CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO BE PROPOSED:
June 3, 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 North End Middle School in Waterbury for the Commissioner's Network, subject to the conditions noted in the Commissioner's June 3, 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 third day of June, 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: June 3, 2020

SUBJECT: Approval of Commissioner's Network Turnaround Plan: North End Middle
School, Waterbury

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 North End Middle School (NEMS) located in
Waterbury, 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 Waterbury Public
Schools (WPS) volunteering NEMS for participation in the Network. On May 23, 2019, the
Commissioner initially selected NEMS for possible participation in the Network based on the
following factors: (a) the district's expression of interest; and (b) the academic and
developmental needs of the school's students and the capacity of the district to address those
needs. The school was approved for one year of planning to develop a turnaround plan.
Following initial selection, NEMS and the Waterbury Teachers Association appointed members
to serve on the school's Turnaround Committee, and the CSDE conducted an Operations and
Instructional Audit on October 2, 2019. The Turnaround Committee developed the Turnaround
Plan for NEMS in accordance with C.G.S. § 10-223h (d).

Turnaround Plan for North End Middle School

NEMS, identified as a Turnaround School based on the Accountability Index under the Next Generation Accountability System, serves 1,022 students in Grades 6 through 8. Approximately 92 percent of students are eligible for free or reduced-price meals. Approximately 22 percent of the students are identified as needing special education services; 14 percent are English learners (ELs); 64 percent of the students are Hispanic; and 23 percent are Black.

The goal of the NEMS Turnaround Plan is to improve teaching and learning by utilizing strategies, methods, and best practices that have proven to be effective in improving student academic performance. High quality professional learning, rigorous curricula, and assessments that are aligned with the Connecticut Core Standards, and building and maintaining meaningful and productive relationships between students and staff are some of the proven, high leverage strategies that will be implemented. Participation in the Commissioner's Network will support professional development of NEMS teaching staff, coaching opportunities in Literacy and Numeracy, expansion of the Data Driven Decision Making process, additional learning opportunities for students, and communication of the school vision to the Waterbury community.

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

Talent:

- Provide professional learning that addresses the needs of administrators, teachers and students in several key areas including data driven decision making, increasing rigor in the classroom, differentiation, small group instruction, higher order questioning, and restorative practices;
- Establish opportunities for professional growth and strengthen Turnaround school leadership through participation in the Harvard Turnaround Institute and the National Institute for School Leadership; and
- Provide fellowship opportunities, based upon the Math for America model, for NEMS math and science teachers to increase teacher effectiveness through paid stipends. Selected fellows will lead professional development sessions and have monthly collaborative sessions at a local university to learn about innovations shown to improve student outcomes.

Academics:

- Increase academic rigor and student engagement in all content areas through providing professional learning in research-based strategies and implementing school wide instructional protocols;
- Implementation of the new ELA curriculum using the Study Sync print and digital resources with a focus on revised 90-minute classroom structures and inclusion of more structured writing instruction; and

- Hire Literacy Facilitator to provide embedded support and coaching for curriculum implementation and monitoring.

Culture and Climate:

- Strengthen family and community engagement by increasing communication with all stakeholders and provide meaningful activities that will engage staff, students, parents and community members;
- Partner with external agency to create a welcoming walkthrough protocol in order to make families feel welcome and celebrate the diversity of the school community;
- Utilize the tenets of Restorative Practices, implement PBIS with fidelity, and develop with staff the core values and beliefs of NEMS in order to decrease suspension rate; and
- Partner with external consultant to provide job-embedded coaching support for effective classroom management.

Operations:

- Restructure classrooms into smaller learning communities in a grade level horizontal model to allow for increased opportunities to promote a sense of community and increase collaboration;
- Maximize use of instructional time with master schedule changes on increase instructional time for mathematics; and
- Provide afterschool learning opportunities for instruction in mathematics.

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, NEMS 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 NEMS 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.

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

Recommendation with Conditions

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

1. By September 30, 2020, WPS 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 NEMS 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 NEMS, 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. NEMS 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. NEMS Audit Report resulting from the Operations and Instructional Audit conducted on October 2, 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

North End Middle School
Waterbury Public Schools
October 2, 2019

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

On May 23, 2019, the Commissioner initially selected North End Middle School to participate in the Commissioner's Network, pending legislative authority to extend and expand the Commissioner's Network to include a ninth cohort of schools. Pursuant to Connecticut General Statutes (C.G.S.) § 10-223h(b), the Waterbury Board of Education established the Turnaround Committee. On October 2, 2019, the Connecticut State Department of Education (CSDE) conducted, in consultation with the board of education, the North End Middle School Governance Council, and the Turnaround Committee, an operations and instructional audit of the school in accordance with C.G.S. § 10-223h(c). The purpose of this report is to present the findings of the audit.

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

Commissioner's Network Overview

The Commissioner's Network is a commitment between local stakeholders and the CSDE to dramatically improve student achievement in up to 25 schools. The Network offers new resources and authorities to empower teachers and school leaders to implement research-based strategies in schools selected by the Commissioner. Network schools remain part of their local school districts, but the districts and the CSDE secure school-level flexibility and autonomy for the schools in exchange for heightened accountability. Schools are accepted into the Network for a minimum of three years. Subsection (h) of C.G.S. 10-223h establishes that the Connecticut State Board of Education may allow schools to continue in the Commissioner's Network for an additional year, not to exceed two additional years, if necessary. At present, 8 Cohort (IV, V, VI, VII, VIII) schools are participating in the Commissioner's Network.

Network schools make targeted investments in the following areas:

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

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

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

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

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

Operations and Instructional Audit Overview

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

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

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

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

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

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

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

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

Audit Process and Methodology

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

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

(2) The auditors conduct a school site visit to observe school systems and classrooms, and meet with members of the school community. During the on-site visit, auditors conduct interviews and focus groups with a representative set of school and community stakeholders, including school and district administrators, staff, students, family members, community partners, and members of the School Governance Council and Turnaround Committee.

(3) The auditors synthesize and use all available data to generate the operations and instructional audit report, identifying strengths and growth areas around talent, academics, culture and climate, and operations.

Please note that while this Audit Report identifies areas for improvement, it does not prescribe interventions or offer recommendations. The Turnaround Committee is responsible for developing a Turnaround Plan that addresses the deficiencies identified in the audit.

Part II: School Information

North End Middle School serves 1,022 Grade 6 through Grade 8 students in Waterbury. Approximately 23 percent of the students are Black and 64 percent of the students are Hispanic. Twenty-two percent of the students are identified as needing special education services, and 14 percent are English learners. Ninety-two percent of the students in the school are eligible for free or reduced-price meals. Student achievement at North End Middle School is well below state averages in all grade levels and subject areas tested. The current principal is in her fourth year at North End Middle School having previously served as a teacher and house principal.

School Data Profile

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

Enrollment Data (2019-20):			
Grades:	6-8	5-Yr Enrollment Trend:	+33
Student Enrollment:	1022	Mobility Rate:	20.14%
Personnel Data (2019-20):			
# of Administrators:	4	% of Teachers "Below Standard":	0
# of Teachers:	89	% of Teachers "Developing":	1
# of Support Staff:	20	% of Teachers "Proficient":	30.3
# of Psychologists:	1	% of Teachers "Exemplary":	68.5
# of Social Workers:	2	3-yr Teacher Retention Rate:	92%
School Day Per Year (2019-20):			
Total # of Student Days Per Year:	181	Instructional Minutes/Day:	329
Total # of Teacher Days Per Year:	186	Extended Day Program:	No
Student Demographic Breakdown (2019-20):			
% Black:	22.8	% Male:	51.1
% Hispanic:	64.2	% Female:	48.8
% White:	8.1	% EL:	13.6
% Other:	4.7	% Students with disabilities:	22.2
% F/R Meals:	91.5		

School Climate Data:	2015-2016	2016-2017	2017-2018	2018-2019
Student Attendance Rate:	92.9	93.4	93.4	93.7
Chronic Absenteeism Rate**:	19.5	16.0	16.9	9.6
Suspension Rate**:	26.9	26.2	29.3	NA

Teacher Attendance Rate:	94.5	93.4	93.1	93.1
School Performance Index**:	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
SPI:	53.1	54.8	51.6	NA
Smarter Balanced Assessment Level 3 and 4 Data**:	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
Grade 3 – Reading				
Grade 4 – Reading				
Grade 5 – Reading				
Grade 6 – Reading	18.2%	21.6%	13.2%	22.6%
Grade 7 – Reading	22.9%	22.2%	21.4%	26.6%
Grade 8 – Reading	22.0%	24.9%	23.4%	32.8%
Grade 3 – Math				
Grade 4 – Math				
Grade 5 – Math				
Grade 6 – Math	3.5%	8.3%	8.5%	13.8%
Grade 7 – Math	7.8%	5.6%	7.7%	11.2%
Grade 8 – Math	5.1%	5.2%	7.5%	13.3%

* 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:

Leadership Effectiveness

On a teacher survey administered prior to the audit site visit, 70% (N=47) of respondents agreed that "school leadership effectively communicates a clear mission, vision and set of school wide priorities." The principal has a school improvement plan in place that has been communicated to the staff. She reports that this year's plan is more focused and targeted than it has been in the past. Although teachers are supportive that leadership has a vision, they struggled to articulate the specifics of her vision. Teachers shared that there is an increased focus on ensuring objectives are grade-appropriate and rigorous, more group work as opposed to teacher-led direct instruction, and shifting towards a growth mindset. District leadership shared that with guidance and direction, there is "confidence that this school's leadership can take the school to the next level." Leadership expressed a belief that North End Middle School will "hold themselves to a higher level of accountability and there will be action based on feedback. There is a willingness to improve." The principal also attended Harvard's School Turnaround Leaders Institute this summer and reports that she was "energized" by what she learned. Family focus group members also expressed that there is a sense of urgency to improve the school. Teachers "work with students on setting goals, attaining them, and moving my student forward…the theme is that students need to be the best that they can be."

