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 Smalley Elementary 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: Smalley Elementary
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 Smalley Elementary School (SES) 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 SES for participation in the Network. On
May 23, 2019, the Commissioner initially selected SES 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, SES 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 16, 2019. The Turnaround Committee developed
the Turnaround Plan for SES in accordance with C.G.S. § 10-223h (d).

Turnaround Plan for Smalley Elementary School

SES, identified as a Turnaround School based on the Accountability Index under the Next Generation Accountability System, serves 655 students in Kindergarten through Grade 5. Approximately 93 percent of students are eligible for free or reduced-price meals. Approximately 18 percent of the students are identified as needing special education services; 29 percent are English learners (ELs); 78 percent of the students are Hispanic; and 7 percent are Black.

The SES Turnaround plan focuses on adopting a student-centered model. The turnaround model involves developing core curriculum, instruction and assessment practices to ensure cultural and linguistic responsiveness to meet the needs of SES's diverse student population. It also supports SES's primary focus of literacy and numeracy achievement and the district's STEAM enrichment program. The shift in pedagogy to student-centered learning promotes advanced literacy skills that foster intellectual risks through interaction with more complex text structures. The student-centered learning model will also support the enhancement of school based Scientific Research-Based Interventions (SRBI) and data teaming practices to improve adult capacity to increase student performance outcomes.

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

Talent:

- Through partnering with EdAdvance, increase effective professional learning opportunities for district and school leaders, instructional coaches and staff to improve learning in a student-centered environment. Implementation will include:
    - professional learning focused on student-centered environment and instruction, increasing academic rigor and differentiation, Sheltered Instruction Observation Protocol (SIOP), culturally responsive teaching, and the workshop model;
    - identifying the problem of practice based on student-centered and learning; and
    - conducting walkthroughs, instructional rounds, and teacher observations based on student-centered learning;
- Implement walkthroughs and instructional rounds to collect evidence of student-centered classrooms and to calibrate, assess, evaluate and plan based on findings;
- Creation of a new teacher mentoring program in order to support teachers new to SES and the teaching profession; and
- Teacher recruitment and retention efforts will have an intentional focus on student-centered classroom practices.

Academics:

- EdAdvance and SES staff will write, design, 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; and
- Create a comprehensive tiered intervention system with processes, procedures and protocols for Tier I, II, and III interventions.

Culture and Climate:

- Implement and expand a multi-tiered approach to building relationships and responding to student behavior in a proactive manner, including the addition of a Family Support Liaison to strengthen home and school connections.;
- Design and implementation of 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;
- Employ a variety of Attendance Works strategies to promote daily attendance and engage in a tiered outreach process including a home visit program and mentoring; and
- Develop and implement an extended learning model that integrates academic mentoring and engaging enrichment programming, while also expanding mentoring opportunities with community partners.

Operations:

- Restructure the school schedule to maximize instruction and provide interventions; and
- Focus budgetary priorities based on SES'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, SES 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 SES 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.

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

Recommendation with Conditions

I recommend that the Board approve the Network Plan for SES, 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 SES 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 SES, 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. SES 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. SES Audit Report resulting from the Operations and Instructional Audit conducted on October 16, 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

**Smalley Elementary School
New Britain Public Schools
October 16, 2019**

Dr. Miguel A. Cardona
Commissioner of Education
Connecticut State Department of Education
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CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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Part I: Introduction

On May 23, 2019, the Commissioner initially selected Smalley Elementary 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 16, 2019, the Connecticut State Department of Education (CSDE) conducted, in consultation with the board of education, the Smalley Elementary 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 Smalley Elementary 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

Smalley Elementary School serves 655 Kindergarten through Grade 5 students in New Britain. Approximately 7 percent of the students are Black and 78 percent of the students are Hispanic. Eighteen percent of the students are identified as needing special education services, and 29 percent are English learners. Ninety-three percent of the students in the school are eligible for free or reduced-price meals. Student achievement at Smalley Elementary School is well below state averages in all grade levels and subject areas tested. The current interim principal is in her first full year at Smalley Elementary School having previously served as an assistant principal at the school.

School Data Profile

The following chart provides a summary of Smalley Elementary 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:	K-5	5-Yr Enrollment Trend:	- 41
Student Enrollment:	655	Mobility Rate:	29.6%
Personnel Data (2019 20):			
# of Administrators:	2	% of Teachers "Below Standard":	0
# of Teachers:	49	% of Teachers "Developing":	0
# of Support Staff:	10	% of Teachers "Proficient":	100
# of Psychologists:	1	% of Teachers "Exemplary":	0
# of Social Workers:	2	3-yr Teacher Retention Rate:	95.2%
School Day Per Year (2019 20):			
Total # of Student Days Per Year:	180	Instructional Minutes/Day:	330
Total # of Teacher Days Per Year:	185	Extended Day Program:	Yes
Student Demographic Breakdown (2019 20):			
% Black:	7.0	% Male:	50.7
% Hispanic:	77.9	% Female:	49.3
% White:	12.2	% EL:	29.3
% Other:	2.9	% Students with disabilities:	18.5
% F/R Meals:	93.1		

School Climate Data:	2015 2016	2016 2017	2017 2018	2018 2019
Student Attendance Rate:	94.9	93.4	93.8	92.9
Chronic Absenteeism Rate**:	17.0	16.2	20.0	26.4
Suspension Rate**:	NA	10.9	2.8	NA

Teacher Attendance Rate:	95.0%	95.2%	94.0%	90.6%
School Performance Index****:**	**2015 2016**	**2016 2017**	**2017 2018**	**2018 2019**
SPI:	50.0	46.3	44.7	NA
Smarter Balanced Assessment Level 3 and 4 Data****:**	**2015 2016**	**2016 2017**	**2017 2018**	**2018 2019**
Grade 3 – Reading	7.8%	*	7.4%	7.3%
Grade 4 – Reading	*	7.3%	6.9%	7.2%
Grade 5 – Reading	9.6%	*	7.4%	8.0%
Grade 6 – Reading				
Grade 7 – Reading				
Grade 8 – Reading				
Grade 3 – Math	*	*	5.0%	6.3%
Grade 4 – Math	*	*	*	*
Grade 5 – Math	0.0%	*	*	*
Grade 6 – Math				
Grade 7 – Math				
Grade 8 – Math				

* 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, 73% (N=38) of teachers strongly agreed or agreed that "administrators provide regular, helpful, and actionable feedback to staff" and 83% (N=43) agreed with the statement "I am professionally respected and supported by the school leadership team." Smalley leadership described the staff as young, developing, and receptive to feedback. Building leadership shared that last year was challenging in regard to the teacher evaluation (TEVAL) process as principal absences led to some challenges in meeting the scope and timelines of the TEVAL process. The assistant principal assumed responsibility for the vast majority of the staff, but all teachers were evaluated. This year, the principal and assistant principal each evaluate half of the school's teaching staff and the current leadership team is growing in their practice in providing feedback and, with district support, are focusing on calibration. Teacher focus group participants shared that "the process is getting better and we're in compliance now." Teachers report that they receive feedback with 48 hours of an observation that is specific and actionable, but convey a desire "to see them [school leadership] in my classroom more often." District leadership shared that they are working to improve the teacher evaluation process to move away from simply compliance and towards building teacher practice to improve student achievement.

Recruitment and Retention
The 3-year retention rate for Smalley Elementary School is 95.2% and there are currently no vacancies on the teaching staff. Teachers and leaders report that a TEAM mentoring program exists for new teachers, including a new teacher orientation that provides a broad picture overview of district initiatives. A teacher focus group member that was new to the Smalley staff reports that this "is a welcoming environment and I feel supported by my colleagues and the leaders." Additional teachers shared that team building activities are incorporated into faculty meetings and help everyone acclimate to the culture of the building. It was expressed during the focus groups with teachers that teachers newer to the profession could benefit from additional training with classroom management.

Leadership Effectiveness

Eighty-seven percent (N=43) of teachers strongly agreed/agreed on the survey that "school leadership effectively communicates a clear mission, vision and set of school wide priorities." School leadership reports that there is a problem of practice identified that is central to the work of the school. This year, literacy and student engagement have been identified as foci. Teacher focus group participants shared that the mission of the school is to "improve literacy by helping the students make a year's growth." Teachers report that this mission is conveyed through New Britain University (NBU) and at staff meetings, and that there is an increased sense of urgency this year. Teachers conveyed that "we have a leader that will get down in the trenches." District leadership reports that the principal "is an instructional leader that is working well with her team."

Summary of Growth Areas:

Instructional Practice

The School Performance Indices (SPI) for ELA and Math in 2018-19 are significantly below state averages. The ELA SPI is 46.1, which is 21.6 percentage points lower than the state average. Although the Math SPI is demonstrating slight growth over the past three years, increasing 4.3 percentage points since 2016-17 to a current rate of 41.0, this is 22.1 percentage points below the state average. School leadership agreed that "the data here is alarmingly low." On a teacher survey administered prior to the audit site visit, 58% of survey respondents agree that "instructional quality and academic rigor are consistently high at this school." School leadership reports that teachers struggle with differentiation and there is a culture of low expectations. The audit team observed 23 randomly selected classrooms across grade levels and content areas. The quality of instruction was variable across the classrooms as evidenced by low levels of rigor, limited differentiation, surface-level questioning that was primarily Depth of Knowledge Level 1, and limited opportunities for student discourse. District and school leadership relayed that teachers have an over-reliance on worksheets and need guidance on how to differentiate, especially for special populations such as English learners. Learning targets were posted in most classrooms and supportive materials such as anchor charts and word walls were evident. Though some classrooms had bulletin boards connected to student learning such as "Let's Give Them Something to Talk About" which provided discourse prompts, many lacked student artifacts or materials were generic and not directly connected to the current unit or theme. Additional work on strategies such as scaffolding instruction, creating conditions for student discourse, and creating rigorous learning tasks and experiences for all students will deepen practice. Given student performance levels on the Smarter Balanced Assessments, there is a demonstrable need to focus on standards-aligned instruction.

