeful student and family engagement opportunities

This plan will focus on school-wide systems that promote student learning and support.

Operations
- Maximize instructional time
- Implement extended learning and intervention opportunities
- Collaborative plan time 5 times per week

Section 6: Turnaround Framework for School Improvement

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

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

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

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

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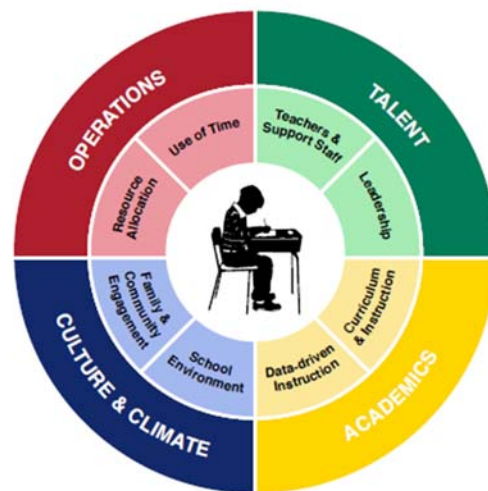
Plan Development

➢ **Prioritize**

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

Talent	Academics
- Building staff capacity to improve instructional practices to meet student needs - Recruit and Retain high quality teachers - Opportunities for teacher leadership - Job-embedded coaching aligned to teacher needs and school goals	- Create a student-centered learning environment that actively engages students through instructional practices that focus on multiple learning styles and provide students with a voice and choice in their learning. - Develop a written culturally responsive curriculum in ELA and Math aligned to the Connecticut Core Standards, New Britain Portrait of a Graduate, and CELP Standards that includes strategies to address the needs of all students. - Redesign SRBI system
Culture and Climate	**Operations**
- Focus on attendance and chronic absenteeism - Strengthen interpersonal relationships - Development of a tiered behavior-response system - Purposeful student and family engagement opportunities	- Maximize instructional time - Implement extended learning and intervention opportunities - Provide collaborative plan time

*Student-centered learning (SCL) is culturally responsive and encompasses strategies that address the specific learning needs and backgrounds of all students. SCL includes the seven structures of best practices of teaching for all students: gradual release of responsibility, classroom workshop, strategic thinking, collaborative activities, integrated units, representing to learn and formative-reflective assessment **(Zemelman et al., 2012).** Student-centered classrooms address the specific learning needs and backgrounds of all students and is a district wide expectation.

> **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?

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.

School data from the 2019 Summative (SBAC) assessment points to declining student achievement at Slade. SBAC data from 2016 – 2019 identifies a 5% decrease overall in English Language Arts while math identifies a decrease of 11% overall in grades 6-8. Benchmark (IAB) assessments administered for the first time this year, reinforce this premise. ELA IAB scores indicate that 29% of Slade students are at/approaching or have exceeded grade level goals. Math IAB scores indicate that 23% of Slade students are at/approaching or have exceeded grade level goals. In the Commissioner's Network Operations and Instructional Audit Report, teachers and leaders at Slade and in the district highlighted 'New Britain University (NBU)', a structure for professional learning opportunities that was created in the district in 2018-19. During NBU, teachers have been learning strategies and protocols to create a student-centered learning environment in their classroom. And yet, after a year, this same audit shows Slade Middle School scoring 'Below Standard' on indicator 1.1 Instructional Practice. While almost half of teachers surveyed (49%) agreed that 'instructional quality and academic rigor are consistently high at this school', auditors were unable to find compelling evidence to support this claim in the 26 classrooms across content and grade levels that were observed. A separate audit conducted by a curriculum partner aligned with this result showing a lack of student engagement in learning activities. The root cause analysis led the team to surmise that there is a lack of teacher understanding and implementation of a student-centered environment. Teacher understanding of the strategies and protocols that have been presented at NBU have been perceived as separate 'things to do', not pieces of a holistic student-centered classroom environment. This has led to the decision to train staff in, expect and support a student-centered environment across all classrooms at Slade. As we continue to instruct staff on the essential elements of a student-centered learning environment, we must broaden our approach to include more coaching so that teachers can know 'what good looks like. In addition to coaching, we must increase our capacity in the areas of actionable feedback, supervision and accountability from district leadership to building leadership to coaches to teachers so that there is a clear trajectory of information and implementation based on a shared understanding of a student-centered classroom.

Job descriptions are currently being revised to include language that describes the student-centered qualities we expect in successful New Britain classroom teachers. Prospective candidates should have a deep understanding of Connecticut Core Standards, culturally responsive teaching, English Learner (EL) learners and the CCT Rubric for Effective Teaching. Consistent interview questions that ask applicants to describe a typical lesson and include opportunities for candidates to teach a demo lesson are beginning to be set in place. Assessment of these model lessons should include Look Fors for student-centered practices to assess the competency of the candidate. Future candidates who come on board at Slade should identify with this student-centered approach. Slade Middle School will create and implement a mentoring program for new hires and/or teachers new to the school. The program will include matching new teachers to mentor teachers with an expertise in specific areas. Teachers who will mentor on student-centered learning environment will be determined by data from walk-throughs. As part of the mentoring program the school will create and update virtual teacher binder/platform.

