

VI.C.

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, of the June 2015 Special Session, adopts and approves the Turnaround Plan for Wilby High School in Waterbury 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

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

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 Wilby High School, Waterbury

Executive Summary

Introduction

Section 10-223h of the Connecticut General Statutes (C.G.S.) establishes the Commissioner's Network to provide new resources and flexibilities to improve student achievement in a subset of the state's lowest-performing schools. The Network represents a commitment between local stakeholders and the Connecticut State Department of Education (CSDE) to empower teachers and leaders to implement research-based strategies in schools selected by the Commissioner to participate in the Network for a period of three years with the potential for a 1 or 2 one-year extension beyond the initial 3 years. Network schools remain part of their local school districts; the districts and the CSDE secure school-level autonomy for the schools in exchange for heightened accountability.

Successful school turnaround requires flexible policy conditions and targeted investments in high-yield reform strategies. There is a demonstrated need for support, financial and otherwise, to fully implement the Turnaround Plan for Wilby High School (WHS) located in Waterbury, CT. This will require efforts at the state and local levels to secure conditions that are conducive to scalable and sustainable reform.

Background

On April 6, 2020, the CSDE received an *Expression of Interest Form* from the Waterbury Public Schools (WPS) volunteering WHS for participation in the Network. On June 5, 2020, the Commissioner initially selected WHS 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, WHS and the Waterbury Teachers Association appointed members to serve on the school's Turnaround Committee, and the CSDE conducted an Operations and Instructional Audit on October 7 and 8, 2020. The Turnaround Committee developed the Turnaround Plan for WHS in accordance with C.G.S. § 10-223h (d).

Turnaround Plan for Wilby High School

WHS, identified as a Turnaround School based on the Accountability Index under the Next Generation Accountability System, serves 1,091 students in Grades 9 through 12. Approximately 83 percent of students are eligible for free or reduced-price meals. Approximately 22 percent of the students are identified as needing special education services; 19.1 percent are English learners (ELs); 63.6 percent of the students are Hispanic; and 25.8 percent are Black.

The goal of the WHS 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 improvement in teacher efficacy of Tier I effective instructional practices. This will assist in teacher retention at WHS as well as improve instructional practices to deliver instruction that is appropriately standards-based and differentiated. In academics, the turnaround plan centers around increasing academic rigor, student engagement and differentiation to dramatically improve student academic performance. Investments in improving the culture and climate of WHS include increasing family and community engagement, partnerships, and wraparound services; as well as an effort to improve the school environment, with a targeted focus on improving the high chronic absenteeism rate. Finally, WHS will adjust the school schedule to further integrate opportunities for academic support and enrichment.

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

Talent:

- Implement job-embedded, student-centered instructional coaching cycles to formulate systems and strategies that develop all teachers and retain high quality teachers specifically in critical shortage areas, such as science, math, and special education;
- Utilize external coaches to train and implement coaching cycles with department heads;
- Professionally develop all staff on student-centered coaching cycles;
- Train department heads and teachers on processes and protocols of student-centered coaching cycles; and
- Calibrate coaching processes, tools, and data collection of progress monitoring cycles.

Academics:

- Provide professional learning on using the data team process to specifically address teacher effectiveness in intentional planning to create strategies to differentiate lessons and lesson delivery;
- Implement new assessment system and support school teams to effectively analyze data; and
- Redesign the Career and Technical Education programming.

Culture and Climate:

- Hire Family Engagement Counselors to facilitate ongoing outreach and strengthen the home-to-school connection;
- Train all teachers in best practices for reducing chronic absenteeism;
- Create Parent Leaders Coalition and implement monthly leader's coalition forums to conduct specific and targeted parent workshops to provide families with resources needed to substantially decrease historic chronic absenteeism; and
- Implement data system in order to monitor the effectiveness of the family engagement initiatives.

Operations:

- Create multiple extended learning opportunities for after school hours, Monday through Thursday, with academic support staff and counseling staff to offer intervention support and credit recovery;
- Create a schedule for the school day that further integrates critical opportunities for academic support and enrichment;
- Create an 8th grade bridge program and invite those 8th grade students to participate in a leadership academy that emphasizes student voice, leadership skills, and college career readiness; and
- Create an on-site center for Free Application for Federal Student Aid (FAFSA) completion and college application assistance.

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, WHS 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 WHS 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.

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

Recommendation with Conditions

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

1. By September 30, 2021, WPS shall commit to specific transformation expectations outlined here in the areas of talent, academics, culture and climate, and operations as part of participation in the Commissioner's Network.
2. The Superintendent, on behalf of the WHS 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 WHS, 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. WHS 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. WHS Audit Report resulting from the Operations and Instructional Audit conducted on October 7 and 8, 2020.
2. Turnaround Plan developed and agreed to by the Turnaround Committee.

Prepared by: Iris White
Education Consultant, 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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Levy Gillespie

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

Connecticut State Department of Education | 450 Columbus Boulevard, Suite 505 | Hartford, CT 06103-1841 |
860-807-2071 | Levy.gillespie@ct.gov

PART I: COMMISSIONER'S NETWORK OVERVIEW

A. Commissioner's Network Overview

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

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

C.G.S. § 10-223h

- authorizes the Commissioner to establish, within available appropriations, a Commissioner's Network of schools to improve student academic achievement in low-performing schools;
- authorizes the Commissioner to select not more than 25 schools in any single school year that have been classified as a category four school or a category five school pursuant to Section 10-223e to participate in the Network; and
- provides that the Commissioner may select not more than five schools in any single school year from a single school district to participate in the Network.

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

B. Turnaround Plan and Framework

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

- provide a rigorous needs analysis informed by the operations and instructional audit;
- identify an evidence-based turnaround model, aligned to school needs and growth areas;
- provide robust strategies to secure, support, develop, evaluate, and retain top talent;
- summarize the school's academic model, including curricula, assessments, and data-driven instruction;
- outline a comprehensive approach to build a positive school culture and climate; and
- develop operational structures to effectively utilize time and resources.

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

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

- school bell schedule;
- school calendar;
- annual assessment calendar;
- staff evaluation schedule;
- professional learning calendar;
- Scientific Research-Based Interventions processes and protocols;
- school organizational chart;
- curricular materials (e.g., lesson plan template, unit plans, pacing guides);
- school budget;
- school climate; and
- calendar of family and community engagement opportunities.

PART II: TURNAROUND PLAN APPLICATION INSTRUCTIONS

A. Instructions

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

B. Timeline Summary

Consistent with C.G.S. § 10-223h, the Commissioner's Network process is outlined below. As noted, the extension and expansion of the Commissioner's Network requires new legislative authorization; therefore, initial planning activities for 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 of the information contained in a proposal submitted in response to this application is subject to the provisions of the Freedom of Information Act (FOIA), C.G.S. Section 1-200 et seq. The FOIA declares that, except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in statute) are public records and every person has a right to inspect such records and receive a copy of such records.


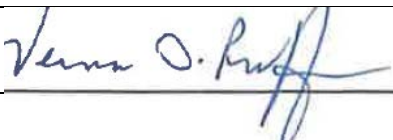
D. Questions

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

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

PART III: COMMISSIONER’S NETWORK TURNAROUND PLAN

Section 1: Cover Page

Name of School District:	Waterbury Public Schools		
Name of School:	Wilby High School	Grade Levels:	9, 10, 11, 12
Name of School Principal:	Dr. Michelle Baker	# of Years Serving as Principal at this School	1
		# of Years in Total as Administrator	18
Turnaround Committee Chairperson: ¹	Dr. Janice Epperson, Assistant Superintendent; Matthew Brown, Chief Turnaround Officer		
Phone Number of Chairperson:	203-574-8023		
E-mail of Chairperson:	jepperson@waterbury.k12.ct.us , matthew.brown@waterbury.k12.ct.us		
Address of Chairperson:	Street Address:	236 Grand Street	
	City:	Waterbury	Zip Code: 06702
Name of School Board Chairperson:	Charles Pagano		
Signature of School Board Chairperson: ²		Date:	3/2/2021
Name of Superintendent:	Dr. Verna Ruffin		
Signature of Superintendent:		Date:	3/1/2021

¹ Pursuant to C.G.S. § 10-223h(b)(1), the superintendent, or his or her designee, shall serve as the chairperson of the Turnaround Committee.

² By signing this cover page, the chairperson of the local board of education affirms that the board has established the Turnaround Committee in accordance with C.G.S. § 10-223h(b), and that the superintendent has informed the board of the content of the Turnaround Plan.

Section 2: Setting the Direction

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

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

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

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

District Vision Statement (limit 200 words)

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

District Theory of Action (limit 200 words)

If Waterbury Public Schools have:

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

Then schools will dramatically improve and student learning will increase.

School Vision (limit 200 words)

Wilby High School’s Vision: All Wilby students will graduate with skills to become resilient and adaptable in a diverse community.

Wilby High School’s Mission is to empower a community of learners who:

- Communicate appropriately, effectively and respectfully with others
- Work effectively and respectfully with diverse thinkers

- Contribute positively to his/her community by being innovative, creative, reflective and resourceful
- Manage emotions, engage in positive relationships with self and others and have empathy for others
- Practice self-awareness, manage and monitor time and accept personal responsibility

School Theory of Action (limit 200 words)

If Wilby High School has:

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

Then student performance will increase and Wilby High School will dramatically improve.

Section 3: Leadership

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

Instructions: In the boxes below, address the following:

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

The leadership team at Wilby High School has begun the school turnaround initiative this school year, 2020-21, as we were a part of the Commissioner’s Network and we understand the urgency of school turnaround. We were fortunate enough to have received funding due to the acceptance of our Commissioner’s Network Expression of Interest Application Form and have leveraged extensive professional learning based on our identified priorities in the areas of Talent, Academics and Culture and Climate. The current Principal, Dr. Michelle Baker, has extensive leadership experience. Dr. Baker has successful experience as a building leader at both the secondary and elementary levels, as well as leadership experience in special education. The principal has had central office experience as an instructional leader to principals and as an Assistant Superintendent of Pupil personnel. The principal is a participant in the National Institute for School Leadership (NISL’s) Executive Development Program, which emphasizes the role of principals as strategic thinkers, instructional leaders and creators of a just, fair and caring culture in which all students meet high standards. It ensures that school leaders have the knowledge, skills, and tools to design their schools as systems, effectively set direction for teachers, support their staff in improving instructional practices, and design a high-performing school organization that is rooted in professional learning.

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

Administrators will be evaluated annually using the district’s evaluation plan for administrators based on the SEED model. Specifically, for Turnaround schools, the assistant superintendent will be evaluating the principal of the school and monitoring the evaluations of all assistant principals of the school. Additionally, the newly hired Chief Turnaround Officer will work with the Assistant Superintendent to support the Wilby HS administrators in leading the school’s turnaround efforts. The district has recently provided additional training and support in setting rigorous Student Learning Objectives that are directly aligned to the district’s and school’s goals.

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

The district, under the leadership of the Chief Academic Officer, Assistant Superintendents, and Chief Turnaround Officer will conduct monthly roundtables for all Commissioner Network and Turnaround Schools. At this roundtable, a specific protocol will be used to establish expectations, monitor the implementation of the turnaround plan, analyze data, provide support and guidance, and monitor the budget.

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

Stakeholders were invited to the planning and development stage of the turnaround plan and are represented on the Turnaround Committee. The committee has been meeting on a bi-weekly schedule to create and refine the plan. The Initial audit results were shared with staff and committee members. Both groups were able to see growth areas and participated in the Root Cause Analysis. By including all members of the school community, everyone had the same understanding of where we are, where we need to be, and what we need to do to get there. If admitted to the Commissioner's Network, the Turnaround Committee will continue to meet monthly following the district monthly roundtable to monitor and revise the implementation plan. The School Governance Council, in conjunction with the Parent Liaison and Parent Academic Liaisons, will support our vision by reaching out to community members, businesses, and organizations to include as many voices as possible in our journey. The group will organize students and parents events. In addition to families from Wilby, we will incorporate opportunities for North End Middle School, our feeder middle school, to attend these activities which will help bridge the transition from the middle school.

Section 4: Data and Needs Analysis

PERFORMANCE TARGETS

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

Performance Indicators	Baseline/Historic Data				Performance Targets		
	2017-18	2018-19	2019-20	2020-21 YTD (as of 1/11/21)	2020-21	2021-22	2022-23
Student enrollment	1072	1002	1062	1080	1080	1080	1080
Accountability Index	50.2	49.7	N/A	N/A	60.7	63.4	66.1
English Language Arts (ELA) School Performance Index (SPI)*	39.3	38.3	N/A	N/A	51.5	54.1	56.7
ELA Smarter Balanced Growth Model*	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Math School Performance Index (SPI)*	35.8	32.4	N/A	N/A	47.5	50.6	53.6
Math Smarter Balanced Growth Model*	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Average daily attendance rate	84.6	88.5	88.3	79.4	82.4	85	88
Chronic absenteeism rate*	39.3	29.7	36.4	44.6	27.2	24.7	22.3
Teacher attendance rate	89.2	91.3	90.1	100.0	92	93	94
Suspension rate	39.9	30.0	27.1	0.0	24	20	18
In-school suspensions (count)	750	483	475	0	400	325	200
Out-of-school suspensions (count)	797	620	489	0	425	345	215

Expulsions (count)	0	6	0	0	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”	N/A	6.1	N/A	N/A	8.5	11	14.5

Grade 11 ELA SAT- “Meets or Exceeds Achievement Standard”	13.8	14.9	N/A	N/A	17.9	21	24
Grade 11 Math SAT- “Meets or Exceeds Achievement Standard”	2.3	1.8	N/A	N/A	5	8	11
Number of Students enrolled in dual enrollment or AP courses	103	80	92	111	115	118	125
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)	71.1	79.1	74.1	N/A	84.2	85.4	86.7
6-year Cohort Graduation Rate- High Needs Students (HS only)	82.2 (15-16)	76.0 (16-17)	N/A	N/A	83.4	85.1	86.9

* 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.**

The first phase of conducting the root cause analysis was conducted with the Wilby Turnaround Committee. The Committee took the Commissioner’s Network Audit findings in addition to our NEASC Self Study and the verbal recommendations from the NEASC Evaluation Committee as Wilby has just completed the Self Evaluation phase on December 8th and 9th of 2020. As stated in the CN Audit report in the domain of Academics, Wilby scored below basic in 4 out of the 6 areas - Indicator 2.1 Academics Rigor, 2.2 Student Engagement, 2.3 Differentiation and Checking for Understanding and 2.5 Supports for Special Students. These outcome data points are in direct alignment with our December NEASC Collaborative Conference audit recommendations of below standard performance in Standard 2: Student Learning - 2.6 Learners are engaged in inquiry, problem-solving, and higher order thinking skills. The CN audit report also rated Wilby below standard in 4 out of the 6 indicators in the Culture and Climate Domain - 3.2 Student Attendance, 3.3 Student Behavior, 3.5 Family and Student Engagement and 3.6 Community Partners and Wrap Around Strategy. These were again in alignment with the NEASC Self Study in which Wilby staff report below standard Family and Community engagement in Standard 1 - Learning Culture and in Standard 4 - Learning Support - all students do not receive appropriate intervention strategies to support their academic, social and emotional needs. A second root cause analysis was conducted with the Shared Leadership Team consisting of the Department Heads, Department Leads and all administration using the same “5 Whys” process. The Shared Leadership Team narrowed

down 3 different problem statements that the team agreed address the root cause lack of student achievement. Using the weak demonstration of effective professional practice, our root cause analysis yielded strategies that support all instruction being student centered, engaging, rigorous and hold students to high expectations. Using these problem statements and root cause analysis findings, the leadership team then conducted a third root cause analysis with the entire faculty.

