

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

TO BE PROPOSED:

June 3, 2020

RESOLVED, That the State Board of Education, pursuant to Section 10-223h of the Connecticut General Statutes, as amended by Section 258 of Public Act 15-5, adopts and approves the Turnaround Plan for Michael F. Wallace Middle School in Waterbury for the Commissioner's Network, subject to the conditions noted in the Commissioner's June 3, 2020, Executive Summary to the State Board of Education, and directs the Commissioner to take the necessary action, including, but not limited to, expending such funds as may be necessary to execute and implement the foregoing.

Approved by a vote of _____ this third day of June, Two Thousand Twenty.

Signed: _____
Dr. Miguel A. Cardona, Secretary
State Board of Education

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: Dr. Miguel A. Cardona, Commissioner of Education

DATE: June 3, 2020

SUBJECT: Approval of Commissioner's Network Turnaround Plan: Michael F. Wallace
Middle School, Waterbury

Executive Summary

Introduction

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

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

Background

On April 5, 2019, the CSDE received an *Expression of Interest Form* from the Waterbury Public Schools (WPS) volunteering WMS for participation in the Network. On May 23, 2019, the Commissioner initially selected WMS 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, WMS 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 September 23, 2019. The Turnaround Committee developed the Turnaround Plan for WMS in accordance with C.G.S. § 10-223h (d).

Turnaround Plan for Michael F. Wallace Middle School

WMS, identified as a Turnaround School based on the Accountability Index under the Next Generation Accountability System, serves 1,117 students in Grades 4 through 8. Approximately 91 percent of students are eligible for free or reduced-price meals. Approximately 22 percent of the students are identified as needing special education services; 17 percent are English learners (ELs); 60 percent of the students are Hispanic; and 21 percent are Black.

The goal of the WMS Turnaround Plan is to utilize effective strategies, methods, and best practices with the core being the implementation of high quality professional learning, rigorous curricula, and assessments that are aligned with the Connecticut Core Standards, and building and maintaining meaningful and productive relationships between students, staff, and families. Talent will be supported through professional learning that will focus on a common vision for rigorous and engaging instructional practices, and increasing teacher recruitment and retention by valuing staff input and providing onboarding support to newly hired staff. In academics, the Turnaround Plan includes the implementation of the new ELA and mathematics curricula, as well as data teams with structured protocols to drive instructional decisions and interventions. Investments in improving the culture and climate of WMS include increased family and community engagement, partnerships, and wraparound services, as well as an effort to improve the school environment.

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

Talent:

- Articulate and brand a school vision that sets high expectations for teaching and learning;
- Develop an intentional instruction planning guide that is aligned with state standards and best practices for instruction;
- Develop and communicate a clear, long-term plan for high quality professional learning based on school vision and teacher needs;
- Create a building-based onboarding and development “Welcome Workshops” program with teacher mentor support in order to attract and retain new staff; and
- Create shared leadership structures that value the input and expertise of staff through the creation of school-wide leadership committees, including stipends for lead teachers.

Academics:

- Implementation of new ELA and mathematics curricula with a focus on revised classroom structures to maximize student success, including supports from lead teachers and content coaches;
- Utilize assessment data and structured protocols to drive Tier I instruction that is aligned with high expectations and grade-level standards;

- Increase Tier I academic rigor, student engagement and high expectations through planned lessons that are based on best practices with interdisciplinary problem-based learning opportunities;
- Utilize formative assessment strategies to drive classroom instruction and monitor curriculum implementation;
- Provide ongoing professional learning on differentiated Tier I core instruction, in an effort to reduce the need for Tier II and III interventions;
- Design a continuum of SRBI interventions for students who need additional support, including the implementation of Math and Literacy Labs and an after-school tutoring program; and
- Provide opportunities for high school credit courses and pathways to high school.

Culture and Climate:

- Implement professional learning to improve positivity, growth mindset thinking, and positive adult-student and adult-family relations;
- Clearly define behavioral norms, expectations, with an increased use of restorative practices and positive behavior reinforcement;
- Design and implement a tiered SRBI continuum of interventions for students to meet their socioemotional needs;
- Increase family and community partnerships and wraparound services to address student needs; and
- Improve the school environment and physical plant through wide-spread positive and goal-oriented branding, a welcoming center at the main entrance, creation of a school safety team, and utilizing Welcoming Walkthroughs to inform progress toward creating a welcoming environment.