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

Student-centered learning is culturally responsive and encompasses strategies that address the specific learning needs and backgrounds of all students. SCL includes the seven structures of best practices of teaching for all students: gradual release of responsibility, classroom workshop, strategic thinking, collaborative activities, integrated units, representing to learn and formative-reflective assessment (Zemelman et al., 2012). Student-

centered classrooms address the specific learning needs and backgrounds of all students and is a district wide expectation. The district and school will cultivate a professional learning environment to attract, support, develop, and retain high-quality teachers by:

1. Using the current time structures devoted to New Teacher Orientation at the start of the school year to address the professional development that current New Britain teachers have received around student-centered learning. In order to address the significant number of new teachers hired during the school year, a second New Teacher Orientation will be offered mid-year.
2. Identifying a cadre of veteran teachers who are proficient in creating a culturally responsive student-centered classroom to mentor new teachers and assist them in demonstrating the strategies implicit in a student-centered learning environment.
3. Student-centered learning will continue on a weekly basis throughout the school year in New Britain University (NBU). Essential topics to be included at NBU (not an exhaustive list) are: An Introduction to Student-Centered Learning, creating a Student-Centered Learning Culture, Creating an Environment to Support Student-Centered Learning, An Introduction to a Balanced Instruction Approach and An Introduction to Balanced Literacy, Student Work Protocol and SRBI practices.
4. All NBU sessions will be specifically planned for and executed through the lens of the audience: principals, assistant principals, instructional coaches and teachers.
   Learning walks will be conducted regularly with relevant staff (principal, assistant principal, instructional coaches, consultants) to calibrate, assess, evaluate and plan based on findings.
5. The structure of on-going professional learning through NBU for teachers, instructional coaches and building/district level administrators will be used to address student-centered instruction and to support the newly written curriculum. The new curriculum is explicit in the CCSS, the New Britain Portrait of the Graduate, CELP standards, assessment, research-based instructional resources and methods for all students.

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

In NBU teachers, principals, assistant principals and instructional coaches' professional development will be focused on student-centered learning which was noted as a major area of concern in the Commissioner's Network Operations and Instructional Audit Report and in the learning walks by our curriculum consultant partners (EdAdvance). The following components will constitute the plan to evaluate teachers to inform professional learning offerings and staffing decisions:

1. Professional learning sessions for administrators will include a review of all language in the CCT related to success in the classroom, with connection to real time data collected in observations and learning walks.
2. Observation and evaluation data tied to specific indicators and attributes of the CCT will be reviewed with staff identifying explicit connections through NBU. Learning walks and observations will be conducted with district-wide staff, principals, assistant principals instructional coaches and consultants to calibrate to the *CCT Rubric for Effective Teaching 2017:* Indicators 1a, 3b and 3c. A minimum of 4 walkthrough cycles per year will be conducted in all grade 6-8 classrooms using a standardized "Look For" form for consistency throughout the school.
3. After learning walks are conducted, the data will be analyzed and used to inform further support of individual teacher's needs in the area of student-centered instruction. These needs will be addressed in professional learning sessions at NBU, staff meetings, and coaching sessions.
4. Instructional coach support will focus on the following (not exhaustive):
   a. environmental set up
   b. instructional practices for all students
   c. assessment (frequency, type and use of data)
   d. student/teacher discourse
   e. collaborative learning environment
5. Coaches will support teachers through the following structures:

a. consistent, year-long support in the classroom (modeling of lessons, co-plan, co-teach, narrated lessons and observe and provide feedback)
        b. Instruction in student-centered strategies through NBU
        c. co-planning during NBU
6. Evaluation of teachers using the newly created curriculum will include how the lessons are aligned to the New Britain Portrait of a Graduate, CCSS, CELP standards and strategies to address the needs of all of the students. This will assure that all middle school student's are receiving consistent assured experiences that lead to a successful graduate from New Britain High School.
7. Staff who are not responsive to the supports provided over time and whose evaluations do not show improvements in the area of creating a student-centered learning environment will be put on a change of phase plan according to the teacher contract and teacher evaluation document.

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

Slade Middle school will contract with a curriculum consultant (EdAdvance) to write, oversee and implement a comprehensive, grade 6-8 curriculum and assessment renewal project. EdAdvance's work with NB includes extensive professional learning and coaching around a student-centered environment and instruction to support the implementation of the curriculum units. This partnership will provide ongoing support and coaching for the staff and leadership through the following procedures:
1. New curriculum in ELA and Math grades 6-8 will be written, piloted and revised. These will align with the research based EQuIP Rubric with a focus on CCSS aligned, culturally responsive unbiased assessments, instruction, resources and material for all students.
2. Through the NBU description noted above, ongoing coaching, professional learning and support will be provided through EdAdvance consultants and other outside agencies.
   ● A lead Instructional coach will be dedicated to the professional learning of middle school staff and administration and will support in-house instructional coaches in modeling, coaching and learning walks throughout the year.
   ● Ongoing instructional coaching cycles will occur within the school across all grade levels.

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

Three-Year Talent Goal:

Indicator	Data Source	Baseline Year: 2019-2020	Target 1 Year: 2020 - 2021	Target 2 Year: 2021 - 2022	Target 3 Year: 2022 – 2023
Instructional Practice - Below Standard rating in Indicator 1.1 (Instructional Practice), 2.1 (Academic Rigor), 2.2 (Student Engagement) and 2.3 (Differentiation and Checking for Understanding) Developing rating on Indicator 1.4 (Professional Development)	Commissioner's Network Operations and Instructional Audit Report. Walkthrough data from consultant (EdAdvance)	CN Audit- 1.1 Below Standard 1.4 Developing 2.1 Below Standard 2.2 Below Standard 2.3 Below Standard	Establish baseline of teacher implementation of student-centered engagement through classroom walkthroughs and Commissioner's Network Mid-Year Audit	Baseline +10%	Baseline +20%

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:	Building staff capacity to improve instructional practices and meet student needs				
Root Cause: Lack of teacher skill and capacity to deliver a student-centered curriculum					
Person(s) Responsible: Slade Administrator Team					

Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	**Year 2**	**Year 3**		
Increase effective professional learning opportunities for district and school leaders, instructional coaches and staff to improve learning in a student-centered environment	Weekly professional development of 5, half day NBU sessions, (15 hrs.), per grade level provided District and school leaders and instructional coaches will attend at least one session per week Instructional coaches to model student centered lessons in all classrooms throughout the year within an identified schedule Instructional coaches perform daily learning walks throughout the year	Identify the problem of practice based on student-centered learning Learning walks and instructional rounds based on student-centered learning Instructional coaches to model student centered lessons in all classrooms throughout the year within an identified schedule Instructional coaches perform daily learning walks throughout the year	Collaboratively teachers identify a problem of practice in the area of student-centered classrooms Teachers observe teachers on a consistent basis in a student-centered classroom environment Instructional coaches to model student centered lessons in all classrooms throughout the year within an identified schedule Instructional coaches perform daily learning walks throughout the year	Walkthrough and instructional rounds data shows evidence of effective implementation of student-centered classrooms based on the "Look For Tool." Instructional coach observational data as they model and observe in classrooms will increase from baseline information to more student-centered classrooms in grades 6-8. This will be indicated by alignment to the CCT and best practice indicators of: gradual release of responsibility, classroom workshop, strategic thinking, collaborative activities, integrated units,	Consultants (EdAdvance and Illustrative Math) Instructional Coaches District and Building Administrators NBU Time

				representing to learn and formative-reflective assessment (Zemelman et al., 2012)	
Implement learning walks to collect evidence of student-centered classrooms aligned to CCT Rubric for Effective Teaching Indicators 1a, 3a and 3b		Learning walks with the lens of student-centered classrooms Instructional coaches to model student-centered math lessons in all math classrooms throughout the year within an identified schedule Instructional coaches perform daily learning walks throughout the year in math classrooms	Learning walks with the lens of student-centered classrooms Instructional coaches to model student-centered ELA lessons in all ELA classrooms throughout the year within an identified schedule Instructional coaches perform daily learning walks throughout the year in ELA classrooms	Data from learning walks and teacher evaluations that show evidence of student-centered classrooms as evidenced by best practice indicators: gradual release of responsibility, classroom workshop, strategic thinking, collaborative activities, integrated units, representing to learn and formative-reflective assessment (Zemelman et al., 2012)	Consultants (EdAdvance and Illustrative Math) Instructional Coaches District and Building Administrators Data Collection Tool for Learning Walks
Implement Instructional Rounds			Train staff and implement Instructional Rounds in addition to learning walks.	Data from Instructional Rounds that shows evidence of student-centered classrooms	Consultants (EdAdvance, Illustrative Math) Instructional Coaches Instructional Rounds in Education: A Network Approach to Improving by Elizabeth A. City, Richard F.

					Elmore, Sarah E. Fiarman, Lee Teitel, Andrew Lachman

Talent Priority: Recruit and Retain high quality teachers					
Root Cause: Underdeveloped plan to hire and support new teachers					
Person(s) Responsible: Slade Administrators					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Creating a Slade New Teacher Mentoring Program	Identify teachers who will act as mentors in their area of expertise Creating mentor checklists and payment plan for teams Create and Update Virtual Teacher Binder/platform	Training Mentors Implement checklist with new teachers and corresponding timecards Update teacher binder/platform	Full coaching of mentors Continual support of checklist procedure Update teacher binder/ platform	Retention percentage New teacher satisfaction survey	SMS Administrators District Coordinator of Curriculum 6-12 Afterschool meeting 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.

Slade Middle School follows the Consolidated School District of New Britain's (CSDNB) vision 'to pursue excellence one student at a time. In partnership with family and community, the Consolidated School District of New Britain works to provide the best personalized and comprehensive whole-child education so our students will be prepared for, and positively contribute to, a profoundly different future.' To ensure that all students are best prepared for any future paths they take. The CSDNB has created a philosophy based on five key skills and attributes known as the Profile of a Graduate (POG) that will be tied into curriculums district-wide. These skills and attributes are: Analyze & Construct Arguments Based on Evidence; Critical & Creative Problem Solving; Empathy & Cross-Cultural Understanding; Meaningful & Purposeful Communications; and Initiative. The Slade Middle School instructional philosophy is: Students become independent, life-long learners when they are able to meaningfully communicate, construct effective arguments and critically and creatively problem solve.

Effective teachers are:
- Purposeful
- Student Centered
- Persistent
- Culturally Responsive and Equitable
- Analytical
- Collaborative

Over the next three years, EdAdvance, the Consolidated School District of New Britain staff, and Slade Middle School staff will write, design and support the implementation of a rigorous curriculum aligned to the Connecticut Core Standards in ELA and Math. An audit of existing curriculum and materials will be conducted using the EQuIP Rubric. Information gained from the audit will drive the writing of the new curriculum. The curriculum will be written using the newly designed grade 6-8 template. The template will align to CCSS, CELP standards, the New Britain Portrait of the Graduate Essential Questions, instructional supports and assessments. Units will meet the needs of a diverse range of learners with culturally responsive content, embedded support in SEL, EL and differentiated instructional strategies and resources and will support a student-centered classroom. Student-centered learning encompasses strategies for all students (EL, SEL, special ed., etc.) It includes the seven structures of best practices of teaching for all students: gradual release of responsibility, classroom workshop, strategic thinking, collaborative activities, integrated units, representing to learn and formative reflective assessment.(Zemelman, Daniels, Harvey & Hyde, 2012).

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.

Teachers, coaches, and administrators will participate in continual professional learning using formative assessment to drive instruction. New Britain University (NBU) is a weekly professional learning time during which teachers and coaches continue their own learning facilitated by EdAdvance consultants throughout the entire 10-month school year. Additionally, sessions will be designed, planned and implemented for administrators to understand and identify the elements (aka 'look-fors') of student-centered instruction and deepen their understanding of how to give effective, actionable feedback to improve instruction. New units in ELA and Math will be unpacked, with the focus of planning intentional lessons around individual students needs and gathered data to increase student learning. During these sessions, teachers will practice how to use data to drive instruction. Data will be analyzed and instructional goals will be set based on this information. This work will happen in data teams and NBU sessions (Professional Learning, SRBI).