Summary of Growth Areas:

Instructional Practice

The quality of instruction at North End Middle School is described as "inconsistent" and "variable" by teachers, school leaders, and district leadership. Leadership reports that there are "pockets of teachers well versed in standards and teaching to grade level expectations," while others are inconsistent. School leadership shared that the school is reflecting upon "whether we have high expectations for learning and working to shift teacher thinking." The audit team conducted classroom observations, separately, in 25 classrooms across all grade levels and content areas in the school. Most all classrooms observed had clearly

posted learning objectives or targets, and students were focused and on-task. Individual classrooms had wall postings (e.g., student work, anchor charts, word walls, etc.) and non-traditional furniture layouts that support increased group work. Areas for improvement include work deepening practice through strategies such as questioning, multi-sensory approaches, differentiation, and increased opportunities for student discourse.   On the teacher survey, 59 percent (N=39) of teachers strongly agreed or agreed that "instructional quality and academic rigor are consistently high at this school." This aligns with administrator comments and low levels of student achievement. Support going forward needs to including helping teachers identify, implement, and assess strong instructional practices.

Evaluation and Professional Culture
A majority of survey respondents, 71 percent (N=47) of teachers strongly agreed or agreed that "administrators provide regular, helpful, and actionable feedback to staff." Teachers report that the evaluation process is very clear, but voice frustration about the constantly changing assessments and data sets that are used within the evaluation system. District leadership agree that there is a need to provide "a more common data set" as assessment was "causing gaps in setting [Student Learning Objectives] SLOs effectively" and this is being addressed as a district this year. Teachers report that administrators conduct frequent informal observations and provide feedback of what went well and what could be adjusted for improvement, but follow-up is inconsistent. School leadership shared that "the crew we have care deeply about the students here and are willing to do anything if it is in the best interest of the students." Teachers report that they are "open to answering questions and collaborating with colleagues" and teacher and administrator focus groups both voiced that there is "definitely a sense of pride" to work at North End Middle School.

Recruitment and Retention
North End Middle School has a 3-year teacher retention rate of 92% and a teacher attendance rate of 93.1%. Teacher focus groups and building leadership both noted that teacher absences do create challenges as there is a lack of substitute coverage which leads to classes being split. While there are not currently any teacher vacancies, other positions such as the attendance counselor are open. The district is looking at the effectiveness of certain positions, analyzing data, and assessing which positions will help support areas of focus.

Professional Development
In response to the statement "the professional development I received this year has improved my professional practice and allowed me to better meet the needs of my students," 60% of respondents agree/strongly agree. Teachers report that professional learning is not tied to individual growth goals. District provided professional learning has focused on recently adopted curricula while school specific days have addressed social emotional learning with a focus on mindfulness. A small team was trained in the prior year on Restorative Practices and the intent is roll this out to the school this year and bring in a consultant to provide training. School leadership noted that although data is looked at during Instructional Data Teams, teachers are not well-versed in data-driven decision making. The principal shared her plan to provide additional embedded training in this area by partnering with the local regional educational service center.

Instructional Leadership
The North End Middle School administration consists of a building principal and three house principals which each oversee a grade level. Student focus group participants shared that building leadership is very visible, from greeting students in the morning, walking the hallways during transitions, and they often "pop into classrooms to take notes on what's happening and they ask us what we're learning." Teacher focus group members shared that leadership is supportive and this is also evidenced by 75% of survey respondents agreeing with the statement "I am professionally respected and supported by the leadership team." Seventy percent of teachers surveyed responded that "there is a common vision of what effective instruction looks

like at this school." Teacher focus group members report that the school's vision for effective instruction includes the posting of an objective, increased student engagement, high levels of questioning, differentiation, and that "sometimes learning can be loud, but that's okay because that means students are learning from each other." Smarter Balanced Assessment scores have shown slow growth across time, but are still significantly below state averages. For example, the percent of students achieving a Level 3 or 4 on the ELA assessment increased from 21.0% in 2015-16 to 27.3% in 2018-19. Math proficiency increased from 5.5% in 2015-16 to 12.8% in 2018-19.

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 Growth Areas:

Academic rigor and Differentiation
Seventy percent (N=47) of teachers surveyed agree/strongly agree that "teachers at this school use student assessment data to check for understanding to differentiate instruction." Teachers and administration both report that while the school's common vision for effective instruction includes planning for all levels of learning, there is little evidence of differentiated instruction in classrooms. District leadership also report that North End Middle School administration and teachers "still have some confusion on what rigor should look like…there is still a lot of work to do for rigorous lesson planning that goes back to the instructional core." Thirty-two percent of survey respondents also disagree that "instructional quality and academic rigor are consistently high at this school." Auditors looked for evidence of instructional rigor and differentiation such as student-focused instruction, opportunities for student-to-student discourse, small group instruction, and higher-order questioning. Auditors did not find evidence of rigor and differentiation in 21 of the observed 25 classrooms. In many classrooms questioning remains at the surface level in which students are responding to basic recall or procedural questions such as "What does the color on the map represent?" While furniture layout did support small group work in many classrooms, students were observed still working independently and academic discourse with peers was limited. School leadership stated that "teachers may believe that differentiation is for students with IEPs and 504s only." When asked how students can access help if they are struggling to understand a concept, students and parents both shared that some teachers are willing to meet before or after school to provide support.

Smarter Balanced proficiency levels at North End Middle School, as shown in the chart below, are significantly below the state averages for both ELA and Math. Of note, North End Middle School exceeds the state and district average in the Smarter Balanced ELA percent of growth target achieved.

Percent Proficiency (Levels 3+)				
2018-19 SBAC	State Average	District Average	North End Middle	Difference between State and School Averages
ELA	55.7%	30.3%	27.3%	-28.4
Math	48.1%	20.2%	12.8%	-35.3

Average Percent of Growth Target Achieved				
2018-19 SBAC	State Average	District Average	North End Middle	Difference between State and School Averages
ELA	59.9%	57.8%	60.7%	+0.8 pts.
Math	62.5%	53.8%	51.2%	-10.8 pts.

Student Engagement
A majority of teacher survey respondents, 76%, agreed that "students are engaged in their classes." Auditor observations noted that while students were on task and focused on the teacher in the majority of classrooms, student engagement was mainly passive compliance through listening attentively, answering a question when called upon, and following rules and directions; evidence of metacognitive activities, peer-to-peer discourse or inquiry-based learning were limited. Teachers and administration report that there is a wide spectrum of engagement that is lesson and/or task dependent. Students report they enjoy coming to school and like that teachers "switch things up to make it more interesting", but report that, at times, classes are boring. Meaningful engagement which actively involves students in the lesson through student discourse, accountable talk, and hand on learning was lacking in 17 of the 25 observed classrooms. School leadership stated that "I see students on my walkthroughs that are very compliant and willing to do a task, even if it is a low level tasks. They are good kids and are willing to please." District leadership report that "attempts at engaging students are higher, but the tasks tied to it are not rigorous." Teachers would benefit from additional professional learning on how to structure tasks and plan lessons to increase active engagement.

Curriculum and instruction aligned to the Connecticut Core Standards
As reported on the teacher survey, only 65% of North End Middle School staff agree "the school has curricula for all grade levels and content areas aligned to the current content standards." Currently, English Language arts, math, science, and social studies all have curricula or programs that are aligned to current content standards. While teachers report that they are generally pleased with the adoption of StudySync for English language arts as it is aligned to the standards and more rigorous, they are concerned that it is a program and not a curriculum. School leadership state that standards and learning targets need to be aligned and this is an area of growth. Teachers and administrators agree that rigor is an area that needs to be worked on as student performance in both ELA and mathematics is significantly below state averages. District leadership shared that math is of particular concern at the sixth grade level as test scores dramatically decrease from fifth to sixth grade. While teachers believe they have high expectations for their students, the rigor observed during walkthroughs was not aligned with the intent of the standards.

Supports for Special Populations
As reported on the teacher survey, only 58% (N=39) agree that "the school adequately meets the needs of its special education students and English Learners." North End Middle School staffing includes 18 special education teachers with caseloads of approximately 20 students and co-teaching occurs on each grade level

team. North End Middle School provides a range of special education programming including Social Community Occupation Program in Education (SCOPE) and Behavior Disorder Learning Community (BDLC). Most special education teachers do have scheduled time to collaboratively plan with their general education colleagues. A parent focus group member shared her child's positive experience with the special education programming, stating "my [child] can't rave enough about the program, the structure and the inclusion." District leadership shared that an audit of special education services and programs will be conducted across the district, including North End Middle School, to ensure alignment to student need and to ensure that schools are in compliance.

Teachers and administrators focus groups both report that while some curriculums provide more resources and embedded support for English learners, there is a need to expand the level of supports across all content areas. District leadership reports a concern that a disaggregation of data to drive planning and instruction is not happening on a consistent basis.

Of note, according to the 2017-18 Next Generation Accountability Indicator for ELA Academic Growth, the rate for High Needs students, 42.4%, exceeded the rate for All Students of 41.8%.

Assessment System and Data Culture
Sixty-four percent (N=43) 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." Administration understands the need to analyze the data and the best practices that are tied to that. Teachers voiced a concern about the "ever-changing assessments" in which they cannot track student growth as different assessments are used throughout the year. Data teams meet once per week and review common assessments, student work, and collaborate on lessons to address deficit areas identified through the assessments. The school leadership team shared that "we do look at student work weekly and identify those kids that are not mastering a skill." As noted previously, school leadership would like to deepen the data culture and understanding of how to analyze data in order to further drive efforts to provide differentiated instruction, engaging lessons, and increased rigor.

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
Sixty-four percent of the teacher survey responses supported that "the school environment is conducive to high-quality teaching and learning." All stakeholder groups report that the school is very welcoming and positive. Student work, data walls, and attendance charts are posted throughout the school. The auditor walkthroughs found evidence that classrooms were generally inviting, bright and clean and the hallways had engaging bulletin boards such as "Calculating Kindness into Every Day" posted outside a math classroom. Positive signage is displayed throughout the school with sentiments such as "Be Kind. Always" along with banners celebrating the 2018-19 Vocabulary Bowl Champions. Students expressed that they enjoy coming to school and parent focus group members shared that the environment is "very welcoming" and report positive interactions.

Student Attendance
There have been dramatic improvements in attendance at North End Middle School, with the 2018-19 chronic absenteeism rate of 9.6% falling below the state average of 10.4%. This is a significant decrease from a high of 19.5% in 2015-16 and a 7.3 percentage point decrease from last year's rate of 16.9%. Students report that attendance is important and that is communicated daily during announcements. One strategy that students describe is Homeroom Wars in which a tracking chart for attendance is kept and there is an incentive for the homeroom with the best attendance. The principal reports that there is a prevention team which includes administration, the behavior specialist, school psychologist and School Resource Officer that meet weekly which includes a review of absenteeism. Teachers attributed success to the attendance counselor that was in place last year, but that position is currently vacant. Teacher focus group members shared that there is a clearly defined structure regarding attendance that progressively adds interventions. Teachers also shared that advisory sessions have focused on the importance of being in school in order to achieve goals and students charted their absences in order to identify trends. Teachers and building leadership expressed that the focus is on building relationships with students in order to increase attendance.