Operations:

- Redesign daily schedule and grade-level teaming to increase instructional time for core academic subjects, intervention, and staff collaboration;
- Change teacher work calendar to add five additional professional learning days; and
- Increase the technology capacity of the school to include 1:1 devices and classroom interactive display boards and document cameras in order to support curriculum implementation.

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, WMS 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 WMS 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.

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

Recommendation with Conditions

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

1. By September 30, 2020, WPS shall commit to specific transformation expectations outlined here in the areas of talent, academics, culture and climate, and operations as part of participation in the Commissioner's Network.
2. The Superintendent, on behalf of the WMS Turnaround Committee, shall submit plan amendments to the CSDE Turnaround Office on an annual basis in the spring, following school audits, detailing proposed strategies, budget requests, and implementation timelines for the following school year. The Commissioner or his designee may reconvene the Turnaround Committee to consider annual plan amendments, as appropriate and necessary. If the Turnaround Committee does not enact plan amendments or if the amendments are unlikely to result in sufficient progress or adequately address implementation concerns, the Commissioner may take appropriate actions to ensure sufficient progress at WMS, 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. WMS 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. WMS Audit Report resulting from the Operations and Instructional Audit conducted on September 23, 2019.
2. Turnaround Plan developed and agreed to by the Turnaround Committee.

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Education Consultant, Turnaround Office

Approved by: Lisa Lamenzo
Division Director, Turnaround Office

Commissioner's Network Operations and Instructional Audit Report

Michael F. Wallace
Middle School
Waterbury Public Schools
September 23, 2019



Dr. Miguel A. Cardona
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Michael F. Wallace Middle School
September 23, 2019 | 1

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Part I: Introduction

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

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

Commissioner's Network Overview

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

Network schools make targeted investments in the following areas:

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

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

Operations and Instructional Audit Overview

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

- (1) Has established a strong family and community connection to the school.
- (2) Has a positive school environment, as evidenced by a culture of high expectations and a safe and orderly workplace, and has addressed other nonacademic factors that impact student achievement, such as students' social, emotional, arts, cultural, recreational and health needs.
- (3) Has effective leadership, as evidenced by the school principal's performance appraisals, track record in improving student achievement, ability to lead turnaround efforts, and managerial skills and authority in the areas of scheduling, staff management, curriculum implementation and budgeting.
- (4) Has effective teachers and support staff, as evidenced by performance evaluations, policies to retain staff determined to be effective and who have the ability to be successful in the turnaround effort, policies to prevent ineffective teachers from transferring to the schools, and job-embedded, ongoing professional development informed by the teacher evaluation and support programs that are tied to teacher and student needs.
- (5) Uses time effectively, as evidenced by the redesign of the school day, week, or year to include additional time for student learning and teacher collaboration.
- (6) Has a curriculum and instructional program that is based on student needs, is research-based, rigorous and aligned with state academic content standards, and serves all children, including students at every achievement level.
- (7) Uses data to inform decision-making and for continuous improvement, including by providing time for collaboration on the use of data.

Audit Process and Methodology

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

- (1) The CSDE obtains and auditors review school artifacts, data, and documentation to gain a better understanding of the school's history and context. The CSDE collaborates with school and district leaders to administer a teacher survey.
- (2) The auditors conduct a school site visit to observe school systems and classrooms, and meet with members of the school community. During the on-site visit, auditors conduct interviews and focus groups with a representative set of school and community stakeholders, including school and district administrators, staff, students, family members, community partners, and members of the School Governance Council and Turnaround Committee.

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

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

Part II: School Information

Michael F. Wallace Middle School serves 1,117 Grade 4 through Grade 8 students in Waterbury. Approximately 21 percent of the students are Black and 60 percent of the students are Hispanic. Twenty-two percent of the students are identified as needing special education services, and 17 percent are English learners. Ninety percent of the students in the school are eligible for free or reduced-price meals. Student achievement at Michael F. Wallace Middle School is well below state averages in all grade levels and subject areas tested. The current principal is in his first year at Michael F. Wallace Middle School having previously served as an assistant principal for over 4 years at Crosby High School in Waterbury.