A third root cause analysis was conducted with all faculty members at Wilby High School. Each group came to one resounding conclusion pinpointing the critical need for professional learning and embedded coaching in all four areas of the domain. This supports the employment of Turnaround Model E which allows for the Turnaround Committee to develop a plan of professional learning that utilizes strategies, methods, and best practices that have been proven effective in improving student academic performance. Combining analyses of all the data above, each root cause analysis conducted informed the strategy selection and prioritization in the areas of Talent, Academics, Culture/Climate and Operations.

Section 5: TURNAROUND MODEL

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

Year 2020-2021 - Foundational Work

The Leadership Team at Wilby High School has begun the school turnaround initiative in this school year 2020-21 while as it is in name only our “planning year” we understand the urgency of school turnaround for our students. We were fortunate enough to have received funding due to the acceptance of our Commissioner's Network Expression of Interest Application Form, and have leveraged extensive professional learning to begin addressing root causes and based on our identified priorities in Talent, Academics, and Culture and Climate.

We have used a Professional learning model similar to Turnaround Model E in implementing our top three priorities in the year 2020-21. Wilby is building strong foundational professional learning practices in all three areas by building the capacity of the staff, using the shared leadership model to strengthen our instructional leadership structures and practices. Our priority goals for this year all centered on creating shared and common vision for Tier 1 effective instructional practices. We have hired a well-respected professional development organization, Cormier Consulting, whose work with the 3 middle schools currently in year 1 in our district is demonstrating significant success in supporting and strengthening teacher instructional practice.

Working with Dr. Cormier and other district supports, our Leadership Team has created our Tier 1 Instructional Feedback Tool and continues to receive embedded coaching on transformational feedback interactions and instructional coaching cycles to support a growth culture that leads to changes in instructional practices for teachers in their departments. The Math department teachers are receiving additional professional learning and embedded coaching in the learning environment, reasoning and sense making, focus and coherence and formative assessment to increase the quality of lesson planning that drives quality instruction, student learning, and engagement. All staff are receiving ongoing professional learning series on intentional and targeted planning in order to provide quality instruction which students need for success.

Aligned Efforts with North End Middle School

Wilby High School will implement the Turnaround Model E: this model of professional learning will allow for continuity in learning for all staff. Most importantly, Wilby High School is attached to North End Middle School. As North End is part of the Commissioner's Network and is working on similar priorities with Dr. Cormier, students at the middle school are experiencing the benefits of the professional learning on effective Tier 1 instruction. Wilby High School and North End Middle school collaborate consistently and are utilizing the services of Dr. Cormier in creating an aligned and coherent model of essential Tier 1 effective practices. This alignment is a crucial bridge to creating common professional learning for Tier 1 effective strategies from NEMS to Wilby to allow student experiences to be cohesive in transitioning from middle school to high. Building tighter alignment and systems that support students' transition from middle school to high school are the underpinnings of much of the priorities identified and a key strategy in our plan for a dramatic improvement in student performance for students in grades 6-12.

Professional Learning Model E

The Wilby High School team identified the root cause as a continued need for professional learning in all four domains. Wilby will embark on **implementation of Model E**. This model will be developed by the Turnaround Committee and will utilize strategies, methods, and best practices that have been proven to be effective in improving student academic performance, including but not limited to, strategies and methods and best practices used at public schools, interdistrict magnet schools, and charter schools, or, collected by the Commissioner's Network. We have selected the following core components as top priorities for Wilby High School Turnaround Plan using Model E of professional learning to address our three top priorities.

Priority 1: Talent - Improvement in Teacher Efficacy of Tier 1 Effective Instructional Practice

Currently, teacher effectiveness is inconsistent and varies from classroom to classroom due to lack of and/or an inconsistent use of curriculum aligned to common core standards. SpringBoard resources were purchased and implemented for ELA and Math in grades 9-12 in the 2020-2021 school year. There are significant concerns about instruction being delivered with fidelity to the program and rigor in both ELA and Math. Wilby High School students have shown a steady decline in ELA and Math SAT achievement for all students, and especially high needs students. The Commissioner's Network Audit, SAT data, and graduation rates all clearly indicate instructional practice as a top priority for improvement.

Our first priority will be to address the efficacy of Tier 1 Instructional Practices for all staff. This will assist with teacher retention as Wilby High School has incurred approximately 20 new teachers across all departments. This will require intense professional learning to effectively train new and seasoned teachers to deliver instruction that is appropriately standards-based and differentiated. This is an area needing immediate attention to support teachers in delivering lessons that are engaging and of high academic rigor. This will require a cohesive delivery of professional learning using job-embedded coaching cycles. All teachers will be provided a six week coaching cycle. This will require hiring and training instructional coaches. This will directly align with the cohesive delivery of professional learning of effective Tier 1 Instructional Practices addressed in Wilby's Priority Area #2 of Academic Performance. Coaches will be trained with Department Heads and Shared Leadership team members in coaching cycles throughout the year. High leverage, effective feedback of lesson planning and implementation will be the main area of focus. Teachers will participate in coaching cycles that provide a focus on delivery of rigorous academic instruction that is differentiated and engaging for all students. Utilizing the continued services of Dr. David Cormier Consulting Services, the entire staff will engage in a cohesive and professional support plan.

- 1.1, 1.3 -Implement job-embedded, student-centered instructional coaching cycles to formulate systems and strategies that develop all teachers and retain high quality teachers, specifically in critical shortage areas, such as Science, Math, and Special Education.
 - Utilize external coaches to train and implement coaching cycles with department heads
 - Professionally develop all staff on student-centered coaching cycles
 - Train department heads and teachers on process and protocols of student centered coaching cycles
 - Calibration of process, tools used, and data collection of progress monitoring cycles

Priority #2: Academics - Academic Rigor/Student Engagement/Differentiation

The initial Commissioner's Network Audit noted that most lessons observed at Wilby are teacher-led, and teachers struggle to engage students in grade-level tasks. These lessons are indicative of low expectations and little sense of urgency resulting in few students actively engaged and excited about their work. Observations indicate students engaged in off-task behaviors or disruptive behaviors negatively impact the classroom learning environment. The majority of students observed were engaged in off-task behavior leading to disruptions in learning for all students. Most teachers struggle to differentiate their instruction to meet individual learning needs. There is little evidence around the use of data to inform instruction and minimal efforts to check for student understanding. **Wilby High School's second priority is to dramatically improve student academic performance.** This priority demands a targeted and concrete plan to increase student academic achievement across all content areas and grade levels. All students will benefit from effective Tier 1 Instructional Practices. Through participation in professional learning facilitated by Dr. David Cormier Consulting, all teachers will participate in ongoing learning of effective Tier 1 strategies. Content area teachers will participate in targeted instruction of the data team process. Training will focus specifically on teacher effectiveness in intentional planning to create strategies to differentiate lessons and lesson delivery strategies that enhance student engagement. This training will also directly align with the training and facilitation of the student-centered coaching cycles for all staff. Within this priority area, Wilby High School has identified a lack of a scientific research based intervention system for students in need of Tier 2 and Tier 3 instruction. **As we identified a top priority of strengthening effectiveness of Tier 1 instruction for all students, we also identified the inherent need for individualized instruction of Tier 2 and Tier 3 to ensure a multi-tiered system of support.**

This second priority directly impacts the daily learning opportunities of all students in Tier 1 and targets individual needs through providing effective Tier 2 and Tier 3 instruction for all students, resulting in all students' ability to achieve at high levels.

- 2.1, 2.2 - Professional Learning of Effective Tier 1 Instruction using data team process to specifically address teacher effectiveness in intentional planning to create strategies to differentiate lessons and lesson delivery strategies that enhance student engagement.
 - Professional learning of the instructional coaching practices for shared leadership team including department heads and administrators
 - Implementation of walkthrough protocols using the classroom visit tool
 - Calibration of the core practices and feedback strategies for improving teacher practice and student performance

Additionally, the Turnaround Committee recognizes the critical need to establish an academic concentration in a college and career focused area that can both strengthen the school's ability to engage current students and attract interest from prospective students for a high quality educational experience. Wilby currently has a CTE program but it is not maximized nor modernized in a way that will meet that need. As we plan to leverage improved Tier 1 and Tier 2 and 3 instructional strategies throughout the building, we will pay particular attention to our CTE program as we believe targeted improvements there will strengthen our ability to achieve dramatically improved student performance results in the academic priority area as well as our efforts to dramatically improve school culture in climate (priority area 3).

- 2.1,2.2 - Redesign the Career and Technical Education programming
 - Enhance programming for Career and Technical Education programs
 - Enhance course sequence offerings of Career and Technical Education
 - Remodel classrooms in Career and Technical Education, Art and Music
- 2.3 - Redesign the SRBI system
 - Create Tier 2, Tier 3 learning opportunities for all students after school for academics and behavior
 - Implement new assessment system and support school teams to effectively analyze data

Culture and Climate - School Environment/Interpersonal Interactions – Evidence from multiple sources indicates Wilby High School often struggles to provide a welcoming environment conducive to high quality teaching and learning. Large sections of the school need attention and are not clean, bright, welcoming or reflective of student work. Efforts to convey high expectations are minimal. There are some connections between students and staff, yet the communication between staff and students need to be enhanced in a positive manner. Students are somewhat respectful towards one another and adults. There is a moderate sense of community and the quality and types of student, adult and student interaction can be strengthened and enhanced.

This leads us to our third priority. Wilby High School will target our high chronic absenteeism rate which consistently far exceeds the state average rate. The lack of consistent daily attendance has negatively impacted our student achievement, as students have difficulty in developing a sense of belonging to the Wilby school community, ultimately resulting in low student achievement and higher failure rates. A co-founding weakness of low student attendance that Wilby High school has identified is the lack of family sense of belonging and family engagement. This is a major compounding factor aligning directly to lack of student sense of belonging and high student chronic absenteeism.

- 3.2 To increase student attendance, we will hire Family Engagement Counselors by grade to provide ongoing outreach to make personal connections with each student and family. A key strategy of these counselors is Relational Home Visits, focused on building a relationship and discussing the family's and school's hopes and dreams for the student's education and future. They will discuss the challenges of

attending school, develop solutions for regular attendance, and build connections to families and community resources. Create 2 positions of Family Engagement Counselors

- Relational home visit tool created and implemented
- Train all teachers in best practices for reducing chronic absenteeism
- Implement data system for tracking and monitoring progress
- 3.5 - Create Parent Leaders Coalition - The school attendance team and parent leaders will collaboratively work to identify the common barriers for acceptable attendance and build relationships among families. Parent Leaders will organize community resource fairs beginning with summer kick-off events for school administration and school staff to participate and provide learning materials and attendance information.
 - Create 1 position of Wilby Parent for Parent Leaders Coalition
 - Implement monthly leader's coalition forums to conduct specific and targeted parent workshops geared to provide families with resources needed to substantially decrease historic chronic absenteeism.
 - Implement data system for tracking and monitoring progress

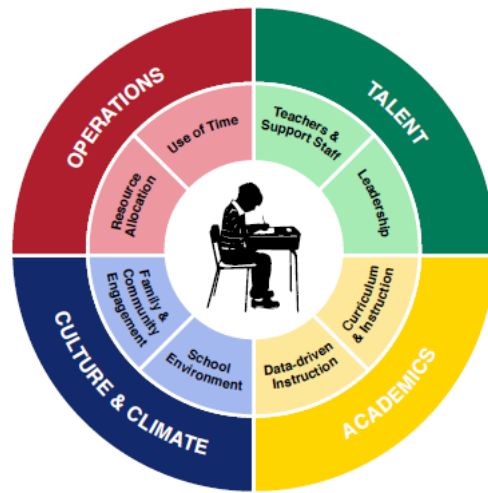
Operations - Use of Instructional Time - Students will need 25 credits to graduate, starting with the 2023 cohort. Students take 7 classes each year giving them an opportunity to gain 28 credits in 4 years. Students need opportunities outside of the school day to make up lost credits and be given opportunities for enhanced career learning to get them on track for graduation. There is not enough time in the school schedule to appropriately meet students' academic needs. Students would benefit from increased instruction and intervention time to increase the graduation rate. **Thus within the culture priority we will also adjust our school schedule to both provide additional time for student learning, academic support and enrichment opportunities. The plan initially focuses on after school then moves to integrate these opportunities into the regular school day as well.**

- 4.2 Create multiple extended learning opportunities after school, Monday through Thursday, with academic support staff and Counseling staff to offer intervention support and credit retrieval.
 - Contract certified personnel to implement after school tier 2 and 3; 1 staff per content area of English, Math, Science, Social Studies, Career Technical Education, and Music.
 - Contract certified personnel to implement tier 2 and tier 3 social emotional supports, and leadership opportunity for student empowerment.
- 4.2 Create a schedule that integrates further critical opportunities for academic support and enrichment into the school day.
 - Coordinate with scheduling initiatives at North End and other 2 Commissioner's Network Middle Schools to increase the amount of time and options for students to receive academic, social emotional supports and enrichment during the school day.
- 4.2 Create an 8th grade bridge program and invite those 8th grade students to participate in a leadership academy that emphasizes student voice, leadership skills, and college career readiness.
 - Create an on-site center for FAFSA and college applications assistance.
 - Contract appropriate personnel to lead meaningful after school enrichment opportunities.
 - Create a leadership/mentoring program for Wilby students to mentor and tutor incoming 8th grade students.

Section 6: Turnaround Framework for School Improvement

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

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



Plan Development

Prioritize

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

<p>Talent</p> <ul style="list-style-type: none"> ● Develop professional learning plan reflective of teacher, administrator and student needs 	<p>Academics</p> <ul style="list-style-type: none"> ● Create and establish protocol for Professional Learning Communities and Data Teams ● Establish SRBI system ● Redesign the Career and Technical Education
<p>Culture and Climate</p> <ul style="list-style-type: none"> ● Improve student attendance ● Strengthen family and community partnerships 	<p>Operations</p> <ul style="list-style-type: none"> ● 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.