Interpersonal Interactions
Eighty-two percent (N=55) of survey respondents agree/strongly agree that "Interactions between students and staff are positive and respectful." Parents shared that they experienced positive interactions with the staff and praise the positive reminders to students to "make good choices." Students report that teachers and staff members at North End Middle School are "supportive and care about you. They check in with you if you are having a bad day and try to make it better." Teachers expressed a "sense of ownership of being from North End. When teachers leave they really miss the culture and climate of this school." Teachers report that "the sense of ownership at the school is one of the greatest qualities. There is pride from being here." Auditors observed positive interactions between staff and students such as teachers greeting students by name in the hallways and providing positive feedback and praise to students that shared a response with the class.

Summary of Growth Areas:

Student Behavior
While 73% of teachers surveyed agreed that "the school implements an effective school wide behavior management system," North End Middle School's suspension rate in 2017-18 was 23.9%, well above the state average of 6.8%. Teacher focus group members report that a Positive Behavior Interventions and Supports (PBIS) system is firmly in place and this is evidenced by "We are a PBIS School" signage

throughout the building and a display outside the office stating "All Aboard PBIS." Leadership reports they are currently examining behavior data to ascertain next steps which include more training on Restorative Practices. Teachers report that common expectations are important at North End Middle School and the new set-up of grade level teaming may help with setting consistent grade level expectations. There appears to be a mismatch between the suspension data and the perception of an effective behavior management system. School administrators attribute the high suspension rate to physical altercations and report that "we try to do progressive discipline. We recognize that we need to take a different approach which is why we are trying to roll out Restorative Practices to the whole staff." Students report that "the majority of kids here are good" and that bullying and disrespect are not prevalent. Students also shared that positive behavior is recognized through the RAM tickets and rewarded with events such as field trips and celebrations.   A Kindness Club is in existence at North End Middle School and students, parents, teachers, and leadership all referenced the positive outcomes provided through this group.

Family and Community Engagement
Teachers expressed that family engagement is relatively low. Twenty-eight percent (N=19) of the teacher survey responses supported that "families are engaged in the school." School leadership also expressed that "we struggle with our families" and expressed the need for more families to be involved, but shared barriers such as school location and lack of public transportation in the area. North End Middle School does not currently have a parent liaison, but they are actively searching and interviewing candidates. Parent and community focus group members shared positive experiences with events/activities such as Open House, Poetry Night, sporting events including Unified Sports, and the Kindness Club, but also expressed a desire for higher participation from families. A parent/teacher organization does not exist. Parents did indicate that teachers communicate often through email, phone calls, or through apps such as Remind. The school principal and house principals appeared to have positive relationships with students, staff, and families. District leadership noted a sense of strong community support for this school as evidenced by the support of a fundraiser to help students attend a trip to Washington, D.C.

Community Partners and Wraparound Strategy
Focus groups revealed that North End Middle School lacks a range of wraparound services to address students' academic and non-academic needs. A prior relationship with Waterbury Youth Services lacked sustainability due to outside financial problems, but a new partnership began this year with StayWell Health Center. Administration shared that student needs are also supported through a prevention specialist and behavior technician on-staff. Additional partnerships to provide wraparound supports would be beneficial to the students of North End Middle School.

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
North End Middle School has established systems, protocols, and procedures to ensure smooth school operations. On the survey, 77% of teachers agreed 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 breakfast and lunch transitions and although a large group of students are in the cafeteria at one time, operations were efficient. Transition periods in the hallway were orderly and adult presence was noticeable as they provided gentle reminders to help students get to class on time.

Summary of Growth Areas:

Instructional Time
Although 73% (N=49) of teacher survey respondents agree that the school schedule and calendar maximize instructional time, all stakeholder focus groups including students, families, teachers, building leadership, and school leadership expressed a need for additional time for mathematics. The school schedule accounts for 90 minutes of English language arts instruction daily, but only 46 minutes for math, in which student performance is significantly underperforming. Unified arts classes also have a 90 minute block which creates limitations for offerings for students and impacts the master schedule. School leadership shared plans to pilot an extended math period for a group of students and analyzing the impact. The current schedule also does not provide many opportunities for intervention/enrichment; students receiving Literacy or Numeracy intervention do so in lieu of a unified arts class.

Use of Staff Time
Sixty-two percent (N=42) 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 North End Middle School have five personal planning periods per week, plus one data team, and one collaborative planning period. Content-specific planning time allows for common planning and academic data analysis. Teachers would benefit from greater content collaboration between general education and special education teachers and ELL teachers. Vertical collaboration is currently limited to the district professional development days; extending this collaboration opportunity would provide for greater alignment.

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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.
1.5. Leadership Effectiveness	Leadership fails to convey a school mission or strategic direction. The school team is stuck in a fire-fighting	The mission and strategic direction are not well communicated. A school improvement plan does not	Leadership focuses on school mission and strategic direction with staff, students, and families. The school is	Leadership focuses on school mission and strategic direction with staff, students, and families. The school has

TALENT				
Indicator	1-Below Standard	2-Developing	3-Proficient	4-Exemplary
	or reactive mode, lacks school goals, and/or suffers from initiative fatigue. The school community questions whether the school can/will improve.	consistently guide daily activities and decision-making. The community generally understands the need for change, however actions are more often governed by the status quo.	implementing a solid improvement plan and has a clear set of measurable goals. The plan may lack coherence and a strategy for sustainability. Leadership conveys urgency.	a manageable set of goals and a clear set of strategies to achieve those goals. The plan is being implemented and monitored with fidelity. Leadership conveys deep urgency.
1.6. Instructional Leadership	Few staff can articulate a common understanding of what excellent instruction looks like. Instructional leaders do not demonstrate a commitment to developing consistent and high-quality instructional practice school-wide.	Some staff can articulate a common understanding of what effective instruction looks like. School norms and expectations are enforced with limited consistency. Instructional leaders demonstrate some commitment to improving instructional practice school-wide.	Most staff articulates a common understanding of what effective instruction looks like. School norms and expectations are consistently enforced. Instructional leaders consistently demonstrate a commitment to improving instructional practice school-wide.	All staff articulates a common understanding of what effective instruction looks like. Educators relentlessly pursue excellent pedagogy. Instructional leaders have communicated and enforced high expectations school-wide.

ACADEMICS				
Indicator	1-Below Standard	2-Developing	3-Proficient	4-Exemplary
2.1. Academic Rigor*[1]	Most observed lessons are teacher led. Teachers rarely engage students in higher-order thinking. Most students demonstrate a surface-level understanding of concepts. Observed lessons are indicative of low expectations and little sense of urgency.	Some observed lessons are somewhat student-centered, challenging and engaging. Teachers engage students in some higher-order thinking. Many students demonstrate only a surface-level understanding of concepts. Teachers demonstrate moderate expectations and some urgency.	Observed lessons are appropriately accessible and challenging for most students. Teachers engage students in higher-order thinking, and students are pushed toward content mastery. Lessons begin to engage students as self-directed learners. Teachers communicate solid expectations.	All observed lessons are appropriately accessible and challenging. Teachers push students, promoting academic risk-taking. Students are developing the capacity to engage in complex content and pose higher-level questions to the teacher and peers. Teachers promote high expectations.
2.2. Student Engagement*	Few students are actively engaged and excited about their work. The majority of students are engaged in off-task behaviors and some are disruptive to their classmates. Few students are truly involved in the lessons. Observed lessons primarily appeal to one learning style.	Some students exhibit moderate engagement, but many are engaged in off-task behaviors. Some observed lessons appeal to multiple learning styles. Students are involved in the lessons, but participation is more passive than active. Students are easily distracted from assigned tasks.	Most students are engaged and exhibit on-task behaviors. The observed lessons appeal to multiple learning styles. Students are involved in the lesson, but participation is, at times, more passive than active. A handful of students are easily distracted from the task at hand.	All students are visibly engaged, ready to learn, and on task. Students are clearly focused on learning in all classrooms. Students are actively engaged in the lessons and excited to participate in classroom dialogue and instruction. The lessons appeal to and seem to support all learning styles.
2.3. Differentia-tion and Checking for	Most teachers take a one-size-fits-all approach and struggle to differentiate their instruction to meet individual learning needs. There is no evidence	Some teachers are differentiating at least part of the observed lessons; however, the practice is not consistent or widespread. There is some	Most teachers employ strategies to tier or differentiate instruction at various points in the lesson. Most teachers use data or checks for	Teachers consistently and seamlessly differentiate instruction. Teachers use data and formal/informal strategies to gauge understanding, and