Professional Development

Teacher survey results demonstrate that 42% (N=22) 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." Structures have been put in place for teachers to receive professional learning and collaborative planning for approximately 2.5 hours every six days through New Britain University (NBU). Recent topics focused on during NBU have been teachers sharing ReadConn materials and learning and foundational reading skills such as phonological awareness. NBU time is also devoted to discussing student academic, behavior, and attendance data and concerns using the Kid Talk protocol. Teachers report that NBU is "better this year and the ones at the school are more focused." Implementation follow through of strategies presented during professional development are supported by the school's instructional coach.

Instructional Leadership
In response to the survey question that "there is a common vision of what effective instruction looks like at this school," 71% agree/agree. The principal shared that her vision includes students that are "highly engaged and loving what they are doing", as well as differentiated instruction. Teacher focus group members described a vision for effective instruction at Smalley comprised of the posting of objectives and success criteria for students to meet along with students being able to articulate what they are learning and why. Teachers shared that there is an increased emphasis on developing relationships with students. Teachers also report that there is a weekly newsletter for staff members that highlights the instructional focus of the week. Smalley Elementary School's Performance Indices for ELA and Math have shown slow growth across time, but are still significantly below state averages. The ELA Performance Index increased from 43.2 in 2016-17 to 46.1 in 2018-19 in which the state average is currently 67.7. The Math Performance Index increased from 36.7 in 2016-17 to 41.0 in 2018-19, which is 22.1 percentage points below the state average.

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

Summary of Strengths:

Student Engagement
Seventy-seven percent (N= 40) of teacher survey respondents agreed that "students are engaged in their classes." In classroom walkthroughs auditors observed students that were on task and focused during the lesson, but primarily passive. Teachers describe student engagement as being "task dependent" and students agreed that the interactive, hands-on activities were "more interesting so we pay attention and get involved." School leadership described a lot of teacher-directed learning with an over-reliance on worksheets which leads to students being bored and disengaged. The principal described past work with Project CHILD (Changing How Instruction for Learning is Delivered) in which instruction was more engaging, interactive, center-based, with higher levels of differentiation and is looking to build upon that. The Turnaround Committee focus group reiterated this by sharing that "engagement is high in the literacy stations, but there is still a learning curve with implementation." District leadership also expressed a desire to see an increase in student discourse at Smalley in which students are "sharing the metacognition of their learning."

Summary of Growth Areas:

Academic Rigor and Differentiation
Fifty-eight percent (N=30) of survey respondents agree that "instructional quality and academic rigor are consistently high at this school" and 62% agree that "teachers at this school engage students in higher-order thinking and push them towards content mastery." School leadership reports there is a gap between what is communicated regarding rigor and how it is being implemented. School leadership and the leadership team focus groups also revealed that not all teachers may have a deep understanding of the standards and need more support in that area. District leadership agrees that "rigor is not at the level it should be" and believes that teachers need additional supports in intentional planning to address rigor and differentiation. Auditors looked for evidence of instructional rigor and differentiation such as student-focused instruction, opportunities for student-to-student discourse, small group instruction, higher-order questioning, and scaffolded levels of support on challenging tasks. While auditors did observe teachers conferencing with students and small group instruction in 10 of the 23 observed classrooms, the tasks and expectations were below grade level standards. For example, auditors observed students in 5th grade working in a whole class lesson on 2 digit x 1 digit multiplication which is a Grade 4 standard. In many classrooms questioning remains at the surface level in which students are responding to basic recall or procedural questions. Although cooperative grouping/seating is utilized in many classrooms, students were observed working through tasks independently without academic discourse or collaboration. Although teachers utilized centers with varied tasks in which the process was differentiated, the content of the tasks focused on the lower levels of remembering and understanding. Auditors did not observe instruction or tasks that were tailored to meet the needs of the learners in the classroom in which the content was differentiated to support students with partial mastery or to challenge students with high levels of mastery.

Smarter Balanced proficiency levels at Smalley Elementary School, as shown in the chart below, are significantly below the state averages for both ELA and Math.

Percent Proficiency (Levels 3+)				
2018-19 SBAC	**State Average**	**District Average**	**Smalley Elementary**	**Difference between State and School Averages**
ELA	55.7%	20.2%	7.5%	-48.2
Math	48.1%	11.3%	3.9%	-44.2

Average Percent of Growth Target Achieved				
2018-19 SBAC	**State Average**	**District Average**	**Smalley Elementary**	**Difference between State and School Averages**
ELA	59.9%	48.8%	46.1%	-13.8 pts.
Math	62.5%	44.2%	52.6%	-9.9 pts.

Curriculum and instruction aligned to the Connecticut Core Standards
Seventy-three percent (N=38) of Smalley Elementary 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." Teachers report that the ELA curriculum is based upon Journeys and math utilizes Math Expressions. Teachers and leaders report that Smalley is one of the pilot schools for the EdAdvance curriculum work that is starting this year. Although leadership reports that in the past time has been devoted to unwrapping the

standards, some teachers need additional support to develop a deep understanding of the standards and the concepts and skills that should be addressed at each grade level. While focus groups stated that curriculum and programming are in place, auditors found limited evidence of instruction that met the rigor inherent of the standards. As referenced in the charts above, student achievement at Smalley Elementary School continues to significantly underperform the state averages. Auditors observed instruction aligned with the rigor of the standards to be lacking as evidenced by low Depth of Knowledge questioning levels, limited student discourse to reveal evidence and reasoning, and tasks and assignments that are below grade level standards and expectations.

Assessment System and Data Culture
Fifty-nine percent (N=31) 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." Teacher focus group participants support that an assessment system is in place and monitored through data trackers. They also shared that staff meetings last year were devoted to reviewing school-wide data. The school is in the beginning process of collecting baseline data and leadership shared that the next step is to group students based upon the data. School leadership shared that grade levels are exploring using common formative assessment to provide a "dipstick" of student progress towards mastering standards, instead of waiting for benchmark assessments. District leadership reports that the staff at Smalley "look at data from a holistic perspective, but we aren't drilling down and disaggregating the information. We're not yet using data in a thoughtful way in order to drive instruction." Although teachers and leaders agree that an assessment system is well established, utilizing the data to inform necessary interventions is deficient as an SRBI system is not well established. School leadership recognized the need to expand interventions offered to students and is working with teachers in moving towards a mindset of meeting the instructional needs of all students. Additional diagnostic tools and intervention programs have been added this year to further target interventions. Focus groups report that three reading tutors support Tier II and III students, as well as STEAM teachers providing "push in" supports during ELA. Based upon focus group discussions, there is a need to develop a deeper understanding of targeted tiered interventions and how they supplement, and not supplant, Tier I core instruction.

Supports for Special Populations
Responses to the survey statement that "the school adequately meets the needs of its special education students and English Learners" were mixed. While 38% of teachers agreed, 42% disagreed and 19% were neutral. As shown in the chart below, an achievement gap does not exist when comparing the Performance Indices for ELA and Math for All Students in comparison to the High Needs Students.

Indicator	Index/Rate
ELA Performance Index – All Students	46.3
ELA Performance Index – High Needs Students	46.1
Math Performance Index – All Students	38.0
Math Performance Index – High Needs Students	37.9

When disaggregating the data and looking at the data sets separately, the gap widens for Students with Disabilities, particularly in math.

School	Category	Student Group	ELA Performance Index	Math Performance Index
Smalley Elementary School	English Language Learners (EL)	English Learners	44.3	35.3
		Not English Learners	47.3	39.3

School	Category	Student Group	ELA Performance Index	Math Performance Index
Smalley Elementary School	Special Education Status (SWD)	Students with Disabilities	35.1	26.4
		Students without Disabilities	49.4	41.2

The Smalley Elementary School staff includes 5 special education teachers with caseloads of approximately 20 students as well as 3 English Learner teachers that provide push-in and pull-out supports. While special education teachers are able to collaboratively plan with grade level colleagues and are involved in NBU with them, scheduling constraints limit these collaboration opportunities with the EL teachers. The teacher and leadership focus groups both agree that service hours are being met, but differentiation to meet the needs of all students could be improved, including tiered interventions that are systematically in place before moving forward with the special education identification process.

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

Summary of Strengths:

School Environment
Seventy-nine percent (N=41) of the teacher survey responses supported that "the school environment is conducive to high-quality teaching and learning." After spending two years in a temporary location while the Smalley Elementary School was renovated, the building re-opened at the start of the 2019-20 school year. The school building is bright, cheerful, and branding of the "Smalley Bees" logo and mascot

are visible throughout the building.   Teacher focus group participants shared that the new building is "motivating" and "the fresh start has improved morale." Classrooms throughout the school are bright and engaging with motivating bulletin boards and welcoming classroom environments. The teacher groups also shared that they are happy to be "back as a neighborhood school. It's where we belong." A welcoming committee was recently started that welcomes students as they arrive and students check in with a thumbs up or thumbs down to signal to staff who needs support as they enter the building.

