CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO BE PROPOSED:
May 5, 2021

RESOLVED, That the State Board of Education, pursuant to Section 10-223h of the Connecticut General Statutes, adopts and approves the Turnaround Plan for New London High School of New London for the Commissioner's Network, subject to the conditions noted in the Acting Commissioner's May 5, 2021, Executive Summary to the State Board of Education, and directs the Acting 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 fifth day of May, Two Thousand Twenty-One.

Signed: _____
Charlene M. Russell-Tucker, Secretary
State Board of Education

TO: State Board of Education

FROM: Charlene M. Russell-Tucker, Acting Commissioner of Education

DATE: May 5, 2021

SUBJECT: Approval of Commissioner's Network Turnaround Plan for New London High
School, New London

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 New London High School (NLHS) located in New
London, 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 3, 2019, the CSDE received an *Expression of Interest Form* from the New London
Public Schools (NLPS) volunteering NLHS for participation in the Network. On June 5, 2019,
the Commissioner initially selected NLHS 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, NLHS and the New London Education Association appointed
members to serve on the school's Turnaround Committee, and the CSDE conducted an
Operations and Instructional Audit on October 30, 2019. The Turnaround Committee developed
the Turnaround Plan for NLHS in accordance with C.G.S. § 10-223h (d).

Turnaround Plan for New London High School

NLHS, identified as a Turnaround School based on the Accountability Index under the Next Generation Accountability System, serves 550 students in Grades 9 through 12. Approximately 85 percent of students are eligible for free or reduced-price meals. Approximately 23 percent of the students are identified as needing special education services; 29.7 percent are English learners (ELs); 62.8 percent of the students are Hispanic; and 20.5 percent are Black.

The goal of the NLHS Turnaround Plan will be to build upon the work that has been done during the Commissioner's Network planning year to strengthen the instructional leadership structures and practices. Talent will prioritize recruitment and retention of culturally competent and linguistically diverse staff and support this staff through professional learning and mentorship to support and build the capacity of all. In academics, the turnaround plan centers around the implementation of high-quality, culturally responsive instruction through collaborative planning opportunities for staff, and of a culturally responsive curriculum, observation and reflection; and the implementation and monitoring of an effective multi-tiered instruction and system of supports for students with disabilities and for English learners. Investments in improving the culture and climate of NLHS include the implementation of an effective SRBI system to address attendance, academics, and behavior and the implementation of a school-wide system to promote positive behaviors. Finally, NLHS will restructure the school schedule to implement extended learning and academic support and enrichment opportunities to accelerate student success, as well as to provide staff collaborative planning time, job embedded professional learning, and instructional coaching.

The following strategic components in the domains of Talent, Academics, Culture and Climate, and Operations speak to the transformative potential of the NLHS Turnaround Plan. Specifically, the school, in collaboration with the NLPS, will:

Talent:

- Train staff and implement instructional walkthroughs;
- Implement an effective plan for recruiting new staff members specific to the vacancies within the building and the diverse needs of the student population; and
- Implement a comprehensive plan to retain effective staff using a Comprehensive Teacher Support program.

Academics:

- Implement a framework for rigorous and effective instruction;
- Implement comprehensive literacy and math plans to address the needs of students;
- Increase relevance/responsiveness of curriculum and instruction in all content areas and electives;
- Establish an effective multi-tiered system of supports for students with disabilities (SWD) and English learners (ELs); and
- Establish a Professional Learning Community protocol that includes norms, data collections, analysis, application and expected outcomes.

Culture and Climate:

- Increase staff capacity in order to implement a comprehensive system of supports with fidelity so as to improve culture and climate;
- Implement a school-wide restorative practices framework while continuing School Based Diversion Initiative (SBDI) to reduce school suspension rates;
- Revamp the Freshman Academy including mentoring program in order to strengthen support for incoming students transitioning to high school;
- Increase knowledge and awareness of aspects of cultural proficiency and race among staff and students; and
- Establish regular and consistent communication with families and provide interpretation in languages spoken by multi-lingual student population to increase family engagement and inclusion.

Operations:

- Implement a block schedule that maximizes instructional time and instruction-focused collaboration;
- Provide support, professional learning, and structures for monitoring effective strategies that maximize the quality of instructional time; and
- Implement a plan to ensure teacher collaborative planning time during the school day.

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, NLHS 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 NLHS 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.

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

Recommendation with Conditions

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

1. By September 30, 2021, NLHS 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 NLHS 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 her 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 NLHS, 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. NLHS 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. NLHS Audit Report resulting from the Operations and Instructional Audit conducted on October 30, 2019.

2. Turnaround Plan developed and agreed to by the Turnaround Committee.

           Prepared by: Carole Dibble
                            Teacher Leader in Residence, Turnaround Office

           Reviewed by: Lisa Lamenzo
                            Division Director, Turnaround Office

           Approved by: Irene E. Parisi
                            Chief Academic Officer

The Commissioner's Network
Turnaround Plan Application | Cohort X

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

Charlene M. Russell-Tucker
Acting Commissioner of Education
Connecticut State Department 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 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

- 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; 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.

A. Instructions

Review and follow all directions carefully when completing this application. Complete all 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 tenth 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 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:

<div align="center">

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

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Section 1: Cover Page

Name of School District:	New London Public School			
Name of School:	New London High School	Grade Levels:		9 – 12
Name of School Principal:	Jose Ortiz, PhD	# of Years Serving as Principal at this School		1
		# of Years in Total as Administrator		20
Turnaround Committee Chairperson:[1]	Jennifer Hills-Papetti, EdD			
Phone Number of Chairperson:	860-834-7680			
E-mail of Chairperson:	Hills-PapettiJ@newlondon.org			
Address of Chairperson:	Street Address:	134 Williams Street		
	City:	New London	Zip Code:	06320
Name of School Board Chairperson:	Regina Mosley			
Signature of School Board Chairperson:[2]	*[signature]*		Date:	2/26/21
Name of Superintendent:	Cynthia Ritchie			
Signature of Superintendent:	*[signature]* Cynthia Ritchie		Date:	2/26/21

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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 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 districts 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 to align with the impact that would like to be seen.

Work Completed to Date

Over the past year New London High School New London High School, in conjunction with the Human Resources Department has been actively recruiting high-quality staff. Curriculum development, refinement and implementation in many areas has also continued in ELA. New curricular options are also actively being explored in math and science and will be chosen prior to the end of the 2020-2021 school year.

Social and Emotional learning has been placed at the forefront with the implementation of a researched-based SEL curriculum that is being taught to all students on a consistent basis. The SRBI process is continuously being refined and supported through the hiring of an SRBI coach specifically for the High School campus.

This year's schedule also included planned collaboration time for staff to discuss academics, engagement, and student achievement. We continue to explore new ways of scheduling to best meet the needs of our students and staff in the upcoming year.

District Vision Statement (limit 200 words)

> **Vision:** New London Public School's vision is to be *United in Excellence*; this means to be united in common systems, curriculum, assessments and high-leverage instructional practices, and the shared understanding that all will rise to promote high expectations for students, and for each other, as we strive for excellence.

District Theory of Action (limit 200 words)

Theory of Action 1: If we design and implement rigorous, research-based instruction and interventions aligned with a viable standards-based curriculum and aligned assessments, then our students will achieve at higher levels.

Theory of Action 2: If we are intentional and tireless in our pursuit of supporting students' and adults' social-emotional development, where diversity is celebrated as a strength and collaboration, leadership, and relationships are valued as essential to all we do, then we will create a culture and climate of excellence.

Theory of Action 3: If we strengthen and align district operations and systems with the goal of increasing fidelity, coherence, efficiency, and effectiveness, then we will improve outcomes for students.

Theory of Action 4: If we work to develop and strengthen the talent of a diverse workforce, and recognize positive efforts, then we will grow our collective capacity to better meet the needs of our students and families.

School Vision (limit 200 words)

New London High School (NLHS) believes in every student graduating college and career ready. We believe in: (1) recruiting and retaining high-quality and diverse talent; (2) implementing standards-based curriculum and a common definition of effective instruction; (3) multi-tiered academic and SEL supports for student and teachers; and (4) school systems and operations aligned to support teacher effectiveness.

School Theory of Action (limit 200 words)

Talent: If we focus on recruiting, hiring, and retaining diverse and high-quality teachers, then we will be able to build the needed internal capacity at the instructional level to have a positive impact on student learning.

Academics: If we implement a standards-based curriculum and there is a common definition of effective instruction that is culturally responsive, then all students will achieve academically.

Climate and Culture: If we develop and provide consistent SRBI implementation along with a strong Positive Behavior Support System (PBIS) for students and staff, then we will be able to provide a safe and positive learning environment where every student can grow and achieve.

Operations: If we align all school systems and operations to support student learning and teacher effectiveness, then every student will be able to succeed academically.

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.

At the end of the 2018-2019 school year, New London Public Schools (NLPS) began its search for a new Director for New London High School (NLHS). The focus of this search was to find a leader who could improve overall student achievement including a focus on reducing our chronic absenteeism rate, increasing our student attendance rate, reversing the downward trend of ELA and Math SAT Grade 11 scores, and ultimately bringing our school from a Category 4 to Category 1, based on the state performance classification. Like most school systems, this process began by posting the opening, advertising, implementing a search process, and then conducting interviews. A candidate meeting our required criteria was, unfortunately, unable to be hired in the summer of 2019. This led to NLPS appointing an internal leader to serve as Interim Director, at the beginning of the 2019-2020 school year. The district modified its hiring strategies by expanding advertising to include EdWeek and a variety of additional recruitment platforms in New York, Connecticut, Rhode Island, and Massachusetts. We were committed to our goal of hiring a leader who would reverse our current trends and transform NLHS.

After a national search was conducted in 2019-2020 to select the Director of NLHS, a rigorous screening and interview process ensured that the chosen candidate had a proven record of success in both school turnaround and an urban environment. After implementing the hiring process with rigor and fidelity, a candidate was hired in August 2020. Some of the accomplishments of the new Director, Dr. Jose Ortiz, include:

As assistant superintendent of Secondary School Turnaround in Southbridge Public Schools in MA:
- Served as Curriculum and Language Acquisition Senior Director overseeing ELL Programming across K-12 schools.
- Responsible for the planning and implementation of Secondary Turnaround.
- Redesign in a school district under Receivership/Turnaround.
- Lead all climate and culture efforts in grades 6-12.
- Supervised, coached, and mentored middle and high school principals focused on (1) improving effective instruction in literacy and mathematics (increases of 3 and 5 percent respectively in MCAS literacy and math respectively) and (2) significantly improving climate and culture 6-12.
- Lead the implementation of a rigorous and relevant curriculum for ELA and Math in grades 6-12.
- Managed multiple external partners in support of advancing district-wide goals.

As Principal of Jennings Dual Language and International Elementary Magnet:
- Lead the school to exit "focus school" status in one year. Significant progress was made in all subgroups especially English Learners, which made up 51% of the overall student population.
- Responsible for all aspects of teaching and learning outcomes in a PK-5 Magnet School.
- Supervised and evaluated all certified and non-certified staff.
- Supported inter-district magnet recruitment.

As Director of English Learners in the New Haven Public Schools
- Planned and implemented strategy to advance achievement levels of ELL/LEP students (approximately 2,500 students PreK-12), successfully as evidenced by the ELL reading achievement at targeted schools and district-wide increased their reading achievement as follows: (all below took three years to accomplish (2005-2008)

    o Wilbur Cross HS from 9% proficient in CAPT to 41%
    o Fair Haven K-8 from 14% to 35% in CMT reading
    o K-8 ELL District-wide from 19-30% in CMT reading.
    o 9-12 ELL District-wide achievement from 12% to 25% according to LAS-Links and CMT
    o K-12 percentage of students making progress toward ELP was 100% as measured by LAS-Links.

Additional supports for the new Director of NLHS will come from our new Content Leaders in English Language Arts, science, math, special education, EL, and athletics. Additionally, a new Director of Climate and Culture has been put into place. Although housed at our middle campus during the 2019-2020 school year, this Director of Climate and Culture moved to the NLHS campus beginning in the 2020-2021 school year, to serve as a committed member of the school turnaround team.

Lastly, the new Director of NLHS will have the responsibility of fully uniting two campuses, the Science and Technology Magnet High School and New London High School although still two physical buildings until our district construction projects are completed. The 2019-2020 school year saw the first step in changing to one large campus that houses our three pathways: Arts, International Education, and STEM. Each pathway is led by a district-wide Assistant Director.

New London High School is led by our newly hired Director and two Assistant Directors. There will be a third assistant director beginning in the 2021-2022 school year. The Assistant Director for Athletics, Health and PE, Director of Climate and Culture and the secondary-level Content Supervisors will co-support the efforts of this leadership team.

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

Each administrator participates in the evaluation process as a cycle of continuous improvement. For every administrator, evaluation begins with goal setting for the school year, setting the stage for implementation of a goal-driven plan, and followed by observations which includes four observations for non-tenured administrators and three observations for tenured administrators. The cycle includes a mid-year formative review, followed by continued implementation of goals. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year. Four components are comprised in the evaluation and weighted accordingly to arrive at a summative score which includes the following:
- Student Outcomes: 45%
- Leadership Practice: 40%
- Stakeholder Feedback: 10%
- Teacher Effectiveness: 5%

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

The district is grounded in its comprehensive District Improvement Plan (DIP) and accompanying School Improvement Plans (SIPs). Goals are developed after a review of multiple data collections, surrounding both students and adults. Each administrator is required to set professional SLOs (student learning objectives) and professional practice goals for growth and achievement in the fall. Their efforts and results are supported and monitored throughout the year by the Superintendent and Central Office leader of each department. Each administrator has a monthly 1:1 meeting with their supervisor to review data, goals, budgets, and outcomes. In addition, each administrator receives multiple formal (and informal) observations with quality feedback on their observed performance. This feedback is aligned to the CT Core of Leading standards which promote high-level indicators of success for instructional leadership, climate and culture, operations and systems, communications, and relationships. The results on these leadership practice indicators are synthesized by the Superintendent, who then works to customize professional development offerings for administrators throughout New London Public Schools.