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

ACADEMICS				
Indicator	**1-Below Standard**	**2-Developing**	**3-Proficient**	**4-Exemplary**
Under-standing*	around the use data to inform instruction and minimal efforts to check for student understanding.	evidence of the use of student data to adapt the learning process. Some teachers use strategies to monitor understanding.	understanding to differentiate the learning process on the fly. Teachers take time to support students struggling to engage with the content.	differentiate the learning process accordingly. Teaching feels individualized to meet students' unique needs.
2.4. Curriculum and Instruction Aligned to the Connecticut Core Standards	The school lacks a rigorous, standards-based curriculum that is aligned to the Connecticut Core Standards (CCS) and/or the curriculum is not being implemented with fidelity. As a result, pacing is inconsistent. The percentage of students at or above goal on state assessments is $\geq$ 10 points below the state average.	The school has curricula for some grades and content areas, some of which are rigorous, standards-based. Curricula are implemented with some fidelity. Teachers struggle with consistent pacing. The percentage of students at or above goal on state assessments is 6-10 points below the state average.	Rigorous, standards-based curricula exist for almost all grade levels and content areas, and are being implemented consistently across classrooms. Teachers demonstrate consistent pacing. The percentage of students at or above goal on state assessments is within 5 percentage points of the state average.	Rigorous, standards-based curricula exist for all grade levels and content areas. Curricula are aligned with the CCS and are being implemented with a high degree of fidelity throughout the school. The percentage of students at or above goal on state assessments meets or exceeds the state average.
2.5. Support for Special Populations	The school is inadequately meeting the needs of its high-needs students. IEP goals are not regularly met. Least Restrictive Environment (LRE) is not fully considered when making placements. The school lacks appropriate interventions and supports for ELs. There are significant achievement gaps between subgroups and non-identified students as measured by state assessments, and no evidence of progress.	The school typically meets the needs of its high-needs students. Most special education students meet their IEP goals, but LRE is not always considered when making placement determinations. The school typically meets the needs of its ELs, and attempts to track progress and set content and language mastery goals. There are significant gaps between subgroups and non-identified students as measured by state assessments and marginal progress over time.	The school consistently meets the needs of its high-needs students. Special education students regularly meet their IEP goals and LRE is a critical factor in placement determinations. The school meets the needs, tracks progress, and sets content and language mastery goals for all ELs. There are small gaps between subgroups and non-identified students as measured by state assessments, and some signs of progress toward closing the gaps.	The school is successfully closing the achievement gap for its high-needs students. General and special education teachers work collaboratively to support students. The school tracks the effectiveness of language acquisition instructional strategies and adjusts programming accordingly. There is no achievement gap between subgroups and non-identified students as measured by state assessments.
2.6. Assessment Systems and Data Culture	The school lacks a comprehensive assessment system (including summative and benchmark assessments). Teachers rarely collect, analyze, and/or discuss data. The school lacks or fails to implement SRBI protocols linking data to interventions.	The school has some consistent assessments; however, there are major gaps in certain grades and content areas. There are some efforts to collect and use data. SRBI systems and processes are somewhat present.	The school implements a clear system of benchmark assessments. Some teachers are developing familiarity with regularly using formative assessments to differentiate instruction. The school has emerging processes in place to use the data to inform interventions.	Teachers consistently administer assessments throughout the year. Assessments are standards-based and provide real-time data. Teachers embed formative assessments in their daily lessons. The school has strong processes to collect, analyze, and use data to inform interventions.

	CULTURE AND CLIMATE			
Indicator	**1-Below Standard**	**2-Developing**	**3-Proficient**	**4-Exemplary**
3.1. School Environment	The school fails to create a welcoming and stimulating learning environment. Communal spaces and classrooms may be unkempt, rundown, unsafe, or sterile. Many classrooms are neither warm nor inviting and lack intellectual stimulation. Little to no student work or data is displayed to help convey a sense of pride and high expectations.	The school struggles to provide a welcoming environment conducive to high-quality teaching and learning. Large sections of the school are not clean, bright, welcoming, or reflective of student work. Though the school has some data and student work displayed, efforts to brand the school and convey high expectations are very minimal. Sections of the school need significant attention.	The school generally provides a welcoming learning environment. Most of the facility is in good repair and conducive to teaching and learning. Most classrooms and common spaces are bright and clean, displaying data and student work; however, some sections lack visual stimulation. The school has made an effort to foster school identity through branding and consistent messaging in classrooms and communal spaces.	The school provides a welcoming and stimulating learning environment. Common spaces and classrooms are bright, clean, welcoming, and conducive to high-quality teaching and learning. Data and student work are visible and present throughout the school, inspiring students and teachers to do their best work. There is clear branding and consistent messaging throughout the school, promoting school identity and pride.
3.2. Student Attendance	The school has few, if any, strategies to increase attendance. Average daily attendance is ≤ 88% and/or chronic absenteeism is > 20%.	The school has some strategies to increase attendance. Average daily attendance is > 88% and ≤ 93% and/or chronic absenteeism is > 15% and ≤ 20%.	The school has multiple, effective strategies to increase attendance. Average daily attendance is > 93% and ≤ 97% and/or chronic absenteeism is > 10% and ≤ 15%.	The school implements effective strategies to increase attendance and on-time arrival. Average daily attendance is > 97% and chronic absenteeism is ≤ 10%.
3.3. Student Behavior	A school-wide behavior management plan may exist, but there is little evidence of implementation. Student misbehavior is a significant challenge and creates regular distractions. Disciplinary approaches appear to be inconsistent; students and staff do not have a common understanding of behavioral expectations. Discipline is mostly punitive. The rate of suspensions/expulsions as a proportion of student enrollment is greater than 20% (total # 2017-18 incidents/total enrollment).	A school-wide behavior management plan is in place, and there are some signs of implementation. Student misbehavior is a challenge and creates frequent disruptions. There may be confusion among students and staff regarding behavioral expectations. Discipline is mostly punitive, and there is inconsistent reinforcement of desired behaviors. The rate of suspensions/expulsions as a proportion of student enrollment is between 15% and 20%.	A school-wide behavior management plan is in place and effectively implemented most of the time. Student behavior is under control. Misbehavior is infrequent with periodic distractions to instruction. Most students behave in a calm and respectful manner. Students and staff have a common understanding of the behavior policy. There is positive reinforcement of desired behaviors. The suspension/expulsion rate is between 10% and 14%.	A school-wide behavior management plan is consistently and effectively implemented. All students behave in a calm, orderly, and respectful manner throughout the school day. Classroom distractions are minimal, and immediately and appropriately addressed. Rewards and consequences are clear and appropriate, and are consistently applied across the school. The suspension/expulsion rate is ≤ 10%.
3.4. Interpersonal Interactions	There is a weak sense of community. The quality and types of student, adult, and student/adult interactions raise concerns. There are signs of divisiveness or hostility among students and with staff. There are minimal signs of connections between students and staff; interactions are	There is a moderate sense of community. Students are somewhat respectful toward one another and adults. There are some concerns around climate and tone. There is some teasing and divisiveness; however, it does not define school culture. Communication between	There is a good overall sense of community. Students are generally respectful toward one another and adults. Interactions are mostly positive. There is minimal teasing and divisiveness. Communication between students and staff is generally positive and respectful. There are signs of	There is a strong sense of community. Students are respectful and courteous of one another and adults. Student interactions are overwhelmingly positive and polite. The school is an inclusive and welcoming environment. Student/Adult interactions are positive and respectful, demonstrating

CULTURE AND CLIMATE				
Indicator	**1-Below Standard**	**2-Developing**	**3-Proficient**	**4-Exemplary**
	largely transactional or triggered when students are off task.	students and staff is somewhat positive. There are some connections between students and staff.	connections between students and staff. Most staff seem invested in their students.	strong relationships. Staff seems invested in the well-being and development of students.
3.5. Family and Community Engagement	The school offers infrequent opportunities to involve parents in the school community. Family involvement is minimal. Teachers rarely reach out to families regarding their child's academic progress.	The school offers several family events throughout the year. Roughly half of families participate in school activities. More than half of all teachers reach out to families regarding their child's academic progress.	The school offers periodic, meaningful opportunities for parents/families to engage in student's education. Most families participate in school activities. Most educators communicate regularly with families.	The school frequently engages parents/family as partners in student's education. Almost all families participate in school activities. Nearly all educators communicate with families on a regular basis.
3.6. Community Partners and Wraparound Strategy	The school offers inadequate supports to address students' nonacademic needs. There are limited wraparound services. The school makes little or no effort to engage community partners to expand services offered through the school.	The school offers some support to address students' nonacademic needs through wraparound services. Community and partner engagement is spotty and event-specific.	The school offers a range of wraparound services to address students' nonacademic needs. The school has several sustained community partnerships.	The school has a clear process for evaluating students' needs and connecting students to appropriate wraparound services. The school has sustained community partnerships to help address student needs.

OPERATIONS				
Indicator	**1-Below Standard**	**2-Developing**	**3-Proficient**	**4-Exemplary**
4.1. Adequate Instructional Time	There is not enough time in the school schedule to appropriately meet students' academic needs. There is a significant amount of wasted time in the school calendar and daily schedule. The schedule includes ≤ 5 hours of instruction per day, and ≤ 60 minutes of ELA time.[2]	Students would benefit from increased instructional and/or intervention time. The school calendar and daily schedule could be improved to increase time on task. The schedule includes > 5 and ≤ 5.5 hours of instruction per day, and > 60 and ≤ 90 minutes of ELA time.	The school has taken steps to increase instructional time on task through extended learning opportunities. The school calendar and daily schedule are well constructed. The schedule includes > 5.5 and ≤ 6 hours of instruction per day, and > 90 and ≤ 120 minutes of ELA time.	The school has multiple extended learning opportunities available to students. The school implements a thoughtful and strategic school calendar and daily schedule. The schedule includes > 6 hours of instruction per day, and > 120 minutes of ELA time.
4.2. Use of Instructional Time*	Staff and students use time ineffectively. Misused instructional time results from misbehavior, poor scheduling, and inefficient transitions. There are missed opportunities to maximize time on task. Observed teachers struggle with pacing and fail	Staff and student use of time is somewhat effective. Some students are off task and there are missed opportunities to maximize instructional time. Lesson schedules are moderately well planned, paced, and executed. Teachers could be	Most staff and students use time well. A handful of students require redirection; however, the majority of students transition quickly to academic work when prompted by the teacher. There is minimal downtime. Lessons are well planned, paced, and	Staff and students maximize their use of time. There is no downtime. Transitions are smooth and efficient. Teachers meticulously use every moment of class time to prioritize instructional time on task. Students transition promptly to academic work

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

OPERATIONS				
Indicator	**1-Below Standard**	**2-Developing**	**3-Proficient**	**4-Exemplary**
	to use class time in a constructive manner.	more skilled and/or methodical in the use of class time.	executed. Teachers are adept at managing and using class time.	with minimal cues and reminders from teachers.
4.3. Use of Staff Time	Educators lack adequate and/or recurring professional development and/or common planning time. Common planning time is currently disorganized and the time is not used effectively. As a result, staff members are unable to develop and/or share practices on a regular basis.	Most academic teams have common planning periods (less than 1 hour/week); however, the school has failed to secure vertical and horizontal planning. Collaborative planning time is used at a basic level (e.g., organization of resources or topics not directly related to classroom instruction).	All academic teams have common planning periods (1-2 hours/week) and they are seldom interrupted by non-instructional tasks. Staff members use this time to discuss instructional strategies, discuss student work, develop curricular resources, and use data to adjust instruction.	All educators have weekly common planning time for vertical and horizontal planning (more than 2 hours/week). Common planning periods are tightly protected and only interrupted by emergencies. The school has established tight protocols to ensure that common planning time is used effectively.
4.4. Routines and Transitions	The school is chaotic and disorderly. The safety of students and staff is a concern. The school lacks critical systems and routines. Movement of students is chaotic and noisy with little adult intervention. Adults are not present during transitions; therefore, there 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.