Student Behavior
Smalley Elementary School's suspension rate in 2017-18 was 2.8%, well below the state average of 6.8%. Teachers, leadership, and students all report that Smalley behavioral expectations are posted and communicated to students. Students report that expectations, especially in the hallways and cafeteria, are reinforced with the Smalley Dollars and students are generally well-behaved. Responses to the survey statement that "the school implements an effective school wide behavior management system" were mixed, with 46% of teachers agreeing, 23% disagreeing, and 31% were neutral. Smalley staff has been trained in the Well-Managed Schools program which provides a multi-tiered system of support to motivate students with challenging social, emotional, behavioral and/or academic needs. Teachers do report that the program began to "fall off last year because no one was monitoring the fidelity," but shared that they are "cautiously optimistic with the new administration and their follow-through." As part of the tiered system of supports, Smalley Dollars are used to reward positive behaviors, a point system is utilized as a Tier 2 intervention with those with behavioral concerns, and Tier 3 is supported through Review360, a web-based behavior improvement system that provides training, recommendations, and data tracking. School leadership shared that two behavioral support assistants were also added this year, one with a therapeutic background.   Teachers and leadership both report that their addition has improved the feeling of community with the staff and students.

Interpersonal Interactions
In response to the statement "Interactions between students and staff are positive and respectful," 84% of survey participants agreed. Auditors observed positive and respectful interactions in which students were greeted by name and teachers provided positive feedback and encouragement in classroom lessons. Teachers report that Morning Meetings are used in order to build relationship with students. Student focus group members shared that they know that teachers and staff members care for them because "they take time to learn about you and what you like" and "if you get sick and you're not there, they send you a Dojo message and ask if you're okay." Students also indicated there was someone in the school that they trusted and could seek out when they needed help.

Community Partners and Wraparound Strategy
Focus groups revealed that Smalley Elementary School has fostered positive partnerships with community groups. These varied partnerships include Klingberg Family Centers, Wheeler Clinic, New Britain Parks and Recreations, the YWCA, Central Connecticut State University, and Central Auto Sales. A school-based health clinic has a nurse practitioner on staff that can conduct physicals and provide immunizations, and other clinic staff provide dental and behavioral health services. Focus groups shared that other partnerships are being explored and partnerships and wraparound supports can always be enhanced and expanded.

Summary of Growth Areas:

Student Attendance
The percentage of students chronically absent is trending upward, increasing from a low of 16.2% in 2016-17 to 26.4% in 2018-19. As depicted in the graph below, this is significantly above the state average of 10.4% and above the district rate of 24.2%.
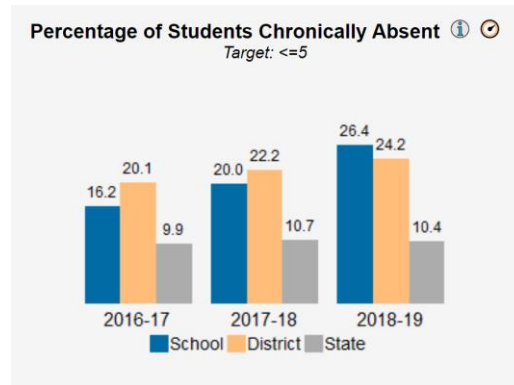
The Smalley Elementary School attendance team meets weekly and is comprised of the principal, assistant principal, school psychologist, two special education teachers, social worker, and two classroom teachers. School leadership shared that "we struggle with attendance" despite efforts to increase attendance rates. Teachers report that they call home for every student absence and the family liaison and teachers have made home visits. Focus groups shared that efforts such as an attendance campaign, recognizing perfect attendance as well as improved attendance, attendance walls in the classroom, and check-ins with a "buddy teacher" are in place. All focus groups agreed that attendance was impacted last year due to the travel distance to the temporary location.

Family and Community Engagement
Responses to the survey statement "Families are engaged in the school" varied. While 62% disagreed, 38% were in agreement and 23% were neutral. A PTO is not in place, but leadership would like to see one developed. Focus groups report that the PBIS committee plans monthly activities such as a pancake breakfast, Trunk or Treat, Donuts with Dad/Muffins with Mom in order to foster relationships with families. School leadership reports that they would like to build upon the strong Open House attendance that Smalley had this year and expand engagement opportunities to events focused on topics such as attendance and social-emotional learning in order to provide families with a deeper understanding, as well as ways that the home can support school initiatives. The various focus groups all shared that communication with families is strong as there is a school newsletter, weekly calls from the principal providing school updates, positive phone calls and notes home, and the usage of apps such as Class Dojo to share information. Teachers report improved communication with families this year because many parents pick up their kids and teachers are able to "quickly check in with a hello or alert to any problems that have arisen in the day."

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 Strengths:

Routines and Transitions
Sixty percent (N=31) 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." Auditors observed beginning of the school day and lunch transitions in which operations were efficient and systems and structures were in place to maintain a peaceful environment. Adult presence was observed throughout the building in order to guide transitions and students demonstrated respect towards one another.

Summary of Growth Areas:

Instructional Time
Sixty-nine percent (N=36) of survey respondents agree that the school schedule and calendar maximize instructional time and 69% (N=36) agree with the survey statement that "teachers are adept at managing and maximizing instructional time within the classroom." The principal reports that each grade has ELA instruction for at least 120 minutes and math for at least 60 minutes. As noted previously, students would benefit from increased intervention time. The audit team observed loss of instructional time in many classrooms due to poor pacing, lack of differentiated supports, and missed opportunities for interactive learning.

Use of Staff Time
Sixty-one percent (N=32) of teachers agreed that "teachers have enough time to work with each other to develop instructional materials, review student data, and improve instruction." Teachers at Smalley Elementary have 210 minutes of personal planning time each week. The principal reports that scheduling was done in order to provide a grade level teachers with coordinated planning time with the special education teacher. Teachers report that vertical collaboration is extremely limited, but administration reports that they are exploring using technology such as Google Classroom to share ideas and resources. Time at NBU needs to be strengthened in developing the collaborative efforts of teachers to review student data and develop instructional materials that are differentiated and standards-aligned in order to improve student outcomes.

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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 classroom dialogue and instruction. The lessons appeal

[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.

	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.	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 school lacks or fails to implement SRBI protocols linking data to interventions.	The school has some consistent assessments; however, there are major gaps in certain grades and content areas. There are some efforts to collect and use data. SRBI systems and processes are somewhat present.	The school implements a clear system of benchmark assessments. Some teachers are developing familiarity with regularly using formative assessments to differentiate instruction. The school has emerging	Teachers consistently administer assessments throughout the year. Assessments are standards-based and provide real-time data. Teachers embed formative assessments in their daily lessons. The school has strong processes to

ACADEMICS				
Indicator	**1-Below Standard**	**2-Developing**	**3-Proficient**	**4-Exemplary**
			processes in place to use the data to inform interventions.	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%.

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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
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CSDE

CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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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 negotiate 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

Section 1: Cover Page

Name of School District:	New Britain Public Schools

Name of School:	Smalley Elementary School	Grade Levels:	K-5

Name of School Principal:	Andrea Foligno	# of Years Serving at this School	Year 2
		# of Years in Total as Administrator	2

Turnaround Committee Chairperson:[1]	Dr. Nicole Sanders and Amy Anderson
Phone Number of Chairperson:	860-827-2264
E-mail of Chairperson:	Sandersn@csdnb.org Andersoa@csdnb.org

Address of Chairperson:	Street Address:	272 Main St.	
	City:	New Britain	Zip Code: 06052

Name of School Board Chairperson:	Mr. Merrill Gay		
Signature of School Board Chairperson:[2]		Date:	
Name of Superintendent:	Mrs. 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.

Section 2: Setting the Direction

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

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

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

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

District Vision Statement (limit 200 words)

> **Vision**: Pursuing 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 in providing effective feedback, engaging in data decision making process, and leveraging researched based practices, then 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, and meaningful and purposeful communication during New Britain University (NBU), then teacher practice and student outcomes 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)

> Smalley Elementary School will work in conjunction with the community to provide optimal learning experiences for all students to ensure preparation for civic, social, political and cultural responsibilities.

School Theory of Action (limit 200 words)

If we promote advanced literacy skills into our core curriculum, then students will be able to interpret and think critically about text to construct new meaning as independent learners.

If we provide professional development that is linguistically and culturally responsive that promote student- centered learning strategies, then:

- all students will create personalized learning goals aligned to curriculum and standards;
- a student-centered physical environment will be cultivated;
- teachers will be equipped to provide a multi-tiered approach to instruction that is based on data and become culturally responsive practitioners;
- administrator's culturally responsive instructional leadership capacity (*leveraging CCT rubric as a culturally responsive compass in feedback and evaluation of teachers, using the Coaching and Self-Reflection Tool for Competency in Teaching English Learning, designing relevant coaching opportunities and site based New Britain University sessions, and engaging in data decision making process*), teacher practice and student outcomes will improve.

If we continue to strengthen partnerships with community and school based wraparound services to promote parental engagement and advocacy, then we will see a decrease in chronic absences, behavioral and educational referrals, and an increase in family involvement.

