

The Commissioner's Network Turnaround Plan Application | Cohort XI

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

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Charlene Russell-Tucker
Acting Commissioner of Education
Connecticut State Department of Education
450 Columbus Boulevard | Hartford, CT 06103
www.sde.ct.gov



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Levy Gillespie

Equal Employment Opportunity Director/Americans with Disabilities Act Coordinator (ADA)

Connecticut State Department of Education | 450 Columbus Boulevard, Suite 505 | Hartford, CT 06103-1841 |

860-807-2071 | Levy.gillespie@ct.gov

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 empowers 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 gives 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

- authorizes the Commissioner to establish, within available appropriations, a Commissioner's Network of schools to improve student academic achievement in low-performing schools;
- authorizes the Commissioner to select not more than 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
- 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; and
- 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 Board of Education 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 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; and
- 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 an eleventh 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 Division Director
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: | | | |
| Name of School: | | Grade Levels: | |
| Name of School Principal: | | # of Years Serving as Principal at this School | |
| | | # of Years in Total as Administrator | |
| Turnaround Committee Chairperson: ¹ | | | |
| Phone Number of Chairperson: | | | |
| E-mail of Chairperson: | | | |
| Address of Chairperson: | Street Address: | | |
| | City: | | Zip Code: |
| Name of School Board Chairperson: | | | |
| Signature of School Board Chairperson: ² | | Date: | |
| Name of Superintendent: | | | |
| Signature of Superintendent: | | Date: | |

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 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)

District Theory of Action (limit 200 words)

School Vision (limit 200 words)

School Theory of Action (limit 200 words)

Section 3: Leadership

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 hire and retain an exceptional school principal with a track record of success, preferably in school turnaround and/or an urban school environment.

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

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.

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

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 when determining performance targets.

| Performance Indicators | Baseline/Historic Data | | | | Performance Targets | | |
|--|------------------------|---------|---------|-------------|---------------------|---------|---------|
| | 2018-19 | 2019-20 | 2020-21 | 2021-22 YTD | 2021-22 | 2022-23 | 2023-24 |
| Student Enrollment | | | | | | | |
| Next Generation Accountability Index | | N/A | | N/A | | | |
| English Language Arts (ELA) School Performance Index (SPI)* | | N/A | | N/A | | | |
| ELA Smarter Balanced Growth * | | N/A | N/A | N/A | | | |
| Math School Performance Index (SPI)* | | N/A | | N/A | | | |
| Math Smarter Balanced Growth * | | N/A | N/A | N/A | | | |
| Average Daily Attendance Rate | | | | | | | |
| Percentage of Students Chronically Absent* | | | | | | | |
| Classroom Teacher Attendance (Average FTE Days Absent) | | | | | | | |
| Suspension/Expulsion Rate | | | | | | | |
| Grade 3 ELA Smarter Balanced Assessment-“Meets or Exceeds Achievement Level” | | | | N/A | | | |
| Grade 4 ELA Smarter Balanced Assessment-“Meets or Exceeds Achievement Level” | | | | N/A | | | |
| Grade 5 ELA Smarter Balanced Assessment-“Meets or Exceeds Achievement Level” | | | | N/A | | | |

| Performance Indicators | Baseline/Historic Data | | | | Performance Targets | | |
|--|------------------------|---------|---------|-------------|---------------------|---------|---------|
| | 2018-19 | 2019-20 | 2020-21 | 2021-22 YTD | 2021-22 | 2022-23 | 2023-24 |
| Grade 6 ELA Smarter Balanced Assessment-“Meets or Exceeds Achievement Level” | | N/A | | N/A | | | |
| Grade 7 ELA Smarter Balanced Assessment-“Meets or Exceeds Achievement Level” | | N/A | | N/A | | | |
| Grade 8 ELA Smarter Balanced Assessment-“Meets or Exceeds Achievement Level” | | N/A | | N/A | | | |
| Grade 3 Math Smarter Balanced Assessment- “Meets or Exceeds Achievement Level” | | N/A | | N/A | | | |
| Grade 4 Math Smarter Balanced Assessment- “Meets or Exceeds Achievement Level” | | N/A | | N/A | | | |
| Grade 5 Math Smarter Balanced Assessment- “Meets or Exceeds Achievement Level” | | N/A | | N/A | | | |
| Grade 6 Math Smarter Balanced Assessment- “Meets or Exceeds Achievement Level” | | N/A | | N/A | | | |
| Grade 7 Math Smarter Balanced Assessment- “Meets or Exceeds Achievement Level” | | N/A | | N/A | | | |
| Grade 8 Math Smarter Balanced Assessment- “Meets or Exceeds Achievement Level” | | N/A | | N/A | | | |
| Grade 5 NGSS Science Assessment- “Meets or Exceeds Achievement Level” | | N/A | | N/A | | | |
| Grade 8 NGSS Science - “Meets or Exceeds Achievement Level” | | N/A | | N/A | | | |
| Grade 11 NGSS Science - “Meets or Exceeds Achievement Level” | | N/A | | N/A | | | |
| Grade 11 ELA SAT- “Meets or Exceeds Achievement Standard” | | N/A | | N/A | | | |
| Grade 11 Math SAT- “Meets or Exceeds Achievement Standard” | | N/A | | N/A | | | |
| Number of Students enrolled in dual enrollment or AP courses | | | | | | | |