Besides individualized feedback and coaching, the entire administrative team participates in regular (bi-monthly) Collaboration Meetings as well as monthly Administrative Council meetings. During Collaboration Meetings, administrators work together to address technical and operational leadership needs and strategies. In Administrative Council meetings, they participate in high-quality professional development to further build their skillset as leaders working in a turn-around district. The Superintendent works to model transformative and shared leadership by publishing a weekly newsletter for the full Administrative Council each Sunday evening. This newsletter is well-balanced with district and school-based data and content from all district departments. It also has a variety of instructional and operational expectations and research-based resources to help guide all to be *United in Excellence*. Administrators are asked to utilize this resource to build capacity in their schools by turn-keying relevant school-based information, thus continually modeling and leading high expectations for both adults and students in their own buildings.

All actions above allow for regular two-way communication that helps support, monitor, and further build the administrative team's capacity in leading with high expectations for shared excellence. Regularly scheduled communication avenues, including in person 1:1 and small group meetings, as well as, a variety of written means, allow for ongoing review of improvement goals, outcomes, and budgets.

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

The following stakeholder engagement processes and structures were used to ensure that our plan will meet current and future needs:

Stakeholders:
1. Student, parent, and staff feedback surveys informed responses to action plan development.
2. Parent Advisory Team Meetings, Commissioner's Network specific Staff Feedback meetings, as well as Student Council meetings informed stakeholders of our Commission Network involvement and invited participation.
3. Review and feedback from campus administrators was gathered through collaborative meetings.
4. Focus group conversations with students, community members, faculty, building admin leaders allowed for ongoing dialogue and collection of input and feedback.
5. Central Office staff, including but not limited to, the Directors of Special Education and Bilingual, ESOL, & World Languages, Climate and Culture and the Superintendent of Schools were engaged in the process and submitted input and feedback.

Engagement Processes and Structure:
1. Information and feedback were requested through Weekly Staff Notes (Interim Director's emailed communication to all staff), online Survey Monkey responses, weekly meetings and assignment given to the school-based team.
2. Feedback to the plan (input revision) was provided through a shared version of the CN plan to committee members and through emailed copies of drafts to all staff.

Plan Monitoring and Revision
1. In the implementation and revision of the approved plan, the stakeholders' input will be solicited every six weeks as part of the ongoing monitoring process to determine feedback and adjust as appropriate.
2. Collaboratively developed faculty-supported data monitoring sessions will be in place monthly at department meetings to determine next-steps and adjust instruction or intervention support as appropriate.
3. Meetings will continually take place to debrief about plan implementation at least once per month with the leadership team. The leadership team will include administrators, coaches, and other staff as appropriate. During these meetings we will look at attendance data, formative assessments, end-of-unit assessments and walkthrough and coaching cycle data. This will be on-going and will utilize implementation data in the decision-making process. At least twice per semester, the entire staff will receive school-wide plan implementation updates and data during staff meetings.

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 target when determining performance targets.

Performance Indicators	Baseline/Historic Data				Performance Targets		
	2017-18	2018-19	2019-20	2020-21 YTD	2020-21	2021-22	2022-23
Student enrollment	633	659	568	537	540	545	550
Accountability Index	52.1	52.3	N/A	N/A	63.4	65.8	68.2
English Language Arts (ELA) School Performance Index (SPI)*	38.7	38.1	N/A	N/A	51.9	54.4	57.0
ELA Smarter Balanced Growth Model*	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Math School Performance Index (SPI)*	36.7	35.1	N/A	N/A	49.8	52.6	55.4
Math Smarter Balanced Growth Model*	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Average daily attendance rate	92.3	92.5	90.9	84.1	90.0	93.0	96.0
Chronic absenteeism rate*	21.9	27.5	26.8	46.9	18.7	17.2	15.6
Teacher attendance rate	89.5	90.0	91.4	90.0	92.0	94.0	98.0
Suspension rate	23.0	24.3	16.2	1.0	25.0	20.0	15.0
In-school suspensions (count)	272	317	140	0	70	60	50
Out-of-school suspensions (count)	27	48	30	2	30	20	10
Expulsions (count)	Suppressed	Suppressed	Suppressed	Suppressed	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		
	2017-18	2018-19	2019-20	2020-21 YTD	2020-21	2021-22	2022-23
Grade 6 ELA Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7 ELA Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8 ELA Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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"	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7 Math Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8 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 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" (percent)	N/A	N/A	0.0	N/A	7.5	10.0	15.5
Grade 11 ELA SAT- "Meets or Exceeds Achievement Standard"	20.5	17.3	N/A	N/A	54.4	57	59.6
Grade 11 Math SAT- "Meets or Exceeds Achievement Standard"	4.7	4.7	N/A	N/A	52.6	55.4	58.2
College-and-Career Readiness Course-Taking (percent)	21.5	69.6	79.9	78.4	78.0	82.0	84.0

Performance Indicators	Baseline/Historic Data				Performance Targets		
	2017-18	2018-19	2019-20	2020-21 YTD	2020-21	2021-22	2022-23
4-year Cohort Graduation Rate (HS only)	74.8	75.9	70.6	N/A	83.5	84.8	86.1
6-year Cohort Graduation Rate- High Needs Students (HS only)	N/A	N/A	N/A	N/A	88	89	90

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

Root Cause Analysis

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

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

The committee has selected model (E) which is a model developed by the turnaround committee that utilizes strategies, methods, and best practices that have been proven to be effective in improving student academic performance, including, but not limited to, strategies, methods, and best practices used at public schools, inter-district magnet schools, and charter schools or collected by the Commissioner.

Talent: New London High School will continue to dedicate time and resources to recruit and hire teachers, leaders, and staff with competencies necessary to drive the turnaround process. New London High School recognizes the importance of hiring the right talent and dedicating resources to this process. School and district leaders will emphasize staff development, evaluation, and retention of top talent.
1. Refine the plan to recruit and retain culturally competent and linguistically diverse candidates that reflect the demographics of the school. Establish a coherent professional development plan aligned to the Professional Evaluation and Development Advisory Committee (PEDAC) that meets the needs of the teachers.
2. Implement and monitor a new teacher orientation support program. This program will focus on providing new teachers with the necessary supports and mentorship to help navigate new responsibilities as an educator.

Academic: New London High School will strongly focus on improvements to the instructional core – curriculum, assessments, and instruction with the intention of improving student literacy and math skills. Teachers and leaders will strengthen the academic program, paying particular attention to systems of student support.
1. Implement and monitor NLPS plan for high-quality, effective instruction through consistent instructional walkthrough protocol and review of data monthly.
2. Continuous revision of classroom walkthrough protocols (instructional coaches and administration) to calibrate; have a common understanding and response to instruction.
3. Implement and monitor a comprehensive culturally responsive literacy and math plan that addresses the needs of all students. This process has already begun. ELA curriculum is currently being reviewed for cultural responsiveness and math curricula are being reviewed for purchase by the end of the 2020-2021 school year.
4. Implement and monitor effective multi-tiered instruction and supports for students with special needs (SWD) and for English Learners (ELs).

Culture and Climate: New London High School Campus will implement and monitor a consistent, effective, and cohesive multi-tier system of support, including SRBI, PBIS and SEL. In addition, continue training of staff and school-wide implementation of culturally responsive teaching.
1. Implement and monitor an effective SRBI (Attendance, Academics, Behavior) and PBIS system.
2. Provide opportunities for professional development and onsite coaching in multi-tier systems of supports.

Operations: New London High School is committed to creating a plan focused on aligning school systems to support effective instruction.
1. Implement and monitor a plan to support effective use of instructional time.
2. Implement and monitor a comprehensive plan that includes time within the school day for increased multi-tiered academic support services.
3. Implement a schedule that allows time for collaboration, Job embedded professional learning, and instructional coaching.

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.
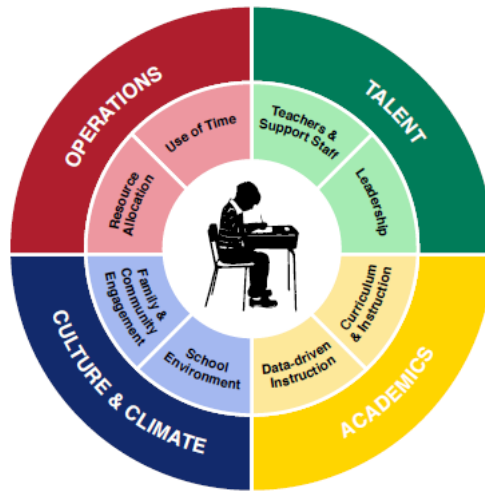
- **Talent:** Systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.
- **Academics:** Rigorous, aligned, and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and 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 using 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
• Continue to recruit and retain racially and linguistically diverse teachers' representative of our student population. • Align a professional learning plan to teacher needs. • Implement a new teacher orientation support program.	• Continue to implement effective instruction that includes. multi-tiered academic supports through the implementation of a strong SRBI system. • Implement curriculum that is culturally responsive, and standards based. • Implement a comprehensive mathematics and literacy curriculum with a focus on Tier 1 instruction aligned to the CCSS.
Culture and Climate	**Operations**
• Continue to improve student attendance. • Strengthen family and community engagement. • Continue to implement PBIS and SRBI systems.	• Continue to maximize instructional and teacher collaboration 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.

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.

As part of this application, a needs assessment and root cause analysis (RCA) were conducted, and school data and stakeholder feedback were analyzed. Data indicated that the three-year retention rate for teachers is 71%. This rate of retention poses challenges for proper training and implementation of systems due to a lack of stability. It also indicates that there is a challenge in hiring highly qualified teachers for a variety of reasons, including but not limited to: recruiting and signing of new staff at later dates than many other districts and the lack of support for new and veteran staff once they are on-boarded.

Data also indicates that 92.2% of NLHS's student population are students of color, only 28% of our teaching staff is of color. This data further indicates a need to increase the number of teachers of color. The audit found further areas in need of improvement whereas the following was evidenced:

1. Teacher effectiveness was highly variable based on the audit findings where 53% of respondents said "instructional quality and academic rigor are consistently high at this school" yet in observations of 24 classrooms there was little evidence to support this claim.
2. Most classes evidenced low student engagement, lesson rigor and higher-order thinking, primarily structured as teacher-led lessons with singular, whole class instructional format.
3. Only 63% teachers "strongly agreed" or "agreed" that administrators provide regular, helpful, and actionable feedback.
4. Some teacher feedback included the perception that the evaluation process was punitive.
5. The lack of ongoing professional development focused on instruction and other supports for new teachers was also cited.
6. Survey results indicate that teachers feel inadequately supported with respect to their professional growth in terms of coaching, evaluative feedback, and professional learning.
7. Leadership shared that the confines of the teacher contract have limited opportunities for staff to collaborate and receive professional learning after school hours.

Our root cause analysis determined there is a lack of consistent professional development and coaching in place that supports teachers' practice. Inconsistent training is provided to teachers and building administrators, with limited monitoring and support of effective instructional practices, leading to a lack of a shared understanding regarding expectations for effective instruction and rigor within the classroom.

As a result of the above, our strategies consist of the following:

1. Recruitment plans, specifically continuing to target the hiring of a more diverse teaching staff, recruiting in new and creative ways at earlier dates than in the past from a wide variety of potential applicant pools, and continuing the focus on retaining experienced and effectively trained staff, will be developed, implemented, and monitored.
2. A program logic model will be created to inform, guide, and assess the effective implementation and coherence of professional development initiatives, leading to highly skilled staff who can model and underpin the development of well-prepared, academically proficient students ready for life after high school.

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

To ensure a consistent and comprehensive plan to attract, support, develop and retain high-quality teachers, a district wide PreK-12 plan will be developed. This plan includes the following:

1. The implementation of the district's recently revised hiring protocol with fidelity. The district recently implemented a change in our recruiting procedures to include anticipated vacancies in response to needing to hire earlier to attract the most qualified candidates. We will also continue to focus on the recruitment and retention of a diverse teaching staff.
2. A professional development plan will be implemented that provides ongoing professional development, coaching, and support as needed in the areas of behavioral support systems, effective Tier 1 Instruction, and culturally sustaining strategies to best support all populations of students.
3. The creation of a Teacher Leadership Academy whereby teachers will be provided multiple opportunities to participate in summer learning modules that will enhance their repertoire of skills and strategies for instruction in the present and future years.
4. Calibration of administrators, department heads, and instructional coaches to provide actionable feedback for staff. Additional opportunities for staff to collaborate and learn with one another through a variety of methods such as PLCs and instructional rounds will be provided.

The implementation of multiple support systems with fidelity, such as coaching cycles for staff and interventionists working with small groups of students on targeted and specific skills.

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

Teachers will be evaluated in multiple ways, and the data will be used to inform professional learning offerings. Details include the following:

1. Tenured teachers will receive at least 1 formal observation, minimally, and two walkthroughs.
2. Non-Tenured teachers will receive at least 3 formal observations and 2 walkthroughs.
3. In addition to instructional practice with formalized feedback which will represent 40% of the overall professional learning offerings and staffing decision-making process, the following will also be used: *Parent Feedback (10%), Whole School Indicators (5%),* and *Student Learning Objectives (45%).*

In addition to formal processes and evaluation procedures, information will be gathered through various methods to inform professional learning offerings. Examples include, but are not limited to:
- Staff surveys
- Climate surveys
- Focus group surveys (e.g., teachers, community members, parents/guardians)

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

Ongoing supports and coaching opportunities will be provided to both staff and school leadership. The following methods will be utilized:

1. Implementation of a new teacher orientation program.
2. Continue to provide a structured professional development tailored to teacher-specific needs.
3. The adoption of common coaching principles and practices along with a regular schedule for coaching to ensure all staff receive support as needed.
4. Hiring of 4 instructional coaches; one to provide coaching on the implementation of EL strategies, one to provide coaching on specialized instruction to meet the needs of SWD, one focusing specifically on literacy and one for mathematics.
5. A leadership development program will be implemented. This program will include targeted professional learning and coaching in areas related to school turnaround. In addition, leaders will be supported at the school and district level in the implementation of Commissioner's Network plan.