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.

Principal: Mrs. Andrea Foligno will remain as Smalley Elementary School instructional leader. Andrea was promoted from Assistant Principal to Principal in October 2019. During her tenure as assistant and interim principal, Mrs. Foligno cultivated a climate and culture that responsive to the school and community at large. Andrea implemented a social emotional learning experiences focused on student awareness and management using Zones of Regulation and the BoysTown philosophy. In addition, she was involved in strengthening the Positive Behavior Intervention Support (PBIS) team and established stronger community involvement by way of school-wide events and activities. Discipline referrals declined because Mrs. Foligno engages in restorative practices. In 2018-19 there were 532 discipline referrals which has been reduced to the 2019-20 YTD of 152. She will maintain high expectations for students, staff, and community partners while monitoring, coordinating and facilitating site-based professional development to enhance teacher practice and implementation of the revamped core curriculum designed to promote student independence. Mrs. Foligno will evaluate staff using the Connecticut Common Core of Teaching Rubric and hold and maintain accountability for all stakeholders.

Assistant Principal: Mrs. Arleen Ruiz will serve as an additional instructional leader. Arleen was promoted from Teachers of English Speakers of Other Languages (TESOL) to Assistant Principal in July 2019. She served in district leadership role as lead teacher and assistant to the principal. Mrs. Ruiz also participated in the Connecticut Association of Schools leadership program to enhance her instructional leadership skills. Arleen will support in maintaining high expectations for students, staff and community partners. Mrs. Ruiz will also assist in providing site-based professional development to support teachers in the implementation of the revamped core curriculum to promote student independence. Mrs. Ruiz will assist in evaluating staff using the Connecticut Common Core of Teaching Rubric to hold and maintain accountability for all stakeholders.

District Instructional Coach: Instructional coaches will promote educator effectiveness by structuring professional learning opportunities for staff, providing professional development around content specific expertise, offering direct teacher coaching, feedback of observations, modeling instructional strategies, co-teaching lessons and supporting the implementation of the revamped core curriculum.

Additional Staff: An additional Family Support Liaison (FSL) will be hired to support with community wraparound services, develop school-based family engagement systems and activities that create a strong

partnership to support teaching, learning and student achievement. The new FSL will work with the school-based attendance team and district assigned FSL to increase attendance and decrease absenteeism.

Two Instructional Coaches and three Interventionists will be hired to support a school- based intervention and enrichment periods. Coaches and interventionists will be assigned a grade cluster (K-1, 2-3 or 4-5) and collaborate with general, special education and English as a Second Language (ESL) teachers to implement intervention and enrichment instruction during designated times each day. The district instructional coach will serve in a leadership capacity and oversee school wide intervention practices.

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

Smalley Elementary School administrators will be evaluated annually using the Consolidated School District of New Britain Administrator's Evaluation Plan established by the Professional Development Evaluation Committee (PDEC) that was approved by the State Department of Education. Administrators will have a minimum of four documented site observations focused on the priorities outlined in the Commissioner's Network Turnaround Plan. The site observations will be contextual, evidenced based and centered on an instructional leadership growth model. Progress monitoring will occur bi-weekly with Principal Supervisor and will include calibration of the CCT rubric of Teachers and Administrators, learning walks and instructional leadership coaching.

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 Principal Supervisor will conduct school based bi-weekly walkthrough and feedback sessions pertaining to goals outlined in Commissioner's Network Turnaround Plan. In addition to district training, administrators will attend a minimum of two professional development sessions per year of choice aligned to school and district goals to extend their learning, gain perspective and network with leaders in and outside of Connecticut. Currently, district-level leadership attends the annual Reach Whole School Reform Conference that administrators will be encouraged to attend. School leadership will periodically meet with the District Finance team to ensure accountability of budgetary obligations. Leaders will also attend READConn, NetStat sessions and monthly district mandated leadership development primarily focused on student-centered learning, problem of practice and providing effective teacher feedback.

School leaders will also participate in various leadership development opportunities with contracted services:
● EdAdvance: curriculum development and coaching; and
● Becoming Culturally Responsive Leaders: Dr. Rebecca Good

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

Smalley Elementary School stakeholders participated in the initial stages of the turnaround process by engaging in an overview of the school's instructional audit report. The members collectively and collaboratively identified areas of strengths and deficiencies that required attention to meet the district and school mission and vision. The team will meet periodically to monitor, adjust and refine the plan according to progress monitoring data. The administrator will facilitate monthly Coffee Hour Cafe to ensure that the community is abreast of the turnaround model. During the Coffee Hour Cafe, administrators will collect survey data to solicit ideas from parents to inform what's working and what's not working. Data will be used to inform turnaround work. Standardized Smalley "Bee Informed" newsletters will also be used for information sharing. Administrators will use data from the district's Student Parent Engagement and Employee Satisfaction survey as accountability tools.

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	685	662	661	610	620	630	650
Accountability Index	46.3	44.7	47.1	50.0	55.3	58.2	61.2
English Language Arts (ELA) School Performance Index (SPI)*	43.2	46.3	46.1	50.6	50.6	53.0	55.5
ELA Smarter Balanced Growth Model*	37.4	43.4	46.1	49.1	51.9	56.7	61.5
Math School Performance Index (SPI)*	36.7	38.0	41.0	44.0	45.5	48.5	51.4
Math Smarter Balanced Growth Model*	39.2	42.5	52.6	53.3	53.2	57.9	62.6
Average daily attendance rate	93.4	93.8	92.9	93.6	94.0	95.0	96.0
Chronic absenteeism rate*	16.2	20.0	26.4	19.11	13.6	12.8	11.9
Teacher attendance rate	95.2	93.9	90.6	90.3	90.0	92.0	94.0
Suspension rate	10.9	2.8	2.3	0.7	0.7	0.7	0.7
In-school suspensions (count)	55	14	22	17	22	25	28
Out-of-school suspensions (count)	84	14	4	1	1	2	2
Expulsions (count)	0	0	0	0	0	0	0
Grade 3 ELA Smarter Balanced Assessment-"Meets or Exceeds Achievement Level"	*	7.4	7.3	8.0	14.0	24.5	34.0
Grade 4 ELA Smarter Balanced Assessment-"Meets or Exceeds Achievement Level"	7.3	6.9	7.2	8.0	14.0	24.5	34.0
Grade 5 ELA Smarter Balanced Assessment-"Meets or Exceeds Achievement Level"	*	7.4	8.0	8.7	14.0	24.5	34.0

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"							
Grade 7 ELA Smarter Balanced Assessment-"Meets or Exceeds Achievement Level"							
Grade 8 ELA Smarter Balanced Assessment-"Meets or Exceeds Achievement Level"							
Grade 3 Math Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"	*	5.0	6.3	7.3	10.5	14.5	20.5
Grade 4 Math Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"	*	*	*	5.0	10.5	12.8	18.5
Grade 5 Math Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"	*	*	*	5.0	10.5	12.8	18.5
Grade 6 Math Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"							
Grade 7 Math Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"							
Grade 8 Math Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"							
Grade 5 NGSS Science Assessment- "Meets or Exceeds Achievement Level"	N/A	N/A	8.1	N/A	10.0	13.0	16.0
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

Performance Indicators	Baseline/Historic Data				Performance Targets		
	2016-17	2017-18	2018-19	2019-20 YTD	2019-20	2020-21	2021-22
4-year Cohort Graduation Rate (HS only)	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.

Model "E" (Turnaround committee creates their own model) - Smalley Elementary School will adopt a student-centered model. The core components of the student-centered model will include:
- high degree of student engagement, challenge, enthusiasm, joy;
- students knowing what they are learning and why;
- blending of individual, collaborative team and large group work;
- students using technology to produce as well as consume;
- students having some opportunity to work at their own pace and explore their own interests;
- students doing the bulk of the work and the talking;
- multiple forms of assessment, feedback and demonstrations of learning; and
- instruction, culture and environment reflect and include student and staff diversity (Lietag 2017).

The turnaround model involves developing core curriculum, instruction and assessment practices to ensure cultural and linguistic responsiveness to meet the needs of Smalley's diverse student population. It also supports Smalley's primary focus of literacy and numeracy achievement and the district's STEAM enrichment program. The shift in pedagogy to student-centered learning promotes advanced literacy skills that foster intellectual risks through interactions with more complex text structures. Lesaux, Galloway and Marietta (2016) state that developing component (foundational) skills better position students to acquire composite (higher order thinking) skills. The student-centered learning model will also support the enhancement of school based SRBI/RTI and data teaming practices to improve adult capacity to increase student subgroup performance outcomes. The areas described in each section below further describe how the turnaround model will be reflected in the talent, academic, climate and culture, and operations pillars.