Domain 1: Talent

Part One

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

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

Review of Data

The Committee looked critically at the Commissioner's Network Audit findings, in addition to our NEASC Self Study and the verbal recommendations from the NEASC evaluation committee, as Wilby has just completed the Self Evaluation phase on December 8th and 9th of 2020. As stated in the CN Audit report in the domain of Talent, Wilby scored Below Basic in Instructional Practices and Recruitment and Retention strategies. Academics- Wilby scored Below Basic in 4 out of the 6 areas. Indicator 2.1 Academics Rigor, 2.2 Student Engagement, 2.3 Differentiation and Checking for Understanding and 2.5 Supports for Special Students. These outcome data points are in direct alignment with our December NEASC Collaborative Conference audit recommendations of Below Standard performance in Standard 2: Student Learning - 2.6 Learners are engaged in inquiry, problem-solving, and higher order thinking skills. The CN audit report also stated Below Standard ratings in 4 out of the 6 indicators in the Culture and Climate Domain - 3.2 Student Attendance, 3.3 Student Behavior, 3.5 Family and Student Engagement and 3.6 Community Partners and Wrap Around Strategy. These were again in alignment with the NEASC Self Study in which Wilby staff reports Below Standard Family and Community Engagement in Standard 1 - Learning Culture and in Standard 4 - Learning Support - all students do not receive appropriate intervention strategies to support their academic, social and emotional needs. Based on the Commissioner's Network Audit findings, teacher effectiveness is inconsistent and varies from classroom to classroom due to lack of and an inconsistent use of curriculum aligned to common core standards as well as often minimally effective Tier 1 instruction. SpringBoard resources were purchased and implemented for ELA and Math in grades 9-12 in the 2019-2020 school year. There are significant concerns about instruction being delivered with fidelity to the program and rigor in both ELA and Math. Wilby High School students have shown a steady decline in ELA and Math SAT achievement for all students and especially high needs students. The Commissioner's Network Audit, SAT data, and graduation rates all clearly indicate instructional practice as a top priority for improvement.

Root Cause Analysis

After conducting multiple root cause analysis with different stakeholders of the Wilby school community using the "5 Whys" model, the committee came to one resounding conclusion; we have a high need for professional learning and embedded coaching in all four areas of the domain. We determined that our administrative and teaching staff need ongoing and focused professional learning in providing high quality, engaging, and rigorous instruction.

School Process Staffing Decisions

Our intent with providing Tier 1 Instruction on a six week cycle is to both increase teacher effectiveness as well as retention. Therefore, our first priority will be to address the efficacy of Tier 1 Instructional Practices for all staff. This will require intense professional learning to effectively train new and seasoned teachers to deliver instruction that is appropriately standards-based and differentiated, which will require hiring and training instructional coaches. Training will directly align with the cohesive delivery of professional learning of effective Tier 1 Instructional Practices addressed in Wilby's Priority #2 of Academic Performance. Coaches, Department Heads, and Shared Leadership Team members will be trained throughout the year in regards to coaching cycles and high leverage, effective feedback of lesson planning and implementation. Teachers will participate in coaching cycles that provide a focus on delivery of rigorous academic instruction that is differentiated and engaging for all students. The entire staff will engage in a cohesive and professional support plan.

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

Wilby High School administration has taken an active role in retaining and training teachers to meet the challenging demands of an urban high school. Administration has completed the long and arduous process on multiple occasions to remove ineffective and unsuccessful teachers and replace them by conducting an extensive interview process that was inclusive of administration and members of the shared leadership team. As of 2020, Wilby High School has hired almost 25 new staff. Currently all the staff are committed to Wilby High School's improvement and are primed to move forward as a Commissioner's Network school. District data shows Wilby High School at the end of the year 2019 - 2020 with most of the teachers having taken 6 or less sick days, significantly less than the district average. In addition, the staff survey shows 77% of teachers feel they are included in the decision making processes involved improving Wilby's performance. Administration and teacher-leaders are convinced this current staff is the team to move Wilby High School to a high-performing school, along with the support of the grant and planned implementation to achieve sustainability after the grant ends. The professional learning begun at Wilby during the planning year has been well received by the vast majority of faculty and Dr. Cormier's sessions have been particularly effective in responding both to teachers' need for Tier 1 support as well as cultivating a positive professional climate. We believe this will only strengthen as we deepen this partnership. Waterbury School District has made a concerted effort to attract high quality teachers by holding job fairs, promoting the district through social media, and creating a competitive salary schedule for beginning teachers. New staff members will be partnered with veteran staff to help with transitions, improve school culture and daily operations, and any other areas deemed necessary. We will differentiate our professional learning to staff based on specific areas of need. We will elicit teacher input in this process, as well as use our own high quality teachers to deliver some of this learning. Building capacity with the teaching staff creates a supportive culture in which staff members feel valued and respected. We will continue to work with the District to find highly qualified teachers through job fairs, social media and teacher recruitment web sites. All staff will partake in job-embedded coaching cycles. New staff will work directly with the department heads and job embedded coaches to remain exposed to quality, rigorous, and engaging instruction.

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

Administrators will follow the district evaluation plan. Staff evaluations will be distributed between the principals and staff. All teachers will establish a performance and practice goal, a parent engagement goal, as well as two student learning goals. The number and type (formal or informal) of observations will be determined by the cycle the teacher is on as determined by human resources. All teaching staff will have access to high-quality professional development. Through administrative observation and teacher-leader support, recommendations will be made for targeted professional learning to be developed and delivered to staff in need of student-centered, job-embedded coaching cycles. The training will align with Wilby High School's Talent and Academic professional learning of essential Tier 1 practices to enhance academic rigor. Administration will make staffing decisions based on student needs and teacher performance, and will adjust on an as-needed basis. Staff will complete a survey to inform administration in regards to their professional learning needs.

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

This school year, the school principal and one of the assistant principals completed an educational leadership training cohort through the National Institute for School Leadership. In the upcoming school year, there will be further opportunities for Wilby Administrators to take part in the next cohort of school leadership. Monthly Administrative Forums are conducted throughout the school year, which are facilitated by District Central Office staff. Classroom teachers and school administrators also participate in 5 district-wide professional learning days, which are full, seven hours days. Faculty meetings are called twice per month, each lasting one hour. Wilby is building strong foundational professional learning practices of ongoing coaching opportunities to build the capacity of the staff using the shared leadership model to strengthen our instructional leadership structures and practices. Year one will be centered on creating a shared and common vision for Tier 1 effective instructional practices. Our Leadership team has created our Tier 1 Instructional Feedback Tool and continues to receive embedded coaching regarding transformational feedback, interactions, and instructional coaching cycles to support a growth culture

that leads to changes in instructional practices for teachers in their departments. The Math department teachers are receiving additional professional learning and embedded coaching in the learning environment, reasoning and sense making, focus and coherence, and formative assessments to increase the quality of lesson planning that drive quality instruction, student learning, and engagement. The creation of the Tier 1 Instructional Practices Tool is being implemented and all staff are receiving an ongoing professional learning series on intentional and targeted planning in order to provide quality instruction for students' needs and successes.

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: 2018-19	Target 1 Year: 2021-22	Target 2 Year: 2022-23	Target 3 Year: 2023-24
ELA Growth	EdSight	38.3	41.3	44.3	47.3
Math Growth	EdSight	32.4	35.4	38.4	41.4
Teacher Retention	District Data		65%	70%	80%

Action Steps:

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

Talent Priority: 1.1, 1.3 – Create and implement job-embedded instructional coaching supports to address Tier 1, student-centered planning and delivery of high quality instruction. Use coaching practices to increase consistent use of effective instruction and increase teacher efficacy and effectiveness in meeting the needs of students. Additionally, we will develop and retain newly hired, high quality teachers, specifically in the critical shortage areas, such as science, math and special education.					
Root Cause: The current professional development model is not reflective of teacher, administrator and student needs. There is a high turnover rate of teachers at Wilby High School.					
Person(s) Responsible: Principal, Vice-principals, curriculum supervisors, literacy facilitator, department heads, district-level Talent and Professional Development Office, and teachers.					
Strategies to address root cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Initial Full staff professional learning on Tier 1, student-centered instructional coaching	Provide overview training for staff on instructional coaching (definition, goals, expectations, tools, process)	Utilize staff feedback in strengthening process and protocols of instructional coaching initiative.	Identify cadre of teacher leaders to pilot peer coaching initiative	Overview training Full staff participation, walk through observations Qualitative survey feedback data	Consultant support for handbook development and development of training materials

<p>Training & calibration of department heads & external instructional coach support personnel</p>	<p>Develop Wilby HS Instructional Coaching Handbook/Framework Document</p> <p>Survey staff for feedback on the instructional coaching process</p> <p>Ongoing training for DHs on instructional coaching practices, structures, tools and protocols.</p> <p>DH as coach forums for troubleshooting and support</p> <p>1:1 or small group DH calibration visits with consultant (calibrate to Tier 1, student-centered practice and coaching skills)</p>	<p>Refresher professional learning for staff and training for new staff</p> <p>Identify potential teacher leaders to pilot peer coaching initiative</p> <p>Ongoing training for DHs on instructional coaching practices, structures, tools and protocols.</p> <p>DH as coach forums for troubleshooting and support</p> <p>1:1 or small group DH calibration visits with consultant (calibrate to Tier 1, student-centered practice and coaching skills)</p>	<p>Training and calibration for identified teacher leader peer coaches (replaces use of external coaches)</p> <p>DH/teacher leader as coach forums for troubleshooting and support</p> <p>1:1 or small group DH calibration visits with consultant (calibrate to tier 1/student centered practice and coaching skills)</p>	<p>DH Survey data on walk through protocols</p> <p>Improvement in Tier 1 instruction as determined by learning walk data, and instructional coaching data</p> <p>Staff Surveys</p> <p>Student Performance Data in IDTs</p>	<p>DHs use of non-teaching blocks for instructional coaching</p> <p>3 external consultants (approx. 20 days each) for coaching support (year 1 & 2)</p>
<p>Engage staff in instructional coaching cycles</p>	<p>Assign teacher and coach (DH and/or external coach) partnerships</p> <p>Teacher and coach goal setting</p>	<p>Assign teacher and coach (DH and/or external coach) partnerships</p> <p>Teacher and coach goal setting</p>	<p>Assign teacher and coach (DH and/or teacher leader peer) partnerships</p> <p>Teacher and coach goal setting</p>		

<p>Continual Full staff professional learning on tier 1 and student-centered instructional strategies</p>	<p>Classroom visits, co-planning and feedback dialogue sessions Creation of Wilby new teachers professional learning and networking monthly forums</p> <p>Ongoing professional learning on tier 1 and student centered instructional strategies</p> <p>Development and dissemination of tier 1 and student centered classroom instructional resources and tools</p>	<p>Classroom visits, co-planning and feedback dialogue sessions survey monthly all staff for topics related to retention of new staff and implement monthly forums</p> <p>Ongoing professional learning on tier 1 and student centered instructional strategies</p> <p>Development of online clearinghouse of tier 1 and student-centered resources and tools</p> <p>Identification of teacher leaders who develop, research, and successfully implement tier 1 student centered strategies</p>	<p>Classroom visits, co-planning and feedback dialogue sessions</p> <p>Ongoing professional learning (teacher led workshops) on tier 1 and student centered instructional strategies</p> <p>Recording and sharing of Wilby HS teachers using effective tier 1 student-centered instructional strategies</p>	<p>Improvement in tier 1 instruction as determined by learning walk data, teacher evaluation data and instructional coaching data</p>	<p>Wilby High school tier 1 workbook</p> <p>Wilby HS tier 1 Flipbook</p> <p>Consultant training</p> <p>Web-based resource warehouse</p>
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Domain 2: Academics

Part One

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

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

Wilby High School's current leadership has prioritized our student academic improvement and has communicated its urgency through using a shared leadership model that has driven the goals and priorities for teacher learning and student instruction this school year. Members of the school leadership team created the Wilby Core Values and beliefs which has driven the professional learning model. The school has clearly aligned vision, mission and core values and beliefs to the current professional learning model being implemented for this school year.

During Wilby's planning year, the professional learning is centered around developing effective Tier 1 instructional strategies and processes and supports that help teachers collaborate to improve standards-based instructional practice so that students can engage in deep learning tasks, respond to student learning needs, provide rigorous evidence-based instruction, and remove barriers while providing opportunities. The staff recognized that the current heavy failure rates and lack of student achievement is directly tied to the ability of the staff to implement effective tier 1 instruction with fidelity. The leadership team is composed of all the administration and department heads of the academic content areas. Professional learning for all the shared leadership teams allowed for the department heads and administration to incur ongoing monthly professional learning on coaching styles and strategies for effective feedback cycles with staff. This professional learning has poised the shared leadership team to begin coaching cycles with staff in their departments to deepen the work that has begun with ensuring Tier 1 effective strategies are implemented in the classroom. The entire staff at Wilby High School is also partaking in professional learning of the common instructional vision. All staff are receiving professional learning on the essential Tier 1 instructional practices and the instructional framework. The shared leadership team created an instructional framework consisting of six key lesson elements of learning targets, success criteria, do now and warm up activities, challenging and engaging instructional activities, deeper thinking questioning techniques, academic discourse and formative check-in and closure to assess for all student learning.

The shared leadership team also created a common walk through tool that is aligned with the lesson planning tools for all teachers to develop coherent structures that directly aligned standards to students learning targets and success criteria. The team is implementing a model for members to be able to conduct classroom visits using the shared walk through tool and enhancing the calibration of each team. This consistent work has driven the Wilby professional learning for all staff to align our curricula with the Connecticut Core Standards and most importantly to the delivery of daily instruction of high academic rigor.

The shared leadership team identified that a major area for redesign that will benefit all students will be our Career and Technical Education course offerings and the facility upgrades and classrooms redesign to support the additions of Aviation and Drones Technology, Engineering, Software Development and Cybersecurity. The enhancement to the Career and Technical Educations programming directly impacts the increased enrollment into the Wilby High School (ATOMS) Advanced Technology of Math and Science program. Wilby High School created the 9th grade Academy program to enhance students' sense of belonging to our school, increase student achievement and decrease chronic absenteeism. Wilby also reestablished our ATOMS program as we consistently lose neighborhood student enrollment to Waterbury Career Academy, Waterbury Arts Magnet School, Kennedy SOAR Program and Crosby Early College High program. During the 2020-21 school year Wilby incurred a decrease in retention and passing rates in the AP and Dual Enrollment course offering. Re-establishing the 9th grade academy and the ATOMS program will enhance academic opportunities and rigor at the 9th and 10th grade level. This will ultimately rebuild the student population to increase enrollment and student success rates in AP and dual enrollment courses. In addition, the staff has outlined the need for effective Tier 2 and Tier 3 structures to be developed. The staff is currently receiving professional learning from the State Education Resource Center to

conduct a Tiered Fidelity audit and Positive Behavioral Interventions System needs assessment, as the sense of urgency to support students who are not thriving is essential. We are working as a district team involving the stakeholders from central office and other high schools to create a unified process for referral and identification. Wilby will concentrate efforts in effective Tier 1 instruction and pilot a section of Tier 2 intervention in the upcoming school year. To address embedding the Tier 2 and Tier 3 instructional time an external consultant will be acquired to assist all high schools in embedding an SRBI model into the school day as currently it is not in any of the Waterbury high schools. This work will be aligned with the 3 comprehensive middle schools in Waterbury, all of which are Commissioner's Network schools and will be pursuing the same goal of integrating intervention services through modified scheduling in the school day. This school wide academic culture shift ensures collective responsibility for both the quality of instruction and student learning and success that engages staff and students in pursuing education goals. These targeted professional learning opportunities have created clear performance expectations for staff and students alike.