In the newly created culturally responsive curriculum, the areas of math and ELA 6-8, will be renewed. There will be identified research based instructional strategies for addressing the CELP standards, social emotional development and students with different learning needs. As new units are introduced, these areas will continually be emphasized in lesson planning and implementation. Teachers will collaborate in NBU data teams. Identify interventions and supports for students identified as requiring additional support. Students will be progress monitored for a minimum of 2-6 week cycles. If students are not successful then they will move to tier 2 academic support plan. Students that are identified at 2+ years below grade level in math and reading will be identified for tier 3 intervention supports. Students will be given intervention support in small group settings using on-going progress monitoring. Students who improve to grade level standard will be exited out of the intervention.

Scientific Research-Based Interventions (SRBI) emphasize successful instruction for all students through high-quality core general education practices, as well as targeted interventions for students experiencing learning, social-emotional or behavioral difficulties. (SRBI, CT.gov) Slade Middle School will develop a comprehensive system of supports and interventions that target academic literacy, social emotional behaviors and attendance. This system will provide support in both an inclusive school day setting as well as an extended day opportunity. The Commissioners Network funding will support the implementation Tier II academic interventionists in reading and math. We will be dedicating two additional language support technicians for our push in language services for our English Learners. The addition of Behavior Support Assistants (BSA) will address the social emotional behaviors.(BSA supports found in Domain3: Culture and Climate).

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

Student-centered learning is culturally responsive and encompasses strategies for all students (EL, SEL, special education, etc.). It includes the seven structures of best practices of teaching for all students: gradual release of responsibility, classroom workshop, strategic thinking, collaborative activities, integrated units, representing to learn and formative-reflective assessment (Zemelman et al., 2012). During weekly, yearlong NBU, staff will receive professional learning in the formative assessment cycle. The use of data to drive instruction will be supported during the unpacking of units and lesson planning based on student needs and assessment. This will include the use of pre/post assessments, integrated performance tasks, interim assessments and IAB's. Professional learning will also focus on additional evidence of learning (common formative assessments, progress monitoring tools, POG Skills Rubric and POG Self Reflection Tools Aligned to Attributes) in each unit. The new curriculum will be explicitly aligned to the CCSS, the New Britain Portrait of the Graduate, and included assessments, research based instructional resources and methods for all students. Student-centered learning encompasses strategies for all students (EL, SEL, special education, etc.).

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

Three-Year English Language Arts Goal:

Indicator	Data Source	Baseline Year: 2018-2019	Target 1 Year: 2019 - 2020	Target 2 Year: 2020 - 2021	Target 3 Year: 2021-2022
ELA School Performance Index	Next Generation Accountability	36.5	52.6	55.8	59.0
ELA Smarter Balanced Growth Model	Next Generation Accountability	45.6	53.7	58.3	63.0

Three-Year Math Goal:

Indicator	Data Source	Baseline Year: 2018 - 2019	Target 1 Year: 2019-2020	Target 2 Year: 2020 - 2021	Target 3 Year: 2021-2022
Math School Performance Index	Next Generation Accountability	35.2	44.4	47.4	50.5
Math Smarter Balanced Growth Model	Next Generation Accountability	33.6	54.9	59.4	63.9

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: Develop a written culturally responsive curriculum in ELA and Math aligned to the Connecticut Core Standards, New Britain Portrait of a Graduate, and CELP Standards that includes strategies to address the needs of all students

Root Cause: Current Tier One Curriculum is fragmented and not responsive to the needs of all students

Person(s) Responsible: District Coordinator of Curriculum for Grades 6-12

Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Write, implement and revise gr. 6-8 student-centered ELA and Math curriculum	Write, pilot and revise new 6-8 ELA and Math curriculum units (8 units for each grade level and subject area will be written) Teachers will receive PD on student-centered instructional practices to implement in preparation for piloting new units in Spring)	Implement and revise as needed full 6-8 ELA and Math curriculum units	Independently enact newly developed 6-8 ELA and Math curriculum	An increase in scores in ELA and Math formative and summative assessment data Data from walkthroughs that shows evidence of student-centered classrooms in ELA and Math Smarter Balanced Proficiency and Growth scores	EdAdvance Consultants and Coaches NBU Time Illustrative Math Consultant Purchase of Illustrative Math Purchase ELA primary resource

Academic Priority: Create a student-centered* learning environment that actively engages students through instructional practices that focus on multiple learning styles and provide students with a voice and choice in their learning.

Root Cause: Current instructional practice varies across classrooms and does not reflect the student-centered* learning environment necessary to engage Slade's diverse student population.