Core Talent strategies include:
- District and site based professional development on student-centered learning
    - Para educators and Special Area (Gym, art, and music) teachers
- Job-embedded coaching and support from EdAdvance, external contracted services
- School model – one coach and interventionist per grade cluster (K-1, 2-3 and 4-5). These individuals must have knowledge of Sheltered Instruction Observation Protocol (SIOP) strategies

Core Academic strategies include:
- New curriculum development, instruction and assessment practices
- Student Goal Setting
    - Revamping district's concept of student led conferences
- Structured school wide interventions

Core Climate and Culture strategies include:
- Neighborhood school – bridging the gap between home and school
- Parent Educational Forum – before, during and after school hours
- Planned Enhancements to current strategies for:
    - Positive Behavior Intervention System
    - Role of Behavior Support Assistants
   - District Family Support Liaison

This plan will be supported by several key improvements to school operations. Such improvements include:
- Scheduling
- Standard communications to parents
- Parent progress monitoring mechanisms in addition to district mandated report card conferences
- Team building opportunities to strengthen staff relationships and investment in turnaround plan

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.
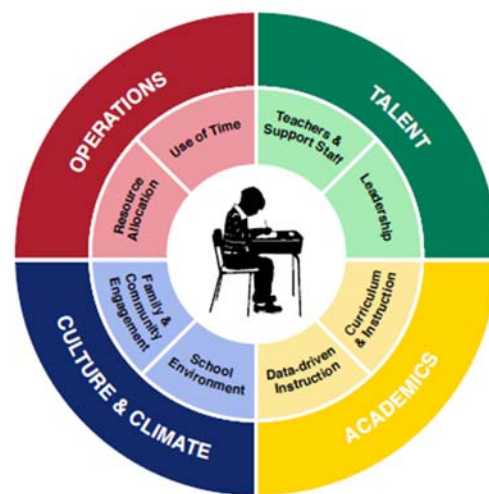
Plan Development

> **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
● Teacher and leadership development to enhance capacity	● Develop core curriculum ● Develop school wide data culture ● Enhance SRBI/RTI system to address subgroup performance
Culture and Climate	**Operations**
● Decrease chronic absenteeism ● Strengthen family and community partnerships, advocacy and engagement	● Scheduling to maximize instructional time and teacher efficacy

Domain 1: Talent

Part One

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

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

A review of school data reveals that Smalley Elementary has been underperforming for several years as evidenced by the Next Generation Accountability System (NGAS). The difference in actual and ESSA target over a two-year period is approximately 5%.

Year	2017 – 2018	2018 - 2019
ESSA Target	49.3	52.3
Actual	44.7	47.1

The Commissioner's Network Operations and Instructional Audit indicated that Instructional Practice, Professional Development and Instructional Leadership indicators rated developing.
- low academic rigor and limited differentiation for all subgroups
- lack of support and professional development for sustainability of student-centered practices

Leadership Talent Development: Administrators will participate in monthly meetings to strengthen leadership capacity. Site based leadership will engage in coaching and calibrated walk-throughs with Principal Supervisor to ensure implementation, reflection and application of skills presented during professional developments. Through this process, administrators will be able to support coaches and staff in the essential elements of student-centered practices. Additionally, instructional leadership capacity will improve in the areas of providing actionable feedback and supervision. This will provide district wide vertical accountability for implementation of student-centered practices.

Teacher Professional Development: All teachers and non-instructional staff (para-educators) will participate in embedded district and school based professional development focused on curriculum, instruction and assessment practices. Teachers will continue to participate in yearlong collaborative professional learning cycles every six days. In addition, EdAdvance, external curriculum consultants and instructional coaches will continue to provide staff professional development in the areas of increasing academic rigor and differentiation, Sheltered Instruction Observation Protocol (SIOP), culturally responsive teaching, and the workshop model. In year 2 or 3 of the turnaround plan, all teachers will participate in extended faculty meeting time for training on SIOP and culturally responsive teaching. Non-instructional staff will participate in 6 (3 faculty meetings and 3 on student-centered learning) afterschool professional development sessions to improve their instructional capacity in addition to district mandates.

Teacher recruitment enhancement strategy: The interview process will have a two-prong approach that includes interview questions and a demonstration lesson focused on student-centered learning practices. Members of the Smalley leadership team will work with the talent office to participate in recruitment initiatives to ensure high quality teacher candidates.

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

Student-centered classrooms address the specific learning needs and backgrounds of all students and is a district wide expectation. This plan is designed to systematically improve adult practice and efficacy to enhance student academic, behavior and social emotional achievement. In addition, the plan serves to guide our students as they acquire the attributes of the Portrait of the Graduate.

The district and school will cultivate a professional learning environment to attract, support, develop and retain high-quality teachers by intentionally focusing on student-centered classroom practices during New

Britain University (NBU), an additional 180 minutes for collaborative professional learning time that occurs every six days. Teachers will engage in the Plan, Do, Study, Act (PDSA) Cycle to accelerate improvement in teacher practice as they implement the new curriculum.

- Plan - develop student-centered lesson plans that are standards based and culturally and linguistically responsive;
- Do - implement the lesson, reflect and collect data;
- Study - collaboratively examine and analyze student work and instructional practice; and
- Act - modify instructional practices based on what was learned.

NBU sessions will also be planned by EdAdvance, external consultants, and coaches to engage staff in job-embedded professional development on student-centered learning practices. Smalley Elementary staff has participated in 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 training sessions. These 5 sessions will serve as the foundation for enhancing teacher practice and planning for subsequent professional development for the duration of the turnaround plan.

The district will also:

- Provide student-centered learning professional development during New Teacher Orientation and incorporate into on-boarding procedures;
- Identify a cadre of veteran teachers rated proficient or better in creating a culturally responsive student-centered classroom to mentor new teachers; and
- Conduct learning walks regularly with principal, assistant principal, instructional coaches, consultants to calibrate, assess, and evaluate new curriculum implementation

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

Teachers will be formally evaluated on an annual basis according to the Consolidated District of New Britain's teacher evaluation system established by PDEC committee and approved by the State Board of Education. The Smalley Elementary evaluation process utilizes the CCT Rubric for Effective Teaching to fairly and accurately assess teacher performance. The rubric will also be used to engage staff in reflective professional dialogue to strengthen their practice needed to improve student learning. The components of the evaluation plan include goal setting, mid-year and end of year conferences. Teachers reflect on professional goals, student, administrator observation and parent data throughout the evaluation process. The evaluation process will serve as a tool for cultivating a climate of continuous improvement and coaching opportunities.

Year 1: Administrators will conduct focused observations and provide actionable feedback in the following areas aligned to the PDSA cycle:

- Domain 1: Classroom Environment, Student Engagement and Commitment to Learning

Indicator 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. **Attribute:** Environment supportive of intellectual risk-taking

- Domain 2: Planning for Active Instruction

Indicator 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge, and provides an appropriate level of challenge. **Attributes:** Criteria for Success and Content of lesson plan is aligned with standards

- Domain 3: Instruction for Active Learning

Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. **Attribute:** Student responsibility and independence

Indicator 3c. Assessing and monitoring student learning, providing feedback to students, and adjusting instruction. **Attributes:** Criteria for Student Success, Ongoing monitoring of student learning, Feedback to students and Instructional adjustments.

Administrators will analyze evaluation data, to design meaningful professional learning offerings and staff decisions as needed, including corrective actions.

Years 2 and 3: Adding focus attributes of the CCT Rubric as teacher proficiency develops. Teacher practice in student-centered practices will become widely known and inherent in the school wide culture.

Progress monitoring to determine school wide next steps for adult learning:
● A minimum of 4 walkthroughs cycles per year conducted with principals, assistant principals and instructional coaches with consultants to ensure effective implementation of new curriculum and calibration of the CCT Rubric for Effective Teaching.

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

District wide: The Consolidated School District of New Britain has contracted with a curriculum consultant, EdAdvance to write, develop and support the implementation of the four-year, K-12 curriculum and assessment renewal project. EdAdvance's work with NB includes extensive professional learning and coaching around student-centered environment and instruction to support the implementation of the curriculum units.

School wide: Through site-based New Britain University (NBU) teachers will continuously receive support through collaborative efforts of all team members (English as a Second Language teachers, special education teachers, instructional coaches, classroom teachers, and administrators) while engaging in the Plan, Do, Study, Act (PDSA) cycle. The administrator will tier teachers based on walk-throughs and progress monitoring data to support teacher growth. Coaches will conduct 6-8 week coaching cycles with identified teachers. In years two and three, there will be opportunities for peer observation and feedback both vertically and horizontally.

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
1.1. Instructional Practice ***Low levels of Rigor** ***Limited Differentiation** ***Surface level questioning** ***Limited student discourse** ***Not aligned to CCSS** **CCT rubric indicators**	Commissioner's Network Instructional Audit Teacher Evaluation with focus on attributes 1a, 3b, and 3c that promote student centered learning practices	Developing **58%** of teachers agreed that "instructional quality and academic rigor are consistently high at this school." **62%** agree that teachers at this school engage students in higher-order thinking and	Proficient **75%** of teachers agreed that "instructional quality and academic rigor are consistently high at this school" **75%** agree that teachers at this school engage students in higher-order thinking and push them towards	Proficient **80%** of teachers agreed that "instructional quality and academic rigor are consistently high at this school" **80%** agree that teachers at this school engage students in higher-order thinking and push them	Proficient **85%** of teachers agreed that "instructional quality and academic rigor are consistently high at this school" **85%** agree that teachers at this school engage students in higher-order thinking and push them

		push them towards content mastery	content mastery	towards content mastery	towards content mastery
		Proficiency: 1a = 64% 3b = 14% 3c = 10%	Proficiency: 1a = 75% 3b = 50% 3c = 50%	Proficiency 1a = 85% 3b = 75% 3c = 75%	Proficiency: 1a = 90% 3b = 85% 3c = 85%
1.4. Professional Development	Commissioner's Network Instructional Audit Employee Engagement Survey	Developing 42% of teachers agreed that "the professional development I received today improved my professional practice and allowed me to better meet the needs of my students" Spr. 2019: 3.36 Spr. 2020: 3.75	Developing 75% of teachers agreed that "the professional development I received today improved my professional practice and allowed me to better meet the needs of my students" Spr. 2021: 4.00	Proficient 80% of teachers agreed that "the professional development I received today improved my professional practice and allowed me to better meet the needs of my students Spr. 2022: 4.50	Proficient 85% of teachers agreed that "the professional development I received today improved my professional practice and allowed me to better meet the needs of my students Spr. 2023: 4.75
1.6: Instructional leadership	Administrator Evaluation Focus Attributes: Evaluation Cycle and Professional Development	Evaluation Cycle: Mid - Developing Professional Development: Proficient	Evaluation Cycle: High - Developing Professional Development: High Proficient	Evaluation Cycle: Proficient Professional Development: High Proficient	Evaluation Cycle: High - Proficient Professional Development: High Proficient/Exemplary