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:
% Increase in Teacher Retention	EdSight	71%	74%	77%	81%
Workplace Satisfaction	New London High School Survey	3.2 out of 5	3.5 out of 5	3.8 out of 5	4 out of 5

Action Steps:

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

Talent Priority: 1.1 Instructional Practice					
Root Cause: The lack of a consistent professional development and coaching plan that focuses on effective instruction.					
Person(s) Responsible: CIA Director, Campus Director, Math and ELA Content Supervisors					
Strategies to address root cause	**Timeline**			**Indicators of Success**	**Resources**
	Year 1	**Year 2**	**Year 3**		
Instruction: implement and monitor a plan for effective instruction.	Strengthen our plan for PD and coaching for effective instruction.	Continue to monitor and adjust implementation of effective instruction PD and adjust coaching accordingly.	Provide teacher-specific PD and coaching support based on instructional walkthrough and coaching cycle data.	Increased student achievements in Math and ELA. Improved effective instructional practices based on walkthrough data and coaching cycles.	Funds for four Instructional Coaches and consultants to train on the instructional walkthrough process.
Walkthroughs: Train staff and implement instructional walkthroughs.	Provide training (in-person, virtual) to administration, coaches, and staff.	Maintain regular cycle of professional development in instructional walkthroughs focused on additional instructional strategies.	Maintain regular cycle of professional development in instructional walkthroughs focused on additional instructional strategies.	Improved instructional walkthrough data and improved teacher practice. Positive teacher	Extended time to receive training and work with other educators to observe, score, discuss "look for" and reasoning for

	Year 1	Year 2	Year 3	Indicators of Success	Resources
	Implement walkthroughs with a focus on the implementation of 2-3 effective instructional strategies.	Calibrate scoring and begin to establish benchmarks for instructional walkthroughs.	Continue to refine scoring calibration; finalize and compare data to established Year 1-3 benchmarks.	feedback on school culture and climate survey. Effective Professional Learning Plans for all teachers.	scoring and feedback. Consultants and trainers to train and coach in walkthroughs. Professional resources to support PLCs centered on effective feedback and coaching.
	Continue to implement a Professional Learning Plan (PLP), identify learning targets, train teachers in strategies in the PLP, and coach teachers and leaders using walkthrough data and provide them with actionable feedback.	Refine PLP and coach teachers in strategies. Coach teachers and leaders in using walkthrough data and provide actionable feedback.	Adjust the PLP and coach teachers in strategies. Coach teachers and leaders in using walkthrough data and provide actionable feedback.		
	Establish video archive and literature (i.e., shared library) of effective instructional walkthrough practices.	Update and share resource library with staff.	Continue to update and share resource library with staff.	Digital library of rigorous instructional practices. Share best practices with the state and schools.	

Talent Priority: 1.3 Recruitment and Retention Strategies					
Root Cause: The lack of consistent teacher recruitment and retention strategies.					
Person(s) Responsible: Human Resources Executive Director, NLHS Campus Director, Assistant Directors of NLHS, New Teacher Orientation Committee					

Strategies to address root cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Recruitment: Continue to implement an effective plan for recruiting new staff members specific to the vacancies within our building	Continue to attend recruitment fairs using a continually updated database of events at local	Strategically participate in specified recruitment fairs based on staffing needs, vacancies, and previous	Staff continue to attend specified recruitment fairs based on student needs, vacancies, and recruitment data.	Increase teacher recruitment and complete staffing of vacant positions.	Database of recruitment fairs and develop marketing strategies.

and the diverse needs of our student population.

Continue to actively recruit teachers (especially in shortage areas) starting in the Spring and Summer of 2021. | and statewide post-secondary institutions with schools of education or teacher certification programs. | recruitment data. | | | Budget for updating marketing strategies.

Coverage for staff members to attend recruitment fairs. |
| | Establish database of building vacancies – administrators, teachers, and support staff specific to course catalogue and student needs. | Staff continue to attend recruitment fairs on a rotational basis based on vacancies to be filled, while gathering feedback on which fairs produced the largest results for recruitment. | Staff continue to attend fairs and update database. | Calendar of recruitment fairs, both local and regional.

List of specific staff positions that should attend events. | Coverage for staff members to attend recruitment fairs. |
| | Continue to partner and leverage various teaching initiatives across the state such as Alternative Route to Certification and Educator Rising to help recruit and develop staff members. | Foster involvement of non-certified staff in initiative dedicated to teacher certification and encouraging staff members in the program to apply for vacant positions once they receive certification. | Continue to foster involvement of non-certified staff in initiative dedicated to teacher certification. | Increase in the diversity of teaching staff, which is more reflective of our student population. | Funding for staff members to support the teacher initiative program. |
| **Retention:** Implement comprehensive plan to retain effective staff using Comprehensive Teacher Support Program. | Implement new teacher orientation program designed to frontload new hires with necessary supports and mentorship to help navigate responsibilities as an educator. | Evaluate and refine teacher orientation program based on feedback and instructional walkthrough data.

Familiarize all staff to the New Teacher Orientation Handbook. | Continue to refine program based on teacher feedback and instructional walkthrough data. | Increase in staff retention.

Decrease in student disciplinary rates. | Funding to support new teacher attendance at 1-hour long afterschool meeting per month.

Funding for materials to support new teacher workshops. |

					Funding to support mentor capabilities in support of new teachers.

Time to collaborate with community partners.

Staff exit data disaggregated by building. |

Part One

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

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

The Instructional Audit Report indicated that NLHS performed below standard in two areas: Academic rigor and Differentiation and checking for understanding. The areas of student engagement, curriculum and instruction aligned to the CCSS, and assessment system and data culture were all developing. From the feedback provided in the audit, the following root causes were determined:

- Lack of teacher capacity to implement the curriculum for differentiated learning while maintaining a level of rigor inherent to the standards.
- Lack of support for students who come to high school with limited foundational skills in math and/or reading.
- Insufficient training in data (collection), and analysis and inconsistent use of data to drive instruction.

The NLHS's academic program consists of three themed magnet pathways: International Education, Science and Technology, and Arts. Central to each pathway is a foundation of traditional core academics in English Language Arts, math, science, and social studies that supports state graduation requirements and complies with meeting service requirements for special populations such as English Language Learners and Students with Disabilities.

Language Arts teachers at NLHS created a standards-based curriculum for each core content area course after extensive training in the Rigorous Curriculum Design (RCD) process approximately five years ago. Each unit is based on prioritized standards and has teacher-created pre-assessments, post-assessments, and quick progress checks to assess students' mastery of standards before, during, and after instruction. The Supervisor of ELA and ELA teachers have worked to refine these documents and assess them for cultural relevance during the 2020-2021 school year. The purchasing of math curriculum is being explored and currently three different curriculums have been reviewed this year and will be purchased prior to the beginning of the 2021-2022 school year. A continuous review process of all curricula will be implemented within the time of the Commissioner's Network and will involve content area leaders, teachers and feedback will be continuously gathered from students and families to inform this process.

Elective teachers have been developing and implementing their own curriculum. Content Leads, in conjunction with the CIA Director, have completed a curriculum audit to determine courses in need of curriculum. Additionally, the curriculum audit uncovered a need for revision to the curriculum in some of the core courses. Revisions have begun in multiple course areas and include work on ensuring cultural responsiveness, alignment to the new SAT expectations, vertical alignment, eliminating repetition, and incorporating more skills.

NLHS's instructional philosophy focuses on meeting every student where he or she is and uses a strong skills-based instructional approach to stimulate mastery and application of high-level concepts while meeting students' social and emotional needs. Central to NLHS's instructional philosophy is teacher clarity which is imperative to student success. Culturally responsive pedagogy and adequate resources are vital in meeting the needs of our diverse student population.

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.

Without "cohesive and systemic SRBI protocols and interventions to support struggling learners," (Connecticut's Framework for RTI) adhering to the district SRBI manual with fidelity will be a priority. With the addition of an SRBI instructional coach, staff will follow a more structured approach to collecting and analyzing data to identify

students who would benefit from the SRBI process and meeting the academic and developmental needs of students needing tiered supports. SRBI data teams have been formed and meeting on a regular basis in all core subject areas. During this time staff evaluate student data and submit student referral forms for students in need of extra tiered support. There is also an SRBI core team that meets monthly to review all data systems and processes.

Staff will use the data from unit pre-assessments, quick progress checks, and Common Formative Assessments (CFAs) that were written into the curriculum to inform lesson plans. Data from the aligned pre-assessments for each unit will help teachers determine where to start. Quick progress checks will help teachers gather data during the unit to determine if students are on track to master the unit standards. Student performance on CFAs, with questions aligned to the unit standards, help teachers to plan enrichment and remediation lessons at the end of the unit. Multiple data points are brought to monthly academic data team meetings and reviewed through item analysis and assessment of future instructional needs based on student performance.

Since one of the root causes was "lack of teacher capacity to adapt the curriculum for differentiated learning while maintaining a level of rigor inherent to the standards," teachers will be provided professional development on differentiated instructional strategies. Teachers will also receive explicit professional development on how to meet the needs of students that may enter class with a need for tiered supports such as reading across content areas and foundational math skills.

For students identified as needing tiered-supports in reading, the reading teacher uses the CORE Multiple Measures to determine areas of need and uses the data to plan lessons targeting those areas. Reading fluency is used as a progress monitor throughout the class. Reading interventionists will aid the reading teacher in providing tiered support. Students identified as needing support in math are enrolled in an Introduction to Algebra I course where math skills are developed. Students are recommended for this course based on MAP data and teacher-recommendation. Teacher-made assessments are used to monitor progress throughout the Introduction to Algebra course.

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

To build staff capacity around collection of classroom level data, training will be provided to teachers on how to gather data through implementing checks for understanding throughout daily lessons and how to use the data to modify instruction, if needed, to increase student achievement. Throughout each unit of study, quick progress checks are embedded as a way of determining if students have mastered the concepts taught and are ready to move on in the unit.

Professional learning will focus on greater intentional planning, increasing the strategies used to check for understanding, implementation, and analysis of such checks, including learning on the validity and reliability of the progress checks. Each curriculum unit also has a Common Formative Assessment (CFA) with questions aligned to the unit priority standards. Professional learning will focus on ensuring those questions are valid and aligned with the unit priority standards and analyzing the data from the CFAs to determine student mastery of the unit priority standards. The SRBI Instructional Coach, District Data Analysis Coordinator, and the Content Leads will all provide professional learning about data analysis and develop a universal data analysis protocol to provide more consistency to data analysis during Professional Learning Communities (For more information regarding the impact of professional learning communities on urban education please see Williams, Deborah J. "Urban education and professional learning communities." *Delta Kappa Gamma Bulletin* 79.2 (2013): 31.)

In addition to creating a universal protocol to provide consistency for Professional Learning Communities (PLC), hybrid substitute teachers have been hired to prevent teachers from missing their data team period due to problems with coverage. Setting dedicated time aside each week to conduct PLCs will increase the consistency of meetings, and teachers' familiarity with the data analysis process within the PLC thereby establishing a data culture within the school.

To build capacity around district level standardized assessments and state level standardized assessments (PSAT, SAT, and NGSS), training will be provided on how to access the standardized reports, analyze the reports, and how information from the reports can be used in the classroom.

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 19-20:	Target 1 Year 21-22:	Target 2 Year 22-23:	Target 3 Year 23-24:
ELA School Performance Index	Edsight.ct.gov (SPI)	49.3	54.4	57	59.6
ELA Smarter Balanced Growth Model	Edsight.ct.gov (BGM)	N/A	N/A	N/A	N/A

Three-Year Math Goal:

Indicator	Data Source	Baseline Year 19-20:	Target 1 Year 21-22:	Target 2 Year 22-23:	Target 3 Year 23-24:
Math School Performance Index	Edsight.gov (SPI)	47	52.6	55.4	58.2
Math Smarter Balanced Growth Model	Edsight.ct.gov (BGM)	N/A	N/A	N/A	N/A

Action Steps:

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

Academic Priority: 2.1 Academic Rigor					
Root Cause: Lack of teacher capacity to maintain a level of rigor inherent to the standards while meeting the needs of all students.					
Person(s) Responsible: Lack of teacher capacity to maintain a level of rigor inherent to the standards while meeting the needs of all students.					
Strategies to address Root Cause	**Timeline**			**Indicators of Success**	**Resources**
	Year 1	**Year 2**	**Year 3**		
Continue to implement a framework for Rigor and Effective Instruction.	Continue to develop a common understanding of rigor and effective instruction amongst all staff.	Refine common understanding of rigor and effective instruction based on data and feedback.	On-going evaluation and refinement based on data and feedback.	Evidence of rigor and effective instruction in lesson plans and instructional delivery as identified by academic content leads and walkthroughs.	Rigorous Instruction and Scaffolding by B Blackburn. Rigor in the 6-12 ELA and Social Studies Classroom: A Teacher Toolkit by B Blackburn and G Miles.

					Rigor in the 6-12 Math and Science Classroom: A Teacher Toolkit by B Blackburn and G Miles. Curriculum Documents Funding for consultants (Hearns and Hendricks Group)
	Provide PD based on established understanding of rigor/effective instruction.	Routine PD based on evolving understanding of academic rigor and effective instruction.	On-going PD based on evolving understanding of academic rigor/effective instruction	Evidence of rigor /effective instruction in lesson instructional delivery as identified by walkthroughs.	Hiring of consultants: Hearns and Hendricks for PD and coaching on effective instruction and implementation of rigorous curriculum
	Establish criteria for walkthroughs based on common definition of academic rigor.	Establish "look-for" and benchmarks based on common understanding, instructional walkthroughs, and lesson plans.	Evaluate and refine instructional practices based on data.	Evidence of rigor in lesson instructional delivery as identified by walkthroughs.	Walkthrough Tool
Provide a system for structured collaborative planning time.	Implement an effective system and framework for PLCs with focus on data.	Monitor and evaluate implementation of PLCs.	Monitor and evaluate use of time designated for PLCs.	Revised master schedule with common time allotted by course/content area. Assessment of PLCs by Content Leads using an established rubric.	Professional Learning Community: The Art of Learning Together by G Caine. Hiring of consultants to provide framework and trainings for PLCs.