School Data Profile

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

Enrollment Data (2019-20):				
Grades:	4-8	5-Yr Enrollment Trend:		-65
Student Enrollment:	1117	Mobility Rate:		13.75%
Personnel Data (2019-20):				
# of Administrators:	4	% of Teachers “Below Standard”:		0
# of Teachers:	96	% of Teachers “Developing”:		0
# of Support Staff:	29	% of Teachers “Proficient”:		63.2
# of Psychologists:	1	% of Teachers “Exemplary”:		36.7
# of Social Workers:	2	3-yr Teacher Retention Rate:		92%
School Day Per Year (2019-20):				
Total # of Student Days Per Year:	181	Instructional Minutes/Day:		329
Total # of Teacher Days Per Year:	186	Extended Day Program:		No
Student Demographic Breakdown (2019-20):				
% Black:	21.6	% Male:		51.7
% Hispanic:	59.6	% Female:		48.2
% White:	12.0	% EL:		17.0
% Other:	6.6	% Students with disabilities:		22.2
% F/R Meals:	90.6			
School Climate Data:	2015-2016	2016-2017	2017-2018	2018-2019
Student Attendance Rate:	93.1	93.2	93.8	94.0
Chronic Absenteeism Rate**:	15.4	15.7	16.9	12.7

Suspension Rate**:	23.1	21.4	23.1	NA
Teacher Attendance Rate:	94.0	93.9	93.2	93.3
School Performance Index**:	2015-2016	2016-2017	2017-2018	2018-2019
SPI:	52.2	52.7	54.3	NA
Smarter Balanced Assessment Level 3 and 4 Data**:	2015-2016	2016-2017	2017-2018	2018-2019
Grade 3 – Reading				
Grade 4 – Reading				
Grade 5 – Reading				
Grade 6 – Reading	23.0%	19.4%	25.1%	31.2%
Grade 7 – Reading	23.1%	26.0%	22.8%	31.3%
Grade 8 – Reading	25.7%	22.5%	27.5%	24.0%
Grade 3 – Math				
Grade 4 – Math				
Grade 5 – Math				
Grade 6 – Math	10.8%	8.4%	13.6%	15.5%
Grade 7 – Math	11.3%	10.7%	8.2%	11.6%
Grade 8 – Math	11.4%	8.4%	12.1%	9.9%

* Data suppressed to ensure confidentiality.

NA = Data is not yet available.

Part III: Audit Findings

Part III of the Audit Report provides a summative analysis of audit findings in the areas of talent, academics, culture and climate, and operations.

Talent				
Indicator:	1	2	3	4
1.1. Instructional practice		✓		
1.2. Evaluation and professional culture		✓		
1.3. Recruitment and retention strategies		✓		
1.4. Professional development		✓		
1.5. Leadership effectiveness		✓		
1.6. Instructional leadership		✓		

Summary of Growth Areas:

Instructional Practice

District leadership, school leadership, and teacher focus groups all used the term “variable” to describe instruction at Michael F. Wallace Middle School. Although the teacher survey reports that 68 percent (N=28) of teachers strongly agreed or agreed that “instructional quality and academic rigor are consistently high at this school,” teachers in the focus group also described the quality of instruction as being inconsistent. The audit team observed 18 randomly selected classrooms across grade levels and content areas. The quality of instruction was variable across the classrooms observed as evidenced by primarily teacher-led lessons with low levels of rigor, limited differentiation, surface-level questioning, and limited opportunities for student discourse. Learning targets and/or objectives are posted in some classrooms, but it is not a consistent practice. Some classrooms had supportive materials displayed connected to the content such as anchor charts, bulletin boards on topics such as Close Reading, or Academic Vocabulary word walls, but many lacked evidence of student artifacts or materials were generic (i.e. literary genres) and not directly connected to the current unit or theme. Additional work on strategies such as scaffolding instruction, utilizing varied instructional groupings, and creating conditions for student discourse will deepen practice. Given student performance levels and growth rate on the Smarter Balanced assessments, there is a demonstrable need to focus on instruction which is supported through the district concern that students are not growing as expected and “not all teachers are teaching to the level and rigor of the standards.”