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: Teacher development to facilitate student-centered learning practices					
Root Cause: Excessive teacher directed learning practices					
Person(s) Responsible: EdAdvance Consultants, Instructional Coaches and Administrators					
Strategies to address Root Cause	**Timeline**			**Indicators of Success**	**Resources**
	Year 1	**Year 2**	**Year 3**		
New curriculum implementation and professional development	External Consultants provide 15 NBU Professional Learning Cycles on new ELA curriculum	External Consultants provide 15 NBU Professional Learning Cycles on new Math curriculum with emphasis on identified math unit Site based ELA curriculum professional development facilitated by coaches and administrators	External Consultants provide 15 NBU Professional Learning Cycles Site based Math curriculum professional development facilitated by coaches and administrators.	Collaborative walk-through data indicating increase in proficiency in student-centered learning practices using "Look For" Tool Decrease in number teachers engaging in coaching cycles with instructional coach Observation data indicating increase in proficiency on target CCT Rubric attributes	EdAdvance consultants Dr. Rebecca Good, independent consultant Illustrative Math material and resources NBU time Instructional Coaches
Training on various literacy instructional strategies and progress monitoring tools	K - 2 Training, implementation and coaching for Wilson Fundations Continue ReadConn - Focus: Phonological Awareness Training	Training on SIOP strategies - Modules 1 - 4 Job-embedded coaching for Wilson Fundations Continue ReadConn - Focus: Phonological Awareness Training Training of select teachers in peer to peer observation protocol Training in SRBI/RTI process based on audit feedback from year 1 and identify high leverage	Continue ReadConn – Module focus may change Training on SIOP strategies - Modules 5 - 9 Implement cycles of peer to peer observation protocol	Continue ReadConn participation and change modules focus Increase in students early literacy skills and decrease in percentage of students receiving early literacy services Observation data indicating increase in proficiency on target CCT Rubric attributes Cadre of peer to peer observers SRBI/RTI audit data	ReadConn Fundations SIOP material, resources and consultation Instructional Coach

		progress monitoring tools			

Talent Priority: Leadership development to provide effective and actionable feedback aligned to student-centered learning practices					
Root Cause: Novice school based leaders, limited proficiency in effective feedback and of lack knowledge on student-centered learning practices					
Person(s) Responsible: District leadership, EdAdvance and other external leadership partners					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Professional Development to support administrators	Professional development on new ELA curriculum, Fundations, ReadConn	Continued learning on ELA, Fundations, ReadConn Professional development on new math curriculum and SIOP	Enhanced learning, support and adjustment of implementation of all new curriculum and programs	Effective use of Look for data collection tool Teacher feedback data focused on student-centered learning practices aligned to CCT rubric	EdAdvance consultants Look For data collection tool
Coaching Cycles with Principal Supervisor	CCT Rubric calibration activity to ensure understanding of focus attributes Professional learning on the Coaching and Self-Reflection Tool for Competency in Teaching English Learning Create student-centered "Look fors" for instructional rounds that will be shared with staff	CCT Rubric calibration activity to ensure understanding of focus attributes and additional attributes as needed Continue professional learning on the Coaching and Self-Reflection Tool for Competency in Teaching English Learning Refine and adjust student-centered "Look fors" protocol for instructional rounds that will be shared with staff that will include evidence of implementation of SIOP strategies	CCT Rubric calibration activity to ensure understanding of focus attributes and additional attributes as needed Refine and adjust "Look for" protocol for instructional rounds to include elements of the Coaching and Self-Reflection for Competency in Teaching English Learners Refine and adjust student-centered "Look fors" protocol for instructional rounds that will be shared with staff that will include evidence of implementation of SIOP strategies	Refinement of administrator providing actionable feedback to improve instruction Performance rating improvement on Evaluation Cycle indicator on administrator Observation data indicating increase in proficiency on target CCT Rubric attributes	District World Language Coordinator and CSDE support with the Coaching and Self-Reflection Tool for Competency in Teaching English Learners Conference (s) for administrator Principal Supervisor

Instructional Rounds	Bi-weekly meetings to conduct calibrated walk throughs around CCT Rubric on focus attributes with a targeted group of teachers and intervention/ enrichment block Analyze teacher feedback data from walk throughs to identify next steps	Bi-weekly meetings to conduct calibrated walk throughs around CCT Rubric focus attributes with a targeted group of teachers and intervention/ enrichment block Intentional focus on English Learners Analyze teacher feedback data from walk throughs to identify next steps	Bi-weekly meetings to conduct calibrated walk throughs around CCT Rubric focus attributes with a targeted group of teachers and intervention/ enrichment growth Intentional focus on English Learners and integration of SIOP strategies Analyze teacher feedback data from walk throughs to identify next steps	Administrator instructional rounds schedule Teacher feedback data focused on student-centered learning practices aligned to CCT rubric and SIOP Observation data indicating increase in proficiency on target CCT Rubric attributes	Peer visits with other schools in the Network District administrator's meetings focus on calibration of the CCT rubric

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.

Smalley Elementary student subgroup enrollment is approximately 47% of the student population. English Learners comprise 30% and students receiving special education services make up about 17%. Overall, students have historically underperformed on State and district wide assessments. Currently, the school's academic program and instructional philosophy is on the mastery of early literacy skills. Becoming a member of the Commissioner's Network will provide essential resources to systematically strengthen curriculum, instruction and assessment practices. Membership will also assist with creating learning opportunities that promote acquisition of the Portrait of a Graduate attributes. These skills and attributes are: Analyze & Construct Arguments Based on Evidence, Critical & Creative Problem Solving, Empathy & Cross-Cultural Understanding, Meaningful & Purposeful Communication, and Initiative.

For the next three years, EdAdvance is partnering with the Consolidated School District of New Britain and Smalley Elementary staff to write, design and support the implementation of a rigorous curriculum aligned to the Connecticut Core Standards (CCSS) in ELA and Math. The process of new curriculum development included:
- An audit by the State Department of Education (2018-19 school year) and EdAdvance that revealed inconsistent alignment with CCSS and attention to sub-groups.
- Data gathered from the curriculum audit was conducted using the EQuIP Rubric as well as interviews with staff to guide writing the new curriculum.
- The curriculum will be written using the newly designed K-12 template. The template will align to CCSS, Connecticut English Language Proficiency Standards (CELP), 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 relevant content, embedded supports for English Learners, Special Education students, integration of social emotional learning, and differentiated instructional strategies and resources.

The key aspect of the school redesign is curriculum development to foster a student-centered learning environment. Smalley's pedagogical shift to student-centered practices promotes advanced literacy skills and encompasses strategies for all students. A stronger emphasis on core instruction will enhance academic rigor and interaction with grade level standards and content for all students. Quality intervention and enrichment opportunities will also become more comprehensive. Smalley's Theory of Action will be realized as a result of the redesign.

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.

Data Culture: Smalley Elementary School will develop a data culture that empowers teachers, school leaders, students and families. Town meetings will be held to review, discuss and establish school wide goals. The mindset shift will develop a shared responsibility for improving student outcomes. Current data will be visibly displayed throughout the building, including but not limited to student attendance, academic assessment and behavioral data.
Data Teaming Structure: The New Britain University (NBU) structure offers additional weekly professional learning time for teachers, coaches, and administrators to engage in the data driven decision making process. This professional learning time is either district or site based. During district wide learning time, teachers learn new methods and strategies to promote student-centered learning and will "unpack" new curriculum units for the purpose of intentional lesson planning to meet individual student's needs. Site-based sessions focus on the application and analysis of strategies in relation to the implemented planned lesson. The Plan, Do, Study, Act Cycle

(PDSA) drives the data decision making process. Student work samples and progress monitoring data will be analyzed and used to create instructional goals that are differentiated and academically rigorous. Teachers will identify and re-group students based on most recent data and engage in professional dialogue about individual student progress, student trends by standard, student/school trends over time and individual student growth goals. Teachers will also be expected to report out on how data has informed classroom instruction and student growth.

Intervention: Smalley currently uses Lexia, ReadConn strategies, and Wilson Fundations for interventions. These interventions are currently being implemented in the core. The school intends to create a school wide intervention period where every Smalley Elementary student will receive targeted interventions and/or enrichment. The school will institute a 30-minute block into its school wide instructional day that will allow for differentiated supports to foster growth in early literacy skills. The team will identify appropriate interventions and progress monitoring tools and write SMART goals to ensure that each student demonstrates improved performance. The SRBI/RTI process will be fluid. Students will be progress monitored for a minimum of 6 – 8 weeks to document growth. Intervention groups will be adjusted accordingly or increase in complexity as students meet growth targets.