| Performance Indicators | Baseline/Historic Data | | | | Performance Targets | | |
|---|------------------------|---------|---------|----------------|---------------------|---------|---------|
| | 2018-19 | 2019-20 | 2020-21 | 2021-22 YTD | 2021-22 | 2022-23 | 2023-24 |
| 4-year Cohort Graduation Rate (HS only) | | 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 outcomes within any process that, if dissolved, would eliminate or substantially reduce the outcome. Root cause analysis is the process that allows us to move from data to action. The data analysis and identification of challenges and contributing factors tell us what is happening at our schools. Root cause analysis will tell us why it is happening. Once we understand the why, we can then develop targeted interventions to address the challenge. 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. Root Cause Analysis: A School Leader’s Guide to Using Data to Dissolve Problems (Preuss, 2013), provides additional examples specific to schools. Additionally, the [CSDE Needs Assessment with Root Cause Toolkit](#) utilizes data collection, analysis and protocols to aid in the process of identifying those root causes. **The root cause findings should serve as the basis for school improvement plan development.**

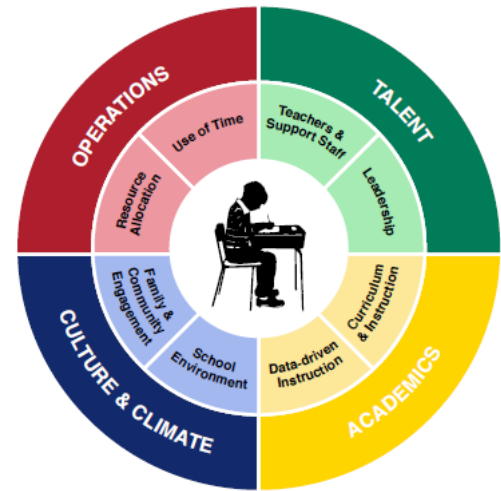
Section 5: TURNAROUND MODEL

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

Section 6: Turnaround Framework for School Improvement

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

- **Talent:** Systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.
- **Academics:** Rigorous, aligned, and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments.
- **Culture and Climate:** Positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.
- **Operations:** Systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.



Plan Development

➤ Prioritize

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

| | |
|--|--|
| <p>Talent <i>Example:</i></p> <ul style="list-style-type: none"> • Develop professional learning plan reflective of teacher and student need | <p>Academics <i>Example:</i></p> <ul style="list-style-type: none"> • Develop a standards-aligned curriculum • Conduct Data Teams • Redesign MTSS system |
| <p>Culture and Climate <i>Example:</i></p> <ul style="list-style-type: none"> • Improve student attendance • Strengthen family and community partnerships | <p>Operations <i>Example:</i></p> <ul style="list-style-type: none"> • Maximize instructional time • Implement extended learning opportunities |

➤ **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:** The person in charge of making sure it is implemented.

SAMPLE ACTION PLAN

| Academic Priority: Develop a tiered MTSS model for early, targeted intervention to ensure success for all students | | | | | |
|--|---|--|--|--|--|
| Root Cause: The school lacks appropriate interventions and there are significant achievement gaps between high-need subgroups and non-identified students | | | | | |
| Person(s) Responsible: Director of Teaching and Learning, Principal, and Supervisor of Special Education | | | | | |
| Strategies to address Root Cause | Timeline | | | Indicators of Success | Resources |
| | Year 1 | Year 2 | Year 3 | | |
| Review of current MTSSI protocols and intervention tools | Review and revise MTSS District Handbook (update assessment list, resources utilized, etc.) | Publish protocols and systems for running MTSS data analysis teams | Continue to assess and adjust protocols systems & structures to meet the needs of all students | District will have fully formed and documented MTSS systems with common systems and structures for | 1.0 Full Time Employee (FTE) Reading Interventionist |