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
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CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

PART I: COMMISSIONER'S NETWORK OVERVIEW

A. Commissioner's Network Overview

The Commissioner's Network (the Network) is a commitment between local stakeholders and the Connecticut State Department of Education (CSDE) to dramatically improve student achievement in up to 25 low-performing schools. The Network offers new resources and authorities to empower teachers and school leaders to implement research-based strategies in schools selected by the Commissioner. Network schools remain part of their local school districts, but the districts and the CSDE secure school-level flexibility and autonomy for the schools in exchange for heightened accountability. Schools participate in the Network for a period of three to five years.

Pursuant to Connecticut General Statutes (C.G.S.) § 10-223h(a), the Commissioner may select a school that has been classified as a category four or five school, as described in C.G.S. § 10-223e, to participate in the Network. The Commissioner shall give preference for selection to schools: (1) that volunteer to participate in the Network, provided the local board of education and the representatives of the exclusive bargaining unit for certified employees mutually agree to participate in the Network; (2) in which an existing collective bargaining agreement between the local board of education and the representatives of the exclusive bargaining unit for certified employees will have expired for the school year in which a Turnaround Plan will be implemented; or (3) that are located in school districts that (A) have experience in school turnaround reform, or (B) previously received a school improvement grant pursuant to Section 1003(g) of Title I of the Elementary and Secondary Education Act, 20 U.S.C. 6301, et seq.

C.G.S. § 10-223h (2019):

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

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

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

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

B. Turnaround Plan and Framework

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

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

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

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

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

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

- Develop operational structures to effectively utilize time and resources.

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

The State Board of Education (SBE) must approve the Turnaround Plan before the school may implement it. Once the Turnaround Plan is approved, Network school leaders will work with the CSDE Turnaround Office, and/or other partners, to operationalize the Turnaround Plan by planning and designing tools, systems, and/or policies including, but not limited to:

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

PART II: TURNAROUND PLAN APPLICATION INSTRUCTIONS

A. Instructions

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

B. Timeline Summary

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

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

C. Freedom of Information Act

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

D. Questions

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

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

PART III: COMMISSIONER'S NETWORK TURNAROUND PLAN

Section 1: Cover Page

Name of School District:	Waterbury Public School		
Name of School:	North End Middle School	Grade Levels:	6,7,8
Name of School Principal:	Jacquelyn Gilmore	# of Years Serving at this School	25
		# of Years in Total as Administrator	21
Turnaround Committee Chairperson:[1]	Dr. Verna Ruffin		
Phone Number of Chairperson:	203 574-8000		
E-mail of Chairperson:	vruffin@waterbury.k12.ct.us		
Address of Chairperson:	Street Address:	236 Grand St	
	City:	Waterbury	Zip Code: 06702
Name of School Board Chairperson:	Mr. Charles Pagano		
Signature of School Board Chairperson:[2]		Date:	
Name of Superintendent:	Dr. Verna Ruffin		
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)

ALL Waterbury Public School students will graduate ready to transform their world.

District Theory of Action (limit 200 words)

Strong Leadership: A principal to prioritize improvement and communicate its urgency, monitor goals, customize and target support to meet needs **Instructional Transformation:** Processes and supports that help teachers collaborate to improve standards-based instructional practice so that students can engage in deep learning tasks, respond to student learning needs, provide rigorous evidence-based instruction, and remove barriers while providing opportunities **Culture Shift:** Staff ensure collective responsibility for both the quality of instruction and student learning and success, engage students and families in pursuing education goals **Talent Development:** Recruit, develop, retain, and sustain talent, target professional learning opportunities, while setting clear performance expectations THEN schools will dramatically improve, and student learning will increase

School Vision (limit 200 words)

ALL North End Middle School students will leave prepared to graduate high school on time and be ready to transform their world.

School Theory of Action (limit 200 words)

If we provide students with rich, standards aligned curriculum, focusing on delivering solid, high quality tier 1 classroom instruction, characterized by student centered learning, differentiation, as well as opportunities for enrichment then student learning and outcomes will improve. If we, as an entire school community, have high expectations for student learning, then student outcomes will improve. If we develop a climate and culture that

fosters collaboration among students, families and community and build and maintain meaningful relationships with all, then our understanding of students' needs will deepen leading to improve student outcomes, academically behaviorally and socially. If we provide high quality, relevant professional learning, then teachers will utilize their skill and knowledge and student learning outcomes will improve.

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

Instructions: In the boxes below, address the following:

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

> The current principal for the 2019-2020 school year will remain having shown an 11.1 point improvement on the Next Generation Accountability index.

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

> Administrators will be evaluated annually using the district evaluation plan for administrators using the SEED model. Specifically, for Turnaround schools, the assistant superintendent will be evaluating the principal of the school and monitor the evaluations of all assistant principals of the school. The district has recently provided additional training and support in setting rigorous Student Learning Objectives that are directly aligned to district and school goals.

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 district, under the leadership of the deputy superintendent, chief academic officer and assistant superintendent, will conduct monthly roundtables for all Commissioner Network and Turnaround Schools. At this roundtable, a specific protocol will be used to establish expectations, monitor the implementation of the turnaround plan, analyze data, provide support and guidance, and monitor the budget.

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

> Stakeholders were invited to the planning and development stage of the turnaround plan and are represented on the turnaround committee. They have been meeting on a bi-weekly schedule to create and refine the plan. The Initial audit results were shared with staff and committee members. Both groups were able to see growth areas and participated in the Root Cause Analysis. By including all members of the school community, everyone had the same understanding of where we are, where we need to be, and what we need to do to get there. If admitted to the Commissioner's Network, the turnaround committee will continue to meet monthly following the district monthly roundtable to monitor and revise the implementation plan. The School Governance Council, in conjunction with the Parent Liaison, continues to support our vision by reaching out to community members, businesses, and organizations to include as many voices as possible in our journey. The group, which meets once a week, has organized math and science nights, as well as a book club for students and parents, and a health fair. In addition to families from NEMS, our feeder elementary school have attended these activities which will help bridge the transition from the elementary school.

Section 4: Data and Needs Analysis

PERFORMANCE TARGETS

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

Performance Indicators	Baseline/Historic Data				Performance Targets		
	2016-17	2017-18	2018-19	2019-20 YTD	2019-20	2020-21	2021-22
Student enrollment	985	898	928	892	N/A	N/A	N/A
Accountability Index	54.8	51.6	62.6	N/A	61.8	64.1	66.4
English Language Arts (ELA) School Performance Index (SPI)*	51.9	50.2	54.3	N/A	57.2	59.0	60.8
ELA Smarter Balanced Growth Model*	46.7	41.8	60.7	N/A	63.1	65.0	67.2
Math School Performance Index (SPI)*	39.4	40.0	44.4	N/A	47.6	50.4	53.1
Math Smarter Balanced Growth Model*	43.8	39.1	51.2	N/A	56.8	61.1	65.4
Average daily attendance rate	93.4	92.8	93.7	93.1	94	95	96
Chronic absenteeism rate*	16	16.9	9.6	20.1	9.0	8.6	8.0
Teacher attendance rate	88.20	92.8	94	94.9	95	96	97
Suspension rate	26.2	29.3	25.6	17.8	20	18	16
In-school suspensions (count)	171	302	272	196	250	225	200
Out-of-school suspensions (count)	390	369	413	163	375	330	295
Expulsions (count)	0	0	0	N/A	0	0	0
Grade 3 ELA Smarter Balanced Assessment-"Meets or Exceeds Achievement Level"	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4 ELA Smarter Balanced Assessment-"Meets or Exceeds Achievement Level"	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5 ELA Smarter Balanced Assessment-"Meets or Exceeds Achievement Level"	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Performance Indicators	Baseline/Historic Data				Performance Targets		
	2016-17	2017-18	2018-19	2019-20 YTD	2019-20	2020-21	2021-22
Grade 6 ELA Smarter Balanced Assessment-"Meets or Exceeds Achievement Level"	21.6	13.2	22.6	N/A	25.6	28.6	31.6
Grade 7 ELA Smarter Balanced Assessment-"Meets or Exceeds Achievement Level"	22.2	21.4	26.6	N/A	29.6	32.6	35.6
Grade 8 ELA Smarter Balanced Assessment-"Meets or Exceeds Achievement Level"	24.9	23.4	32.8	N/A	35.8	38.8	41.8
Grade 3 Math Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4 Math Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5 Math Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6 Math Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"	8.3	8.5	13.8	N/A	16.8	19.8	22.8
Grade 7 Math Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"	5.6	7.7	11.2	N/A	14.2	17.2	20.2
Grade 8 Math Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"	5.2	7.5	13.3	N/A	16.3	19.3	21.3
Grade 5 NGSS Science Assessment- "Meets or Exceeds Achievement Level"	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8 NGSS Science - "Meets or Exceeds Achievement Level"	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11 NGSS Science - "Meets or Exceeds Achievement Level"	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11 ELA SAT- "Meets or Exceeds Achievement Standard"	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11 Math SAT- "Meets or Exceeds Achievement Standard"	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Number of Students enrolled in dual enrollment or AP courses	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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.**

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.

Turnaround Model E: Through the Commissioner's Network, North End Middle School(NEMS) has chosen Turnaround Model E to improve teaching and learning by utilizing strategies, methods and best practices that have been proven to be effective in improving student academic performance. High quality professional learning, curricula and assessments aligned with the Common Core State standards, and building and maintaining meaningful relationships between students and staff are some of the proven, high leverage strategies that we will be implementing. The Commissioner's Network will provide much needed support and funding in order to professionally develop our teaching staff, provide coaching opportunities in Literacy and Numeracy, expand our Data Driven Decision Making learning to other content areas, provide additional learning opportunities for students and promote our school vison to the Waterbury community. Funding will also allow for the job embedded coaching in the area of classroom management where a coach will work directly with teachers in the classroom.