2018-19 Smarter Balanced Assessments	Percentage Level 3 or 4	Growth Rate
ELA	28.8%	27.0%
Math	12.4%	26.7%

Evaluation and Professional Culture

Michael F. Wallace School teachers, staff members, and leadership demonstrated a culture of professionalism. Teacher focus groups relayed that the staff is “like family” and “willing to jump in and help

each other when needed.” The principal supports that there is a strong professional culture among staff, especially in light of all the recent changes from moving from the “house” structure to grade level teams and with the change in leadership. In regard to evaluation, teachers and leadership shared that the evaluation system is strongly in place, yet there is a concern from leadership that there is a misalignment between student outcomes and teacher evaluation ratings. On the teacher survey, 65 percent (N=27) of teachers strongly agreed or agreed that “administrators provide regular, helpful, and actionable feedback to staff,” although teachers in the focus groups shared that feedback is “lacking, generic, or does not provide ideas on how to improve.”

Recruitment and Retention

Although Wallace School has a 3-year teacher retention rate of 92%, vacancies and substitute coverage is an issue. Wallace School does have three building substitute teachers, but vacancies have put a strain on them, resulting in students being split among the other teachers on team. The teacher attendance rate of 93.3 is also impactful which is supported by the various focus group discussions. In their respective focus groups, students, parents and teachers report that the split classes resulting from the lack of substitutes are one of the biggest challenges for Wallace School. District leadership shared that “moving forward, high-needs schools, including Wallace, will become a priority for hiring practices. Schools will be intentionally staffed in those challenging schools.”

Professional Development

Teacher survey results demonstrate that 59% (N=25) of teachers positively responded to the statement that “the professional development I received this year has improved my professional practice and allowed me to better meet the needs of my students.” Teachers at Michael F. Wallace School receive five full days of professional learning that is planned at the district level, and three half-days at the school level based on the school improvement plan. Teacher focus group participants report that professional development is not structured and cohesive, in which it builds upon previous learning. Others shared that the professional learning provided “by the publishers is great and aligned to what we teach”, but a concern was voiced that materials are not always available so that teachers can implement immediately.

Leadership Effectiveness

On the audit day, the principal had been in his role for under a month. While each of the focus groups interviewed supported that there is a sense of urgency to improve the school, a clear mission and vision has not yet been communicated, though teacher focus group participants shared that “we know a strategic direction is in the works.” The principal shared with auditors a draft of his school improvement plan that will be introduced at a staff meeting in October. District leadership state that they “have a lot of confidence in the principal” and he has demonstrated that he is focused on being a turnaround leader and recently attended Harvard’s School Turnaround Leaders institute.

Instructional Leadership

The Michael F. Wallace Middle School leadership consists of the building principal and three assistant principals that each oversee a grade level. On a teacher survey administered prior to the audit site visit, 63% of teachers who responded to the survey agreed that “I am professionally respected and supported by the leadership team,” with teacher focus group participants describing that they anticipate a change this year under the new leadership.

District leaders described the quality of instruction at Michael F. Wallace Middle School as an area for improvement and greater focus. While teachers report that the teacher evaluation is well communicated to the teaching staff, sixty-seven percent of teachers surveyed agreed that “there is a common vision of what effective instruction looks like at this school.” A teacher focus group participant shared that “we wish we knew what this was. We don’t know what they are specifically looking for.” The principal reported that his

vision included “teachers engaged with students...students that are engaged in their work and talking to each other, objectives that are communicated to the students and revisited” and he plans to roll this out to the staff in upcoming meetings.

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

Summary of Growth Areas:

Academic Rigor and Differentiation

Sixty-eight percent of survey respondents agree that “instructional quality and academic rigor are consistently high at this school” and 92% agree/strongly agree that “teachers at this school use student assessment data to check for understanding to differentiate instruction.” However, during classroom walkthroughs when auditors looked for evidence of instructional rigor and differentiation such as student-focused instruction, opportunities for student-to-student discourse, small group instruction and higher-order questioning, the evidence was insufficient. In only three of the 18 classrooms visited were students engaged in any peer-to-peer discourse or were provided small group instruction. In the 18 observed classrooms, higher-order Depth of Knowledge questioning was lacking and independent assignments required students to answer basic procedural or recall questions. Walkthroughs, focus groups and data support the need to develop a common understanding and vision of what constitutes rigorous classroom instruction. Although school leadership state that the new instructional programs are aligned to the Connecticut Core Standards which has led to increased rigor, a concern lies with relying solely on a program rather than also increasing rigor through instructional strategies. Leadership stated that the district “wants to transform teaching and learning to meet the needs of the individual students.” In 10 out of the 18 observed classrooms, students were on Chromebooks working their way through an assignment, but this limited any opportunities for discourse; only one teacher was observed conferencing with students and the quality of responses was not monitored in such a way to provide timely and actionable feedback.