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.

Most lessons observed at Wilby are teacher led and teachers struggle to engage students in grade-level tasks. Observed lessons are indicative of low expectations and lack a sense of urgency which results in few students being actively engaged and excited about their work. Observations indicate students engaged in off-task behaviors, including disruptive behaviors which negatively impact the classroom learning environment. Few students are actively engaged in lessons. Many students are engaged in off-task behaviors leading to disruptions in learning for all students. Many teachers struggle to differentiate their instruction to meet individual learning needs. There was little evidence pertaining to the use of data to inform instruction, and minimal efforts to check for student understanding. Wilby High School is committed to our top priority of improving student academic performance. This priority will demand a targeted and concrete plan to increase student academic achievement across all content areas and grade levels. All students will benefit from effective Tier 1 instructional practices. Through participation in professional learning facilitated by Dr. David Cormier Consulting, all teachers will participate in ongoing learning of effective Tier 1 strategies. Content area teachers will participate in targeted instruction of the data team processes described above.

Training will focus specifically on creating Professional Learning Communities which use the data team process to ensure teacher effectiveness in intentional planning that will create strategies to differentiate lessons and lesson delivery strategies that enhance student engagement. This training will also directly align with the training and facilitation of the student-centered coaching cycles for all staff. Within this priority area, Wilby High School has identified a lack of a Scientific Research Based Intervention system for students in need of Tier 2 and Tier 3 Instruction. As we identified a top priority of strengthening effectiveness of Tier 1 Instruction for all students, we identified the inherent need for differentiated instruction of Tier 2 and Tier 3 to ensure a multi-tiered system of support. This second academic priority directly impacts the daily learning opportunities of all students in Tier 1 and targets individual needs through creating Tier 2 and Tier 3 instruction for all students resulting in all students' ability to achieve at high levels.

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

Wilby High School will assume an 8 period day starting in the year 2021-22 as a means creating an extra period in each day that would allow for students to obtain the 25 credits for graduation. All students will have access to Tier 1 essential instructional practices in all subjects taught. Consistent and ongoing training provided through the Commissioner's Network grant with Dr. David Cormier will focus on continuing the professional learning of the Tier 1 essential practices using the created instructional walk through tool and common lesson planning protocol. Training of embedded coaching cycles will focus on intentional planning of student-centered lessons that are aligned to common core standards. Full staff professional learning will consist of every department functioning as a professional learning community. Each team will receive training in not only the function of the professional learning community, but also in the data team process which allows for student work to be analyzed to create high

leverage strategies that engage all students in accessing the highest academic rigor. This will be a very extensive process that will require training all teachers to create lessons directly aligned to common core standards and lessons that allow for differentiation of instruction. All teachers will be directly responsible for working as a member of their professional learning communities in their department.

Professional learning will be embedded into the structure of the school day during the PLC's common planning time. The teachers in the PLC will receive professional learning to build the capacity of each team to analyze student data to intentionally plan or effective Tier 1 Instruction. Each department head will also utilize 1 hour a month with their department staff to function as a PLC as a whole department monitoring data that will be used in the smaller PLC content areas. This process will be enhanced by embedding coaching cycles for teachers in each department. This tiered model of professional learning will culminate with continued monthly Tier 1, 2 and 3 essential instructional practices professional learning for the entire faculty.

Part Two

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

Three-Year English Language Arts Goal:

Indicator	Data Source	Baseline Year: 2018-19	Target 1 Year: 2021-22	Target 2 Year: 2022-23	Target 3 Year: 2023-24
ELA School Performance Index	Edsight	41.0	51.5	54.1	56.7
ELA SAT Scale Score	Edsight	404	420	435	450

Three-Year Math Goal:

Indicator	Data Source	Baseline Year: 2018-19	Target 1 Year: 2021-22	Target 2 Year: 2022-23	Target 3 Year: 2023-24
Math School Performance Index	Edsight	35.3	47.5	50.6	53.6
Math SAT Scale Score	Edsight	376	390	405	420

Action Steps:

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

<p>Academic Priority: 2.1, 2.2 -Strengthen the capacity of instructional/content data teams (IDTs) to use a Professional Learning Community (PLC) structure and process with an emphasis on intentionally planning effective Tier 1 Instruction. The process will include strategies for differentiation, increasing cognitive demand (rigor) and student engagement. Particular attention to the training and support of instructional improvement and improvement in CTE courses as WHS seeks to expand and strengthen this academic program to increase student engagement and performance.</p>					
<p>Root Cause: The current professional development model is not reflective of teacher, administrator, and student needs.</p>					
<p>Person(s) Responsible: Principal, Vice-principals, curriculum supervisors, literacy facilitator, department heads and teachers.</p>					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
<p>IDT PLC Training</p> <p>Full staff professional learning on Tier 1 and student-centered instructional strategies</p>	<p>Training to faculty in content instructional data teams on the PLC process (including data-driven decision-making)</p> <p>PLC facilitator training for DHs</p> <p>Create common tools, forms and protocols</p> <p>Ongoing professional learning on Tier 1 and student-centered instructional strategies</p>	<p>Training on Common Formative Assessment Development (CFAs)</p> <p>Administer PLC team assessments to determine strengths and areas for growth with PLC process (fidelity assessment)</p> <p>Ongoing professional learning on Tier 1 and student-centered instructional strategies</p>	<p>Ongoing Training and support to PLCs</p> <p>Admin observations of PLC process</p> <p>Ongoing professional learning (teacher led workshops) on tier 1 and student centered instructional strategies</p>	<p>Observation of teams</p> <p>PLC minutes</p> <p>Team Assessments and student performance data</p> <p>Improvement in Tier 1 instruction as determined by learning walk data, teacher evaluation data and instructional coaching data</p>	<p>Training</p> <p>Customized materials, protocols, PLC handbook smartertoolsfor teacher Wilby High School Tier 1 workbook s.org</p> <p>Wilby HS Tier 1 Flipbook</p>

<p>Protocol Training for PLCs</p>	<p>Development and dissemination of Tier 1 and student-centered classroom instructional resources and tools Training for IDTs/PLC on the use of <i>Looking at Student Work</i> Protocols (LASW).</p> <p>Training for IDTs/PLC on the use of Lesson Analysis Protocols.</p> <p>DH/facilitator support</p>	<p>Development of online clearinghouse of Tier 1 and student-centered resources and tools</p> <p>Identification of teacher leaders who develop, research, and successfully implement Tier 1 student-centered strategies</p>	<p>Ongoing DH/facilitator support</p> <p>Refresher Training sessions</p>	<p>Observation of teams</p> <p>PLC minutes</p> <p>Team Assessments and student performance data</p>	<p>Training</p> <p>Customized materials, protocols, PLC handbook</p>
<p>Redesign Career and Technical Educational Programming offerings and facility at Wilby to improve student engagement and performance.</p>	<p>Training for current CTE courses in strengthening Tier 1 instruction in particular content areas as well as use of specific technologies related to identified career pathways</p> <p>Provision of professional learning to support development of new CTE pathways such as cybersecurity.</p>	<p>Training on Japanese Lesson Study Model using Swivl video technology.</p> <p>Ongoing DH/facilitator support</p> <p>Aggressive marketing of CTE programs to support enrollment of interested students and families.</p> <p>Continued training from both school wide professional</p>	<p>Aggressive marketing of CTE programs to support enrollment of interested students and families. Continued training from both school wide professional provider as well as career/technical specific training according to pathway. Facilities upgrades to accommodate renewed CTE focus.</p>	<p>Expansion of course offerings and pathways Increase enrollment in CTE courses. Increased interested in WHS from 8th grade students and families due to CTE program. Certifications, pathway completions and career/college connections attained.</p>	<p>Technical and equipment supports for new pathways, ie cybersecurity. Facilities upgrades for current CTE courses and pathways Professional learning providers.</p>

	Facilities upgrades to accommodate renewed CTE focus.	provider as well as career/technical specific training according to pathway. Facilities upgrades to accommodate renewed CTE focus.			
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Academic Priority: 2.3 - Develop a tiered SRBI model for early, targeted intervention to ensure success for all students.					
Root Cause: The school lacks appropriate interventions and there are significant achievement gaps between high-need subgroups and non-identified students					
Person(s) Responsible: Principal, Vice-principals, curriculum supervisors, literacy facilitator, coaches, department heads, behavior counselors, and teachers.					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Create after school Tier 2 learning opportunities for all students for academics and behavior with eye towards scheduling in school during years 2 and beyond.	<p>Create a district committee with membership from all high schools</p> <p>Conduct Tiered Fidelity Inventory of all Tier 2 structures implemented in after school setting.</p> <p>Hire external scheduling consultant to audit current schedule and recommend alternate schedule models to support embedded time for Tier 2 and Tier 3.</p>	<p>Training of Tier 2 strategies and models to support students unsuccessful in Tier 1</p> <p>Schedule for Tier 2, Tier 3 sections.</p>	<p>schedule for Tier 2, Tier 3 sections.</p> <p>Creation of student self-reporting process for all</p>	<p>School will have fully formed and documented SRBI systems with common systems and structures for meeting student needs in Tier 2</p> <p>Programs are implemented with fidelity and students are successfully responding to intervention</p>	<p>*SERC consultant *Staff Training *external consultant *SWIS system, CI/CO, ISWIS *SERC consultant *Staff Training *SWIS system, CI/CO, ISWIS</p>

<p>Create after school Tier 3 learning opportunities for all students for academics and behavior with eye towards scheduling in school during years 2 and beyond.</p>	<p>Conduct Tiered Fidelity Inventory of all Tier 3 structures implemented in the afterschool setting.</p>	<p>Training of Tier 2 strategies and models to support students unsuccessful in Tier 2</p>	<p>Tier 2 students Creation of student self-reporting process for all Tier 3 students</p>	<p>School will have fully formed and documented SRBI systems with common systems and structures for meeting student needs in Tier 3</p> <p>Students in intervention are making accelerated progress</p> <p>Fewer referrals to special education</p>	
<p>Implement new assessment system and support school teams to effectively analyze data</p>	<p>Train behavior counselor staff in management of the use and implementation of the of SWIS data collection and check-in/check-out model to progress monitor all students at Tier 1 and Tier 2</p>	<p>Train behavior counselor staff in management of the use and implementation of the of SWIS data collection and the Tier 3 ISWIS model to progress monitor all students at Tier 3</p>	<p>Full implementation of the SWIS system to support the Multi-Tiered Interventions system school wide.</p> <p>Fully implemented system of students self-reporting on Tier 2 and Tier 3 interventions and progress</p>	<p>Assessment data can be analyzed for measuring student growth within and across years</p> <p>Common data team protocol to monitor student progress</p>	<p>*SERC consultant *Staff Training *SWIS system, CI/CO, ISWIS</p>

Domain 3: Culture and Climate

Part One

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

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

The school environment and culture at Wilby High School has shown improvement this school year based on the staff and student surveys administered for the Commissioner's Network audit visit on October 7th and 8th and the Wilby High Schools NEASC Self Study visit conducted on December 8th and 9th. Administration had led the work through our shared leadership team in creating Wilby Vision Mission and Core Values and Beliefs. This work will be voted on by the staff and the students in February and will drive the academic and climate and culture work set forth for the rest of this school year. A top priority for Wilby High School this year was to create systems of support for all students in academics and in social emotional support. Two behavior counselors were on board this school year to create a direct line of support to staff regarding students experiencing any difficulties. These counselors are positive interventionists that allow for students and families to have support and guidance prior to students experiencing punitive or exclusionary methods of discipline. This will afford vice principals more time in every classroom as instructional leaders, ensuring all essential Tier 1 instruction strategies are employed. In the past, administration experienced becoming overloaded with office discipline referrals and were finding far less time to be in classrooms to address the root causes of ineffective Tier 1 instruction that benefits all students. This support of the 2 additional behavior counselors is further enhanced by training from the CSDE. The counselors are receiving weekly training with Amada Pickett to conduct an internal Tiered Fidelity Audit of Tier 1, 2 and 3. In addition, these counselors will be trained in managing the SWIS data management system, which will allow for student data and interventions to be captured for the Professional Learning Community's data team meetings.

The Wilby High Core Values and Beliefs will be woven into our PBIS system and clearly defined expectations will be communicated to staff and students once fully developed. The groundwork that Wilby is doing this school year will allow for the team to integrate these expectations into the Wilby High School handbook for the opening of next school year. The team will be poised to begin the school year with staff and student expectations and systems of support outlined. Embedded into the Academics priorities, is Wilby's plan to develop a rich after school and eventually during school Tier 2 and 3 system of support for students that will allow for students and families to access Wilby staff for both academic and social support. Currently, there is no Tier 2 or 3 supports for academics or social support. The behavior counselors and the administrative team are undergoing extensive professional learning this year with SERC Consultant Michelle Lebrun Griffin in developing an early intervention process to support the schools identified needs and grade level professional learning communities, who will review data and create interventions for progress monitoring. A detailed outline and all paperwork for this process are being created by the team and has an anticipated roll out to all faculty in early June of this school year. All of this foundational work will prepare the Wilby community for professional learning that addresses our Tier 1 effective instruction and leads to the work of the positive behavior interventions that must occur over the next three years.

Additionally, Wilby High School staff will continue to engage with the Waterbury's district wide initiatives to increase dialog and training around issues of race and equity. Waterbury Public Schools' Equity Policy and the ensuing professional learning supports it provides are essential pieces of transforming Wilby's culture and climate. We believe the cumulative effect of these interventions will serve to decrease Wilby's extremely high suspension rate as well. With stronger Tier 1 instruction, support from behavior counselors, comprehensive staff training around the Wilby Core Values and Beliefs and the associated classroom culture training, our plan seeks to provide multiple interventions for supporting positive student behavior and reduced disciplinary referrals and infractions.