Talent: NEMS staff will receive professional learning in several key areas over the next several years. These learning opportunities will focus on the data driven decision making process, increasing rigor in the classroom, differentiation, small group instruction, higher order questioning, and restorative practices. These areas were identified in our audit as areas of weakness. These learning opportunities will happen during scheduled professional development days, embedded training during the school day, instructional data team meetings, and monthly after school meetings. Professional learning for administration will also take place with vice-principals attending the Harvard Turnaround Institute. This opportunity will ensure that all NEMS administrators have a shared vision and a clear picture of what it takes to be a leader in a Turnaround school. This week long institute will provide strategies and resources for us as leaders as well as give us an opportunity to network with other turnaround leaders. Topics at the Institute include transforming school culture, leading teams, building systems of support, and the turnaround leader. These topics speak directly to the importance of the school leader having the necessary skill set to change conditions within their school to turn them around. The leadership team will also receive additional learning from the district. In collaboration with Central Office, we will work to provide fellowship opportunities for math and science teachers to increase teacher effectiveness through paid stipends. Recruitment and retention in these shortage areas continues to be issue. This plan for Talent will require:
- Stipends for fellowship teachers
- Contract with external partners for professional development for teachers in best practices
- Contract with ACES for Data Driven Decision Making professional development

Academics: In order to increase our academic achievement, NEMS will focus on strengthening the instructional core through professional learning, using district curricula and assessments that are aligned with Common Core of State Standards. All staff will participate in professional learning to define, identify, and implement high quality instructional practices. Teachers will become adept in using formative data to guide their instruction and make appropriate adjustments as necessary. Professional learning in Depth of Knowledge (DOK), Tier 1 differentiation, and clarifying intended learning will provide the teachers with the skills and knowledge needed to increase rigor and student engagement. During weekly instructional data team meetings, walk-throughs, weekly grade level meetings, and review of lesson plans, we will monitor the use of strategies and resources and their effectiveness. This plan for Academics will require:
- Contract with external partners for professional development in teaching strategies
- 1.0 FTE Literacy facilitator
- Contract with external partner for professional development in coaching for Literacy and Math

Culture and Climate: Creating a positive and engaging learning environment will be a major focus area as we move through this process. The Positive Behavioral Interventions and Supports (PBIS) system will be implemented with fidelity and impact social skills and mutual respect. North End will brand and market our school with a focus on high expectations and academic achievement. This will help promote and maintain our high expectations for learning for all students, within the school and outside to the community. NEMS will partner with an external agency to create a welcoming walkthrough protocol. Schools that extend a genuine welcome and are inviting to families have strong partners in education. The Welcoming Walkthrough

Initiative will aim to make parents feel welcome to celebrate the diversity of the school community, and set unique goals to improve how inviting the school appears to its community, which ultimately have a positive impact on student achievement. We will actively recruit potential community partners to help establish an inclusive environment where all stakeholders feel welcome in our school. Plan for Culture and Climate will require

- Contract with external partners for professional development (PBIS, Welcoming Walkthrough)
- Funds to sustain PBIS and Attendance Incentives
- Funds for job embedded professional learning for classroom management strategies
- Funds for signage for building with new branding
- Funds for RAMFAM Celebration

Operations: NEMS will be organized into smaller learning communities in a grade level horizontal model which allows for more opportunities to develop meaningful and impactful relationships between student and teachers. This structure allows for collaboration and shared expectations for teaching and learning, promotes a sense of community and encourages a collaborative approach for teachers and students. This structure will give us the ability to meet the needs of every student, providing appropriate services, interventions, and more rigorous classes. Vice-principals will be responsible for their grade-level "school within a school', overseeing all aspects of the school day. The Master schedule will also be revised in order to maximize instructional time as well as provide additional learning opportunities outside the regular school day.

- Stipends for teachers and support staff for after school programs
- Materials and Resources for After school program
- Contract with external partner for technical assistance to redesign master schedule

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.
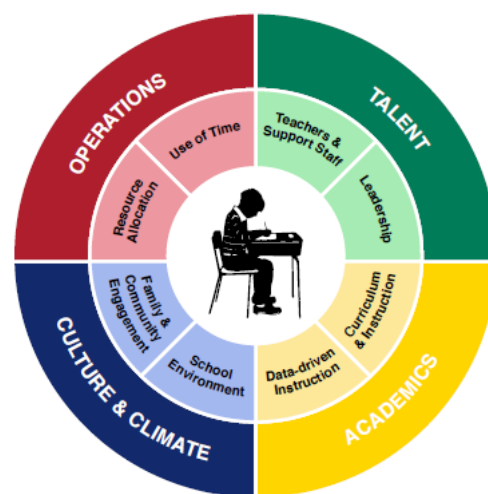
Plan Development

➢ **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
• Provide professional learning that addresses the needs of administrators, teachers and students	• Increase academic rigor across all content areas • Implementation of the new ELA curriculum using the Study Sync resource
Culture and Climate	**Operations**
• Strengthen family and community engagement by increasing communication with all stakeholders and provide meaningful activities that will engage staff, students, parents and community members • Decrease suspension rate by utilizing the tenets of Restorative Practices, implementing PBIS with fidelity, and develop with staff our core values and beliefs.	• Maximize use of instructional time with master schedule changes • Provide after school opportunities for instruction in Math

➢ **Plan**

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

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

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

Part One

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

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

> Reviewing all data points that we have including the audit, a concerted effort will be made to put the neediest students with the strongest teachers in a particular content area. Reviewing teacher certifications will also help us determine if we have the best teachers teaching in a specific area. Staff assignments will change based on the needs of our students. When conducting our root cause analysis, we determined that our administrative and teaching staff need ongoing and focused professional learning in providing high quality, rigorous Tier 1 instruction.

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

> The district has made a concerted effort to attract high quality teachers by holding job fairs, promoting the district through social media, and creating a competitive salary schedule for beginning teachers. New staff members will be partnered with veteran staff to help with transitions, school culture, daily operations, procedures, and any other areas deemed necessary. We will differentiate our professional learning to staff based specific areas of need. We will elicit teacher input in this process, as well as use our own high quality teachers to deliver some of this learning. Building capacity with the teaching staff creates a supportive culture where staff feel valued and respected. To address leadership effectiveness, administrators will attend the Harvard School Turnaround Leaders Institute, in addition to a monthly Waterbury Turnaround Roundtable to support and monitor progress. Last Spring, the building principal attended Harvard and learned best practices in leading a Turnaround School. Many experts in the field of turnaround work presented and provided action steps to start us on the process. While it was very beneficial, many conversations were not geared to the current reality of North End Middle School. By having two-thirds of the administrative team together during the institute, best practices discussed can turn into action steps specifically for NEMS. The deep conversations, networking, and sharing of best practices that we will experience will give all of us the same understanding of what it takes to do turnaround work. School leadership will then bring their vision of urgency and turnaround back to school staff. In the Talent domain, the recruitment and retention of Mathematics and Science teachers continues to be an issue in providing high-quality teachers for students. To address this critical shortage in Math and Science, NEMS will coordinate with central office to provide fellowship opportunities to increase teacher effectiveness for Mathematics and Science teachers through paid stipends.

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

> Teachers will be evaluated using the Connecticut SEED Model for Educators. Based on where a teacher falls in years of teaching and the evaluation cycle, formal and informal observations are completed and actionable feedback is provided to the teacher. Teacher are also evaluated on mutually agreed upon student learning objectives (SLO'S). In addition to this formal evaluation process, classroom walkthroughs will occur during the school year. During walkthroughs, administration will look for implementation of specific strategies discussed during IDT's, evidence of the school wide learning protocols, and the level of rigor in all content areas.

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

> School principal attended Harvard Institute for Turnaround Schools in June 2019. In order to build upon this learning, the principal and two vice-principals will attend this institute in June 2020. The sessions, presented by experts in all areas, are informative and represent the four areas of school turnaround work (TACO). Rich discussions and interactions with leaders who have experience with Turnaround schools happen daily. The format of the Institute provides an opportunity for the leader to present a current issue facing their school to a group of colleagues. During these daily discussion groups, root cause, strategies, barriers, and possible solutions are discussed and an action plan is developed. This process was very beneficial to principal because it provided an opportunity for self-reflection and helped her develop her skill set to lead this crucial work. One vice-principal is

involved in ongoing National Institute for School Leaders(NISL) training. Monthly principal forums led by district leaders provide meaningful learning for administrators that is turn keyed to staff back at building level. Teachers will receive professional learning throughout the school year, on specific scheduled professional development days (five 7 hour days), during collaborative planning times (three 2 hour sessions), bi-monthly staff meetings, and embedded learning through coaching cycles in Math and English and Language Arts (ELA). Teachers will also be supported through Instructional data teams(IDT) that meet weekly. After reviewing our audit, it was determined that our professional learning needs are in the areas of implementing curriculum that is aligned to standards with fidelity, delivering high quality instruction, and developing and maintaining meaningful relationships with students and staff. Many teachers at NEMS either have or are in the process of attaining their 092 certification. Under the supervision of an administrator, these teachers have taken on leadership roles in some capacity, in the areas of teaching and learning and culture and climate. We will utilize these staff people to assist in our professional learning. Our math coach provides embedded professional learning, modeling, and strategies for our math teachers. He also participates in the data team process, and provides data for teachers. We will be adding a literacy coach to serve in the same capacity, working with ELA teachers, as well as other teachers were appropriate.

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:	Target 1 Year:	Target 2 Year:	Target 3 Year:
ELA Growth	EdSight	59.0	63.1	67.2	71.3
Math Growth	EdSight	56.8	61.1	65.4	69.7
Walkthrough Data /rigor	Audit/rubric	16.0	50.0	75.0	100.0

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

Talent Priority: Provide professional learning opportunities that will improve teaching and learning						
Root Cause: Professional development is not consistent across all content areas and not tied into long range goals					
Person(s) Responsible: Principal, vice-principal ,curriculum supervisors, coaches					

Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Develop a cohesive professional learning plan to build staff capacity	Conduct survey with staff to identify areas of most need Create a Professional Learning Plan based on survey results including but not limited to student discourse, instructional	Review and analyze current Staffing needs Provide opportunities for Teacher led professional learning Provide Data driven decision making professional learning	Complete needs assessment Refine Professional Learning Plan to address continuing needs of staff	Survey results align with professional learning plan Decrease in referrals, suspensions, evidence of implementation of strategies during walkthroughs	Surveys, IDT minutes, walk-throughs Walkthrough Protocol, attendance and suspension data, restorative circles, rubric IDT meetings, Walkthrough protocol,

	core, and student centered lessons Provide Data driven decision making professional learning Math /ELA	From ACES to all other staff		Teachers using data to inform instruction at IDT Improved results on formative and summative assessments	Instructional Data Team Meeting Rubric