Smarter Balanced proficiency levels at Michael F. Wallace Middle School, as shown in the charts below, are significantly below the state averages for both ELA and Math.

Percent Proficiency (Levels 3+)				
2018-19 SBAC	State Average	District Average	Michael F. Wallace Middle	Difference between State and School Averages
ELA	55.7%	30.3%	28.8%	-26.9
Math	48.1%	20.2%	12.4%	-35.7

Average Percent of Growth Target Achieved				
2018-19 SBAC	State Average	District Average	Michael F. Wallace Middle	Difference between State and School Averages
ELA	59.9%	57.8%	56.9%	-3.0 pts.
Math	62.5%	53.8%	47.3%	-15.2 pts.

Student Engagement

Seventy-eight percent of teacher survey respondents agreed that “students are engaged in their classes” and this was echoed by teachers during focus group discussions. Although students listened to teacher directions and were on-task with classroom work, engagement was more passive than active. In all classrooms observed, students were focused and on-task during activities, even in classrooms with upwards of 30 students; however, meaningful student engagement was lacking. Student focus group participants shared that they aren’t bored in class “too often,” yet parents expressed that they would like to see more “structures to promote engagement.”

Curriculum and instruction aligned to the Connecticut Core Standards

Seventy-three percent of Michael F. Wallace Middle School staff reported on the teacher survey that “the school has curricula for all grade levels and content areas aligned to the current content standards.” Teachers, school leaders, and district leaders all agree that, as of this school year, all content areas have curricula that is aligned to the Connecticut Core Standards or other relevant content standards. Professional development has been provided on new curricular initiatives such as the English Language Arts program StudySync. Time has been dedicated in data teams in unwrapping the units and pacing instructional materials. Instruction that is standards-aligned and rigorous is a concern. Student performance in both ELA and mathematics is significantly below state averages.

Supports for Special Populations

As reported on the teacher survey, 58% (N=24) agree that “the school adequately meets the needs of its special education students and English Learners.” Twenty-two percent of students at Michael F. Wallace Middle School are identified as students with disabilities. Wallace has a total of 12 special education teachers on staff with an average caseload of 21 students. There are also 17 paraprofessionals that support Special Education, though teachers report that paraprofessionals are pulled to provide translation services instead of supporting students in class. While there are 27 co-taught classes at the school, both leadership and teachers agree that more training is required for co-teaching in order to make it more effective. Teachers report that they would also like more time for collaborative planning with their Special Education colleagues in order to provide deeper supports for the needs of the students.

Seventeen percent of the Wallace population are identified as English Learners. There are 6 English Learner teachers on staff; 3 for English Language Arts, 1 for Science and 1 for Social Studies. One concern expressed

by teachers is the lack of a bilingual special education teacher to support dually identified students. While teachers report that they need additional materials and resources to support English Learners, one success shared is that the newly adopted StudySync program has integrated English Learner supports.

Assessment System and Data Culture

Teachers and administration agree that Michael F. Wallace Middle School has an established data culture. Twenty-nine of the forty survey respondents agreed that “this school has a comprehensive assessment system to measure student progress, identify necessary interventions, and provide teachers with data to inform instruction.” Teachers meet by grade level content area at least once per week for 45 minutes for a data team in which assessment information is analyzed, time is spent reviewing instructional materials, and lessons are planned. While this suggests this school has embraced a data culture and use data to inform interventions, data-informed differentiation in Tier I instruction to support all learners was lacking in most classroom observations. Although teachers agreed that an assessment system is in place, there was some confusion as to which assessments were being utilized. While math seems to be in a stronger place with iReady assessments utilized, ELA was more in flux and there was disagreement as to whether the StudySync assessments or Interim Assessment Blocks were used. Based upon teacher focus group discussions, SRBI systems/data collection (progress monitoring) seem to be limited. According to teacher focus groups, the data is used to identify which students should be placed in intervention during a unified arts period, but students remain in the intervention program for either a semester or the whole year, regardless of improvements. School leadership shares that scheduling poses a challenge for serving students’ needs. District leadership expressed a concern that there is often a rush to move to Tiers 2 and 3, but there needs to be a focus on Tier 1 and providing supports within the classroom and utilizing data in order to differentiate instruction to meet the needs of the individuals.