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

Smalley Elementary School teachers, staff and school-based leadership team will work with EdAdvance consultants and CSDNB district leadership to promote data-driven decision making around formative assessment and integrated performance task data within the new curriculum to inform instruction.

Teachers will participate in data teams supported by the instructional coaches at Smalley to effectively design rigorous lessons that are differentiated. School leadership intends to collaborate with CSDE to identify professional development opportunities around data driven instruction for coaches who will be assisting teachers with identifying students' growth target. Professional development on SRBI/RTI data collection processes may be needed after the audit which is a part of the three-year plan to strengthen current data practices.

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: 2019 - 2020	Target 1 Year: 2020-2021	Target 2 Year: 2021 - 2022	Target 3 Year: 2022-2023
ELA School Performance Index	EdSight	50.6	53.0	55.5	57.9
ELA Smarter Balanced Growth Model	EdSight	51.9	56.7	61.5	66.3

Three-Year Math Goal:

Indicator	Data Source	Baseline Year: 2019-2020	Target 1 Year: 2020-2021	Target 2 Year: 2021 - 2022	Target 3 Year: 2022 – 2023
Math School Performance Index	EdSight	45.5	48.5	51.5	54.4
Math Smarter Balanced Growth Model	EdSight	53.2	57.9	62.9	67.3

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 aligned to the Connecticut Core State Standards, New Britain Portrait of a Graduate, and CELP Standards that includes strategies to address the needs of all students.					
Root Cause: Fragmented curriculum focused on traditional instructional practices					
Person(s) Responsible: District Curriculum Coordinator, EdAdvance (contracted services), administrators, and coaches					

Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	**Year 2**	**Year 3**		
Implementation and monitoring of new curriculum units	Implement and monitor new ELA curriculum Teachers will create physical environment for student-centered classroom	Implement and monitor new math curriculum	External Consultants provide 15 NBU Professional Learning Cycles Fully realized SIOP lesson preparation and thorough and meaningful building of background knowledge for students	Completed ELA and math curriculum units Teacher feedback on new curriculum implementation for future adjustments Student-centered lesson plans Observation data indicating increase in proficiency on target CCT Rubric attributes Student achievement on district assessment Meeting SPI targets Increase ELA growth target and performance index	EdAdvance Consultants Instructional Coaches Purchasing of iReady Administrators NBU time

Academic Priority: Enhanced school based SBRI/RTI practices					
Root Cause: Clearer structures, implementation processes and accountability for SRBI/RTI that are widely known and effectively used to inform instructional practices					
Person(s) Responsible: Coaches and Administrators					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Review of current SRBI protocols and intervention tools	Audit current SRBI/RTI practices Create a school wide structure and schedule for intervention block focused on early literacy skills and enrichment Create calendar of SRBI/RTI meetings Streamline the format of the Kid Talk Protocols to include traditional SRBI data to assist in the creation and implementation of interventions/ referrals Coaches to provide training on using PSDA cycle to include SRBI/RTI data to assist in the identification, creation and implementation of interventions Coaches will monitor SRBI/RTI process based on implementation	Refine and publish SRBI processes, procedures and protocols for Tier II and Tier III Intervention practices Review and analyze the effectiveness of intervention block Research and pilot additional intervention programs for intervention block Provide professional learning and coaching for selected intervention programs to include math Coaches will continue to monitor SRBI/RTI process	Coaches will monitor SRBI/RTI process based on implementation Further develop the menu of interventions to include math	School wide intervention block Decrease in number of students requiring early literacy skill support Widely-known SRBI/RTI process and procedures Meeting SPI targets Increase ELA growth target and performance index Lesson plans reflect teacher use of data to inform instruction to meet students' needs	Scheduling intervention period Instructional coaches and interventionists Purchase of Spire Progress monitoring tools

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.

> **Positive Behavior Intervention System:** Smalley Elementary will continue to implement a multi-tiered approach to building relationships and responding to student behavior in a proactive manner. School wide behavior expectations, social emotional curriculum, behavior matrix and discipline referral expectations are outlined and articulated to staff. The PBIS team will create a school wide manual comprised of components of the Smalley Way and revisit with staff throughout the year. Smalley Dollars are utilized to reward individual and class growth targets. The system also includes incentives, behavior plans, a check-in/check-out program, and lunch bunches that are designed to promote positive outcomes. Behavior Support Assistants (BSAs) play an integral role in shaping student behavior. They employ a push-in model for classroom and one on one student support and will receive training in Zones of Regulation and Restorative Practices. In addition, Smalley will focus on a growth mindset model, helping students to be reflective, set goals and celebrate milestones.
>
> Staff will continue to receive training on the behavior management system that details a range of consequences for identified behavior infractions to ensure consistency and effective implementation of the Smalley Way. Looking for root causes of behavior and guiding students to learn from their inappropriate actions is essential to the Smalley Way. Staff will require additional professional development on implementing Student Success Plans to ensure that interventions are appropriately documented.
>
> Social emotional learning is also embedded into morning meetings. The district's social emotional curriculum must be implemented with fidelity. The PBIS team will work with the new Family Support Liaison (FSL) to strategically incorporate the Smalley Way into family nights and forums to strengthen home and school connections. The PBIS Team will also continue to meet and coordinate activities to create a culture of celebration and appreciation for students, staff and families.

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

> Smalley Elementary promotes strong family and community connections by providing multiple opportunities for parents to participate in academic and non-academic events. Annual events include Open House, Truck or Treat, Sweetheart Dance, Pancake Breakfast, and Report card conferences. Smalley utilizes the school's website for Read Aloud to support home literacy initiative, as well as to communicate celebrations and academic and social happening. The school will continue to promote strong family and community connections to support school goals by**:**
> - Grade level will issue monthly parent newsletters about attendance, academic and events;
> - Teachers will communicate to identified students' parents/guardians to inform them of instructional concerns and develop a student success plan;
> - FSL will host events and forums on active strategies for attendance, academics and advocacy;
> - Principal will host Coffee Hour program to share school wide goals; and
> - Revamp district's student led conference to ensure that students are sharing their academic, behavior and social emotional goals and accomplishments with parents.

Describe the school's attendance intervention system.

> Smalley Elementary School was in a swing space located outside of the neighborhood due to renovation for 2 years. The district provided more transportation that potentially had an impact on student attendance. The newly renovated school opened during the 2019 - 2020 school year. Being back in the community promises to have an impact on chronic absenteeism. Administrators will continue to participate in NetStat sessions focused on attendance modules to assist with addressing chronic absenteeism. The School Attendance Engagement Team (social worker, administration, behavior support assistant, nurse, school psychologist family-school liaison) will work with administrators, additional family support liaison to identify and implement strategies to address attendance and

chronic absenteeism. The school attendance team and grade level team representatives will monitor attendance and chronic absenteeism data and apply targeted supports and interventions, as needed. Staff and community partners will employ a number of Attendance Works strategies to promote daily attendance, and track early and tardiness. Strategies may include:

Summer Transition:
- Using disaggregated attendance data, administrators, family support liaison, and grade level team lead representatives will identify students in tier 2 attendance status and meet with families to talk about what students will be learning, the connection between too many absences and poor achievement and co-construct solutions for regular attendance.

Ongoing-Outreach
The school will engage in a tiered on-going outreach process.
Personal Communication
- Part-time family support liaison to work with students and families and to monitor daily attendance;
- Family Support Liaison will design and facilitate after school parent leadership workshops to identify common barriers and solutions to 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 regarding absences as student approaches/surpass chronic status;
- Daily phone calls home by school personnel and/or the parent liaison to inquire about nature of absence and when students will return back to 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); and
- School-wide with MegaEducation, classroom, and student celebrations and incentives for weekly, monthly, and most improvement attendance, perfect attendance.

Parent-Teacher Home-Visit Program:
- A designated teacher will be trained in the home-visit protocol to partner with parents to talk about their child's goals and hopes while creating a stronger relationship. Students identified are approaching/surpassing chronic absenteeism will receive home-visits.

Mentors: Students that are identified as chronically absent or in danger of becoming chronically absent will be assigned a mentor. The mentor may or may not be the student's homeroom teacher. They will meet with the students regularly. Focus will be on:
- Relationship Building
- Discuss academic and social emotional performance (mentor acts as a student advocate with teachers and parent, if necessary)
- Peer to peer relationships

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

Smalley Elementary staff address students' social and emotional well-being by implementing the district's social emotional curriculum grounded in BoysTown's Well Managed philosophy. Community Mental Health Association (CMHA), school -based health clinic, and Klingberg clinicians through partnership with Ana Grace are housed at Smalley. School leadership and staff collaborate with these agencies to provide services for students and their families. They will collaborate to document a referral process for services and strategically incorporate the agencies menu of services into parent forums.