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

Wilby High School is the only comprehensive high school in the North Division of Waterbury; receiving students from North End Middle School, Reed Elementary, and Carrington Elementary. Family and community engagement is a

major focus of Wilby's Commissioner's Network Turnaround Plan, as we have historically struggled with parent involvement. Wilby loses many students to other high schools in Waterbury due to special programming at the other school sites, including Waterbury Career Academy, the Crosby Early College High program, and Waterbury Arts Magnet School, as well as private schools. Wilby High School has put tremendous effort into promoting strong family ties and we will take our engagement with families to the next level upon acceptance as a Commissioner's Network School. We recently stepped-up communication with families using the district's new Parent Square communication system, which allows families to receive school-based messages in their native language. Teachers also have the ability to message parents directly using Parent Square. We also communicate with students, families and the community using social media. The Wilby High School Newspaper, *The Emerald*, is also being used to promote Wilby's modes of social media communication with students and families.

Despite these varied and continued efforts to engage our parents in virtual and or in person events, Wilby High School continues to struggle tremendously with parent engagement. Upon acquiring status as a Commissioner's Network school, we will secure two Parent Academic Liaisons. These positions will work directly with the Community Parent Liaison to create a parent network which will help to identify common barriers which impact attendance rates, and will also function to build relationships among families in times of need. Training for the PAL position would be secured prior to the start of the school year. These PAL's could conduct focus groups and assist in organizing community resources and events throughout the year that families and staff would attend together. This will allow us to build relationships with parents and teachers so we can focus on using common vocabulary with families and students specifically around the effective Tier 1 Instruction process, common core standards and learning targets and success criteria. This allows for both family and staff expectations to be deeply understood and shared as a common vision. A shared vision will enable a parent's ability to share the responsibility in supporting and navigating their child's educational success.

Additionally, our work in strengthening our CTE programs will promote strong family and community engagement. Providing high quality college and career pathways will both attract interested students and families as well as engage current students. The relevance of career ready education is a prime connector for students and families and we believe Wilby's shifts to build this program will positively impact our student attendance and family connections. We continue to recognize that parents need to have a deeper understanding of their student's academic work. Parental knowledge and understanding will allow us to work in partnership to support our students. These PAL's will be a part of our Professional Learning Community School attendance team and will engage with individual families to provide ongoing outreach to enhance personal connections. They will meet with families to discuss the challenges of attending and accessing school, co-construct solutions for regular attendance and make connections to community resources. They will conduct relational home visits focused on building relationships with the families and relaying messages of the schools hopes and dreams for the student's education and future.

Describe the school's attendance intervention system.

Wilby High School has struggled with student chronic absenteeism and lack of student attendance on an ongoing basis. This issue pre-existed the global pandemic and has incurred a considerable increase since students went into our virtual hybrid mode of learning upon the onset of the March 2020 global pandemic due to COVID 19. The chronic absenteeism team will use our district wide dashboard that breaks down the student attendance data by grade level, curriculum code, high needs, gender and ethnicity. Due to the lowest attendance consistently occurring in the 9th grade, Wilby High School has created a 9th grade academy model that began this school year. District wide protocols are followed to log parent contacts and attendance concerns that are sent to the one building attendance counselor. Teachers also keep their own attendance records and are responsible to continue to reach out to families to re-engage students. Despite these efforts, far more is needed as the chronic absenteeism rate is hovering around 43%, far exceeding the State percentage of chronic absenteeism. Additional personnel are needed to provide outreach to families, to follow up immediately when inquiries arrive, and to design additional incentives and support for families struggling with attendance.

We continue to see the integration of all aspects of our academic priorities as an integral part of addressing not only our lack of student attendance but also our lack of family engagement. Upon acceptance as a Commissioner's

Network School, we will enlist the supports and services of the two additional PAL’s staff who will be hired and trained in conducting focus groups, relational home visits and creating school based events that would give parents the strategies to better motivate their children and themselves to recognize the importance of regular attendance. We have also identified our need for high quality afterschool programming to allow for students to access Tier 2 and Tier 3 educational and social emotional support. Although the Wilby team continues to put in significant and targeted efforts to decrease chronic absenteeism, we are still at a staggeringly high chronic absenteeism rate. With our plan to address our Tier 1 Essential Instruction and a plan to build Tier 2 and Tier 3 supports for all students, we feel we are addressing all the factors of the multi-layered variables consistently affecting our chronic absenteeism rates. We are poised and ready for acceptance into the Commissioner’s Network and will use the grant funds to train staff to work collaboratively in each of the areas of Talent, Academics, Climate and Culture, and Operations to work coherently to address our students using this whole-child model ensuring success for all.

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

Wilby High School’s administrative team understands the integral connectedness of the areas of Talent, Academic, Climate and Culture, and Operations working in a cohesive manner to support the social emotional well-being of the staff and students in the Wilby community. Written throughout this application, we continue to use the Wilby Core Values and beliefs as a seminal driving force from which expectations for staff and students and all professional learning will be derived. The administrative team will continue professional learning in models of effective feedback that support teachers fostering relationships with students that enhance student engagement. The work that has been conducted throughout this school year in essential Tier 1 instruction to yield a classroom walkthrough template that addresses student engagement along with the other essential strategies. Professional learning will continue for all staff in intentional planning that drives student engagement and high academic rigor. The district continues to develop the advisory period in which all students are linked to one teacher for 4 years.

This plan has varied over the years and is not enough to support our students overall social emotional well-being. Wilby High School behavior counselors are currently receiving explicit training from the State Department to conclude a Tiered Fidelity Inventory of supports available to all students. The data from this TFI will drive the development of the role of the behavior counselors as support to all students. Each counselor will oversee a specific caseload of the student body. The staff will be trained in student de-escalation techniques, student mediation techniques and student and family mentoring. Wilby High School was in receipt of additional funding from the Commissioner’s Network which was allocated solely to the 9th grade academy and training for all the teachers regarding student sense of belonging, and the role feedback plays in creating environments for students to thrive socially, emotionally, and academically. The 9th grade academy will be trained in teaming structures and protocols that will allow them to look at data and students’ progress. Practices such as Restorative Questioning will be combined with creation of the school-wide positive behavioral supports, and clearly stated students and staff expectations will allow the staff to design procedures that support successful and struggling students.

Part Two

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

Three-Year School Culture and Climate Goal:

Indicator	Data Source	Baseline Year: 2018-19	Target 1 Year: 2021-22	Target 2 Year: 2022-23	Target 3 Year: 2023-24
Suspension Rate	District Data	30	24	20	18.1
Chronic Absenteeism Rate	District Data	29.7	27.2	24.7	22.3

Action Steps:

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

<p>Culture and Climate Priority: 3.2 To increase student attendance hire 2 Parent Academic Liaisons (PAL's) to provide ongoing outreach to make personal communications with families of a student who is chronically absent, meet to discuss the challenges of attending school, co-construct solutions for regular attendance and make connections to community resources. They will conduct relational home visits focused on building a relationship with the family and conveying the school's hopes and dreams for the student's educational success and future.</p>					
<p>Root Cause: Low sense of student belonging and shallow connection to school, High rate of absenteeism</p>					
<p>Person(s) Responsible: Principal, Vice-Principals, Curriculum Supervisors, Literacy Facilitator, Coaches, Department Heads, Behavior Counselors, Teachers, 1 Attendance Counselor, 2 Parent Academic Liaisons, and School Social Workers.</p>					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
<p>Create 2 positions for Parent Academic Liaisons- who will establish positive relationships with students, parents and the community Relational home visit tool created and implemented</p> <p>Conduct relational home visits to build strong school-to-family relationships.</p> <p>Utilize all teachers in best practices for reducing chronic absenteeism, lowering discipline referrals and strengthening community building</p> <p>Reorganization of support staff</p> <p>Data system for tracking and monitoring progress</p> <p>Professional Development for our students</p>	<p>Survey Parents and students to see what kind of needs they have, events they would like to attend and training they would be interested in attending Create and implement a relational home visit tool</p> <p>Develop a Monthly School- Wide Newsletter- addressing concerns/interests identified in home visits Gather and analyze data from survey (building relationships with students and parents)</p>	<p>Have monthly flyer outlining what events will be offered for that month/survey parents again to see if feeling more connected to building</p> <p>Review data received from home visits and make any adjustments necessary</p> <p>Involve parent/student stories in the School Newsletter (voluntary)</p>	<p>Continue offering events and using feedback to continue to meet the needs of the parents and students</p> <p>Review data received from home visits and make any adjustments necessary</p> <p>Continue to involve community in the School Wide newsletters</p>	<p>Lower rates of chronic absenteeism. Lower rates of chronic absenteeism</p>	<p>Surveys Flyers Events Data from home visit tool parent survey NEASC survey Surveys, planning committee, outside agencies Survey</p>

	Professional learning cycles on equity, positive classroom climate and alternatives to suspension Identify the basic needs of our students using a student survey	Plan activities/workshops based on data from the survey/monitor progress Professional learning cycles on equity, positive classroom climate and alternatives to suspension Implement resources and training based on student identified needs to be successful in school/ survey students quarterly to make sure still meeting needs	Adjust activities as necessary based on review of data Professional learning cycles on equity, positive classroom climate and alternatives to suspension Review data from survey and make adjustments as needed	Lower rates of chronic absenteeism and increase positive relationships Lower rates of chronic absenteeism increase voice of our students which leads to buy in	
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Culture and Climate Priority: 3.5 -Strengthen family and community engagement. Create a parent leaders coalition as a part of the school governance council. Parent Leaders create a parent network to identify common barriers to attendance and building relationships among families in times of need. Parent Leaders would organize community resource fairs throughout the year, beginning with summer kick off events for school administration and school staff to participate and provide learning materials and attendance information.

Root Cause: Lack of family and community connections with the school

Person(s) Responsible: Principal, Vice-principals, curriculum supervisors, literacy facilitator, coaches, department heads, Behavior Counselors, and teachers.

Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
School Governance Council will partner with Wilby Parent for parent leaders coalition forums	Conduct focus groups with parents at all grade levels Develop Welcoming Walkthrough protocol	Implement strategies identified in year 1 protocol, progress monitor for effectiveness	Continue with protocol making adjustments based on effectiveness of strategies	Completed protocol, an increase in parent and community involvement	School surveys, school activities, school governance meetings

<p>Implement monthly leader’s coalition forums to conduct specific and targeted parent workshops geared to provide families with resources needed to substantially decrease historic chronic absenteeism.</p>	<p>Develop a calendar of community events/workshops/celebrations based on events that are happening within the school</p>	<p>Incorporate scheduled calendar events/workshops/celebrations, review and adjust based on feedback</p>	<p>Continue to grow the number of events on the calendar based on identified needs and data feedback</p>	<p>Percentage of positive feedback responses/increased parent involvement-measured by attendance at events</p>	<p>School/district surveys-of staff, students, parents, SGC, community and outside vendors/agencies</p>
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Domain 4: Operations

Part One

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

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

The district is implementing a new block scheduling model to maximize on-task instructional time for all high schools in Waterbury. The length of the current school day is 228 minutes long. This allows for each academic period to consist of 65 minutes. Every student at Wilby High School will need to earn a total of 25 credits in order to meet graduation requirements. School year 2021-2022 will be the first school year that will allow for students to take 8 credits per day. This is an increase of 1 period per year for students. Currently, there is not Tier 2 or Tier 3 level instruction built into the day for students at Wilby. Wilby proposes to add an additional 90 minutes 4 days a week for students to be able to partake in additional academic and social emotional support. This will maximize the learning day allowing for students who want additional support to freely obtain extra support in the academic and social emotional areas. Students would be able to meet with certified teachers from the core academic areas, and they would also be able to meet with a school counselor, school social worker and a behavior technician after school hours, in addition to having a snack and transportation home. Additionally, our plan calls for contracting with organizations with scheduling expertise that will, at this point, have worked with our 3 middle schools in the Commissioner’s Network to provide space for instruction and intervention within the school day.

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

We will add an additional 90 minutes of professional learning per month for all staff to be able to participate in professional learning communities. The areas of focus will be in the areas of essential Tier 1 Instruction and Positive Behavioral Supports. Currently, the staff has 2 hours of professional learning per month. One meeting will be utilized for faculty meeting time and school team meeting time, such as the attendance team, leadership team, early intervention team, and school culture and climate team. The second hour per month will be devoted to each department meeting and collaborating as a professional learning community, and as content grade-level professional learning communities. Instructional Data Teams meeting time is embedded into the teachers’ daily schedule and are designated as uninterrupted time.

Part Two

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

Three-Year School Operations Goal:

Indicator	Data Source	Baseline Year: 2018-19	Target 1 Year: 2021-22	Target 2 Year: 2022-23	Target 3 Year: 2023-24
Increased time for Tier 2 instruction	Master Schedule	0 courses	1 course	2 courses	as requested
Increased time for Tier 3 instruction	Master Schedule	0 courses	0 courses	1 course	as requested

Action Steps:

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

Operations Priority: 4.2 - Create multiple extended learning opportunities after school, Monday through Thursday. Hire academic support, counseling, and college and career readiness staff, who will implement interventions and support, including online and in-person course credit recovery.					
Root Cause: Lack of extended Learning Opportunities					
Person(s) Responsible: Principal, Vice-principals, curriculum supervisors, literacy facilitator, coaches, department heads, Behavior Counselors, school counselors, and school social workers.					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Contract certified personnel to implement after school Tier 2 and 3 academic and enrichment interventions for after school (year 1) and in school (years 2 and beyond).	<p>Hire 1 certified staff in each of the academic content areas of: English, Math, Science, Social Studies, Technical Education, Music, and Culinary Arts.</p> <p>Hire 1 school administrator to oversee the program. Early September, host an Open House for students and parents, giving them an overview of the program and supports.</p> <p>Collect and analyze data to gain understanding of the effectiveness of the program.</p>	<p>Collect and analyze data from Year 1 Tier 2 and 3 programming.</p> <p>Adjust staffing based on need. Early September, host and Open House for parents and students, providing an overview of the program and supports.</p>	<p>Collect and analyze data from Year 1 and Year 2 Tier 2 and 3 programming.</p> <p>Adjust staffing based on need. Early September, host and Open House for parents and students, providing an overview of the program and supports.</p>	<p>Increase in number of students achieving academic targets on assessments.</p> <p>Increase number of students receiving appropriate number of credits for grade-level advancement.</p> <p>Increase in after school participation growth over a three year period.</p>	<p>Content area certified teachers. Certified program administrator.</p> <p>District level curriculum resources. Online credit recovery application.</p> <p>Nutritious snack options provided by the food service department.</p> <p>Transportation provided by the school district bussing department.</p>
Contract certified personnel to implement Tier 2 and Tier 3 Social and Emotional supports, and	Hire 1 school social worker, 2 behavior technicians, 1 College and Career Readiness	Collect and analyze data from Year 1 Tier 2 and 3 programming.	Collect and analyze data from Year 1 and Year 2 Tier 2 and 3 programming.	Increase in student participation over the 3 year course of the program.	School social worker, behavior technicians, school counselor,