Person(s) Responsible: Slade Administrator Team

Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Increase professional development in meeting the needs of	Scheduled PDs with Specialized Organization	Scheduled PDs with Specialized Organization	Teacher teams will collaborate to plan and implement	Teachers will be able to speak to the criteria on	Criteria for planning differentiation

students through differentiation	New curriculum to be integrated with a range of strategies for differentiation as related to the specific content and lessons and piloted by teachers and coaches

Identify teacher leaders/instructional coaches who can model differentiation in a variety of content/lessons | Instructional coaches will model differentiated lessons based on student data

Instructional coaches will model differentiated lessons in all classrooms throughout the year | data based differentiation

Identify teachers as instructional exemplars to be observed and used as a model for staff | how to differentiate lessons

Strategies will be noted in lesson plans

Data from walkthroughs will show evidence of implementation

Increase in SBAC and IAB scores

Decrease in Ds/Fs | Sample lesson and how it is differentiated for Tier 1 learners in typical NB classroom

Specialized organization knowledge in differentiation |
| **Increase the capacity of teachers to implement data driven decision making in their lesson planning to improve student outcomes** | Identify and/or create a system to enhance the teacher utilization of data to direct differentiation. (Such as the CALI 5-step process and create SMART goals) | Implement the system and experiment with effective data collection instruments | Apply structure across classroom settings and evaluating the success of its implementation | Increased SBAC/IABs scores

Data from walkthroughs demonstrate effective data driven differentiation | Data team time

Student work

Structure to analyze data and create strategies |
| **PD for teachers to plan and implement student-centered learning** | 3-4 cycles of PD (5 sessions/cycle) of student-centered learning | PD to identify and work to address a problem of practice based on student-centered* learning | PD for teachers to work collaboratively to identify and address a problem of practice based on student-centered classrooms | Increase in proficient and exemplary rating on CCT rubric in 1a, 3b and 3c

Increase in formative and summative assessment results | Consultants (EdAdvance and Illustrative Math)

Instructional Coaches

NBU Time |
| **Create a professional, collaborative school culture around student-centered* learning** | District and school leaders and instructional coaches attend at least one teacher PD session each cycle | Instructional rounds by district and school administration and instructional coaches | Collaborative instructional rounds by teachers | Data from walkthroughs that shows evidence of student-Centered classrooms | Consultants (EdAdvance and Illustrative Math)

Instructional Coaches |

Leadership PD	3-4 professional development sessions on look-fors and providing actionable feedback on student-centered learning for district/school leaders

Instructional rounds | Provide feedback on teacher-identified problem of practice based on student-centered learning

Instructional rounds | Calibrate feedback on teacher-identified problem of practice based on student-centered learning

Calibrate instructional rounds based on student-centered learning | Increase in proficient and exemplary rating on CCT rubric in 1a, 3b and 3c

Increase in formative and summative assessment results

Data from instructional rounds | Consultants (EdAdvance and Illustrative Math)

Instructional Coaches

NBU Time |
| **PD for instructional coaches** | 3-4 professional development sessions on coaching strategies to support teachers in planning student-centered learning and providing actionable feedback to promote growth

Instructional rounds

Collaboratively create and implement goal-oriented action plans with teachers based on pre-assessment of student-centered elements | Coach teachers on teacher-identified problem of practice based on student-centered learning

Instructional rounds

Collaboratively create and implement action plans with teachers based on pre-assessment of student-centered elements | Instructional rounds

Collaboratively create and implement action plans with teachers based on pre-assessment of student-centered elements | Increase in proficient and exemplary rating on CCT rubric in 1a, 3b and 3c

Increase in formative and summative assessment results

Data from walkthroughs that shows evidence of student-centered classrooms

Successfully achieved action plans and positive teacher surveys completed after coaching | Consultants (EdAdvance and Illustrative Math)

Instructional Coaches Building and District Administrators

NBU Time |

Academic Priority: Redesign SRBI System					
Root Cause: Undeveloped literacy and numeracy intervention program for students below grade level					
Person Responsible: Principal, ELA and Math Consultant, and District ELA and Math Director					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Create a comprehensive SRBI System	Conduct Intervention Inventory of current intervention programs and practices Create SRBI flowchart and review current protocols and intervention tools for Literacy, Numeracy, Behavior Develop SRBI processes, procedures and protocols for Tier I and Tier II Intervention students Refine procedures for Tier II students that merges with building level School Intervention Team (SIT) Implement Tier II reading and math intervention supports Streamline the format of the Kid Talk Protocols to include traditional SRBI data to assist in the creation and implementation of interventions/ referrals Create a flowchart , schedule and calendar for data team meetings	Review and analyze the effectiveness of current interventions, programs and augment with additional strategies Research, and pilot additional intervention programs in numeracy and literacy Refine SRBI model with increased focus to implement Tier II and III strategies with fidelity	Provide professional development and coaching for selected intervention programs Implement selected intervention programs Further develop the menu of academic interventions	Landscape of intervention strategies and programs that address specific student needs Teachers use data to inform instruction to meet the needs of individual students shown in lesson planning and walkthroughs	Behavioral and Emotional Screening System (BESS) Assessment NBU Time PowerSchool F/D Summary Report Student Attendance

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 school behavior management system and strategies are shaped under the vision statement: *The Slade Middle School Staff is committed to becoming* **trustworthy mentors** *that build relationships with students, families, colleagues and the community*. The system uses restorative practices as the framework. Students regularly participate in restorative circles, and restorative conferencing when needed for behavior and to resolve conflict. The approach is sensitive and intentionally trauma informed. The strategy is coupled with Safe and Healthy Schools curriculum to explicitly teach social skills in order to build the Learning and Life Competencies (LLC) of the students and improve overall relationships. Strides have been made in improving the relationship between the teachers and students since the initial implementation of the vision as evidenced by our teacher and student surveys. However, it is evident that the relationships between students (peer-to-peer) needs improvement, leading to some disengagement among some of our students. Some students remain disengaged from the school's relational focus impacting attendance and academics. Our comprehensive plan will focus on increasing student's engagement by improving the peer-to-peer relationships, building the extended-learning opportunities (academic enrichment opportunities), relationship building activities and extended performing arts opportunities. The intentional mentoring for disengaged students will include adult to students and student-to-student mentoring.