Academic Priority: 2.3 Differentiation and check for understanding (CFU).					
Root Cause: Lack of support for students who come to HS with limited foundational skills in both math and reading.					
Person(s) Responsible: CIA Director, Campus Director, Math, Content Leaders, Instructional Coaches					
Strategies to address Root Cause	**Timeline**			**Indicators of Success**	**Resources**
	Year 1	**Year 2**	**Year 3**		
Reading: Continue to implement a comprehensive literacy plan to address the needs of students.	Continue to build capacity with content area teachers to embed reading comprehension, morphology, and vocabulary instruction.	Monitor and continue to strengthen capacities of content area teachers.	Continue to monitor implementation of content area literacy plan.	Increased student performance on standardized assessments.	*Teaching Reading in the Content Areas: If not me, then who?* by Urquhart and Frazee Hire reading consultants.
	Enhance current reading program by hiring two paraeducators to aid in differentiation and assessment of students below reading level.	Monitor and provide support to para educators.	Evaluate and provide tailored supports to paraeducators.	Increase WCPM on fluency for progress monitoring and increased student performance on the CORE Diagnostic Assessments, MOY and EOY.	Hire 3 para-educators.
	Train multiple staff members in a structured program to assist students that need foundational skills in reading.	Monitor the implementation of the structured program and student progress with these supports in place.	Refine the implementation of the structured program based on teacher feedback and student data.	Increased student achievement in the tiered program	Training in structured program Funding for acceleration program in reading.
Math: Continue to implement a comprehensive math program that addresses the needs of students with limited math skills.	Utilize tools to identify grade-level readiness needs such as numeracy and computational skills by using a variety of assessment tools (e.g., pre-assessment, questioning, and background survey).	Monitor students' progress and adjust instruction and intervention supports to address varied student needs.	Continue to monitor vertical students' progress and evaluate interventions and their effectiveness in reducing gaps.	Students are appropriately placed in math according to their skill profile and student performance progress on the district assessments, PSAT, and SAT.	Staff collaboration time to review data and monitor students' acquisition of skills and application of skills in the classroom and on assessments. Tool for determining

					students' math readiness. Hire math consultants (Hearn & Hendricks Group)
	Use the profiles of students' readiness skills and needs to guide the procurement of the targeted resources.	Monitor implementation of resources to ensure proper implementation.	Continue to monitor the use of resources to ensure proper implementation.	Increased student math achievement and course completion for graduation.	Funds to purchase Tiered Math Instructional resources, including a variety of online learning platforms (e.g., IXL and I-Ready).
	Continue to hire and support math teacher and interventionists.	Monitor the ways in which these personnel are used to assist with differentiated instruction for effectiveness and adjust as appropriate.	Continue monitoring personnel for effectiveness and develop a plan to sustain successful implementation for the future.	Increase in student achievement, analysis of staff performance and students moved to higher levels of math.	Funding for hiring 1.0 FTE Certified Math Lab Teacher, and 3 Math Interventionists.
	Continue to develop and implement a range of flexible math course options, interventions, and supports that meet students at their math level.	Monitor the development of flexible math course offerings and supports while also monitoring students' movement to upper levels.	Continue to monitor the development of flexible math course offerings and supports while also monitoring students' movement to upper levels.	Increased numbers of students who move to upper-level math courses.	PD that targets increased understanding of math concepts and skills that translate into improved student performance. Hire of math consultants. Work closely with the CDEC leaders for technical assistance and resource guidance.

	Provide staff PD focusing on different instructional strategies and adjusting instructions to account for lack of prior student mastery of the concepts and grade level readiness.	Monitor and implement support and interventions as needed to ensure teachers continue to target students' ability to access upper-level math instruction.	Continue to monitor and implement instruction based on instructional walkthroughs and student data.	Increased numbers of students who have acquired needed math skills such that they are able to access high school level math knowledge and skills.	PD that targets increased understanding of math concepts and skills that translate into improved student performance. Hire math consultants.
Culturally Responsive Curriculum and Instruction: Continue to increase relevance/responsiveness of curriculum (and instruction) in all content areas and electives.	Establish curriculum steering committee and incorporate CELP standards into curriculum. Establish board approval of curriculum.	Maintain committee meetings and annual evaluation of curriculum.	Implement, monitor, and revise culturally responsive curriculum.	Increase student engagement in class performance as determined by Instructional Walkthroughs.	District Equity Leadership Team (DELT). CELP Standards *Culturally and Linguistically Responsive Teaching and Learning* by Hollie Consultants SERC
	Continue to provide PD on best practices in culturally responsive instruction.	Monitor and adjust PD.	Continue to monitor and adjust PD.	Increase student engagement in class performance as determined by Instructional Walkthroughs.	*Courageous Conversations about Race* by Glenn E. Singleton. District Equity Leadership Team (DELT).

Academic Priority: 2.5 Supports for Special Populations					
Root Cause: Ineffective support model to address the specific needs of ELS and students with disabilities (SWD).					
Person(s) Responsible: CIA Director, Bilingual/ESL Director, 6 – 12 Special Education Supervisor, Campus Director					
Strategies to address Root Cause	**Timeline**			**Indicators of Success**	**Resources**
	Year 1	**Year 2**	**Year 3**		
Continue the implementation of effective multi-tiered supports for students with	Continue to identify the specific needs of ELs and SWD.	Review, monitor, update and Implement the identified	Continue to review and refine the strategies for ELs and SWD.	Implemented strategies for ELs and SWD are observed within Tier 1.	Time and funds for professional development.

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disabilities (SWD) and for those learning English (ELs).	Continue to identify additional strategies to support Tier 1 instruction and begin implementation.	strategies for ELs and SWD.		Increased student achievement for EL and SWD within Tier 1.	Funds to purchase identified resources and supports and professional aligned with resources.
	Continue using information found in the needs assessment, establish, and implement a comprehensive plan to address the needs of ELs and SWD.	Review the established plan. Assess implementation through the review of the plan's goals and objectives with a focus on rigor and differentiation.	Analyze and determine the effectiveness of purchased resources and supports; expand purchases and intensity of supports as needed.	Student growth based on the implemented supports and resources.	
	Hire instructional coaches for EL and SPED and develop a phasing plan to implement how coaching will occur for special populations. These coaches will be utilized to build the capacity of teachers.	Monitor and assess the impact of coaches. Gather feedback from teachers and the coaches to ensure all needs are being met and Tier 1 instruction is improving.	Continue to monitor and assess the impact of coaches. Continue to assess the needs of coaches and provide professional development for areas of need.	Effective coaching implemented and increased student achievement. Consistent and effective coaching practices are observed across all coaches.	Funds to hire 1.0 FTE ESL and 1.0 FTE Instructional Coach for SWD, and 3 part-time ESL Tutors to share research based instructional strategies and promote differentiated instructional approaches. Funds to provide professional development for coaches beyond contractual hours.
Continue to enhance supports for ELs and SWD.	Continue to review all SWDs IEPs, 504 plans and EL needs and develop a schedule and program to expand program options for ELs and SWD that expand the continuum.	Review as needed based on new students entering the school and develop a schedule and program that supports the continuum.	Continue to review as needed based on new students entering the school and ensure the process is solidly in place to continue beyond year 3.	Identify the specific needs of EL and SWD.	Time for staff conduct review on a yearly basis.

Continue to develop and implement a process to welcome ELs and their families to NLHS through a cohesive and culturally responsive welcoming procedure.	Monitor and adjust the welcoming plan for new ELs, and their families, that enter the building.	Ensure the welcome plan is fully implemented as designed.	Successful implementation of a welcome plan based on student, parent/guardian survey.	Time to develop and implement the plan.
Implement a universal process between all staff members to communicate the individual needs of all students.	Monitor and adjust communication process for all team members.	Ensure communication process with all staff is in place and running efficiently.	Successful process in place so all staff members are aware of students' needs as they enter their classrooms.	Delineated and documented process.

Academic Priority: 2.7 Assessment and Data Culture					
Root Cause: Insufficient training in data collection, analysis, and inconsistent use of data to drive instruction.					
Person(s) Responsible: CIA Director, Campus, Director, Content Leaders, Instructional Coaches					
Strategies to address Root Cause	**Timeline**			**Indicators of Success**	**Resources**
	Year 1	**Year 2**	**Year 3**		
Establish a PLC protocol that includes norms, data collection, analysis, application, and expected outcomes.	Continue to build capacity with content leaders, instructional coaches, and teachers to implement the data cycle outlined in the PLC protocol.	Implement, monitor, and evaluate PLC protocol and data cycle. Implement a continuous process of review to ensure data being presented informs decisions.	Continue to implement, monitor, and evaluate PLC protocol and data cycle.	Data that shows a positive trend due to changes in teacher instructional practices as direct result of the data cycle.	Support from District Data Analysis and Management Coordinator. Funds to purchase several copies of the following books: *Data Driven Differentiation in the Standards-Based Classroom, 2nd ed.* By Gayle Gregory *Transforming Teaching and Learning through*

					Data-Based Decision Making by Madinah and Jackson
Provide time during the day for PLCs.	Ensure the master schedule can accommodate common time for PLCs by course/content.	Monitor and evaluate use of PLC time.	Continue to monitor and evaluate the use of PLC time.	Revised master schedule with common planning time allotted by course/content. Record of time used for PLCs.	Funds to purchase several copies of *Thinking inside the block schedule: Strategies for teaching in extended periods of time* by Robbins, Gregory, and Herndon

Part One

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

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

The Commissioner's Network Operations and Instructional Audit indicated that NLHS showed strengths and proficiency in the School environment and the community partners and wraparound strategy but also some areas in need of improvement within said indicators. The audit also reported that the Family and Community engagement indicator is developing. Moreover, the audit data reported that NLHS was not proficient in the rest of the indicators within the Culture and Climate domain including student attendance, student behavior, and interpersonal interactions. Considering the audit data and root cause analysis it was determined that the following are the primary root causes of deficiencies found in the Culture and Climate domain at NLHS.

- Lack of effective system and consistent implementation of schoolwide tiered support for behavior and attendance.
- No structured plan to build positive relationships and improve communication and engagement with students and families.

The school's behavior and attendance management system will have an evidence-based, restorative approach with emphasis on building stronger school-wide tiered support to meet students where they are and assist them in their growth. Several evidence-based multi-tiered systems of support will be implemented in an effective and consistent manner in the areas of behavior and attendance. The Positive Behavior Intervention and Supports (PBIS) team worked in the 2020-2021 school year to establish a tiered system of intervention and supports with a focus on universal expectations for positive school-wide behavior and consistent attendance. These expectations are clear and consistent across school settings (e.g., hallways, classrooms, cafeteria, gyms, etc.). PBIS based interventions and supports are part of the general multi-tiered process outlined by our Scientific Research-Based Interventions (SRBI) manual which includes tiered support and interventions for academic, behavior, and attendance.

In the upcoming year, Restorative Practices will be implemented with the purpose of strengthening relationships between students, staff, and the community at large. Restorative Practices aims to apply problem-solving and conflict resolution strategies with a focus on mediation, restoration, and building relationships. Our goal is to have 100% of the staff trained to implement Restorative Practices. Another initiative to shape a positive school climate and culture includes the implementation of The Connecticut School-Based Diversion Initiative (SBDI). SBDI seeks to prevent in-school arrests and reduce out-of-school suspensions and expulsions for youth experiencing emotional or behavioral health challenges. As such, school-level consultations, expert training, and capacity building will have been provided to 100% of staff and will continue next if we receive the grant a second time.

An important way to improve culture and climate is to support social/emotional development. A Tier 1 SEL curriculum was put in place during the 2020-2021 school year. There was consistent implementation of a Social/Emotional Learning (SEL) Curriculum throughout the year. NLHS implemented School-Connect, an SEL curriculum that allowed for universal lessons and tiered support and interventions for students in need of extra support. In the coming year, NLHS will continue to improve collaboration with other wrap-around and community services to provide to our students such as mental health referrals, mentorship, basic needs (e.g., food, housing, health) and other services in the community, as well as refine our SEL implementation.

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

Family and community connections play a significant role in NLHS. The school will continue to promote these connections through several means. NLHS will share a revamped and updated version of the Student-Family

Handbook that will include information of our evidence-based initiatives school resources, as well as community organizations that can provide mental health services, mentorship, basic needs support (e.g., food, housing, health), and other important services in the community. NLHS will continue to actively collaborate with community partners to provide students with positive mentors, role models, and opportunities for shared leadership both inside and outside of the school day. Currently, we are partnering with the Child and Family Agency of Greater New London in supporting the physical and mental needs of NLHS families and students. In addition, we partner with School Based Health Services (Child and Family Agency) in providing overall health in-campus services.

NLHS will work closely with district-based and building-based initiatives to create a Family and Community Center. This center will provide support to all students and families, and especially to those students transitioning from middle school and newcomer students and families that may arrive from other states and countries representing a variety of cultures. The center will assist them by introducing them to the school's policies, procedures, activities, schedules, expectations, etc. The NLHS Family and Community Center will support the adjustment to a new school and will begin a positive connection between school and family that can be strengthened throughout the school year. We have several community partners that we want to fold into the NLHS Family and Community Center. Some of these community partners are   Connecticut College, Hispanic Alliance of Southeastern Connecticut, U.S. Coast Guard, Mitchell College, Pfizer, Electric Boat, and the New London Education Foundation. In addition, this center will provide students and families with an abundance of information about school resources including information about college applications, cultural activities and family events, interpreter services, tutoring, clubs, opportunities for leadership avenues, etc. It will also provide information about community resources including mental health, housing, food, etc.

The NLHS Family Center will also provide and host workshops for parents about topics that are meaningful to them. Frequent consultation with parents regarding their needs will be achieved by periodic dissemination of needs assessment tools (e.g., questionnaire, surveys, open meetings, and small focus groups), to gather data about the support our families need. There are multiple opportunities to ensure family engagement is two-ways. This year we hosted monthly coffee hours that were aimed at getting parents engaged in dialogue regarding topics that mattered to families and the overall New London High School Community. We will continue to engage with families and community by hosting events in campus. Some future activities will include roundtables, family picnics, and school visits.

Describe the school's attendance intervention system.

The New London District has an Attendance Handbook that is kept up to date and available on our website, and the high school handbook reflects this information, as well as attendance information specific to the high school. NLHS has an attendance team (part of our SRBI team) consisting of administration, counselors, teachers, a social worker, and the school nurse. The team meets weekly and reviews information from the weekly district team meeting and data related to the high school. It is important to note that the building principal attends and takes part in the school's attendance team meetings as emphasized in the Attendance Works guidelines.