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: 2019-2020	Target 1 Year: 2020-2021	Target 2 Year: 2021-2022	Target 3 Year: 2022-2023
Chronic Absenteeism Rate	EdSight	**13.7**	**12.8**	**12.0**	**11.1**

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

Culture and Climate Priority: Decrease chronic absenteeism					
Root Cause: Deepen parent knowledge about the importance of attendance trends through relationship building					
Person(s) Responsible: Administrators, Family Support Liaison, Community/Parent Coordinator, and School Attendance Team Members					

Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	**Year 2**	**Year 3**		
Implementation of school wide town meetings	Monthly meetings to share attendance data with students and parents Create a structure to monitor and address student attendance, specifically students with chronic absenteeism School wide incentive reward program to improve attendance	Monthly meetings to share attendance data with students and parents Maintain and strengthen structure to monitor and address student attendance, specifically students with chronic absenteeism School wide incentive reward program to improve attendance	Monthly meetings to share attendance data with students and parents Maintain and strengthen structure to monitor and address student attendance, specifically students with chronic absenteeism School wide incentive reward program to improve attendance	Decrease in referrals, in school and out of school suspensions Decrease in chronic absenteeism, especially of subgroups Meeting chronic absenteeism ESSA target Parent Satisfaction Survey	PBIS team Review 360 data Incentives
Family Support Liaison to support school attendance	Family Support Liaison to pilot home visit program and parent workshops related to attendance Create school based attendance brochure and	Family Support Liaison to conduct home visits and parent workshops related to attendance Identify parent leaders	Parent leaders facilitate attendance workshops Family Support Liaison to work with families, conduct home visits and offer	Sign in sheets indicating an increase in attendance at parent forums Increase in number of successful home visits	Family Support Liaison Child care Training on Home visiting protocol

				parent workshops related to attendance	Decrease in chronic absenteeism	
	resources for parents Collect and analyze parent workshop feedback to inform attendance practice					

Culture and Climate Priority: Strengthen family and community partnerships, advocacy and engagement						
Root Cause: Lack of parental involvement and knowledge and understanding of mechanisms to support students at home						
Person(s) Responsible: Administrators, Community/Parent Coordinator						
Strategies to address Root Cause	Timeline			Indicators of Success	Resources	
	Year 1	Year 2	Year 3			
Family academic nights	Work with community/parent coordinator and Family School Liaison to institute an academic literacy night to strengthen and connect the school and home environments	Work with community/parent coordinator and Family School Liaison to institute an academic math night to strengthen and connect the school and home environments	Work with community/parent coordinator and Family School Liaison to empower students and parents to lead academic nights	Sign in sheets indicating an increase in attendance at parent forums	Family Support Liaisons Material and supplies for events	
Parent involvement in school committees	Invite parents to participate in planning school events	Invite parents to become members of school committees	Encourage parents to take leadership roles on school committees	Established PTO Increase in parent participation on school based committees Parent Satisfaction Survey	PTO materials and supplies	

Domain 4: Operations

Part One

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

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

> Smalley Elementary's plan is not proposing to change the length of the school day or year. The school will maintain a 6.5 hour day and a 180 day school year for students. Smalley Elementary school schedule will focus on maximizing instructional time in the core curriculum by:
> - Aligning support staff schedules with grade level teacher schedules to ensure that subgroups academic needs are met.
> - Promoting inclusion model for instruction. Multiple daily transitions will be eliminated.
> - Maintaining a student-centered literacy and numeracy block while adding an intervention block where all students consistently receive interventions and/or enrichment.

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

> Smalley Elementary's plan is not proposing to change the length of the school day or year for teachers. Teachers will maintain a 6.5 hour day and a 183 day school year for students. Smalley Elementary school schedule will improve teacher and non-certified staff professional development by:
> - All certified staff will participate in Sheltered Instruction Observation Protocol training after school hours. These sessions will extend faculty meetings during year 2 and 3 of the turnaround plan.
> - Non-instructional staff will be required to participate in 3 after school faculty meetings and 3 after school professional development sessions on student-centered practices. These sessions are in addition to district mandated professional development.

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: 2019 – 2020	Target 1 Year: 2020-2021	Target 2 Year: 2021 - 2022	Target 3 Year: 2022-2023
School Performance Index	EdSight	55.3	58.2	61.2	64.2

Action Steps:

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

Operations Priority: Scheduling to maximize instructional time					
Root Cause: Lack of scheduled intervention time					
Person(s) Responsible: Administrator and Leadership Team members					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Implementation of intervention blocks	Create and pilot intervention blocks	Analyze and improve the structure of	Analyze intervention blocks and	All students performing below grade	Schedule

		intervention blocks Continue intervention blocks	prepare for sustainability Continue and adjust intervention blocks	level expectations placed in intervention based on their needs Decrease in percentage of students needing intervention and increase in students receiving enrichment	Collaborating with Management Information System (MIS) Dept. In alignment with academic goal hiring 3 Interventionist
Priority scheduling for subgroups	Align support staff schedule to grade level schedule to maximize instructional time	Enhance and adjust support staff schedule as needed to maximize instructional time	Enhance and adjust support staff schedule as needed to maximize instructional time	All students place in intervention based on their needs Decrease in percentage of students needing intervention and increase in students receiving enrichment	Schedule Collaborating with MIS

Section 7: Sustainability Plan

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

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

Smalley Elementary school will build capacity in order to sustain progress made using Commissioner's Network funds during Commissioner's Network participation years by:

Talent and Academic: Designing intentional teacher and leadership development focused on student-centered learning practices within the core curriculum. The school's turnaround plan blends job-embedded professional learning with cycles of coaching, instructional leadership walk-throughs and observations to collect data on the implementation of grade level standards and academic rigor. The data will enable Smalley staff to collaboratively and purposely track growth, as well as refine and adjust goals for sustainability purposes.

- From the professional learning, teacher leaders will be identified and/or evolve to assist with sustaining a school-wide culture for student-centered learning practices beyond the participation years. Student-centered learning supports the learning community with shifting practice from concentration on early literacy skills to interaction with advanced literacy skills. Gradually, lessons will become more culturally and linguistically responsive to meet the needs of all students, especially English Learners. In addition, school-based leadership will be better equipped to document teacher growth on specific attributes of the CCT rubric, provide actionable feedback and engage teachers in professional conversations on their practice.
- Improving current school wide SRBI/RTI procedures. A collaborative approach detailed in the plan emphasizes school wide accountability for intervention/enrichment that is more structured, data driven and fluid. The approach does not compromise core curriculum instructional time.

Climate and Culture: More frequent interactions between home and school that communicate school expectations and to assist families with accessing needed resources should be the norm for sustaining positive and healthy relationships. The school will use the resources to empower parents to understand the importance of school attendance, to volunteer and become more active in the governance of the school.
Smalley Elementary's turnaround plan was intentionally designed to build capacity around a shared vision and theory of action for student-centered learning that will extend beyond grant-funding years.

The principal supervisor will support and monitor implementation of the turnaround plan and activities during Smalley's participation in Commissioner's Network and beyond. This includes coaching, calibrated walk-throughs and evaluating progress toward goals in the TACO pillars. In addition, the principal supervisor will serve as a liaison with CSDE and facilitate communications with the finance department to ensure grant budgetary obligations and revision protocols (when needed) are followed. The District Coordinator of K-5 Curriculum will also continue to support with school and district goals by conducting site-based walkthroughs on an ongoing basis to ensure new curriculum implementation and application of student-centered learning practices. The District Coordinator will also collect data that will be utilized to create a cycle of curriculum revision that is critical to sustainability.

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

Mrs. Nancy Sarra
Name of Superintendent *(typed)*

_____   _____
Signature of Board of Education-appointed Parent   Date

Mr. Charles Dnyang
Name of Board of Education-appointed Parent *(typed)*

_____   _____
Signature of Board of Education-appointed Administrator   Date

Mrs. Andrea Foligno
Name of Board of Education-appointed Administrator *(typed)*

_____   _____
Signature of Union-appointed Teacher   Date

Mrs. Laura Skinner
Name of Union-appointed Teacher *(typed)*

_____   _____
Signature of Union-appointed Teacher   Date

Johanna Gagnon
Name of Union-appointed Teacher *(typed)*

_____   _____
Signature of Union-appointed Parent   Date

Ms. Welmela Hall
Name of Union-appointed Parent *(typed)*

_____   _____
Signature of Commissioner of Education   Date

Dr. Miguel Cordona
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
Arleen Ruiz	Assistant Principal
Deanna Riccardo	Special Education Teacher
Jenna Sayers	Classroom Teacher
Jessica Kamens	Instructional Coach
Lisa Genovese	Community Partner

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

CODE:	OBJECT:
100	**PERSONNEL SERVICES – SALARIES.** Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personnel services rendered while on the payroll of the grantees.
200	**PERSONNEL SERVICES – EMPLOYEE BENEFITS.** Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personnel services.
300	**PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.** Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, technical assistance support organizations, school management partners, etc.
400	**PURCHASED PROPERTY SERVICES.** Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.
500	**OTHER PURCHASED SERVICES.** Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.
600	**SUPPLIES.** Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.
700	**PROPERTY.** Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. In accordance with the Connecticut State Comptroller's definition equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over $5,000 and the useful life of more than one year and data processing equipment that has unit price under $5,000 and a useful life of not less than five years.
800	**OTHER OBJECTS.** (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.

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

PROJECT TITLE: Commissioner's Network

THE APPLICANT: Consolidated School District of New Britain   HEREBY ASSURES THAT:

Smalley Elementary School

(insert Agency/School/CBO Name)

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

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

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

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

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

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

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

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

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

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

K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any

moneys not expended in accordance with the approved program/operation budget as determined by the audit;

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)*　　　　　Mrs. Nancy Sarra

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

Date:

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