| | | | | | |
|--|---|---|--|--|--|
| | <p>Audit Grades 6-12 MTSS systems and structures for strategic improvement changes</p> <p>Establish Learning Lab to deliver Tier II and Tier III instruction</p> | <p>Have a library of instructional resources available for students needing intervention in Grades K-12</p> <p>Review effectiveness of discontinuing rates for students in intervention</p> | <p>Adjust resources and intervention tools based on student data and teacher feedback</p> <p>Audit K-12 MTSS system for consistency of protocols and tools</p> | <p>meeting student needs</p> | <p>1.0 FTE Math Interventionist</p> <p>Instructional resources and materials for Tier II and Tier III intervention (based on individual instructional needs)</p> |
| <p>Implement a new assessment system and support school teams to effectively analyze data</p> | <p>Provide training on the assessment system to determine instructional foci, benchmarks and cut offs for students entering and exiting interventions</p> | <p>Compare student assessment data across various data points to measure effectiveness</p> <p>Survey staff to target and provide PD in data teaming and or data analysis</p> | <p>Evaluate use of data protocols in all buildings</p> <p>Provide continued training for school data teams</p> | <p>Assessment data can be analyzed for measuring student growth within and across years</p> <p>Common data team protocol to monitor student progress</p> | <p>3 @ 0.75 FTE Reading Tutors</p> <p>1@ 0.75 FTE Math Tutor</p> <p>Site licensing for i-Ready Math and Reading Diagnostic and Online Instruction</p> |
| <p>Implement new intervention resources/ programming</p> | <p>Inventory and understand how to link data with program implementation</p> <p>Determine effective program resources for Grs. 6-12 intervention</p> <p>Survey and catalogue all intervention resources</p> | <p>Create a schedule for structured visits to assess fidelity of implementation</p> <p>Modify programming based on student data</p> <p>Investigate / gather additional resources if necessary</p> | <p>Take status of fidelity of resource implementation in relation to equity of access for students to receive intervening services</p> | <p>Programs are implemented with fidelity and students are successfully responding to intervention</p> | <p>Variety of Reading Intervention Materials</p> <p>(Ex: Quick Reads, Really Great Reading, Achieve 3000, The Reading Edge)</p> |
| <p>Create a system and structure to provide intervention support</p> | <p>Monitor group size and frequency of teaching sessions regarding access to accelerative intervening</p> | <p>Systematize a calendar to ensure colleague visits focused on providing learning and support for teachers</p> | <p>Survey and assess status of colleague visitations as well as professional learning needs of staff delivering interventions</p> | <p>Students in intervention are making accelerated progress</p> | <p>Team Time</p> <p>Child Study Team (CST) Time</p> |

| | | | | | |
|--|---|---|--|---|--|
| | <p>Evaluate how comprehensive the interventions are for addressing student needs</p> <p>Provide training on accelerating progress for students in interventions</p> | <p>providing intervention</p> <p>Train administrators on effective intervention structures and techniques</p> | <p>Provide administrator training to calibrate understanding of effective intervention programming</p> | <p>Fewer referrals to special education</p> | |
|--|---|---|--|---|--|

Domain 1: Talent

Part One

Instructions: The Talent domain focuses on systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers and educator support specialists. 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.

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

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

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

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 Year 1: | Target Year 2: | Target Year 3: |
|--|-------------|----------------|----------------|----------------|----------------|
| Example: Percentage of teacher retention | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

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: | | | | | |
|----------------------------------|----------|--------|--------|-----------------------|-----------|
| Root Cause: | | | | | |
| Person(s) Responsible: | | | | | |
| Strategies to address root cause | Timeline | | | Indicators of Success | Resources |
| | Year 1 | Year 2 | Year 3 | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

| Talent Priority: | | | | | |
|----------------------------------|----------|--------|--------|-----------------------|-----------|
| Root Cause: | | | | | |
| Person(s) Responsible: | | | | | |
| Strategies to address root cause | Timeline | | | Indicators of Success | Resources |
| | Year 1 | Year 2 | Year 3 | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

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.