The team has developed a tiered system of strategies to address chronic-absence concerns. Following the guidance of Attendance Works, students are identified for each tier through the percentage of accumulated chronic absences.
- **Tier 1:** Strategies for Tier One are teacher-based and include building relationships with students and families, phone calls home, recognizing improved attendance and incentives such as pizza with a friend, attendance poster contests, and recognition certificates. Other preventive measures include automated phone calls home, developmental guidance lessons, parent notification of mandatory attendance laws, progress reports, and assemblies.
- **Tier 2:** Missing 10-19%. Data is compiled for these students and shared with counselors who work with students, teachers, and families and document reasons for absence and improvement strategies. Students may be referred to SRBI (Scientifically Research Based Intervention), special education case

managers, in-house mentoring programs, or daily check-ins and our in-house interventionists for establishing success goals.
- **Tier 3:** Missing 20% or more. The high school has two motivation coaches. These coaches, along with school psychologists, the social worker, EL support services, and special education case managers are involved with intervention strategies that include home visits, PPTs including the initial Child Find process, peer mentoring counseling referrals to SBHC (school-based health care), and other outside counseling agencies, as well as agency referrals such as the Youth Service Bureau and DCF.

Our Power School Team has developed a Tiered Chronic Absence dashboard that includes demographics and is updated daily. Using this information, the attendance team collects data on Tier 2 and Tier 3 students, records interventions, and measures their effectiveness. This shared document includes input from counselors, the social worker, school psychologists, case managers, and motivation coaches. Tier one interventions are extracted from Power School log-in information, and teachers are reminded by the team and administration regularly about the importance of reaching out and building trusting relationships with students and families.

Other steps taken through the three tiers for truancy/chronic absenteeism can only be successful when we first confirm correct contact information. Notifications are given to families for the following:

1. There are two unexcused absences in a month and/or five unexcused absences in a year.
2. Meetings with parents within ten school days after the fourth unexcused absence.
3. After the fourth unexcused absence parents are reminded in writing of the criteria for excusing students after the ninth excused absence.
4. There is a parent meeting if there are eight absences in a semester.
5. An individualized attendance intervention plan will be designed to improve outcomes.
6. Specific goals and strategies for students with IEPs (Individualized Education Programs), section 504, or health care plans are established.
7. Home visits
8. Referral to Youth Service Bureau or other community partners

Our high school attendance team identifies chronically absent students and determines root causes which include medical, mental health, vacations, death in family, homeless, working, caregiving, and homebound. We then approach students/families with appropriate strategies such as connecting them with community resources, mentoring and/or extra academic support.

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

Currently the school has the following supports for students in need of social and emotional supports:
1. Universal implementation of our SEL curriculum program School-Connect. Students in need of extra support will be identified and provided with SEL interventions as appropriate.
2. SRBI and PBIS implementation will identify and provide Tier 2 or 3 support for those students in need. An SRBI coach was hired earlier this year and is leading the work in refining the SRBI process throughout all subject areas and including behavior and attendance. This coach, along with the leadership team, will continue to monitor this process and adjust where needed.
3. Student support services (one social worker, one school psychologist and four school counselors) to provide social and emotional support for students.
4. School counselors will also continue to deliver Developmental Guidance lessons in classrooms.
5. School counselors will utilize survey in Naviance for Goal setting, and problem-solving.

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:
Suspension Rate	EdSight.CT.gov	24.3	23	19	17
Chronic Absenteeism Rate	EdSight.CT.gov	27.5	18.7	17.2	15.6

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

Culture and Climate Priority: 3.3 Student Behavior and Attendance.					
Root Cause: There is an ineffective system and inconsistent implementation of school-wide multi-tiered support systems for behavior and attendance.					
Person(s) Responsible: CIA Director, Director of Climate and Culture, Campus Director, SRBI Instructional Coach					

Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	**Year 2**	**Year 3**		
Consistent implementation of SRBI, PBIS, SEL and Attendance Works Practices.	Train all staff in Attendance Works practices.	Ongoing school-wide implementation of SRBI, PBIS, SEL and Attendance Works.	Continue to refine school-wide implementation.	Decreased suspension rates and chronic absenteeism. Improved academics in ELA and Math.	PD and technical assistance from SERC and in-school coaches.
	Continue to refine the effectiveness of practices implemented during the 2020-2021 school year.	Monitor and evaluate SRBI, PBIS, SEL and Attendance Works.	Monitor and evaluate SRBI, PBIS, SEL and Attendance Works.		
Implementation of school-wide Restorative Practices and continued School Based Diversion Initiative (SBDI) to prevent arrests and reduce school suspension rates.	All staff training and initial implementation of Restorative Practices.	Full school-wide implementation of Restorative Practices.	Continue full school-wide implementation of Restorative Practices. Monitor and evaluate restorative practices.	Decreased suspension rates and chronic absenteeism.	Training and technical assistance from International Institute for Restorative Practices.

	Continued training on SBDI to help school personnel identify children with behavioral health needs, build relationships and update school policies to increase capacity for responding to mental health needs of students.	Full school-wide implementation of SBDI practices.	Continue full school-wide implementation of SBDI practices and evaluate their effectiveness.	Decreased suspension rates and reduced juvenile justice involvement.	Training and technical assistance from the SBDI and the Child Health and Development Institute of Connecticut (CHDI).
Enhance and continue to partner with the Middle School in the development of a middle to high school transition program (Freshman Academy).	Implement a visit to/presentation about/tour of NLHS for all grade 8 students in November.	Monitor and adjust program during the year based on student, staff, and parent feedback.	Evaluate, monitor, and refine transition program.	Increased positive responses from students, staff, and families.	Funds to hire 2 lead teachers and 6 teachers to organize two-week long summer program.
	Establish panel of middle and high School students to inform decisions and planning. Host virtual and in-person listening sessions for families.	Update the New Student guide to provide essential information.	Update the student guide to provide essential information.	Increased student academic performance in grade 9.	Funds for field trips and team building activities. Funds to purchase materials including student planners for the program.
Implement Mentoring Program to provide support and motivation to grade 9 students.	Expand current mentoring program to include more in-school and community mentors.	Continue to expand and welcome new mentors to the program.	Evaluate, monitor, and refine the Mentoring Program.	Increased satisfaction of students participating in the Mentoring Program. Improved academic and behavioral performance of grade 9 students.	Consultation and Collaboration with in-school coaches and with the Mentoring Collaborative through the Community Foundation.
	Provide mentors training through the National Mentoring Resource Center and the Governor's	Revise and improve mentor training services.	Routine revision and improvement of mentor training services.		

	Prevention Partnership.				
	Participate in Mentoring Collaborative through the Community Foundation.	Continue to participate in Mentoring Collaborative through the Community Foundation.	Continue to participate in Mentoring Collaborative through the Community Foundation.		

Culture and Climate Priority: Build positive relationships and strengthen communication with students and families.
Root Cause: NLHS does not have a clear plan on how to build positive relationships and meaningfully engage and communicate consistently and effectively with families, particularly families who speak a language other than English.
Person(s) Responsible: Climate Director, Campus Director, Special Education Director, 6-12 Special Ed Supervisor, ESL Bilingual Director

Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	**Year 2**	**Year 3**		
Increase knowledge and awareness of aspects of cultural proficiency and Courageous Conversations about Race.	Continue to provide training and coaching on cultural sensitivity strategies and Courageous Conversations practices.	Ensure all new staff receive training in cultural sensitivity strategies and Courageous Conversations practices.	Evaluate and monitor effectiveness of training on cultural sensitivity strategies and Courageous Conversations practices.	Conduct stakeholder surveys (I.e., student, families, and staff).	Consultation and collaboration with on-site coaches through the DELT Team and Climate and Culture Wellness Interventionists.
Establish regular and consistent communication with families and provide interpretation in all languages spoken at the school so families can participate in all activities of the school.	Continue to provide teachers with training and clear expectations of ways to communicate with their students' families regularly.	Ensure all new staff receive training and clear expectations on ways to communicate with their students' families regularly.	Evaluate and monitor the effectiveness of training and in-school resources to communicate with students and families.	Improved feedback on family engagement from stakeholders. Improved student engagement and academic outcomes.	Funding for EL Tutors to support translation services.
	Continue to utilize ELL tutors at school to provide interpretation and support for families and students.	Continue to utilize ELL tutors at school to provide interpretation and support for families and students.	Continue to utilize ELL tutors and recruit new mentors.		

	Conduct stakeholder surveys (I.e., student, families, and staff).	Continue to conduct stakeholder surveys and evaluate program growth.	Continue to conduct stakeholder surveys and evaluate program growth.		

Part One

Instructions: The Operations domain focuses on systems and processes that promote organizational efficiency and effectiveness, including using 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.

As part of this application, a needs assessment was conducted, school data and stakeholder feedback were analyzed, and a root cause analysis was completed. Data indicated that student performance was significantly below the state target with EBRW (SAT) performance at 17.33% and 4.7% in math for all students. Performance of High Needs Students is even further below the state target at 15.52% for EBRW (SAT) and 2.59% for math. The same trend can be found in science achievement with only 3.13% of overall students and 1.7% of High Needs Students achieving goal on the 2018-2019 NGSS Summative Assessment.

The Next Generation Accountability Index has also shown a decline over the past three years from 57.7 in 2015-16 to 52.3 in 2018-19. The percentage of students on track to High School Graduation based on the 2018-19 Accountability Report is 70.9% while the State target is 94%.

The audit uncovered following regarding instructional time:

1. 61% of staff surveyed indicated that the school calendar and schedule maximized instructional time, with 383 instructional minutes a day and class periods of 60 minutes in length and 65% agreed that teachers are adept at managing and maximizing instructional time; however, audit observations of 24 classes determined that teachers were not effectively using instructional time.
2. Auditors observed missed opportunities for student discourse, interactive learning, poor instructional pacing and use of instructional time.
3. Staff expressed a need for collaboration time within the school day to develop plans and materials, yet there are several interfering factors.
4. While there are sufficient instructional minutes, the lack of student performance indicates a need for a shift to make room for increased intervention time and instructional support services for math and literacy.

Our root cause analysis determined that the limited collaboration time that exists within the school schedule has been compromised due to lack of substitutes which has required staff to cover teacher absences during normally scheduled collaboration times. The impact has resulted in teachers not having time to co-plan, review lessons and data, and to receive needed coaching and feedback to improve instruction. As a result of the above, our strategy is to develop a plan to ensure time for teachers to collaborate during the day that is not impacted by the lack of teacher substitutes.

The proposed length of the school day is 6 hours and 45 minutes and consists of 180 school days. The focus of each major task will be on maximizing the allocated time. Research tells us that quality of instructional time rather than quantity is a higher leverage focus area that will lead to academic achievement. In addition to the regular hours that are required of all students, there will be supplemental curricular offerings and programming in the summer.

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

The length of the school day for staff is 7 hours and 5 minutes and consists of 185 school days. There is a desire to add collaboration time into the school calendar which is currently being examined and will need to be approved via collective bargaining. Below is our proposed A/B block schedule with a two-week intersession.

Collaborative time will occur during shared prep for grade-level content teachers, and through regular one-hour delays. When compared to the 2020-2021 school year, this suggested schedule includes an additional 1800 minutes, or 30 hours, or instructional time in core content areas.

TWO 75-DAY TERMS WITH A/B SCHEDULE						
	Fall Term		**Winter Trimester**		**Spring Term**	
	Day 1	**Day 2**	**30 Days**		**Day 1**	**Day 2**
Block I HR, Per. 1 & 2 (110 min)	Course 1	Course 2	Enrichment, Elective, Community Service, Academic Intervention, Credit Recovery, etc.	**Block I HR**, Per. 1 & 2 (110 min)	Course 1	Course 2
Block II, Per. 3 & 4 (105 min)	Course 3	Course4		**Block II,** Per. 3 & 4 (105 min)	Course 3	Course4
Period 5/L (50 min + 30 for lunch)	Course 5 & Lunch	Course 5 & Lunch		**Period 5/L** (50 min + 30 for lunch)	Course 5 & Lunch	Course 5 & Lunch
Block III, Per. 6 & 7 (105 min)	Course 7	Course 6		**Block III,** Per. 6 & 7 (105 min)	Course 7	Course 6

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:
School Accountability Index	EdSight	61.0	63.4	65.8	68.2

Action Steps:

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

Operations Priority: 4.2 Use of Instructional Time					
Root Cause: Inefficient use of instructional time impacts student achievement.					
Person(s) Responsible: Campus Director, District Operations, Content Leads, CIA Director					
Strategies to address Root Cause	**Timeline**			**Indicators of Success**	**Resources**
	Year 1	**Year 2**	**Year 3**		
Implement a block schedule that maximizes instructional time and instruction-	Train administrators, teachers, and school counselors in the	Implement and monitor the quality of the instructional time and	Gather implementation data and continue to provide teacher	Use of instructional time and student engagement	Teach to the Block reference materials and Consultants.

focused collaboration.	use of instructional time and instruction-focused collaboration.	instruction-focused collaboration.	supports focused on use of instructional time and instruction-focused collaboration.	determined by instructional walkthrough tool.	
Implement structures for monitoring and supporting teachers and leaders in monitoring the quality of instructional time.	Train and partially implement coaching cycles focused on high-quality instructional time.	Implement and monitor coaching cycles and data teams focused on the impact of high-quality instructional time.	Gather implementation data and continue to implement coaching cycles and data teams focused on the impact of high-quality instructional time.	Use of instructional time and student engagement determined by instructional walkthrough tool.	Instructional Walkthrough Tool Consultants to train and coach teachers and leaders in high-quality instruction.