<p>leadership opportunities for student empowerment for after school (year 1) and in school (years 2 and beyond).</p>	<p>counselor, and 1 school counselor.</p> <p>Engage in outreach with community partners to establish mentorship opportunities for students.</p> <p>Early September, host an Open House for students and parents, giving them an overview of the program and supports.</p> <p>Collect and analyze data to gain understanding of the effectiveness of the program.</p>	<p>Adjust staffing based on need.</p> <p>Early September, host an Open House for parents and students, providing an overview of the program and supports.</p>	<p>Adjust staffing based on need.</p> <p>Early September, host an Open House for parents and students, providing an overview of the program and supports.</p>	<p>Reduction in rates of incidents of in-school and out-of-school suspension.</p> <p>Reduction in rates of student chronic absenteeism.</p> <p>Increase in number of graduating students entering college and/or careers.</p>	<p>community business partners, district-level counseling and SEL curriculum.</p> <p>Nutritious snack options provided by the food service department.</p> <p>Transportation provided by the school district bussing department.</p>
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<p>Operations Priority: 4.2 Create 8th grade Bridge Programming for 8th graders to participate in a leadership academy that emphasizes student sense of belonging, student voice and empowerment leadership forums that address college career readiness. Create an on-site center for FAFSA and college applications assistance.</p>					
<p>Root Cause: Lack of extended Learning Opportunities</p>					
<p>Person(s) Responsible: Principal, Vice-principals, curriculum supervisors, literacy facilitator, coaches, department heads, Behavior Counselors, and teachers.</p>					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
<p>Contract appropriate personnel to lead meaningful after school enrichment opportunities to provide students with high quality instruction and enrichment.</p>	<p>Hire 1 certified math, English, and Science staff. Hire 1 9th grade counselor. Early September, host an Open House for 8th grade students and parents, giving them an overview of the</p>	<p>Collect and analyze data from Year 1 Tier 2 and 3 programming. Adjust staffing based on need. Early September, host an Open House for parents and students,</p>	<p>Collect and analyze data from Year 1 and Year 2 and 3 programming. Adjust staffing based on need. Early September, host an Open House for parents and students,</p>	<p>Increase of student participation over the term of the program. Increase the percent of rising 8th graders from feeder schools enrolling in</p>	<p>Certified content area staff in ELA and Math, and 1 9th grade counselor. District-level curriculum. Nutritious snack options provided by the food</p>

	<p>program and supports. High School administrator collaborates with on-campus feeder middle school, regarding programming. Collect and analyze data to gain understanding of the effectiveness of the program.</p>	<p>providing an overview of the program and supports.</p>	<p>providing an overview of the program and supports.</p>	<p>Wilby High School. Reduction in chronic absenteeism with the 9th Grade Academy. Reduction in rates of incidents of in-school and out-of-school suspension. Increase in the percentage of 9th graders achieving appropriate number of credits for grade-level advancement.</p>	<p>service department. Transportation provided by the school district bussing department.</p>
<p>Creation of leadership/mentoring program for Wilby students to mentor and tutor incoming 8th grade students.</p>	<p>In conjunction with National Honor Society advisors, identify a cohort of Wilby High school students who will act as mentors to 8th graders who are participating in the Bridge Program. Provide training to WHS students in the area of peer mentoring. Have WHS students work with 8th grade Bridge Program staff to implement leadership/mentoring sessions.</p>	<p>Collect and analyze data from Year 1 8th grade peer mentoring/leadership programming. Adjust staffing based on need. Early September, host and Open House for parents and students, providing an overview of the program and supports.</p>	<p>Collect and analyze data from Year 1 and Year 2 8th grade peer mentoring/leadership programming. Adjust staffing based on need. Early September, host and Open House for parents and students, providing an overview of the program and supports.</p>	<p>Increase the number of 8th graders from our feeder schools who enroll in Wilby High School. Increase the number of 9th grade students who have acceptable grade-level credits, acceptable attendance levels, and no office referrals.</p>	<p>National Honor Society advisor. WHS National Honor Society Members. 8th grade bridge program staff. Curriculum for peer mentorship/leadership.</p>

Section 7: Sustainability Plan

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

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

The leadership team and the faculty at Wilby High School planned with intention for the sustainability of each of the priority goals within each domain of Talent, Academics, Culture/Climate and Operations.

- **1.1, 1.3** –Create and implement job embedded instructional coaching supports to address Tier 1 Instruction and student-centered planning and delivery of high quality instruction. Coaching practices to increase consistent use of effective instruction and increase teacher efficacy and effectiveness in meeting the needs of students. Additionally, we will develop and retain newly hired, high-quality teachers, specifically in the critical shortage areas, such as Science, Math and Special Education.
 - The use of external coaches is implemented as a gradual release model allowing for each department head to calibrate lessons observed together with the coach and modeling of the coaches’ feedback. It is anticipated that in year 1, 100% of the staff would benefit from a coaching cycle with a DH and coach, year 2, 100% of staff would benefit from coaching cycles with DH, and in year 3, in-house training can be conducted with any new DH staff.
- **2.1, 2.2** Strengthen the capacity of instructional/content data teams (IDTs) to use a Professional Learning Community (PLC) structure and process with an emphasis on intentionally planning effective Tier 1 Instruction. The process will include strategies for differentiation, increasing cognitive demand (rigor) and student engagement.
 - The use of the external facilitator for professional learning and walkthrough calibration will be gradually released over the 3 year time frame to the shared leadership team consisting of the department heads and the administration.
 - Wilby High School will require ongoing support from the Commissioners Network and district to continue to further advance the redesign of the career and technical education course offerings and facilities remodel including all career and technology classrooms, art and music classrooms, student fitness center, greenhouse, and library media center.
- **2.3** - Establish the SRBI system and Create Tier 2 and Tier 3 for multi-systems of support for academics and behavior within the school day.
 - The use of the external consultant and the SERC consultant will be front loaded to year 1 and year 2 regarding the training of grade-level early intervention teams in teaming protocols and student strategy models. Year 2 will consist of enhancement of progress monitoring data cycles.
- **3.2** - To increase student attendance, hire two Parent Academic Liaisons to provide ongoing outreach to make personal communications with each family of a student who is chronically absent, and meet to discuss the challenges of attending school, co-construct solutions for regular attendance, and make connections to community resources. They will conduct a Relational Home Visit focused on building a relationship and discussing the family’s and the school’s hopes and dreams for the student’s education and future.
 - The hiring of Parent Academic Liaisons will happen in year 1 along with the teaming of the PAL staff and current Wilby Attendance Team staff. Year 1 will consist of training for the team on conducting focus groups, relational home visits, and feedback cycles to engage academic staff in parent meetings.
- **3.5** - Create Parent Leaders Coalition - As a part of the school attendance team, parent leaders create a parent network to identify common barriers to attendance and building relationships among families in

times of need. Parent Leaders would organize community resource fairs throughout the year, beginning with summer kick-off events for school administration and school staff to participate and provide learning materials and attendance information.

- No additional staffing is required, as PAL staff and the Attendance staff will collaborate to conduct parent focus groups and plan with the shared leadership team parent involvement activities.
- **4.2** - Create multiple extended learning opportunities after school, Monday through Thursday, with academic support staff, counseling staff, and College and Career Readiness staff, conducting interventions, supports, and credit make-up courses in person and online.
 - Funding for this priority goal will be front-loaded to year 1 and year 2 as a means of supporting the high number of students who are currently behind in credits, failing a current course, and/or are in need of credit recovery options to get caught up to the appropriate grade level. In year 2 and year 3, the district will be working with all high schools to embed Tier 2 and Tier 3 options for support within the school day for all students. Student and family surveys will be conducted to monitor the success and need for the level of programming each year.
- **4.2** - Create 8th grade Bridge Programming for 8th graders to participate in a leadership academy that emphasizes student voice and empowerment. Establish leadership forums that address college and career readiness. Create an on-site center for FAFSA and college applications assistance.
 - This programming will be evaluated each year to enhance student participation and the facility. This will be enhanced on a yearly basis to sustain a thriving Bridge Program with the middle and the high school.

Section 8: Budget Proposal

8.1 BUDGET PROPOSAL

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

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

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

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

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

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

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

Section 9: Modifications

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

PART IV: APPENDIX SECTION

Appendix A: Turnaround Committee Signatures Page

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

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



Signature of Superintendent, Non-Voting Chair

3/1/2021

Date

Dr. Verna Ruffin

Name of Superintendent (*typed*)



Signature of Board of Education-appointed Parent

2/28/2021

Date

Lisa McMahon

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




Signature of Board of Education-appointed Administrator

2/26/2021

Date

Michelle Baker

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



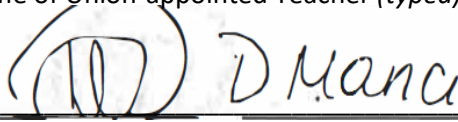
Signature of Union-appointed Teacher

2/26/2021

Date

Robert Haxhi

Name of Union-appointed Teacher (*typed*)



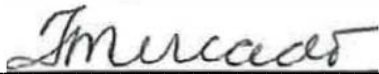
Signature of Union-appointed Teacher

2/26/2021

Date

Dana Mancini

Name of Union-appointed Teacher (*typed*)



Signature of Union-appointed Parent

3/3/2021

Date

Tammv Mercado

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
Mr. Kevin Egan	President Waterbury Teachers Association
Mr. Jim Tessitore	Attorney, Waterbury Teachers Association
Dr. Janice Epperson	Assistant Superintendent, Waterbury Public Schools
Mr. Darren Schwartz	Chief Academic Officer, Waterbury Public Schools
Ms. Elizabeth Henson	Vice Principal, Wilby High School
Ms. Lori Peck	Vice Principal, Wilby High School
Mr. Joseph Begnal Jr	Principal, Waterbury Public Schools
Mr. Paul Drewry	Vice Principal, Wilby High School
Ms. Dana Mancini	Teacher, Wilby High School
Ms. Iris White	Consultant, Connecticut State Department of Education
Mr. Greg Dresko	Consultant, Connecticut State Department of Education
Mr. Matt Brown	Chief Turnaround Officer, Waterbury Public Schools

Appendix B: Budget Information

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.

Appendix C: Statement of Assurances

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

PROJECT TITLE: Commissioner's Network

THE APPLICANT: Waterbury Public Schools HEREBY ASSURES THAT:

Wilby High School

(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

References in this section to “contract” shall mean this grant agreement and to “contractor” shall mean the Grantee.

(a) For purposes of this Section, the following terms are defined as follows:

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

For purposes of this Section, the terms “Contract” and “contract” do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, unless the contract is a municipal public works contract or quasi-public agency project contract, (2) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in C.G.S. § 1-267, (3) the federal government, (4) a foreign government, or (5) an agency of a subdivision, state or government described in the immediately preceding enumerated items (1), (2), (3), or (4).


- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an “affirmative action-equal opportunity employer” in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers’ representative of the Contractor’s commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and C.G.S. §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to C.G.S. §§ 46a-56, 46a-68e, 46a-68f and 46a-86; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and C.G.S. § 46a-56. If the contract is a public works contract, municipal public works contract or contract for a quasi-public agency project, the Contractor agrees and warrants that he or she will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works or quasi-public agency projects.
- (c) Determination of the Contractor’s good faith efforts shall include, but shall not be limited to, the following factors: The Contractor’s employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and in every subcontract entered into in order to fulfill any obligation of a municipal public works

contract for a quasi-public agency project, and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with C.G.S. § 46a-56, as amended; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission regarding a State contract, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to C.G.S. § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and C.G.S. § 46a-56.
- (h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with C.G.S. § 46a-56 as amended; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission regarding a State contract, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

- M.** The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.
- N.** The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official, hereby certify that these assurances shall be fully implemented.

Superintendent Signature: 
Dr. Verna Ruffin

Name: *(typed)* _____
Superintendent of Waterbury Public Schools

Title: *(typed)* _____

Date: _____
March 1, 2021

PART V: REFERENCES

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Commissioner's Network Operations and Instructional Audit

Wilby High School, Waterbury |
October 7th and 8th, 2020



Turnaround Office
State Department of Education
450 Columbus Blvd
Hartford, CT 06103
www.sde.ct.gov



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Part I: Introduction

On June 5, 2020, the Commissioner initially selected Wilby High School in Waterbury to participate in the Commissioner's Network. Pursuant to C.G.S. § 10-223h(b), the Waterbury Board of Education established the Turnaround Committee. On October 7th and 8th, 2020, the Connecticut State Department of Education (CSDE) conducted, in consultation with the board of education, the Waterbury 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.

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. To that end, the Network offers new resources and authorities to empower teachers and school leaders to implement research-based strategies in schools selected by the Commissioner. Network schools remain part of their local school districts, but the districts and the CSDE secure school-level flexibility and autonomy for the schools in exchange for heightened accountability. Schools participate in the Network for a period of three to five years. At present, 15 schools are participating in the 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; and
- (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 parent, teacher, and student surveys.
- (2) The auditors conduct a school site visit to observe school systems and classrooms, and meet with members of the school community. During the 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.

Wilby High School (HS) in Waterbury serves 1,096 Grade 9 through Grade 12 students in Waterbury. Approximately 26 percent of the students are Black and 64 percent of the students are Hispanic. Twenty-eight percent of the students are identified as needing special education services, and 18.6 percent are English learners. Eighty-six percent of the students in the school are eligible for free or reduced-price meals. Wilby HS is currently a Category 5 Turnaround School. The school’s 2018-19 Accountability Index of 49.7 is well below the state average of 74.2 and the district average of 64.6. Contributing to the low index score is the school’s low academic performance scores, low four-year consolidated graduation rate of 79.1 percent (compared to WPS at 82.1 and the state at 88.5), and the 2019-20 chronic absenteeism rate of 36.4 percent in 2019-20 which compares to 21 percent for the district and 12.2 for the state, respectively. The principal, Dr. Michelle Baker, has had central office experience as an instructional leader to principals and as an Assistant Superintendent of Pupil Personnel. She also previously served as principal at Sprague Elementary School in Waterbury and as Vice Principal of Wilby HS.

School Data Profile

The following chart provides a summary of Wilby High School’s current and historic data, including information about student enrollment and demographics, personnel, school climate, school performance, and student academic achievement.