Talent Priority: Strengthen Instructional leadership					
Root Cause: Administrators have limited understanding and experience with School Turnaround					
Person(s) Responsible: All administrators					
Strategies to address Root Cause	**Timeline**			**Indicators of Success**	**Resources**
	Year 1	**Year 2**	**Year 3**		
Establish opportunities for professional growth and support Turnaround school leadership	Leadership Development Program (NISL) Turnaround Institute Principal and 2 vice-principals (3) Develop specific action plan for each administrator and incorporate into evaluation process Monthly Superintendent Forums	Leadership Development Program (NISL) Turnaround Institute (1) Monthly Superintendent Forums	Other Leadership opportunities that apply Monthly Superintendent Forums	Attendance/ participation at sessions Provide professional learning to administrative team Implementation of strategies learned into daily practice Improved rating on Administrator evaluation Attendance/participation at Institute Provide professional learning to administrative team Implementation of strategies into daily Practice Improved rating on Administrator evaluation Attendance Turnkey learning to vice principals and staff	Selected assignments, readings, and Projects CT Leader Evaluation and Support Rubric Selected assignments Readings project CT Leader Evaluation and Support Rubric Forum agendas Assigned Readings PowerPoints And learning activities

Domain 2: Academics

Part One

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

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

Students receive daily instruction in Math, English & Language Arts, Science and Social Studies. In addition to these areas, they have 1 elective class in the areas of Art, Music, foreign language, business, computers, Family Consumer Science and Technology education. Students also participate in physical education and health. Students are able to pick which 2 elective classes they wish to take during the school year. The instructional focus continues to be on instructional core, providing student centered lessons, opportunities for student discourse, and aligning all tasks to the CCSS. We will be adopting a new curriculum in the area of Math for next school year. Working in conjunction with the online and print curriculum of Study Sync, a companion curriculum will be in place for next year as well. We adopted Study Sync as a curriculum resource in the area of ELA. Through our implementation, we have discovered that it does not meet all of our students needs in the areas of reading and writing. Our science curriculum is aligned with NGSS. A new social studies curriculum was adopted this year as well, providing aligned lessons with a blended learning approach as well.

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.

Through instructional data team and grade level meetings, teachers will review all types of academic, behavioral, and attendance data. Using either the Data Focused or Collaborative Planning questions to drive the meeting, teachers will be able to determine the learner centered problem, problem of practice, the learning target or the success criteria. It is through this process that lessons can be designed, supports put in place, and instruction can be tailored to meet student need. The team will use the instructional team rubric to progress monitor their effectiveness. Training provided to teachers from ACES in data driven decision making will increase their effectiveness in identifying students that are in need of tiered academic interventions and make necessary changes to the student's academic program. Using SB and I Ready scores, we will identify students and provide tier 2 support in these areas. The review of other data points, including attendance and disciplinary infractions, will help us identify students that may need tiered interventions in other areas outside of the academic program.

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

North End teachers are currently receiving professional learning in the area of Data Driven Decision Making by a consultant from ACES. These trainings are embedded into their school day. There will be 20 sessions throughout the school year. Facilitated by a math and literacy coach, weekly data team meetings provide additional opportunities to develop teachers in the use data to inform instruction. Through turnaround funds, we will be able to hire and train a literacy facilitator and provide additional training for our current math coach. Monthly after school meetings provide mini professional learning sessions to discuss best practices on teaching strategies. Targeted areas for professional development include the instructional core, increasing student centered lessons and discourse, and aligning tasks with CCSS. Using data from walkthroughs, the School Wide Data Team will progress monitor the implementation of strategies and their impact on Tier 1 instruction. They will do this by reviewing walkthrough data, formative and summative assessments, and IDT minutes and agendas.

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:	Target 1 Year:	Target 2 Year:	Target 3 Year:
ELA School Performance Index	EdSight	57.2	59.0	60.8	62.6
ELA Smarter Balanced Growth Model	EdSight	59.0	63.1	67.2	71.3

Three-Year Math Goal:

Indicator	Data Source	Baseline Year:	Target 1 Year:	Target 2 Year:	Target 3 Year:
Math School Performance Index	EdSight	47.6	50.4	53.1	55.8
Math Smarter Balanced Growth Model	EdSight	56.8	61.1	65.4	69.7

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

Academic Priority: Increase academic rigor in all content areas						
Root Cause: Leaders and teachers lack understanding of what rigorous instruction looks like and lack skill set to implement						
Person(s) Responsible: Administration ,Curriculum supervisors, Coaches, teachers						

Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	**Year 2**	**Year 3**		
Professional learning in researched based strategies	PL in differentiation and small group instruction PL in increasing student discourse and using DOK in questioning	Needs assessment in area of additional PL in Year 1 areas Revise as necessary	Analyze staffing needs for continued professional learning opportunities Revise as necessary	Increase in SB scores in Math, ELA and Science Attendance at sessions Implementation of strategies in Tier 1 Instruction More students meeting mid-year targets Fewer students needing Tier 2 Instruction	Evaluations Rigor Walkthrough Protocol Curriculum Supervisors
Implement school wide instructional protocols	Create school wide data team to develop clear definition of rigor and create	Revise protocols based on teacher and student surveys on the	Revise protocols based on teacher and student surveys on the	Increase in SB scores in Math, ELA and Science Walkthroughs	CCSS kits, DOK rubric, IDT meetings,

protocol for instruction Introduce protocols to teaching staff Administrators to monitor fidelity of implementation using rubric	effectiveness of protocol Administrators to monitor fidelity of implementation using rubric Revise as needed	effectiveness of protocol Administrators to monitor fidelity of implementation using rubric Revises as needed	Protocol posted in classrooms Evaluation	Assessment data, SB scores, I ready scores Walkthrough data, rubric

Academic Priority: Implementation of the new ELA curriculum using the Study Sync resource
Root Cause: Teachers have implemented the Study Sync resource without a defined curriculum surrounding this resource
Person(s) Responsible: Administration, classroom teachers, Supervisor of Secondary ELA

Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Implementation of revised curriculum with focus on revised 90-minute classroom structures and inclusion of more structured writing instruction utilizing Study Sync as the primary resource	Curriculum committee will provide initial training on curriculum for teachers Integrate more intensive writing instruction into classrooms Focus on revised 90-minute instruction structures to maximize student success Conduct a first-year implementation survey at year-end to gather teacher feedback on new curriculum and structures	Review and analyze effectiveness of the new curriculum and 90-minute classroom structures Refine curriculum pacing and strategies with increased focus on rigor Conduct a second-year implementation survey at year-end to gather teacher feedback on new curriculum and structures		Increase in SB ELA scores Teachers will implement a revised structure in their block class periods to better meet the needs of students Teachers will integrate more intensive writing instruction into their classrooms Teachers will follow a more rigorous pacing guide to ensure students have exposure to all content	Finalized curriculum with clear pacing guide Formative assessment system aligned with SBA

| Embedded support mechanism to work with teachers to provide support in implementation of new curriculum in classes

Monitor implementation of curriculum with a focus on formative assessment strategies to drive classroom instruction | Hire and Training for Literacy facilitator on classroom coaching and supporting teachers with curriculum implementation

Provide support to teachers in implementation of new curriculum

Create a streamlined IDT focus utilizing student work and smaller data points to drive instruction

Regular ELA classroom walks with Principal and ELA Supervisor to ensure implementation of curriculum using a common walkthrough tool Focus on IDT time to analyze student response and adjust | Continued support and training for department lead on supporting teachers

Continued support provided by department lead to assist teachers in refining instruction

Refine IDT structures to continue to provide focused, systematic discussions about student work

Refine walkthrough protocols to provide more nuanced data and understandings of classroom instruction

Principal, ELA Supervisor work to develop a shared vision for ELA instruction | | Increase in SB ELA scores

Teachers will have more support in implementation of curriculum and new structures for instruction

Facilitator will provide a clear line of communication between the ELA Supervisor and the teachers

Building principal and ELA Supervisor will have a common understanding of high-quality, rigorous ELA instruction

Teachers will implement the ELA curriculum with fidelity

Students will have access to a high-quality, formative assessment driven curriculum | 1 FTE Literacy Facilitator Planning and collaboration time (department meetings, IDTs) for Department Lead to work with teachers

Increase in SB ELA scores

Curriculum walk-through tool to monitor fidelity of implementation

Regularly scheduled time for collaboration between Building Principal and ELA Supervisor |

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.

NEMS is a Positive Behavioral Intervention and Supports school. The PBIS committee is meets twice a month to review procedures, protocols, and office referral data. Adjustments are made based on this data and teacher and administrator feedback. Teachers provide incentives to students who follow school expectations, display strong character and show a good work ethic. More substantial quarterly incentives are offered for students who meet the criteria. Next year, we will develop a sub-committee of the PBIS committee consisting of students. We will use this sub-committee to gain insight on misbehaviors, possible solutions, and incentives that students will actually strive for. This is an effort to give students a larger voice in their school. Student work, data walls, and positive signage around the building help create a positive and welcoming environment. As stated in the audit, all stakeholders report that the building is welcoming and positive. We have launched a contest for students to develop a hashtag that incorporates our high expectations for learning and citizenship. This "rebranding" will help keep us focused on high expectations and will serve as common language for the entire school community. Once a hashtag has been picked, it will be displayed throughout the building, it will be part of our daily conversations, and it will be included on all correspondence from our school. With the Commissioner's Network funding, we will be able to transform our building to reflect our focus on high expectations and our newly created shared vison and core beliefs. The CN Funding will also help support incentives and rewards that we establish through our PBIS committee.

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

In collaboration with our newly hired parent liaison and our School Governance Council (SGC), NEMS will continue to involve parents in every aspect of the school. We will provide parents opportunities before, during and after the school day to visit the school, meet with staff, or discuss their child's progress. A "Celebration of a New School Year" will take the place for our families during the first week of school. This will be a new activity this school year, as we usually just include incoming 6th graders. The School Governance Council will reach out to local community agencies, such as the Waterbury YMCA, Boy's and Girl's Clubs, Wellmore, neighborhood groups and local business owners, to participate in this event. By making connections early in the school year, we hope that these community groups will invest in our school. We will use different methods of communication, including automated messages, newsletters, educational apps such as Remind me and Class Dojo, and social media to inform and engage parents and promote our school. By partnering with StayWell Health Clinic, which is on campus, we are able to help families meet the health needs of their child. Despite having this clinic on campus, we only have approximately 50% of our families enrolled. We will have a community outreach in the Fall to increase enrollment. We will visit neighborhoods, churches, and places of business to reach as many parent as possible. A parent survey will be sent out asking them to indicate what types of activities, workshops, and programs are most important and beneficial to them. SGC will provide these identified programs.