Operations Priority: 4.3 Use of Staff Time					
Root Cause: Collaboration time has been compromised due to lack of substitutes which impacts the school's schedule and does not allow time for shared lesson plan development, lesson plan review, coaching, and actionable feedback related to instruction.					
Person(s) Responsible: Campus Director, District Operations, Content Leads, CIA Director					
Strategies to address Root Cause	**Timeline**			**Indicators of Success**	**Resources**
	Year 1	**Year 2**	**Year 3**		
Implement a plan to ensure time for teachers to collaborate during the day that is not impacted by the lack of teacher substitutes.	Implement a calendar and master schedule that allows time for increased collaboration which is not reliant on substitute coverage such as a 1-hour early dismissal for students.	Monitor and adjust calendar and schedule as needed based on previous year's results.	Continue to monitor and adjust schedule and calendar as needed.	Successful implementation of a calendar and schedule that allows for increased collaboration time. Number of minutes of collaboration time.	Time for teacher collaboration and flexibility to adjust schedule and calendar as needed. Time to train staff in a model for effective collaboration.
	Identify a collaboration model and establish protocols and practices for effective collaboration.	Continue to implement established protocols for effective collaboration and monitor and adjust accordingly.	Monitor and adjust implemented protocols for effective collaboration and plan for continuation after year 3.	Effective collaboration amongst staff as evidenced by an increase in student achievement and effective instruction based on instructional	Time, place, and structured framework for optimum use of collaboration time.

				walk-through data.	
	Implement a plan to monitor and evaluate effectiveness of team collaborations to ensure a focus on instructional strategies and use of data to adjust instruction.	Monitor the plan that provides dedicated teacher collaboration time to ensure effective implementation.	Continue to monitor the collaboration plan and create a sustainability plan.	A sustainable plan that allows teachers to collaborate, plan and observe each other.	Identified research- based collaboration protocol. Time to train administrators and staff on identified collaboration protocols.
	Train administrators and teachers on identified collaboration protocols.	Provide ongoing professional development and continually assess successful implementation of protocols.	Continue to monitor the fidelity and effectiveness of collaboration and adjust as needed.	Development of resources and strategies that increase student achievement.	Funds to hire 3 additional hybrid substitute teachers.

Section 7: Sustainability Plan

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

- How will the school build its capacity 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 after the end of Commissioner's Network participation?

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

NLHS will build its capacity to sustain the progress made using Commissioner's Network funding during the Network participation years by putting consistent systems in place and building upon them year-after-year. The professional development provided to staff will be focused, differentiated, and ongoing allowing staff to continually develop their skills and build their capacity meeting them at the level they are currently performing. The plan will also allow us to build internal expert capacity within the school allowing us to use our own instructional leaders and coaches as resources instead of contracting out for the needed ongoing professional development.

A focus on aggregated data (e.g., racial, gender, SES, etc.) review and action-step development will be developed to continually monitor the professional development received by staff. By building staff capacity, staff will gain the ability to implement the training received without added contracted professional development after the grant has lapsed. Each focus area will have a detailed plan developed that includes action steps, follow through and evidence of accomplishment. These plans will be consistently monitored and adjusted as they are implemented. Our Commissioner Network plan will be monitored as followed:

1. Our Building Based Commissioner's Network Team
2. At the District Level the Superintendent, Director of Curriculum, Instruction and Assessment 6-12, Director of Climate and Culture, Human Resources, Operations and Executive Director of Special Education and Director of Bilingual Education, ESOL and World Language

Student learning will continuously be monitored by staff, and support systems will be put in place for students in need. At the school level, coaches, content leads, and administrators will monitor implementation of initiatives and teacher learning. By building teacher capacity through ongoing professional development and having a tightly sequenced and implemented plan, we will build a sustainable system of behavioral and academic supports that continuously benefit our students through the years the Commissioner's Network funds and beyond.

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

New London Public Schools (NLPS) is committed to sustaining systems of ongoing improvements, promoting excellence in all areas. All staff are expected to model this growth mindset and participate in regular opportunities for data analysis, reflection, goal setting, implementation, revision, and review of results. This cycle of continuous improvement is part of the culture throughout New London Public Schools. The district is grounded in a new District Improvement Plan outlining not only high-level areas of focus, but also specific actionable goals to ensure progress is being monitored and made in each area. A multi-tiered system outlining regular times for district-wide collections and analysis of data, aligned to the goals in the District Improvement Plan, is in place. In addition to organized times for data review, a detailed professional development plan is in

place for members of administrative council as well as for teachers and support staff to come together to learn and build their capacity. Furthermore, the district has a multi-pronged approach to engaging families/caregivers in supporting their child's educational journey.

At this time, the Superintendent is also drafting an outline for a new initiative entitled NLPS Teacher-Leader Academy. This plan, too, is grounded in the goal of building internal capacities of our staff, who work directly with our students and families. Teacher-Leader Academy aims to invite 20-25 teachers to work the entire month of August to pre-prepare deeply for welcoming students. NLPS' Teacher-Leader Academy will require a year-long commitment from participants. Throughout the year these teacher-leaders will be taught leadership skills through book studies and collaboration activities with other leaders. Each will be paired with an in-district leader as well as a professional mentor from a community partner agency, who will provide ongoing support and check-ins during the school year. These teacher-leaders will commit to staying with the district for at least two years in hopes to reduce staff turnover, while building deep capacity in a cohort of staff.

In summary, the goals of our Commissioner Network plan is to build professional capacity through extended education; to provide time for staff to be well-prepared knowing the historical data (academic, health, behavioral, special services) of each incoming student; to provide teachers much needed time to develop quality units of instruction and lesson plans; to provide teacher time to build solid relationships with families and community agencies; to provide emotional support for teacher-leaders assigning them to professional mentors; and to provide opportunities for staff to grow professionally, while increasing their salary to make it more competitive to other districts, hence combatting staff turn-over through commitment to NLPS. This plan provides extra support for our students in all areas including academics and SEL. This plan helps us support the overall needs of our families and community through the enhancement of a positive culture and welcoming environment at NLHS.

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.

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, based on 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, based on a consensus agreement, submit this Turnaround Plan to the Commissioner for final selection of the school into the Commissioner's Network.

Cynthia Ritchie   _2/26/21_
Signature of Superintendent, Non-Voting Chair   Date

Cynthia Ritchie
Name of Superintendent *(typed)*

_____   _2/26/21_
Signature of Board of Education-appointed Parent   Date

Bryan Doughty
Name of Board of Education-appointed Parent *(typed)*

_____   _2/26/21_
Signature of Board of Education-appointed Administrator   Date

Jose Ortiz
Name of Board of Education-appointed Administrator *(typed)*

_____ 2/26/2021
Signature of Union-appointed Teacher   Date

David Steven Brown
Name of Union-appointed Teacher *(typed)*

_____ 3/2/21
Signature of Union-appointed Teacher   Date

Christopher Campbell
Name of Union-appointed Teacher *(typed)*

_____ 2/26/2021
Signature of Union-appointed Parent   Date

Bryan Doughty
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
Jose Ortiz	Principal, New London High School
Bryan Mahon	Assistant Principal, New London High School
Scott Morgan	Assistant Principal, New London High School
Kathy Brodaski	Supervisor of ELA, New London High School
Zatao Kadambaya	Supervisor of Math, New London High School
David Brown	SRBI Instructional Coach, New London High School
Christopher Campbell	SRBI Instructional Coach, Bennie Dover Jackson Middle School
Bryan Doughty	Parent, Secretary to the Board of Education
Jennifer Hills-Papetti	Director of Curriculum, Instruction, Assessment, and Professional Development
Maribel Olivero	Director of Bilingual Education, ESOL, and World Languages
Yari Ortiz-Frontera	School Psychologist, Special Services
Robert Clark	Motivational Coach, New London High School

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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Commissioner's Network Operations and Instructional Audit Report

New London High School
New London Public Schools
October 30, 2019

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

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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Part I: Introduction

On May 23, 2019, the Commissioner initially selected New London High School to participate in the Commissioner's Network, pending legislative authority to extend and expand the Commissioner's Network to include a ninth cohort of schools. Pursuant to Connecticut General Statutes (C.G.S.) § 10-223h(b), the New London Board of Education established the Turnaround Committee. On October 30, 2019, the Connecticut State Department of Education (CSDE) conducted, in consultation with the board of education, the New London High 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 New London High School community for its hospitality on the day of the school visit. We appreciate the openness and transparency demonstrated by members of the school community. There is a willingness and desire on the part of the staff, parents, students, and community partners to improve the school.

Commissioner's Network Overview

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

New London High School serves 599 Grade 9 through Grade 12 students in New London. Approximately 20 percent of the students are Black and 63 percent of the students are Hispanic. Twenty-three percent of the students are identified as needing special education services, and 30 percent are English learners. Eighty-five percent of the students in the school are eligible for free or reduced-price meals. Student achievement at New London High School is well below state averages in all grade levels and subject areas tested. The current principal is in her first year serving as the interim director of the New London High Multi-Magnet Campus. She previously served as the director of the Science & Technology High School of Southeastern Connecticut, located on the New London High Multi-Magnet campus, and as an elementary principal in New London.

School Data Profile

The following chart provides a summary of New London High 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:	9-12	5-Yr Enrollment Trend:	-18
Student Enrollment:	599	Mobility Rate:	7%
Personnel Data (2019-20):			
# of Administrators:	2	% of Teachers "Below Standard":	0
# of Teachers:	51	% of Teachers "Developing":	0
# of Support Staff:	16	% of Teachers "Proficient":	100
# of Psychologists:	2	% of Teachers "Exemplary":	0
# of Social Workers:	1	3-yr Teacher Retention Rate:	71%
School Day Per Year (2019-20):			
Total # of Student Days Per Year:	180	Instructional Minutes/Day:	383
Total # of Teacher Days Per Year:	183	Extended Day Program:	Yes
Student Demographic Breakdown (2019-20):			
% Black:	20.5	% Male:	58.6
% Hispanic:	62.8	% Female:	44.4
% White:	7.0	% EL:	29.7
% Other:	9.7	% Students with disabilities:	23.4
% F/R Meals:	85		

School Climate Data:	2015-2016	2016-2017	2017-2018	2018-2019
Student Attendance Rate:	93.4	92.3	93.4	92.2

Chronic Absenteeism Rate**:	17.4	24.8	21.9	27.5
Suspension Rate**:	26.7	34.7	23.0	NA
Teacher Attendance Rate:	92.6	92.3	92.0	91.8
School Performance Index:**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
SPI:	57.7	53.8	52.1	TBD
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				
Grade 7 – Reading				
Grade 8 – Reading				
Grade 3 – Math				
Grade 4 – Math				
Grade 5 – Math				
Grade 6 – Math				
Grade 7 – Math				
Grade 8 – Math				
SAT Grade 11**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
Percent meeting or exceeding achievement level - ELA	35.1	20.7	20.5	17.3
Percent meeting or exceeding achievement level - Math	22.6	6.1	4.7	4.7
Graduation Rate**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
4-year cohort Graduation Rate	*	65.9	74.8	
6-year cohort Graduation Rate	*			
Dual Enrollment/AP Enrollment	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
Number of students in Dual Enrollment/AP courses	406	144	190	

* 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 Growth Areas:

Instructional Practice
The Next Generation Accountability Index has shown a steady decline over the past three years, decreasing from 57.7 in 2015-16 to 52.1 in 2017-18. In 2017-18, only 13.5% of New London High School students met the benchmark on a college readiness exam, in which the target is 75%. Fifty-three percent (N=38) of survey respondents agree that "instructional quality and academic rigor are consistently high at this school." The audit team observed 24 randomly selected classrooms across grade levels and content areas. Teacher effectiveness was highly variable across classrooms and there are concerns from both classroom observations as well as district and school leadership on the quality and efficacy of instruction. Nearly all classrooms in session were visited by the audit team during the observation window on the site visit day. Auditor observations noted that most classes evidenced low student engagement and lesson rigor incorporating higher-order thinking, primarily structured as teacher-led lessons with singular whole class instructional format. With NLHS student performance indices substantially below state averages for both ELA and Math, instructional improvement is imperative. In 2017-18, only 68.6% were on-track to high school graduation in which the target is 94%. Developing teachers through trainings and building high quality, engaging instruction which impacts student achievement, builds teacher capacity, and improves school culture is identified by district and school leadership as a top need.

Evaluation and Professional Culture
Teacher focus groups describe the professional culture at NLHS as "shifting" and "evolving." Teachers report that new district leadership and new school leadership have brought about changes and the staff is adjusting to "the constant shifts…from leadership, to staffing, to curriculum, to assessment. The only constant is change." Both teachers and leadership describe the professional culture as positive, supportive, and collaborative. The teacher evaluation process is well-defined, but district and school leadership report that evaluation scores can be misleading as missed timelines on behalf of administration result in a default to a "Proficient" rating for the teacher. On the teacher survey, 63% (N=32) of teachers strongly agreed or agreed that "administrators provide regular, helpful, and actionable feedback to staff." Some teachers in the focus

group describe evaluation as punitive and lack actionable feedback to support practice. Other teacher focus group members relayed that "we're not discounting the evaluation system. We want to continue to try and improve, but it all goes back to the lack of support." School leadership is aware of the teacher concerns and is "trying to turn the perception around to accept feedback constructively." School and district leadership conveyed that there is more work to do to help build teacher capacity in understanding SLOs (Student Learning Objectives), IAGDs (Indicators of Academic Growth and Development), and individual student profiles as student outcomes are not aligned with teacher evaluations. This year, evaluation responsibilities have shifted from building administration and supervisors to district content leaders.

Recruitment and Retention Strategies
New London High School has a 3-year teacher retention rate of 71%. Currently, there are two open teaching positions and the school principal/director is an interim position. School administration report that the school year started with a number of vacancies as recruiting talent is difficult as "how people perceive us is a challenge." District leadership shared that a "Tell Your Story" campaign was initiated this year in order to connect staff and the community. Teachers report that contributing factors to low teacher attendance last year were feelings of stress and frustration due to "constantly covering classes" as well as a "lack of support." Teacher focus group members shared that there appears to be a change in approach and climate this year with increased support and recognition from administration. Parent and community focus group members shared that "there is a renewed feeling among teachers resulting from new leadership," but also shared that "we lack direction because we don't have a permanent leader and that should be the focus." The support of new teachers remains a concern for the teacher focus group as the constant turnover means new staff are lacking the training and professional development that occurred previously so they "are a step behind and trying to catch up."

Professional Development
Survey results reveal teachers feel inadequately supported with respect to their professional growth in terms of coaching, evaluative feedback, and professional learning. Teacher survey results demonstrate that 43% (N=22) of teachers positively responded to the statement that "the professional development I received this year has improved my professional practice and allowed me to better meet the needs of my students." Although staff receives training through professional development days and during staff meetings, teachers report they are "not meeting with content areas often enough" and there was a lack of evidence of collaboration due to sub coverage issues and duties impacting structured collaborative planning times. Teacher focus group members also report that changes in administration and content area leaders has "led to different expectations and exasperated the lack of data, time, and alignment." Leadership shared that the confines of the teacher contract has limited opportunities for staff to collaborate and receive professional learning after school hours.