Enrollment Data (2020-21):			
Grades:	9-12	5-Yr Enrollment Trend:	+20
Student Enrollment:	1,096	Mobility Rate:	39.4 (19-20)
Personnel Data (2020-21):			
# of Administrators:	6	% of Teachers “Below Standard”:	N/A
# of Teachers:	88	% of Teachers “Developing”:	N/A
# of Support Staff:	7	% of Teachers “Proficient”:	N/A
# of Psychologists:	1	% of Teachers “Exemplary”:	N/A
# of Social Workers:	2	3-yr Teacher Retention Rate:	86%
School Day Per Year (2020-21):			
Total # of Student Days Per Year:	181	Instructional Minutes/Day:	336
Total # of Teacher Days Per Year:	186	Extended Day Program?	No
Student Demographic Breakdown (2020-21):			
% Black:	26.3	% Male:	55.5
% Hispanic:	64.1	% Female:	44.5
% White:	8.8	% ELL:	18.6
% Other:	0.8	% Special Education:	28.8
% F/R Meals:	86.5	% Eligible for HUSKY Plan, Part A:	

School Climate Data:	2016-2017	2017-2018	2018-2019	2019-2020				
Student Attendance Rate:	No data	84.6	88.5	88.3				
Chronic Absenteeism Rate:	37.1	39.3	29.7	36.4				
Suspension/Expulsion Rate:	44.3	39.9	30.0	30.6				
Teacher Attendance Rate:	89.2	91.3	90.1	93.6				
School Performance:	2016-2017	2017-2018	2018-2019	2019-2020				
Next Generation Accountability Index	49	50.2	49.7	N/A				
School Performance Index- ELA	41.0	39.3	38.3	N/A				
School Performance- Math	35.3	35.8	32.4	N/A				
Smarter Balanced Assessment Level 3 and 4 Data:	2016-2017	2017-2018	2018-2019	2019-2020				
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 (HS only):					2016-2017	2017-2018	2018-2019	2019-2020
Percent meeting or exceeding achievement level					Math 4.6 ELA 17.1	Math 2.3 ELA 13.8	Math 1.8 ELA 14.9	N/A
Dual Enrollment/AP Enrollment (HS only):	2016-2017	2017-2018	2018-2019	2019-2020				
Number of students in Dual Enrollment/AP courses	95	103	80	137				
Graduation Rate (HS only):	2016-2017	2017-2018	2018-2019	2019-2020				
4-year Cohort Graduation Rate	74.5	71.1	79.1	N/A				
6-year Cohort Graduation Rate	74.9 (14-15)	82.2 (15-16)	N/A	N/A				

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		√		

Strengths:

Professional Development

Due to the COVID 19 pandemic, teachers report that most of the professional development has centered on teaching in a virtual environment, including how to effectively utilize Google Classroom and online resources. The teacher focus group revealed that the district-led professional development has been more focused on teaching of content than in the past. The principal has developed a year-long professional development plan to build teacher capacity to provide rigorous instruction that engages all learners. This professional development will include professional development for Leadership Team and Department Heads on embedded training and facilitation to collaboratively develop common definitions of Tier I instructional practices to develop frameworks of teachers student looks fors connected with high rigor for all learners. Professional development for teachers is primarily being delivered during faculty meetings. Sixty-five percent (N=4) of survey respondents agree or strongly agree that, “the professional development I received this year has improved my professional practice and allowed me to better meet the needs of my students.”

Growth Areas

Evaluation and Professional Culture

Seventy-seven percent (N=54) of survey respondents agree or strongly agree that, “administrators provide regular and actionable feedback to staff.” The teacher focus group revealed that teachers are receiving more written feedback from administration than in the past. District administration shared that with the turnover of administrators there had been a lack of focus on improvement at Wilby HS and a culture of low expectations. The teacher focus group revealed that the new administration has set high expectations “and we all see it.” The district reports that teacher ratings were not provided to teachers during the 2019-20 school year due to the COVID 19 closure. A core group of teachers have been at the school for many years, as reported by them in focus groups, and they described a personal sense of responsibility to improve their student’s education.

Leadership Effectiveness

The Wilby HS administrative team consists of a Principal and 3 Assistant Principals. The current principal, Dr. Michelle Baker, is Wilby’s fourth principal in six years. Dr. Baker was appointed the principal in late 2019 after serving as the district’s Assistant Superintendent of Pupil Personnel and district Instruction Leader to principals. She formerly was principal at Sprague Elementary School and was an Assistant Principal at Wilby HS. Eighty-eight percent (N= 62) of survey respondents agree or strongly agree that, “school leadership effectively communicates a clear mission, vision, and set of school-wide priorities.” The school is implementing a School Improvement Plan (SIP) that has clear set of measurable goals and a core set of evidence-based interventions. The SIP states that this year, administration and the leadership team will receive training on leadership practices, communication, and team building. Training will include assessments to provide insight into personal leadership characteristics, leadership strengths and limitations, communication needs/preferences and team dynamics. Teachers reported that the frequent turnover in administration has made it difficult to sustain initiatives and would like to see consistency. Members from all focus groups including parents and community members, expressed that the new administrative team has helped to bring stability to Wilby HS and they feel optimistic that conditions will improve under their leadership.

Instructional Leadership

Seventy-five percent (N= 53) of survey respondents agree or strongly agree that, “there is a common vision of what effective instruction looks like at this school.” Administration has prepared common meeting times with a cohesive format that all staff attend twice a month, in addition to department level meetings. A leadership team of Department Leads has been established and meets consistently to enhance delivery of common expectations throughout all the departments. The teacher focus group expressed that Principal Dr. Baker sets a very high bar with proper coaching and feedback. Teachers focus group members articulated that the school’s vision for effective instruction focuses on “rigorous instruction, and interactive lessons in which students are working together” as a priority for instruction. Administration shared plans to provide embedded training and facilitation to collaboratively develop common definitions of Tier 1 instructional practices to develop frameworks of teacher student look fors connected with high rigor for all learners.

Instructional Practice

The School Performance Indices (SPI) for ELA and Math in 2018-19 are significantly below state averages. The ELA SPI is 38.3, which is 29.4 percentage points lower than the state average and the Math SPI is trending downward over the past three years and is currently at 32.4, which is 30.7 percentage points below the state average. Wilby HS’s 2018-19 performance on the SAT, was also far below the state average, as the table below shows:

Percent at Level 3+

2018-19 SAT	State Avg.	District Avg.	Wilby HS	Difference between State and School Avgs.
ELA	61.6	28.5	14.9	-47.7
Math	40.6	9.7	1.8	-30.9

Administration reports that teacher effectiveness is inconsistent and varies from classroom to classroom due to lack of and an inconsistent use of curriculum aligned to Connecticut Core Standards. The auditor

saw primarily teacher-led lessons lacking evidence of differentiation or scaffolding, an absence of rigor demonstrated through surface-level questioning that does not engage students in higher-order thinking, and low student engagement in most classrooms.

The auditor did observe the focus on vocabulary instruction across the school, as well as the posting of learning targets in some classrooms. The administration acknowledged that there has been a school-wide focus on vocabulary and some departments have participated in professional development on developing and sharing learning targets with students.

Recruitment and Retention Strategies

All focus groups expressed that recruitment and retention of teachers is a main area in need of improvement. Administration reports that teacher vacancies in critical shortage areas such as Science, Math and Special Education continue to be an area of concern. Recruitment strategies appear to mainly be limited to individual teachers reaching out to colleagues they know from other school systems and convincing them to come teach at Wilby High School. Wilby HS’s three-year retention rate is 86 percent. The teacher focus group revealed that the reasons for teacher turnover are mainly focused on lower pay than surrounding districts, turnover of administration and stresses of student behavior.

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 CCS		√		
2.5 Supports for special populations	√			
2.6 Assessment system and data culture		√		

Strengths:

Curriculum aligned to CCS: SpringBoard resources were purchased last year and are being implemented in ELA and math classrooms. District administration reports that a team of district-wide high school teachers designed new mid-year exams that aligned with SpringBoard curriculum. A mid-year assessment was given in January 2020. This provided schools with information about how students were progressing with the standards and areas of focus for spring term. Pacing guides for Spring Board implementation have been created and adapted based on student performance at midterm. The teacher focus group revealed while the district is developing a curriculum aligned to the Next Generation Science Standards, Waterbury does not presently have a Social Studies Curriculum.

Growth Areas

Academic Rigor and Differentiation

Administration reports that most lessons observed at Wilby HS are teacher led and teachers struggle to engage students in grade-level tasks. Lessons are teacher-centered with whole group direct instruction. They attribute the number of percentage of students failing classes to the lack of rigorous, engaging instruction. For example during the 2018-19 school year, Wilby HS had a number of students who were failing their classes. The table below shows the percentage of students who received a D, F, or Incomplete in ELA and math during the 2018-19 school year.

Subject and Grade Level	% student grades of D, F, and Incomplete
English-Grade 9	28
English-Grade 10	33
English-Grade 11	22
English-Grade 12	19
Math-Grade 9	39
Math-Grade 10	42
Math-Grade 11	29

Only fifty seven percent (N=40) of survey respondents agree or strongly agreed that, “instructional quality and academic rigor as consistently high at this school.” During the teacher focus group teachers reported that over the years, a lot of Advanced Placement and UCONN class were eliminated due to teachers who taught those classes leaving and lack of apparent student interest. The principal is working to bring those courses back to Wilby HS. On a recent NEASC (New England Association of Schools and Colleges) school climate survey, 46 percent of students responded untrue to the question, “this school sets high standards for academic performance.”

During the student focus groups, students reported that the school has not placed much emphasis on college and career readiness with students. The student focus group revealed that there was a college fair for the seniors last year to educate them on applying for college. The focus group members expressed the need to start these discussions with students earlier in their high school career.

Support for Special Populations

Wilby HS has a number of different special education placements, including Behavior Disorder Learning Center, Autism Program, and Life Skills Program. With 26.6 percent of Wilby HS’s population identified for receiving special education services, there are fifteen special education teachers on staff. Wilby HS’s 40.3 percentage of students with disabilities who spend 79.1 to 100 percent of time with non-disabled peers is below both the district average of 59.6 percent and the state average of 67.8 percent. The administration acknowledges that the school does not currently utilize a SRBI model in either academics or behavior. The teacher focus group revealed that the development of a SRBI model was discussed, but was never implemented. Administration plans to train all staff in the utilization of a multi-tiered system of support for all students and outline the multi-tiered early intervention process and procedures for implementation. Eighteen percent of the Wilby HS population are identified as English learners, with

supports provided by 1.5 EL teachers. Although sixty-four percent (N=45) of survey respondents, agree or strongly agree that, “the school adequately meets the needs of its special education and English learners” assessment data consistently shows a gap between school and state performance.

Wilby HS Average Percentage of Target Achieved on LAS Links in 2019-20 is below both the district and state averages as displayed in the table below:

Average Percentage of Target Achieved				
2019-20 SAT	State Avg.	District Avg.	Wilby HS	Difference between State and School Avgs.
Literacy	60.0	50.5	31.6	-28.4
Oral	52.1	44.5	39.7	-12.4

2018-19 SAT Data shows low percentages of English Learners and Students with Disabilities at Level 3 or 4 in ELA and Math

2018-19 (% at Level 3 or 4)	Wilby HS	State Average	Difference between State and School Avgs.
EL Math	0.0%	2.8%	-2.8
EL ELA	0.0%	3.1%	-3.1
SwD Math	0.0%	7.9%	-7.9
SwD ELA	4.3%	20.3%	-16

Student Engagement

Forty-five percent (N=32) of survey respondents agree or strongly agree that, “students are engaged in their classes.” Administration reports that most observation indicates students engaged in off-task behaviors with disruptive behaviors which negatively impact the classroom learning environment. Observed lessons are indicative of low expectations and little sense of urgency which results in few students actively engaged and excited about their work. During day one of the audit, the auditor observed instruction in classrooms where most students were learning remotely. There were a number of classrooms observed where teachers actively encouraged participation from both in class and virtual learners. This included calling on students randomly, asking students to respond to questions in the chat, utilizing applications such as Padlet for student responses, and setting up virtual small groups for virtual and in class students to work together on an assignment.

During the teacher focus group, teachers reported that there are large numbers of students in their classrooms who have not logged in to virtual learning yet this year. As displayed in the table below, 802 students were scheduled to participate virtually on October 7th the first day of the audit. 127 of those students were absent. On October 8th, the second day of the audit, the number of students absent for virtual instruction increased to 225.

	A	B	C	D	E	F	G	H	I
		SCHEDULED VIRTUAL	VIRTUAL PRESENT	VIRTUAL ABSENT	SCHEDULED IN-PERSON	IN-PERSON PRESENT	IN-PERSON ABSENT	TOTAL STUDENTS	TOTAL ABS
OCT 7TH		802	675	127	350	299	51	1152	178
OCT 8TH		802	577	225	350	277	73	1152	298

During the teacher focus group, teachers report that it is hard to engage students in a virtual environment and some students are more than engaged in others. Student focus group participants report a desire for more interactive activities during class.

Both the student and parent focus group expressed the desire for more student activities to engage students and “breathe life” into Wilby HS.

Instruction Aligned to the Connecticut Core Standards

Administration reports that they have significant concerns about instruction being delivered with fidelity to the program and rigor in both ELA and math. Administration reports that most lessons observed at Wilby HS demonstrate that teachers struggle to engage students in grade-level tasks. Professional development this year is focused on helping Wilby HS develop a common understanding of what academic rigor and rigorous instruction looks like.

Assessment System and Data Culture

Seventy-five [N= 53] percent of survey respondents agree or strongly agree that, “teachers at this school use student assessment data to check for understanding to differentiate instruction ” while only fifty-six percent [39] agree or strongly agree that, “this school has a comprehensive assessment system to measure student progress, identify necessary interventions, and provide teachers with data to inform instruction.” The teacher focus group revealed that four times a year assessment results are conveyed back to department heads for the purpose of altering instruction based on student needs. Dr. Baker makes sure teachers receive this data to inform their practice. Administration is focused on providing on-going staff capacity to use data to inform instruction as well as inform school-wide improvement. For example, Department Heads will receive training in School-wide Instructional Data Teams. Administration reports that Math teachers are receiving professional development and coaching in formative assessment to increase the quality of instruction, student learning, and teacher and student engagement. The teacher focus group revealed that as Wilby HS develops a clear vision for what instruction looks like, they believe their ability to identify student mastery will improve.

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 engagement	√			
3.6 Community partners and wraparound strategy	√			

Strengths:

Interpersonal Relationships

Seventy-one [N= 50] percent of survey respondents agreed or strongly agreed that “interactions between students and staff are positive and respectful.” During the day of the audit, the auditor witnessed warm interactions between students and Wilby HS staff during arrival and dismissal as well as during classroom observations. During the teacher focus group it was revealed that the faculty gets along pretty well and is generally supportive of one another, providing care and support when needed. In their focus group, students expressed they had at least one adult that they could talk to if they were having trouble at home.

Growth Areas:

Student Attendance

Wilby HS’s chronic absenteeism rate increased from 29.7 in 2018-19 to 36.4 percent in 2019-20. As the table below shows, chronic absenteeism continues to be a persistent challenge for Wilby HS. As the table below demonstrates, Wilby HS’s chronic absenteeism rate is above both the district and state averages.