Expectations and Positive Reinforcements: The Restorative Team will lead the design and implementation of the restorative management system. The program is a tiered system focusing on the cohesiveness of Restorative Practices and Safe and Healthy Secondary School skills curriculum. The intention is to proactively build social skills and practice social justice within the school. Staff participate in Tier I skill activation and reinforcement strategies for identified Tier I behaviors. Our Restorative Team, consisting of an Assistant Principal, Dean of Students, Pupil Service Counselors and Behavior Support Assistants(BSA), provide restorative conferencing to address Tier II and Tier III behaviors. BSA's will provide immediate support and resolution to issues that occur on a team basis. The addition of BSA's, for each team, will further improve relationships and increase instructional time in the classroom. Improving student/adult supports with increased fidelity of restorative practices promotes a deeper student connectedness to the school. (McNeely C., 2003): The focus of the team is to restore relationships between teachers and students and peer-peer. Students are taught conflict resolution skills and the Safe and Healthy Secondary School skill curriculum reinforces the use of appropriate behavioral skills. These skills are reinforced by staff through praise, preventative prompting and cueing students as to acceptable forms of behavior and problem solving. Implementation of this approach is in conjunction with our school vision.

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

Family and Community Engagement Opportunities: Slade Middle School offers a variety of meaningful family engagement events throughout the school year. SMS will create a School Climate Coach(SCC), aligned with the National School Climate Center (NSCC 2015), responsible for developing and implementing a comprehensive school-wide strategy to promote positive school climate and to address social, emotional, and behavioral barriers to learning. The SCC establishes and maintains collaborative working relationships with school personnel, students and their families, social service and counseling agencies public and private associations and businesses in the community in order to form partnerships and service plans to meet the needs of all students and their families. The strategies and services include those targeting all behaviors and mental health issues. The Climate and Cultural Specialist will work with community partners and business leaders to identify and leverage the many assets in the surrounding community (i.e., volunteers, mentors, donations, fundraising and facilities). Slade Middle School will collaborate with community partners like the New Britain Police Department, Jerome Home, YMCA, YWCA, OIC, and other community based organizations that currently have involvement with our families and

community stakeholders to create programs, events and forums. This collaboration will be hosted at Slade Middle School as well as in the neighborhoods at the collaborating community based organizations facilities. The SCC will integrate improved school climate and culture with the knowledge that this directly impacts student engagement, student outcomes and student attendance. Connecting the community and school services with families provides a comprehensive support system focused on integrating community, families and the educational process, ensuring that students receive an experience that addresses needs of the whole child.

Describe the school's attendance intervention system.

The Student Engagement Team (SET) will work with school leadership to design and lead the implementation of strategies to address attendance and chronic absenteeism. The SET (guidance counselor, social worker, administration, district assistant superintendent, district attendance officer, family-school liaison) and each of the grade level teams will monitor attendance and chronic absenteeism data and apply targeted supports and interventions, as needed. Staff and community partners will employ a number of strategies to promote daily attendance and on-time student arrival. The purpose of the SET is to improve school connectedness for students. (McNeely C., 2003): Strategies may include:

- Full-time attendance officer to work with students and families and to monitor daily attendance
- Attendance committee meeting to analyze data and plan the roll-out of targeted strategies to promote student attendance;
- Notification system for parents about their children's attendance record and increasing communication of sanctions as the student approaches/surpasses truant status;
- Daily phone calls home by school personnel and/or the parent liaison by 10:00 AM to inquire as to when absent/tardy students will arrive at school;
- Check-in/Check-out system for students who are chronically absent from school (i.e., assigning chronically absent students to an adult mentor in the school);
- School-wide, classroom, team, and student celebrations for weekly and monthly perfect attendance; and
- Engaging instruction and a welcoming school environment that makes students want to attend school on a daily basis.

MENTORS: Students that are identified as chronically absent or in danger of becoming chronically absent will be assigned a mentor. Mentors will be assigned students not on their caseload to ensure objectivity and encourage advocacy on behalf of the child. The mentor will meet with the student regularly. Factors that increase school connectedness include(McNeely C., 2003):
- Improve adult supports
- Increasing student sense of belonging to a positive peer group
- Increasing student commitment to education and the school environment

ENGAGING ACTIVITIES: Slade Middle School will provide an after school enrichment opportunities that thread together academic mentoring and engaging enrichment academic programming. An extended day coordinator will organize and supervise the staffing and activities. Students will participate in a class comprised as follows: Two days academic enrichment/intervention and one day social emotional intervention. Classroom teachers will be receive a stipend to serve as extended day mentors assisting with Learning and Life Competencies (LLC) (such as investing in quality work, organizing to learn and study, and set goals and self-assessing), check-ins and social emotional wellness. The model promotes the school vision of becoming trustworthy mentors through improved relationships with students.

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

Slade's approach of becoming "trustworthy mentors to students, staff, families, and the community" empowers staff to act in the best interest of the social and emotional well-being of the students. Our behavior management practices are trauma-informed, restorative and designed to explicitly teach social and emotional well-being skills (Safe and Healthy School's curriculum). Our philosophy provides all staff the mindset for using student-centered practices to lesson plan. Slade's overall practice is aimed at empowering students to self-reflect and advocate in their own healthy, best interest. The addition of a Climate Specialist will facilitate the restorative conferences for conflict-resolution as well as the overall management of this initiative.