Leadership Effectiveness
The School Accountability Index has decreased 5.6 percentage points over three years to a current index score of 52.1. On a teacher survey administered prior to the audit site visit, 75% (N=38) of teachers strongly agreed/agreed on the survey that "school leadership effectively communicates a clear mission, vision and set of school wide priorities." Although teacher focus group members were able to identify the school mission statement of "United in Excellence" and referenced the motto "Be Nice, Work Hard, Be Better," they struggled to identify strategic goals or priorities that are a driving force for school improvement and growth. The interim principal shared that the primary goals for NLHS include improving math, chronic absenteeism, closing the performance gap, and improving students' commitment to their own education. Teacher and leadership focus groups both revealed that a school focus is centered on the question "How do we know the students have learned what we taught?" All stakeholder focus groups agreed there is a sense of urgency to improve the school.

Instructional Leadership
The New London High School leadership currently consists of an interim director for the New London High Multi-Magnet campus and two assistant principals. Student focus group participants shared that in comparison to last year building leadership is very visible throughout the school, from greeting students in the morning to walking the hallways during transitions. Seventy-six percent (N=39) of survey respondents agree with the statement "I am professionally respected and supported by the school leadership team." Responses to the survey statement "there is a common vision of what effective instruction looks like at this school," were mixed. While 57% strongly agree/agree, 30% strongly disagree/disagree and 13% are neutral. Teacher focus group members shared that leadership "is very clear on what they want to see from us. They want us to follow the evaluation rubric with an initiation, questioning, posted objectives, and closure. Prior to this year we were teaching to the rubric." Focus group members revealed that the current administration has not yet shared their expectations, but anticipate it will be addressed at future faculty meetings. School leadership shared that the vision for effective instruction includes ensuring students are able to demonstrate abilities using 21st century skills and preparing students properly for employability. The leadership team stated that the vision for effective instruction should also address student engagement and increased discourse. With only 13.5% of students meeting benchmark on a college readiness exam in which the target is 75%, as well as the four-year graduation rate of 74.8% lagging behind the state average of 88.3% and the target of 94%, instructional improvement is imperative.

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
Fifty-three percent of survey respondents agree that "instructional quality and academic rigor are consistently high at this school" and 60% agree that "teachers at this school engage students in higher-order thinking and push them toward content mastery." According to the audit team observations, rigor and differentiation were significantly lacking in the majority of classrooms. This included a lack of challenging instruction and limited monitoring of student understanding and adjusting instruction as needed. The instructional method in most observed classes was limited to teacher-led lessons, with very few using higher-order questioning or various modes of instruction. Instructional quality and delivery was weak and did not challenge students; rather, material was conveyed mostly through lecture style.

Teacher focus group members report that the curricula for various content areas are aligned to current content standards and has the inherent rigor that is intended, but shared their belief that the curriculum is not engaging enough. The parent and community focus group report that "students in honors and AP classes get challenged, but if you're on the regular track there aren't high expectations or an understanding of how to meet those levels." School leadership revealed that "finding a common definition of rigor is a challenge. There are different perceptions of what rigor means for all students" and relayed additional professional learning needs to be devoted to the topic. Teacher focus group members also shared that within the curriculum scope and sequence there are "bridge" dates that provide opportunities for teachers to go back and provide enrichment and supports for students that don't master the standards for the unit.

SAT proficiency levels at New London High School, as shown in the chart below, are significantly below the state and district averages for both ELA and Math.

Percent Proficiency (Levels 3+)				
2018-19 SAT	State Average	District Average	New London High School	Difference between State and School Averages
ELA	61.6%	32.5%	17.3%	-44.3
Math	40.6%	17.7%	4.7%	-35.9

Student Engagement
In response to the survey statement that "students are engaged in their classes," results were mixed. While 40% agreed, 22% disagreed and 38% were neutral. In the classrooms observed, most students were relatively compliant during the period. However, of the 24 classrooms observed, students were passive and disengaged from classroom activities. Behavior observed included students who were allowed to socialized without teacher redirection, students who wore headphones or utilized cell phones for non-class related purposes and were disengaged from the learning activities or teacher instruction, and students who had their heads on their desks without an expectation to participate. Classes were dominated by one-way teacher centered instruction or focused on low-engagement worksheet completion. Observed classes offered limited opportunities for constructive student-to-student discourse or students engaged in collaborative or interactive tasks. In their focus group, students referenced a lack of opportunity for student voice in their classrooms.

Curriculum and Instruction Aligned to the Connecticut Core Standards
Forty-eight percent (N=24) of New London High School staff reported on the teacher survey that "the school has curricula for all grade levels and content areas aligned to the current content standards."   While teachers, school leaders, and district leader focus groups all report that all core content areas have curricula that is aligned to the Connecticut Core Standards or other relevant content standards, they also shared that some electives do not have curriculum in place. While teachers believe they have high expectations for their students, there is limited evidence from auditor observations to support that instruction is aligned to the inherent rigor of the standards. The leadership team also shared that "teachers need help in differentiation while upholding the rigor of the standards."

Supports for Special Populations
Responses to the survey statement that "the school adequately meets the needs of its special education students and English Learners" were divided. While 31% of teachers agreed, 39% disagreed and 30% were neutral. As a district, New London is the third highest in the state for percentage of English Learners and

New London High School has 29.7% of students identified as English Learners. Teachers and leadership both report that there are adequate ESL and bilingual supports, but desire additional resources to continue to expand supports for English Leaners. The Math Performance Index for English Learners in 2018-19 was 30.1, 8.1 percentage points below the rate for "Not English Learners" and the ELA Performance Index of 32.2 for English Learners is 9.6 percentage points below the rate of 41.8 for "Not English Learners."

Twenty-three percent of New London High's students are identified as students with disabilities. Teacher focus group members report that the needs of special education students are not being met due to a lack of resources, staffing, and service hours not fulfilled. Teachers also report a lack of support in mathematics for upperclassman students. Leadership reports the co-teaching model is beginning to be utilized in order for identified students to receive instruction from a certified teacher rather than paraprofessional support, but shared that additional professional development for teachers is needed for fully effective implementation. The chronic absenteeism rate for special education students at New London High School is 34.7%, 9.3 percentage points higher than non-identified students. As shown in the charts below, the Math and ELA Performance Indices for Students with Disabilities is trending downward at a higher pace than for non-identified peers.

New London High School Math Performance Index	Special Education Status	2016-17	2017-18	2018-19
	Students with Disabilities	36.4	28.9	29.0
	Students without Disabilities	39.4	38.8	37.3

New London High School ELA Performance Index	Special Education Status	2016-17	2017-18	2018-19
	Students with Disabilities	40.2	29.4	31.3
	Students without Disabilities	42.1	41.1	40.5

Assessment System and Data Culture
Forty-eight percent 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." School administration shared that teachers develop their own assessments and data for their use, but it varies on how that integrates with school data systems and how data is disaggregated. Although New London High School has benchmark assessments in place, data collection is just the first step and data needs to be utilized to drive instruction. While 67% of teachers surveyed support that "teachers at this school use student assessment data to check for understanding to differentiate instruction," teacher focus groups revealed that teachers rarely meet to discuss and collaboratively analyze data in order to make improvements to instruction. Data review and instructional planning is generally done in isolation. Based upon focus group discussions, teachers lack knowledge and understanding of their roles and responsibilities to provide differentiated Tier I instruction utilizing varied instructional strategies to provide timely interventions to support struggling learners.

New London High School also lacks cohesive and systemic SRBI protocols and interventions to support struggling learners. Conflicting information was provided from teachers and leadership as to the extent that interventions are in place. Though it is reported that there is a reading intervention support class and a math

intervention class, teacher focus groups report that it may not be aligned to SRBI and data is not utilized to drive intervention placement and programming.

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
The atmosphere in the building is calm, student interactions were mostly positive and respectful, and hallway transitions were quite orderly with visible adult presence. School administration shared that "there is a lot of school pride about being a Whaler." Though auditors observed an engaging and motivating atmosphere throughout the school with college pennants lining the halls and bulletin boards with messages such as "Dream Big for College" and "Throw Kindness Like Confetti", there is a lack of displayed student data and student work throughout the school. NLHS offers a wide variety of competitive sports, clubs, and activities for students. Sports appear to be integral to students and the community as evidenced by the school spirit they create and the community involvement. Interestingly, responses on the teacher survey to the statement "the school environment is conducive to high-quality teaching and learning" were split, with 43% in agreement and 42% disagreeing. The root causes of this response should be further explored, though it may be tied to the new STEM building on campus that many stakeholders referenced with a perception that it receives more supports, technology, and funding.

Community Partners and Wraparound Strategy
School leadership reports that several community partners are leveraged to provide wraparound supports for New London High School. The New London Community Coalition provides workshops and trainings for students around the dangers of opioids as well as the importance of attendance; Connecticut College offers college preparation workshops, resume writing support, and the Office of Community Service provides tutors; as well as support from the New London Education Foundation for various programs. Continuing to expand partnerships to provide wraparound supports would be beneficial to the students of New London High School.

Summary of Growth Areas:

Student Attendance

The percentage of students chronically absent has shown inconsistent improvement as evidenced by the graph below. The current rate of 27.5% is significantly above the state and district averages.
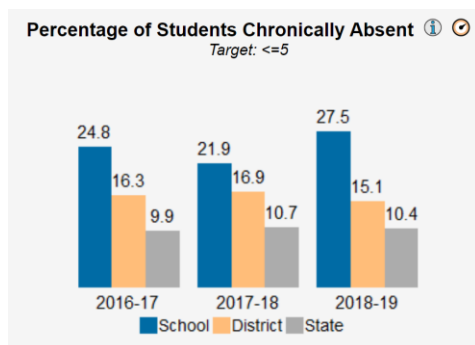
The school has an attendance team consisting of the principal, assistant principals, attendance coordinator, motivational coach, counselors and social worker that meet weekly and there is also a district attendance team that convenes monthly. School administration reports a disconnect between conversations about strategies to support attendance and actual implementation. School and community focus group members shared that attendance should be a priority, but believe that policies and procedures are not being followed which was supported by teacher focus group members sharing that "teachers don't have the time to call parents." Strategies such as home visitations, transportation, and recognition for improved attendance are reported to be in place. Leadership also revealed that tardiness to school and classes are a concern and are a part of the administrative focus and goals this year. Student focus group members shared that "being punctual is an important life skill. Being on time and in school is told to us constantly." District leadership reports that after looking at several root causes that impacted chronic absenteeism, a decision was made to remove all the half-days that were in the schedule in hopes of increasing attendance.

Student Behavior

Forty-four percent (N=22) of teachers disagreed with the survey statement that "the school implements an effective school wide behavior management system." New London High School's suspension rate in 2017-18 was 23%, well above the state average of 6.8%, but an 11.7 percentage point decrease from the 2016-17 rate of 34.7%. Leadership attributes the high suspension rate to physical and safety issues and many "referrals have to do with escalations due to poor teacher-student relationships." Teachers report a lack of systems to support positive behaviors and, even when structures are in place, it is perceived that "administration doesn't offer real support. They just keep telling us to build relationships." Community focus group members report that "we have a lot of policies, but no procedures. A new code of conduct was developed, but there are no checks and balances." Student focus group members shared that "we don't get taught how to deal with conflict. For the most part, everyone is friendly to each other. Sometimes the playful teasing escalates though and becomes a situation." In addition to the trauma training that was provided to staff, the need for more support services was voiced by staff and leadership.

Interpersonal Interactions
In response to the statement "Interactions between students and staff are positive and respectful," 58% (N=29) of survey participants agreed. Community focus group participants report that "students aren't as connected as they could be" and shared a perception that "students know which adults are committed and the ones that are not." Student focus group members shared a concern that "we don't have teachers stay here long enough to develop relationships with. There aren't strong bonds. I feel I know the substitutes better than my teachers." The school leadership team shared that the parent survey showed that students don't feel respected, but "our perception was different than what we saw on the survey." Focus groups report that in the past there was an advisory time when teachers met with small groups of students; it is reported by leadership that plans are in place for this year but haven't been fully developed.

Family and Community Engagement
Teachers expressed that family engagement is relatively low. Teacher survey data supports this as only 29% agreed with the statement "Families are engaged in the school." It is reported by multiple stakeholder groups that while there are pockets of strong family engagement, typically it is around niche programs such as music, athletics, or honor recognitions. The school offers several family engagement opportunities throughout the year including concerts, open houses, parent conferences, and Academic Parent Teacher Teams. Community focus group participants shared that "with the changing demographics of New London, the school needs to find ways to engage" parents with ideas to have interpreters to support non-English speaking parents.

Operations				
Indicator:	**1**	**2**	**3**	**4**
4.1. Adequate instructional time		✓		
4.2. Use of instructional time		✓		
4.3. Use of staff time		✓		
4.4. Routines and transitions			✓	

Summary of Strengths:

Routines and Transitions
Sixty-one percent (N=31) of teachers agreed with the survey statement that "the school has clear routines and procedures in place that are consistently followed by students and staff to help create a smooth and orderly environment." Auditors observed beginning of the school day and lunch transitions in which operations were efficient and systems and structures were in place to maintain a peaceful environment. Teachers and students report the hallways to be less orderly, but expected conduct is generally understood by students as evidenced by a lack of need for constant reminders and teacher presence was evident during transition times.

Summary of Growth Areas:

Instructional Time
Sixty-one percent (N=31) of survey respondents agree that the school schedule and calendar maximize instructional time and 65% (N=33) agree that "teachers are adept at managing and maximizing instructional time within the classroom." The school's schedule provides 383 minutes of instruction per day with core instructional classes that are approximately 60 minutes in length. Based upon classroom observations by the audit team, teachers are not using instructional time effectively. The lack of a student engagement, missed opportunities for interactive learning and student discourse, and poor instructional pacing undermines effective use of instructional time. Although the school schedule provides adequate time for core instruction, student performance indicates that students would benefit from increased intervention time and services for math and literacy.