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

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

Part Two

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

Three-Year English Language Arts Goal:

| Indicator | Data Source | Baseline Year: | Target 1 Year: | Target 2 Year: | Target 3 Year: |
|-----------------------------------|-------------|----------------|----------------|----------------|----------------|
| ELA School Performance Index | | | | | |
| ELA Smarter Balanced Growth Model | | | | | |

Three-Year Math Goal:

| Indicator | Data Source | Baseline Year: | Target 1 Year: | Target 2 Year: | Target 3 Year: |
|------------------------------------|-------------|----------------|----------------|----------------|----------------|
| Math School Performance Index | | | | | |
| Math Smarter Balanced Growth Model | | | | | |

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: | | | | | |
|----------------------------------|----------|--------|--------|-----------------------|-----------|
| Root Cause: | | | | | |
| Person(s) Responsible: | | | | | |
| Strategies to address Root Cause | Timeline | | | Indicators of Success | Resources |
| | Year 1 | Year 2 | Year 3 | | |
| | | | | | |
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| | | | | | |

| Academic Priority: | | | | | |
|----------------------------------|----------|--------|--------|-----------------------|-----------|
| Root Cause: | | | | | |
| Person(s) Responsible: | | | | | |
| Strategies to address Root Cause | Timeline | | | Indicators of Success | Resources |
| | Year 1 | Year 2 | Year 3 | | |
| | | | | | |
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Domain 3: Culture and Climate

Part One

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

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

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

Describe the school’s attendance intervention system.

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

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: |
|-----------------------------------|-------------|----------------|----------------|----------------|----------------|
| Example: Suspension Rate | | | | | |
| Example: Chronic Absenteeism Rate | | | | | |

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: | | | | | |
|--------------------------------------|----------|--------|--------|-----------------------|-----------|
| Root Cause: | | | | | |
| Person(s) Responsible: | | | | | |
| Strategies to address Root Cause | Timeline | | | Indicators of Success | Resources |
| | Year 1 | Year 2 | Year 3 | | |
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| Culture and Climate Priority: | | | | | |
|--------------------------------------|----------|--------|--------|-----------------------|-----------|
| Root Cause: | | | | | |
| Person(s) Responsible: | | | | | |
| Strategies to address Root Cause | Timeline | | | Indicators of Success | Resources |
| | Year 1 | Year 2 | Year 3 | | |
| | | | | | |
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Domain 4: Operations
Part One

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

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

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.

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: |
|-----------------------|-------------|----------------|----------------|----------------|----------------|
| Example: ESSA Targets | | | | | |
| | | | | | |

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: | | | | | |
|----------------------------------|----------|--------|--------|-----------------------|-----------|
| Root Cause: | | | | | |
| Person(s) Responsible: | | | | | |
| Strategies to address Root Cause | Timeline | | | Indicators of Success | Resources |
| | Year 1 | Year 2 | Year 3 | | |
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Section 7: Sustainability Plan

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

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

Section 8: Budget Information

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). The district and school will work with the Turnaround Office to develop a proposed Commissioner's Network budget aligned to the SBE approved plan. Please note that personnel funded through the Commissioner's Network grant, will need to use the following formula for all salaries and benefits:

- Year 1:** 75 percent paid through Commissioner's Network funding/25 percent paid through other funding
- Year 2:** 50 percent paid through Commissioner's Network funding/50 percent paid through other funding
- Year 3:** 25 percent paid through Commissioner's Network funding/75 percent paid through other funding
- Year 4:** 0 percent paid through Commissioner's Network funding/100 percent paid through other funding

Section 9: Modifications

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

PART IV: APPENDIX SECTION

Appendix A: Turnaround Committee Signatures Page

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

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

Signature of Superintendent, Non-Voting Chair

Date

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 |
|------|-------|
| | |
| | |
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Appendix C: Statement of Assurances

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;

II. NONDISCRIMINATION

A. For purposes of this Section, the following terms are defined as follows:

1. "Commission" means the Commission on Human Rights and Opportunities;
2. "Contract" and "contract" include any extension or modification of the Charter;
3. "Contractor" and "contractor" include any successors or assigns of the Charter Board;
4. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
5. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
6. "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
7. "marital status" means being single, married as recognized by the State of Connecticut, widowed, separated or divorced;
8. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
9. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of C.G.S. § 32-9n; and
10. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, 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. 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, status as a veteran, 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 ensure 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, status as a veteran, 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 and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and 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 the 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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- Meyers, C. V., & Hitt, D. H. (2017). *School turnaround principals: What does initial research literature suggest they are doing to be successful?* *Journal of Education for Students Placed at Risk (JESPAR)*, 22(1), 38–56.
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