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

Three-Year School Culture and Climate Goal:

Indicator	Data Source	Baseline Year: 2018 - 2019	Target 1 Year: 2019-2020	Target 2 Year: 2020-2021	Target 3 Year: 2021-2022
Suspension Rate	Review 360	11.1%	-10%	-10%	-10%
Chronic Absenteeism Rate	PowerSchool	27.2%	20.5%	19.0%	17.4%

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: Improve student attendance					
Root Cause: Lack of student and family engagement opportunities to build trustworthy relationships with school staff and community partners					
Person(s) Responsible: Slade Administration, Climate Specialist					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Provide PD for creating a culture of high expectations. A growth Mindset	Train the leadership team in creating a culture of high expectations and growth mindset	Leadership team provides professional development to staff for creating a culture of high expectations and developing a growth mindset	Identify teachers as exemplars to be observed and used as models for staff	Teachers will set standards of high expectations as evidenced through their lesson planning and teacher evaluation. Domains 1, 3, and 4 Teachers will participate in reflective sessions identifying how their planning promotes high expectations/criteria for success that meet the CCT rubric for proficient/ exemplary Increase in SBAC and IAB scores Decrease in Ds/Fs	CCT Domains 1,3,4 RESC Alliance Training
Extended Learning Opportunities	Develop and implement an extended learning	Implement extended academic	Increase the number of extended	Percent of overall student population	Climate Specialist School Schedule

	model that provides all students with academic enrichment opportunities	enrichment learning opportunities school-wide. Students will receive opportunities within daily schedule and after-school	learning opportunities available to all students	participation in extended learning Comparison of school attendance of identified Chronically Absent students participating in extended learning programs vs. Chronically Absent students who did not participate in extended learning programs	Instructors for Extended Learning Opportunities
Community partners mentoring (police, Jerome home)	Initial Phase: Slade Middle School creates a liaison/partnership with NBPD Organize structure of mentorship/ "Police Explorer" program Recruitment of students, staff and police personnel. Implement basic meeting/familiarization with students Partnership with Jerome Home/New Britain Assisted living facility Initial Phase: Slade Middle School creates a partnership with Jerome Home Assisted Living Facility. Organize structure of the mentorship program Recruitment of students and	Second Phase: Slade Middles School begins the implementation of the NBPD mentorship/ Explorer Program Open communication with the NBPD staff regarding strengths and areas of improvement within the program Adjust program structure to accommodate any changes Partnership with Jerome Home/New Britain Assisted living facility Begin the implementation of the Jerome Home Assisted Living program Open communication	Review, revise and enhance programs and relationships with community organizations	Percent of student population participation in mentoring Comparison of school attendance of identified Chronically Absent students participating in mentoring programs vs. Chronically Absent students who did not participate in mentoring programs	Climate Specialist NB Transportation (bussing) Schedule of Opportunities for students

	Slade/Jerome Home staff Implement basic meeting/ familiarization with students	with the Jerome Home staff regarding strengths and areas of improvement within the program Adjust program structure to accommodate any changes			
Student/Family Celebrations	Phase One: Meet as a team to review student achievement (Attendance, academics, etc) Invite families to monthly assemblies showcasing student achievement Communication with team regarding strengths and areas of improvement	Phase Two: Meet as a team to review student achievement and attendance from the previous year Adjust program in order to facilitate any logistical changes/ improvement Implement families into more social/ celebrations woven throughout the year Continue to communicate between staff and administration program development	Phase Three: Meet as a team to revise student achievement and attendance from the previous year Adjust program in order to facilitate any logistical changes/ improvements Recruit families to begin planning "family nights" in conjunction with staff and administration Develop family committees responsible for planning future functions within and outside the school campus	Mentoring data Chronically absent data Percentage of families attending events Review 360 referral data	Staff Achievement Rewards General Supplies
Teachers as student mentor	Students that are identified as chronically absent will be assigned a mentor Mentor Focus: Relationship Building	Identify which strategies worked for students to reduce chronic absenteeism Continue mentor program for	Create a bank of attendance strategies based on mentor feedback Continue mentor program for students that are	Decrease in percentage of Chronically Absenteeism of students with mentors Create a Bank of strategies for all	Time to meet with students

| | Academic Performance (mentor acts as a student advocate with teacher)

Peer to peer relationships | students that are identified as chronically absent

Expand program to include students who are in danger of becoming chronically absent | identified as chronically absent and students who are in danger of becoming chronically absent | mentors that were successful with students | |
|---|---|---|---|---|---|

Culture and Climate Priority: Strengthen Interpersonal Relationships
Root Cause: Peer-to-peer relationships are unhealthy and lead to disengagement
Person(s) Responsible: Climate Specialist

Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Peer Mediation	Create a system for referral to identify students in need of peer-to-peer mediation

Pilot and revise referral system

Climate Specialist or member of Restorative Team will facilitate all peer-to-peer mediations

Identify students who have interest/potential as mediators. Invite to observe the process | Continue Climate Specialist or member of Restorative Team will facilitate all peer-to-peer mediations

Train student mediators- Students begin to assist with mediation | Student mediators run peer mediation with Climate Specialist as observer | Lower office referrals for peer-to-peer conflicts

Peer mediations will occur

Students will run peer mediations with adult observer | Review 360

Office Assessment Call Logs

Climate Specialist

Mediation referral process/forms |

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.

Schedule: Slade Middle School will implement a 7-period daily schedule with 48-minute class periods. The teacher work day will be in accordance with the existing collective bargaining agreement, including daily start and end times. The schedule prioritizes daily instruction in Math, ELA, Science, Social Studies, and STEAM, increasing instructional minutes in each of these subject areas over the 2019-20 school year and includes extended learning and intervention opportunities. Students Identified as, "At Risk", will receive additional reading and math support extending their total English Language Arts and Math time to ninety-six minutes on a daily basis.

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.

The length of the school day for staff will be set at 7 hours with an additional hour per week for faculty/team/data meetings, a weekly after school 45-minute extra help period and a 185-day calendar, as designated by the teachers collective bargaining agreement. The daily schedule includes a 48 minute common plan time during which NBU learning and data teaming will occur.