Use of Staff Time
Teachers express a need for collaboration time in order to develop instructional plans and materials and review data. Sixteen percent (N=8) of teachers agreed that "teachers have enough time to work with each other to develop instructional materials, review student data, and improve instruction," however the root cause may or may not be the total amount of time allocated. While the district leadership reports they have worked to develop a department chair structure that will be used to leverage instructional collaborative time, teachers revealed that collaborative planning time is not working as fully intended as district content leaders are not always available due to responsibilities in other buildings and substitute coverage issues impact this time.

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APPENDIX A: OPERATIONS AND INSTRUCTIONAL AUDIT RUBRIC

	TALENT			
Indicator	**1-Below Standard**	**2-Developing**	**3-Proficient**	**4-Exemplary**
1.1. Instructional Practice	Teacher effectiveness is inconsistent and highly variable from classroom to classroom. There are significant concerns about instruction. Staffing decisions do not reflect teacher effectiveness and student needs.	Instructional quality is moderate; however, teacher effectiveness is variable from classroom to classroom. Staffing decisions do not always reflect teacher effectiveness and student needs.	Most classes are led by effective educators, and instructional quality is strong. There are some systems in place to promote and develop teacher effectiveness and make appropriate staffing decisions.	100% of classes are led by deeply passionate and highly effective educators. There are strong systems in place to promote staff efficacy and make staffing decisions driven exclusively by student needs.
1.2. Evaluation and Professional Culture	There are significant concerns about staff professionalism. Staff come to school unprepared, and there is little sense of personal responsibility. There is a culture of low expectations; individuals are not accountable for their work. Evaluations are infrequent, and few if any staff were formally evaluated 3 or more times in 2018-19. Instructional leaders do not provide regular feedback to staff.	There are some concerns about professionalism. Some staff come to school unprepared. Some teachers feel responsible for their work. Some teachers were formally evaluated at least 3 times in 2018-19, but most were not. Leaders communicate some expectations for and feedback on performance, but do not consistently follow-up to see whether or not the feedback is acted upon.	The school is a professional work environment. Most staff are prepared to start the school day on time with appropriate instructional materials ready to go. Most individuals feel responsible for their work. Most teachers were formally evaluated at least 3 times in 2018-19 in alignment with SEED expectations. Leaders provide feedback and hold individuals accountable for effort and results.	100% of staff are prepared to start the school day on time with appropriate instructional materials ready to go. The vast majority of staff feel deep personal responsibility to do their best work. All teachers were formally evaluated at least 3 times in 2018-19. Leaders conduct frequent informal evaluations and provide meaningful feedback. Individuals are held accountable for their performance.
1.3. Recruitment and Retention Strategies	The school and/or district lack systems to recruit and attract top talent. Retention of high-quality staff is a significant concern. The school lacks systems and strategies to retain top teachers and leaders.	The school and/or district have components of a plan for recruitment and retention of quality educators (e.g., mentoring, induction). The plan is not fully developed or consistently implemented.	The school and/or district have systems for strategic recruitment and retention. Efforts are made to match the most effective educators to the students with the greatest needs. Retention of high-quality teachers is high.	The school and/or district effectively implement a long-term plan for recruitment and retention. Efforts are made to match the most effective educators to the students with the greatest needs. Deliberate, successful efforts are made to retain top talent.
1.4. Professional Development	Professional Development (PD) opportunities are infrequent and/or of inconsistent quality and relevance. PD does not align to staff's development areas and/or students' needs. As a result, teachers struggle to implement PD strategies. There is no clear process to support or hold teachers accountable for the implementation of PD strategies.	PD opportunities are provided; however, they are not always tightly aligned with student and adult learning needs. The quality of PD opportunities is inconsistent. Sometimes, teachers report that PD improves their instructional practices. Teachers are not generally held accountable for implementing skills learned through PD.	The school offers targeted, job-embedded PD throughout the school year. PD is generally connected to student needs and staff growth areas identified through observations. Most teachers feel PD opportunities help them improve their classroom practices. Most teachers are able to translate and incorporate PD strategies into their daily instruction.	The school consistently offers rich and meaningful PD opportunities that are aligned to student needs and staff growth areas identified through observations. Teachers effectively translate PD strategies into their daily instruction. The school has a process for monitoring and supporting the implementation of PD strategies.

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

ACADEMICS				
Indicator	**1-Below Standard**	**2-Developing**	**3-Proficient**	**4-Exemplary**
2.1. Academic Rigor*[1]	Most observed lessons are teacher led. Teachers rarely engage students in higher-order thinking. Most students demonstrate a surface-level understanding of concepts. Observed lessons are indicative of low expectations and little sense of urgency.	Some observed lessons are somewhat student-centered, challenging and engaging. Teachers engage students in some higher-order thinking. Many students demonstrate only a surface-level understanding of concepts. Teachers demonstrate moderate expectations and some urgency.	Observed lessons are appropriately accessible and challenging for most students. Teachers engage students in higher-order thinking, and students are pushed toward content mastery. Lessons begin to engage students as self-directed learners. Teachers communicate solid expectations.	All observed lessons are appropriately accessible and challenging. Teachers push students, promoting academic risk-taking. Students are developing the capacity to engage in complex content and pose higher-level questions to the teacher and peers. Teachers promote high expectations.
2.2. Student Engagement*	Few students are actively engaged and excited about their work. The majority of students are engaged in off-task behaviors and some are disruptive to their classmates. Few students are truly involved in the	Some students exhibit moderate engagement, but many are engaged in off-task behaviors. Some observed lessons appeal to multiple learning styles. Students are involved in the lessons, but participation is more	Most students are engaged and exhibit on-task behaviors. The observed lessons appeal to multiple learning styles. Students are involved in the lesson, but participation is, at times, more passive than active. A	All students are visibly engaged, ready to learn, and on task. Students are clearly focused on learning in all classrooms. Students are actively engaged in the lessons and excited to participate in

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

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

ACADEMICS				
Indicator	**1-Below Standard**	**2-Developing**	**3-Proficient**	**4-Exemplary**
	school lacks or fails to implement SRBI protocols linking data to interventions.		processes in place to use the data to inform interventions.	The school has strong processes to collect, analyze, and use data to inform interventions.

CULTURE AND CLIMATE				
Indicator	**1-Below Standard**	**2-Developing**	**3-Proficient**	**4-Exemplary**
3.1. School Environment	The school fails to create a welcoming and stimulating learning environment. Communal spaces and classrooms may be unkempt, rundown, unsafe, or sterile. Many classrooms are neither warm nor inviting and lack intellectual stimulation. Little to no student work or data is displayed to help convey a sense of pride and high expectations.	The school struggles to provide a welcoming environment conducive to high-quality teaching and learning. Large sections of the school are not clean, bright, welcoming, or reflective of student work. Though the school has some data and student work displayed, efforts to brand the school and convey high expectations are very minimal. Sections of the school need significant attention.	The school generally provides a welcoming learning environment. Most of the facility is in good repair and conducive to teaching and learning. Most classrooms and common spaces are bright and clean, displaying data and student work; however, some sections lack visual stimulation. The school has made an effort to foster school identity through branding and consistent messaging in classrooms and communal spaces.	The school provides a welcoming and stimulating learning environment. Common spaces and classrooms are bright, clean, welcoming, and conducive to high-quality teaching and learning. Data and student work are visible and present throughout the school, inspiring students and teachers to do their best work. There is clear branding and consistent messaging throughout the school, promoting school identity and pride.
3.2. Student Attendance	The school has few, if any, strategies to increase attendance. Average daily attendance is ≤ 88% and/or chronic absenteeism is > 20%.	The school has some strategies to increase attendance. Average daily attendance is > 88% and ≤ 93% and/or chronic absenteeism is > 15% and ≤ 20%.	The school has multiple, effective strategies to increase attendance. Average daily attendance is > 93% and ≤ 97% and/or chronic absenteeism is > 10% and ≤ 15%.	The school implements effective strategies to increase attendance and on-time arrival. Average daily attendance is > 97% and chronic absenteeism is ≤ 10%.
3.3. Student Behavior	A school-wide behavior management plan may exist, but there is little evidence of implementation. Student misbehavior is a significant challenge and creates regular distractions. Disciplinary approaches appear to be inconsistent; students and staff do not have a common understanding of behavioral expectations. Discipline is mostly punitive. The rate of suspensions/expulsions as a proportion of student enrollment is greater than 20% (total # 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%.

CULTURE AND CLIMATE				
Indicator	**1-Below Standard**	**2-Developing**	**3-Proficient**	**4-Exemplary**
3.4. Interpersonal Interactions	There is a weak sense of community. The quality and types of student, adult, and student/adult interactions raise concerns. There are signs of divisiveness or hostility among students and with staff. There are minimal signs of connections between students and staff; interactions are largely transactional or triggered when students are off task.	There is a moderate sense of community. Students are somewhat respectful toward one another and adults. There are some concerns around climate and tone. There is some teasing and divisiveness; however, it does not define school culture. Communication between students and staff is somewhat positive. There are some connections between students and staff.	There is a good overall sense of community. Students are generally respectful toward one another and adults. Interactions are mostly positive. There is minimal teasing and divisiveness. Communication between students and staff is generally positive and respectful. There are signs of connections between students and staff. Most staff seem invested in their students.	There is a strong sense of community. Students are respectful and courteous of one another and adults. Student interactions are overwhelmingly positive and polite. The school is an inclusive and welcoming environment. Student/Adult interactions are positive and respectful, demonstrating strong relationships. Staff seems invested in the well-being and development of students.
3.5. Family and Community Engagement	The school offers infrequent opportunities to involve parents in the school community. Family involvement is minimal. Teachers rarely reach out to families regarding their child's academic progress.	The school offers several family events throughout the year. Roughly half of families participate in school activities. More than half of all teachers reach out to families regarding their child's academic progress.	The school offers periodic, meaningful opportunities for parents/families to engage in student's education. Most families participate in school activities. Most educators communicate regularly with families.	The school frequently engages parents/family as partners in student's education. Almost all families participate in school activities. Nearly all educators communicate with families on a regular basis.
3.6. Community Partners and Wraparound Strategy	The school offers inadequate supports to address students' nonacademic needs. There are limited wraparound services. The school makes little or no effort to engage community partners to expand services offered through the school.	The school offers some support to address students' nonacademic needs through wraparound services. Community and partner engagement is spotty and event-specific.	The school offers a range of wraparound services to address students' nonacademic needs. The school has several sustained community partnerships.	The school has a clear process for evaluating students' needs and connecting students to appropriate wraparound services. The school has sustained community partnerships to help address student needs.

OPERATIONS				
Indicator	**1-Below Standard**	**2-Developing**	**3-Proficient**	**4-Exemplary**
4.1. Adequate Instructional Time	There is not enough time in the school schedule to appropriately meet students' academic needs. There is a significant amount of wasted time in the school calendar and daily schedule. The schedule includes ≤ 5	Students would benefit from increased instructional and/or intervention time. The school calendar and daily schedule could be improved to increase time on task. The schedule includes > 5 and ≤ 5.5 hours of instruction per day, and > 60 and ≤ 90 minutes of ELA time.	The school has taken steps to increase instructional time on task through extended learning opportunities. The school calendar and daily schedule are well constructed. The schedule includes > 5.5 and ≤ 6 hours of instruction per day, and > 90 and ≤ 120 minutes of ELA time.	The school has multiple extended learning opportunities available to students. The school implements a thoughtful and strategic school calendar and daily schedule. The schedule includes > 6 hours of instruction per day, and > 120 minutes of ELA time.

OPERATIONS				
Indicator	**1-Below Standard**	**2-Developing**	**3-Proficient**	**4-Exemplary**
	hours of instruction per day, and ≤ 60 minutes of ELA time.[2]			
4.2. Use of Instructional Time*	Staff and students use time ineffectively. Misused instructional time results from misbehavior, poor scheduling, and inefficient transitions. There are missed opportunities to maximize time on task. Observed teachers struggle with pacing and fail to use class time in a constructive manner.	Staff and student use of time is somewhat effective. Some students are off task and there are missed opportunities to maximize instructional time. Lesson schedules are moderately well planned, paced, and executed. Teachers could be more skilled and/or methodical in the use of class time.	Most staff and students use time well. A handful of students require redirection; however, the majority of students transition quickly to academic work when prompted by the teacher. There is minimal downtime. Lessons are well planned, paced, and executed. Teachers are adept at managing and using class time.	Staff and students maximize their use of time. There is no downtime. Transitions are smooth and efficient. Teachers meticulously use every moment of class time to prioritize instructional time on task. Students transition promptly to academic work with minimal cues and reminders from teachers.
4.3. Use of Staff Time	Educators lack adequate and/or recurring professional development and/or common planning time. Common planning time is currently disorganized and the time is not used effectively. As a result, staff members are unable to develop and/or share practices on a regular basis.	Most academic teams have common planning periods (less than 1 hour/week); however, the school has failed to secure vertical and horizontal planning. Collaborative planning time is used at a basic level (e.g., organization of resources or topics not directly related to classroom instruction).	All academic teams have common planning periods (1-2 hours/week) and they are seldom interrupted by non-instructional tasks. Staff members use this time to discuss instructional strategies, discuss student work, develop curricular resources, and use data to adjust instruction.	All educators have weekly common planning time for vertical and horizontal planning (more than 2 hours/week). Common planning periods are tightly protected and only interrupted by emergencies. The school has established tight protocols to ensure that common planning time is used effectively.
4.4. Routines and Transitions	The school is chaotic and disorderly. The safety of students and staff is a concern. The school lacks critical systems and routines. Movement of students is chaotic and noisy with little adult intervention. Adults are not present during transitions; therefore, this is very little direction.	The school is somewhat chaotic and/or disorderly, particularly in certain locations and during certain times of day. Some staff make an effort to maintain procedures and routines; however, staff presence is also an issue and redirection of misbehavior is lacking.	The school environment is calm and orderly in most locations and during most of the day. Rules and procedures are fairly clear, consistent, and evident. Routines seem somewhat apparent and institutionalized. Adults are present to reinforce norms.	The school environment is calm and orderly. Rules and procedures are clear, specific, consistent, and evident. Routines are largely unspoken and institutionalized. Adults are consistently present to reinforce norms.

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