	State Average %	District Average %	Wilby HS %	Difference between State and School Avgs.
2019-20 Chronic Absenteeism Rate	12.2	21	36.4	24.2

The chronic absenteeism rates for all subgroups increased from 2018-19 to 2019-20 with English Learners having the greatest increase:

	2018-19 Chronic Absenteeism %	2019-20 Chronic Absenteeism %
EL	27.6	37.6
SwD	40.0	45.5
Black	28.3	34.6
Hispanic	29.8	36.1

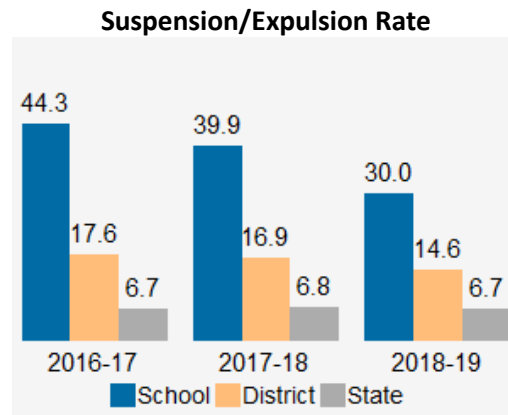
Waterbury’s Reopening Plan in response to COVID 19 follows a Hybrid Learning Model where students have the option to attend a minimum of 4 hours and then continue asynchronous learning in the afternoon on Google Classroom. On October 7th, the first day of the audit, a combined total of 426 students out of 1,152 were absent either virtually or in-person. That number increased to 502 on the second day of the audit.

Wilby HS has an attendance team which meets bi-weekly and is made up of the Principal, 3 Vice Principals, 3 Behavior Counselors, and the Attendance Counselor. Administration reports that this

attendance team identifies disengaged students through a team approach both by teacher referral and their data systems that pull from daily attendance. Once those students are identified the first step is for the teacher to reach out to the student both in a private google classroom message and a phone call to the parent. There is then also a referral to the grade appropriate Behavior Counselor assigned to that child. All disciplines that work with that student are also notified that the student has been disengaged. Wilby HS's attendance counselor updates the data throughout the day and also uses the district approved attendance policy when addressing disengaged students.

Student Behavior

Wilby HS's suspension rate in 2018-19 was 30 percent, well above the state average of 6.7 percent and the district rate of 14.6 percent, as shown in the table below:



The table below demonstrates that Wilby HS's 2018-19 suspension rate for EL, Students with Disabilities, Black and Hispanic students exceeded the state average:

2018-19 Suspension Rate by Subgroup

	Wilby HS	State Average	Difference between State and School Avgs.
EL	25	6.8	18.2
SwD	39.1	11.1	28
Black	35.7	14	21.7
Hispanic	28.8	9.2	18.8

The teacher focus group revealed a concern that while the majority of students are polite and follow the school rules, more focus has been placed on those who do not. The response to behavior has historically been more reactive rather than proactive. Due to the Hybrid Learning Schedule the Advisory Program was cancelled, along with Homeroom, which allowed teachers to touch base with students. Teachers identified those two programs as opportunities for the building of more teacher and student relationships which leads to positive student behavior. Teachers shared during their focus group that there are a number of students who are not connected with anyone at the school. Administration reports that there are some connections between students and staff yet the communication between staff and students need to be enhanced in a positive manner.

Student focus group members shared that more consistency is needed with response to student behavior. Family focus group members agreed and mentioned that there needs to be more consistent responses to failure to follow the dress code.

Although only forty-six (N=33) percent of survey respondents agree or strongly agree that, “the school implements an effective school wide behavior management system.” The auditor did observe efforts to promote positive behavior. For example, Wilby ROARS (Respect, Objectives, Attitudes, Responsibility, Success) posters were posted throughout the building and in many classrooms. The teacher focus group revealed that the Student Resource Officer, Behavior Techs, and Hall Monitors have been effective in connecting with students and helping to improve student behavior.

Administration reports that all staff will be trained in utilization of multi-tiered support system for all students using the Positive Behavior Intervention Supports model. Administrators and Behavior Counselors will be trained in tiered supports model. Administration and the teacher focus group acknowledged that Wilby HS does not presently have a SRBI model for either academics or behavior. This year, Wilby HS will receive technical assistance in order to create a model of SRBI model to outline the multi-tiered early intervention process and procedures for implementation. All staff will be trained in the model to support positive student behavior.

Family Engagement

Forty-three percent (N=31) of survey respondents agree or strongly agree that, “families are engaged in this school.” Attendance at parent-teacher nights continues to be low with an average of 3-10 parents attending. The district frequently sends out messages, but attendance remains low. District administration reports that administration is reaching out to parents through phone calls and home visits. The teacher focus group revealed that they are utilizing Parent Square to send messages to parents. Most parents will respond to this message more frequently than to an email. The annual parent night held by the bilingual teachers consistently has better attendance with an average of 50 parents attending. Wilby HS does have a School Governance Council that meets once a month. The Parent/Family focus group revealed that communication from the school has increased under the new school leadership. The parent/family focus group also revealed that the district’s Distance Learning Parent Page has provided them with regular updates on their child’s assignments and progress. This page also allows parents to communicate questions, concerns or ideas to the teacher.

School Environment

Last year, there were upgrades to Wilby High School’s lobby to create a more welcoming learning environment. This upgrade included a redesign of the school lobby and the addition of digital signage to allow for additional communication to students and parents. Posters with uplifting, positive messages were posted throughout classrooms and hallways. Other facility updates include painting, lighting, and a reception area in the front hallway. Despite these improvement, school walkthroughs during the audit reveal that large sections of the school are not clean, welcoming, or reflective of student work. District and school administration both acknowledge that capital improvements need to be made to provide a more welcoming, stimulating learning environment in which students can feel proud of their school.

Operations				
Indicator:	1	2	3	4
4.1 Adequate instructional time		√		
4.2 Use of instructional time	√			
4.3 Use of staff time		√		
4.4 Routines and transitions			√	
4.5 Financial management		√		

Strengths:

Routines and Transitions:

During the day of the audit, the auditor observed teachers in the hallway and outside of the classrooms to supervise hallways and to greet students as they came in to their classrooms. Various staff members were observed in the school lobby during arrival and dismissal times to greet students. Students walked in orderly fashion to their classrooms. During the audit visit, hallways were quiet and mainly clear of students in the hallways. It should be noted that on the day of the visit only 171 students of the total student population was present in the building. Classroom observations revealed that both in-person and virtual students knew the routines for starting class and participating in instruction.

Growth Areas:

Use of Instructional Time

Although, 69 percent of respondents agree or strongly agree with the statement “teachers are adept at maximizing instructional time within the classroom”, classroom observations on the day of the audit revealed teachers struggling to balance meeting the instructional needs of students present in class and those learning virtually. In some classrooms, the speakers or other technological equipment was not working, so it was difficult for teachers to hear student responses or teachers were unable to project lessons on the SMART Board. The student focus group also revealed that instructional time is often decreased while teachers remind the virtual learners of their assignments and keep the virtual learners on task. The auditor did observe some teachers utilizing strategies to keep students working as they helped virtual learners. These strategies included posting Do Now assignments on the board while the teacher took attendance or asking students to review the lesson powerpoint while he/she greeted students who were online. Administration reports that their observations indicate that staff and student use of time is somewhat effective and that teachers could be more skilled and/or methodical in the use of class time. Their observations indicate students engaged in off task behaviors with disruptive behaviors that negatively impact the classroom environment and lead to multiple interruptions to instruction.

Use of Staff Time

Common planning time has been established and is utilized by the administrative team as time to meet to share common expectations and to allow for job embedded coaching within each department. The teacher focus group revealed that the hybrid learning schedule has provided time for common planning in the afternoon while students participate in asynchronous learning. Despite this allocation of time, only 44 percent of respondents agree or strongly agree that, “teachers have enough time to work with

each other to develop instructional materials, review student data and improve instruction.” This appears to be an emerging practice that with additional protocols and structures in place, will grow in effectiveness over the course of the school year.

Appendix A: Operations and Instructional Audit Rubric

TALENT				
Indicator	Below Standard	Developing	Proficient	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 2012-13. 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 2011-12, 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 2012-13 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 2012-13. 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	PD opportunities are provided; however, they are not always tightly aligned with student and	The school offers targeted, job-embedded PD throughout the school year. PD is	The school consistently offers rich and meaningful PD opportunities that are aligned to student needs and staff

TALENT				
Indicator	Below Standard	Developing	Proficient	Exemplary
	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.	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.	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.	growth areas identified through observations. Teachers effectively translate PD strategies into their daily instruction. The school has a process for monitoring and supporting the implementation of PD strategies.
1.5. Leadership Effectiveness	Leadership fails to convey a school mission or strategic direction. The school team is stuck in a fire-fighting 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	Below Standard	Developing	Proficient	Exemplary
2.1. Academic Rigor*¹	Most observed lessons are teacher led. Teachers rarely engage students in higher-order thinking. Most students demonstrate a surface-level understanding of concepts. Observed lessons are indicative of low expectations and little sense of urgency.	Some observed lessons are somewhat student-centered, challenging and engaging. Teachers engage students in some higher-order thinking. Many students demonstrate only a surface-level understanding of concepts. Teachers demonstrate moderate expectations and some urgency.	Observed lessons are appropriately accessible and challenging for most students. Teachers engage students in higher-order thinking, and students are pushed toward content mastery. Lessons begin to engage students as self-directed learners. Teachers communicate solid expectations.	All observed lessons are appropriately accessible and challenging. Teachers push students, promoting academic risk-taking. Students are developing the capacity to engage in complex content and pose higher-level questions to the teacher and peers. Teachers promote high expectations.
2.2. Student Engagement *	Few students are actively engaged and excited about their work. The majority of students are engaged in off-task behaviors and some are disruptive to their classmates. Few students are truly involved in the lessons. Observed lessons primarily appeal to one learning style.	Some students exhibit moderate engagement, but many are engaged in off-task behaviors. Some observed lessons appeal to multiple learning styles. Students are involved in the lessons, but participation is more passive than active. Students are easily distracted from assigned tasks.	Most students are engaged and exhibit on-task behaviors. The observed lessons appeal to multiple learning styles. Students are involved in the lesson, but participation is, at times, more passive than active. A handful of students are easily distracted from the task at hand.	All students are visibly engaged, ready to learn, and on task. Students are clearly focused on learning in all classrooms. Students are actively engaged in the lessons and excited to participate in classroom dialogue and instruction. The lessons appeal to and seem to support all learning styles.
2.3. Differentiation and Checking for Understanding*	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 Common Core State Standards	The school lacks a rigorous, standards-based curriculum that is aligned to the Common Core State Standards (CCSS) and/or the curriculum is not being implemented with fidelity. As a result, pacing is inconsistent. The	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	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	Rigorous, standards-based curricula exist for all grade levels and content areas. Curricula are aligned with the CCSS and are being implemented with a high degree of fidelity throughout the school. The percentage of

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	Below Standard	Developing	Proficient	Exemplary
	percentage of students at or above goal on state assessments is ≥ 10 points below the state average.	students at or above goal on state assessments is 6-10 points below the state average.	students at or above goal on state assessments is within 5 percentage points of the state average.	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 ELLs. 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 ELLs, 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 ELLs. There are small gaps between subgroups and non-identified students as measured by state assessments, and some signs of progress toward closing the gaps.	The school is successfully closing the achievement gap for its high-needs students. General and special education teachers work collaboratively to support students. The school tracks the effectiveness of language acquisition instructional strategies and adjusts programming accordingly. There is no achievement gap between subgroups and non-identified students as measured by state assessments.
2.6. Assessment Systems and Data Culture	The school lacks a comprehensive assessment system (including summative and benchmark assessments). Teachers rarely collect, analyze, and/or discuss data. The school lacks or fails to implement SRBI protocols linking data to interventions.	The school has some consistent assessments; however, there are major gaps in certain grades and content areas. There are some efforts to collect and use data. SRBI systems and processes are somewhat present.	The school implements a clear system of benchmark assessments. Some teachers are developing familiarity with regularly using formative assessments to differentiate instruction. The school has emerging processes in place to use the data to inform interventions.	Teachers consistently administer assessments throughout the year. Assessments are standards-based and provide real-time data. Teachers embed formative assessments in their daily lessons. The school has strong processes to collect, analyze, and use data to inform interventions.

CULTURE AND CLIMATE				
Indicator	Below Standard	Developing	Proficient	Exemplary
3.1. School Environment	The school fails to create a welcoming and stimulating learning environment. Communal spaces and classrooms may be unkempt,	The school struggles to provide a welcoming environment conducive to high-quality teaching and learning. Large sections of the school are not	The school generally provides a welcoming learning environment. Most of the facility is in good repair and conducive to teaching and learning. Most	The school provides a welcoming and stimulating learning environment. Common spaces and classrooms are bright, clean, welcoming, and conducive to

CULTURE AND CLIMATE				
Indicator	Below Standard	Developing	Proficient	Exemplary
	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.	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.	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.	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 $\leq 88\%$ and/or chronic absenteeism is $> 20\%$.	The school has some strategies to increase attendance. Average daily attendance is $> 88\%$ and $\leq 93\%$ and/or chronic absenteeism is $> 15\%$ and $\leq 20\%$.	The school has multiple, effective strategies to increase attendance. Average daily attendance is $> 93\%$ and $\leq 97\%$ and/or chronic absenteeism is $> 10\%$ and $\leq 15\%$.	The school implements effective strategies to increase attendance and on-time arrival. Average daily attendance is $> 97\%$ and chronic absenteeism is $\leq 10\%$.
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 # 2012-13 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 $\leq 10\%$.
3.4. Interpersonal Interactions	There is a weak sense of community. The quality and types of student, adult, and student/adult interactions raise concerns. There are signs of divisiveness or hostility among	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	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.	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

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

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

Note: The rubrics draw from the CSDE's School Quality Review and Network Walkthrough Tool, and Mass Insight Educations' School Readiness Assessment.

OPERATIONS				
Indicator	Below Standard	Developing	Proficient	Exemplary
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.
4.5. Financial Management	The school and/or district do not make sound budgetary decisions based on student need and projected impact. Budget decisions are largely governed by past practice and do not account for sustainability. There is little to	Budget decisions are sometimes focused on factors unrelated to student needs and school goals. A number of expenditures and initiatives lack a plan for sustainability beyond the current school year. School and/or	The school and/or district have emerging strategic budgeting practices. The school and/or district have begun to repurpose funds to align expenditures more closely with school goals and student needs. Sustainability	The school and district engage in strategic budgeting. The school and district invest in high-yield, research-based initiatives aligned to student needs and school goals. There is a clear sustainability plan for all major

OPERATIONS				
Indicator	Below Standard	Developing	Proficient	Exemplary
	no evidence around school and/or district leaders successfully advocating for school resource needs.	district leaders do not effectively advocate for school needs or pursue additional resources.	may pose a concern. School/District leaders effectively advocate for school needs and pursue additional resources.	expenditures. School/District leaders effectively advocate for school needs, and build strategic relationships to pursue needed resources.