Describe the school's attendance intervention system.

Our Tier 1 support for attendance includes daily announcements on the importance of attendance, monthly attendance wars between homerooms, with the prevailing homerooms receiving a reward. Students also have individual school calendars where they track their own attendance. Once a month during our advisory time, staff review each students calendar with them to keep them on track. During these meetings, students set an attendance goal for the next month. Previously, we had an attendance counselor who was responsible for identifying students, completing home visits, sending notices, and providing guidance to identified students. These duties have been absorbed by the parent liaison, school counselor, and administration. Data is reviewed weekly by administrators and our Prevention Team. Students are identified during these reviews and individual plans are created to address the specific student. We will utilize a system of tiered interventions including: attendance contracts, morning buddies, home visits, wake up calls and a "just checking" to support students. We will begin two (2) specific incentive

programs, SUPER H-E-R-O (**H**ere **E**very Day **R**eady **o**n time) and NBA (**Never B**een **A**bsent) All-stars. These are meant to recognize students who have excellent attendance. CN funding will give us the opportunity to provide rewards for acceptable attendance rates, incentives to improve poor attendance rates, and educate our parents, community members and students on the importance of attendance on student achievement.

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

NEMS teachers will continue their professional learning in the areas of Mindfulness, Restorative Practices, and social and emotional learning. Teachers will implement related strategies to develop and maintain positive student /teacher relationships. Our Prevention staff, which includes school social workers, school counselors, a prevention specialist, parent liaison, and school psychologist, will support our staff with implementing restoratives practices as opposed to giving consequences. In order to make certain every student feels connected to at least one adult in the building, school counselors will conduct "morning minute" interviews with students to make sure a student can identify someone. We will also provide Advisory periods once a month. During these advisory periods, students will receive lessons on goal setting, decision making, making and keeping friends, conflict resolution, and other pro social skills. Students that feel valued, respected, and heard make better choices during the school day. It is our hope that these better decisions will result in fewer behaviors that lead to suspension. Students that are identified as in need of additional supports can receive individual counseling, group counseling, and other interventions.

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:	Target 1 Year:	Target 2 Year:	Target 3 Year:
Chronic absenteeism Rate	EdSight	9.6	9.0	8.6	8.0
Suspension Rate	EdSight	25.6	20.5	15.5	10.0

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

Culture and Climate Priority: Strengthen family and community engagement					
Root Cause: Parents lack connection and comfort level with school					
Person(s) Responsible: Administration, teachers, Parent Liaison					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
School Governance Council will Partner with community agency	Develop a Welcoming Walkthrough Protocol	Implement strategies identified in protocol year 1 and progress monitor for effectiveness	Continue with protocol , making adjustment based on effectiveness of strategies	Completed protocol, an increase in parent and community involvement	Surveys, School Governance Council meetings
Increase positive interactions with community parents and school	Develop a monthly school-wide newsletter	Incorporate student writers and contributors into newsletter	Continue to grow number of students contributing to newsletter	Actual newsletter, Parents are better informed of school news	Teacher, students, other school staff, ELA curriculum supervisor

	School governance council reviews data from Parent Survey and makes recommendations based on results Hold a "Celebration of New School Year" (RAM FAM JAM) event in September to focus on building relationships with parents, staff, community Administer survey to identify ways to help build our parents' capacity to support their child's learning. And provide workshops	Review data received and make adjustments as necessary Continue "Celebration of New School Year", with adjustments based on feedback Plan activities based on survey data and progress monitor	Review data received and make adjustments as necessary Continue "Celebration of New School Year", with adjustments based on feedback Adjust activities as necessary	Percentage of positive responses to parent survey increases Increased parent involvement as measured by attendance at events Increased parent involvement as measured by attendance at events Improved student achievement	Waterbury Public School Parent Survey Surveys, staff feedback, community partners, outside vendor CN funding to support celebration Surveys, SGC planning committee, outside agencies, vendors CN funding to provide workshops for parents

Culture and Climate Priority: Decreasing Suspension Rate					
Root Cause: Administrators and teachers reactive responses to level 2 and 3 behaviors					
Person(s) Responsible: Administration, teachers, support staff					
Strategies to address Root Cause	**Timeline**			**Indicators of Success**	**Resources**
	Year 1	**Year 2**	**Year 3**		
Professional learning in restorative practice and mindfulness	Implementation of restorative circles in academic and nonacademic settings	Provide 1 opportunity daily for students to participate in a mindfulness activity	Review and adjust strategies as necessary	Attendance at sessions Decrease in Office referrals Decrease in suspension rates Walkthroughs	Books provided to teachers PD handouts Mindfulness Logs Circle Logs Lesson plans
Full implementation of PBIS	Staff will receive a refresher in our PBIS tiered system of interventions Monitor discipline data and share with staff	Add students to the PBIS team to give student voice to climate and culture	Parents and community use common language with regards to behaviors, rules, and routines	Common language shared by all Lower number of office referrals Student know and can verbalize expectations	Lessons Discipline data PBIS Meetings Agendas, minutes

| Develop with staff core values and beliefs | Branding our school to promote high expectations for teaching, learning and appropriate behaviors | Roll out our branding with families and community partners

Signage displayed in areas of school | Survey stakeholders about values and beliefs and adjust as necessary | Students and staff know and can verbalize expectations

signage in classrooms, hallways, common areas of school, on all correspondence form school | Literature, surveys |
|---|---|---|---|---|---|
| Job embedded coaching support for effective classroom management by Dr. Charles Beamon, Beamon Educational Consulting | Identify teachers to receive support and create schedule

Create schedule for coaching cycles | Identify teachers to receive support and create schedule

Create schedule for coaching cycles | Identify teachers to receive support and create schedule

Create schedule for coaching cycles | Decrease in office referral for identified teachers

Decrease in ISS and OSS numbers | Hire coach to provide support for teachers

Discipline data, |

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.

> We will be in session for 181 school days, provide 329 instructional minutes per day. We will provide 90 minutes/day of instruction for ELA and provide identified students 90 minutes of Math instruction. Teacher schedules will be reorganized to provide additional Tier 1 Instruction in Math. Reworking elective classes. We will also be including an after-school component in ELA and Math 2 days/per week for 2 hours each day for identified students. We will use data to identify students who will benefit from this additional instruction. Certified ELA and math teachers will provide this instruction. In collaboration with the ELA and math supervisors, we will establish appropriate curriculums to meet student need. Lessons will be developed to address areas of need for the individual students. They will be progress monitored by teachers and administrators quarterly to determine the level of support needed.

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.

> We will require our teachers to work 186 days. Twice each month, all staff will be required to stay after school for 1hour professional learning. IDT's and team meetings are built into the teacher's schedule and are designated uninterrupted time.

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:	Target 1 Year:	Target 2 Year:	Target 3 Year:
Increase time for Tier 1 math instruction	Master schedule	230 mins/week	414 mins/week for identified 6th grade students	300/week for all students	300/week for all students

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: Maximize instructional time by revising master schedule					
Root Cause: Master schedule does not support student need					
Person(s) Responsible: School Administration , Committee					
Strategies to address Root Cause	**Timeline**			**Indicators of Success**	**Resources**
	Year 1	**Year 2**	**Year 3**		
Provide afterschool learning opportunities	Identify students to receive Math instruction twice a week after school	Identify students to receive Math instruction twice a week after school	Identify students to receive Math instruction twice a week after school	List of students in 6,7,and 8 that will benefit from	Smarter balanced Scores, I Ready Scores

				after school instruction Increased scores on district and state assessments, attendance at program	Smarter balanced Scores, I Ready Scores, grades
Revising the master schedule	Create committee to revise master schedule to provide for additional instructional time for math *Pilot Increased math instructional time for identified grade 6 student	Implement new schedule and monitor for effectiveness Research possible addition of built in intervention blocks		Increased time for math instruction Increased Math SPI I Ready scores, Math grades, Math SPI	Sample schedules, I Ready scores, Math grades, I Ready program, Math curriculum, assessments

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?

North End Middle School will build the capacity in the order to sustain progress by professionally developing all leaders and teachers in best practices for teaching and learning, improving school climate, and developing meaningful relationships over three years. We will develop teacher leaders who can lead this work in data team meetings, in-service new staff, and continue to drive our school vision. We will seek out community partnerships that can help support this vision. By revamping the master schedule and providing more instructional time in the core content areas, we will erase the need for after-school instruction. The district will establish a panel of turnaround leaders and hold Commissioner's Network Roundtable meeting to discuss progress, barriers, and strategies as it relates to the process.

8.1 BUDGET PROPOSAL

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

Instructions: Using the Excel workbook provided, please create a one-year budget proposal outlining new costs associated with the Turnaround Plan and leveraging all available funding sources.

1. **Budget Cover Page:** Please enter the school name on the cover sheet. The remaining cells summarizing the entire budget workbook will be auto-generated as you complete the Network proposal, bond request, and Wraparound Grant proposal. Please do not enter cost information on the cover page.

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

   Year 1: 75 percent paid through Commissioner's Network funding/25 percent paid through alternative funding

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

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

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

Section 9: Modifications

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

PART IV: APPENDIX SECTION

Appendix A: Turnaround Committee Signatures Page

Please Note: Applicants <u>should not</u> sign this section of the application until the Turnaround Committee reaches consensus on the Turnaround Plan and is ready to submit a final copy of such plan to the CSDE.

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

_____   _____
Signature of Superintendent, Non-Voting Chair   Date

_____
Name of Superintendent *(typed)*

_____   _____
Signature of Board of Education-appointed Parent   Date

_____
Name of Board of Education-appointed Parent *(typed)*

_____   _____
Signature of Board of Education-appointed Administrator   Date

_____
Name of Board of Education-appointed Administrator *(typed)*

_____   _____
Signature of Union-appointed Teacher   Date

_____
Name of Union-appointed Teacher *(typed)*

_____   _____
Signature of Union-appointed Teacher   Date

_____
Name of Union-appointed Teacher *(typed)*

_____   _____
Signature of Union-appointed Parent   Date

_____
Name of Union-appointed Parent *(typed)*

_____   _____
Signature of Commissioner of Education   Date

_____
Name of Commissioner of Education (*typed*)

Turnaround Committee Participation

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

Name	Title

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: HEREBY ASSURES THAT:

(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)* _____

Title: *(typed)* _____

Date: _____

PART V: REFERENCES

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