Part Two

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

Three-Year School Operations Goal:

Indicator	Data Source	Baseline Year: 2017-2018	Target 1 Year: 2019-2020	Target 2 Year: 2020-2021	Target 3 Year: 2021-2020
School Accountability Index	EdSight	47.4	52.6	55.8	59.0

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: Maximizing instructional time					
Root Cause: Student schedule lacks day to day consistency					
Person(s) Responsible: Slade Administration					
Strategies to address Root Cause	**Timeline**			**Indicators of Success**	**Resources**
	Year 1	**Year 2**	**Year 3**		
New Daily Schedule	Pilot- 7 period schedule Academic Teachers instruct 5/7 periods	Revise schedule based staff input and effectiveness	Revise schedule based upon staff input and effectiveness	Teacher survey on schedule effectiveness Mid-year commissioner	Teacher survey Student Attendance

	Unified Arts Staff and STEAM/Plus Team instruct 6/7 periods Daily Math and ELA Intervention	Continue to expand extended learning opportunities and Math /ELA intervention support	Continue to expand extended learning opportunities and Math /ELA intervention support	audit indicated improvement in use of instructional time
	Support for T2 and T3 Students Weekly restorative and academic efficacy advisory period Students receive a combination of 2 Unified Arts periods, STEAM/Plus and Intervention/Extended Learning Opportunities. NBU is daily 48 minutes. (Common Plan Time)			Teacher observations indicate improvement in the use of instructional time

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

Any plan for changing practice must be accompanied by intentional structures to maintain growth that has been made, as well as continue to progress toward the target, in this case building a collaborative culture around a common understanding and implementation of engaging, culturally responsive student-centered practices and curriculum that extends beyond school walls and is welcoming to families and community partners. Our 3-year plan speaks to the methods by which we will progress towards our target, building and sustaining teacher capacity as we do so, and maintain this capacity beyond the Commissioner's Network grant funding years. In order to sustain progress, Slade Middle School will be building instructional leadership capacity in teachers, instructional coaches and administrators in each participation year through intentional, supported, professional learning. At the first level, teachers will be active participants in professional learning opportunities on student-centered environment, curriculum implementation and planning and differentiation. As they grow in their practice, they will learn to identify and address a 'problem of practice' in their classroom.

 At the second level, instructional coaches, in addition to attending teacher professional learning sessions, will be trained in supporting teachers in their implementation of student-centered learning and curriculum planning. They will conduct coaching sessions with staff and be partners in instructional improvement. In addition, they will assist teachers in addressing their 'problem of practice' (collecting pre- and post-data, modeling, etc). At the third level, building (and district) administrators will be trained and calibrated, through guided instructional rounds, on providing actionable, effective feedback to staff regarding classroom instruction and following-through to determine next steps (learning walks, additional visits, coaching, evaluation action plan, etc). Once structures have been established, and there is a common school-wide understanding of 'what good instruction looks like', teachers will be trained in implementing and practicing school-wide instructional rounds and collaborative debriefing sessions, the summary results of which may be shared with staff. This intentional tiered rollout will build staff capacity around a shared understanding and expectation of student-centered learning that will extend beyond grant-funding years. The additional staffing will focus on repurposing current staff positions to promote the sustainability of supports.

When new staff arrive at Slade Middle School, they will be welcomed to our campus of trustworthy mentors by being assigned a mentor of their own, through the Slade New Teacher Mentoring Program (Run by a cadre of teachers who have been identified during grant years as proficient or exemplary on the implementation of student-centered practices and curriculum planning and execution). These mentors will be learning partners for new staff, providing a structure in which there is an exchange of feedback to grow teacher practice. New teachers will visit mentor teacher classrooms to observe instructional practices. Mentor teachers will visit new teacher classrooms to provide feedback and support. The establishment of the Slade New Teacher Mentoring Program will build capacity in new and veteran staff that will extend beyond grant-funding years. The Assistant Superintendent will be an active participant of the Turnaround Team during the years of the Commissioner's Network participation and continue to support and monitor the progress by coaching and evaluating the administrative team on an ongoing basis. Support will include attendance at weekly attendance meetings to monitor the effectiveness of the team protocols, including their data-driven decision-making capacity and skill in creative problem-solving. In addition, the District Coordinator of 6-12 Curriculum will continue supporting the alignment of school and district goals by conducting walkthroughs on an ongoing basis to ensure that teachers are internalizing their learning around student-centered instruction. Support, collaboration with and feedback to coaches will also fall under the purview of the Department of Academics, specifically, the District Coordinator of 6-12 Curriculum, to ensure that their support of teachers is consistent and rigorous.

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

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

_____   _____
Signature of Superintendent, Non-Voting Chair   Date

Nancy Sarra
Name of Superintendent *(typed)*

_____   _____
Signature of Board of Education-appointed Parent   Date

Kelene Boldin
Name of Board of Education-appointed Parent *(typed)*

_____   _____
Signature of Board of Education-appointed Administrator   Date

Todd Verdi
Name of Board of Education-appointed Administrator *(typed)*

_____   _____
Signature of Union-appointed Teacher   Date
Suzanne O'Connor

_____   _____
Signature of Union-appointed Teacher   Date
Chris Godfrey

_____   _____
Name of Union-appointed Teacher   Date
Clifford Parker

_____   _____
Signature of Union-appointed Parent   Date
Juanita Santana

_____   _____
Signature of Commissioner of Education   Date

_____
Name of Commissioner of Education (*typed*)

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

Name	Title
Lara Bohlke	Central Office
Janice Pina	Assistant Principal
Andrew Mazzei	Assistant Principal
Malory Duprey	Community Stakeholder
Megan Dowling	Community Stakeholder

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: **Consolidated School District of New Britain**   HEREBY ASSURES THAT:

Slade Middle 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)*   Nancy Sarra

Title: *(typed)*   Superintendent Consolidated School District of New Britain

Date: 3/2/2020

PART V: REFERENCES

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