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

Summary of Strengths:

Student Attendance

The percentage of students chronically absent have shown improvement, decreasing from a high of 19.2% in 2014-15 to 12.7% in 2018-19. While it is still above the state rate, Michael F. Wallace Middle School’s rate is lower than the district rate of 15.6%. Although they have not met yet this year, an attendance team consisting of the truancy specialist, the administrative team, the three school

counselors, the two social workers, and the behavior technician plan to meet on a biweekly basis. In the past, Wallace School implemented several strategies to improve attendance such as home visits and celebrating the accomplishment of attendance goals. By doing so, Wallace has seen a decrease in their overall chronic absenteeism rates, however they acknowledge the need to continue to expand the range of services. Teachers report a disconnect between board policy, the truancy specialist, and the role of the teachers. Teachers elaborated that training regarding attendance has been limited although they know it is a school and district focus, and they are unclear of structures and who should be contacting home.

Summary of Growth Areas:

School Environment

Providing a welcoming environment is a growth area. Although a few students in the focus group described the school spirit as positive and like that teachers greet them when they come to school, parents expressed concern about how they are greeted upon entering the school and feel a negative tone. Auditors also observed parents that were standing by the front desk for a significant period of time without being acknowledged. Forty percent (N=16) of the teacher survey responses supported that “the school environment is conducive to high-quality teaching and learning.” Although there are some efforts to promote school branding, it is not widespread. The auditor walkthroughs found evidence that classrooms were generally inviting, bright and clean, yet there are portions of the school that are in disrepair with peeling paint and poor lighting. There has been an effort to foster a positive school climate through displays in the hallway and “You Made My Day” awards that recognize positive acts throughout the school. During our visit, the hallways were quiet during class time.

Student Behavior

Michael F. Wallace Middle School’s suspension rate in 2017-18 was 23.1%, well above the state average of 6.8%. It is evident that there is a lack of clarity in regard to behavior management and expectations. Teacher survey responses were divided in response to the statement that “the school implements an effective school wide behavior management system.” While 37.5% responded favorably, 37.5% disagreed and 25% were neutral. One teacher focus group participant stated that “there is no collective expectation for students’ behavior.” This was also evidenced during discussions with focus groups in which the parent group and teacher groups both supported that discipline is punitive and often inconsistent. Building leadership indicated that they “use elements of the various behavioral models” and Positive Behavioral Interventions and Supports and Restorative Practices were mentioned during the focus group discussions, teachers elaborated that “some were trained but it never seems to go anywhere...it is not widespread.” The principal expressed that he plans to bring the students in as part of the student leadership to improve student behavior and would like to see incentives and privileges tied to school goals. Auditors did not observe any egregious behaviors during the site visit, with classes and the lunchroom being calm and orderly.

Interpersonal Interactions

Although only 40% of teacher surveyed responded positively to the statement “Interactions between students and staff are positive and respectful,” auditors observed positive interpersonal interactions with staff greeting each other and students and friendly banter was heard in the hallways. Students in the focus group shared that most students at the school are “friendly” and “get along” with bullying being an infrequent occurrence. Students also commented that they believe teachers and staff members care about them and the guidance counselors are very supportive. Teachers reported that the staff generally gets along and colleagues are supportive.

Family and Community Engagement

Teachers expressed that family engagement is relatively low. Forty percent of teacher survey respondents disagreed with the statement “Families are engaged in the school,” while another 28% were neutral. A PTO has not been in existence in recent years and opportunities for families to be involved in the school are limited, with parents, teachers, and students referencing Open House, 8th grade graduation, and parent-teacher conferences as one of the few times families are invited to the school. Parent focus group members shared that they would like to see increased parent engagement with more opportunities to become involved in their children’s education. Teachers report that they call home when needed, but it is challenging at times to connect with families. Parents shared that they do have avenues to communicate with the school and teachers such as through email and PowerSchool, and the district and school post many notices on the website. Of note, Michael F. Wallace Middle School does have a Parent Liaison, but many describe her time as being spent in a reactive mode responding to parent concerns rather than a more proactive manner in engaging families in school events. District leadership shared that they are exploring better ways to support parents and measure parent involvement.

Community Partners and Wraparound Strategy

Focus group participants from the various stakeholder groups report that Michael F. Wallace Middle School lacks adequate supports to address students’ nonacademic needs. A variety of community partners are not engaged and leveraged to offer services to students. Although there are a number of related positions for supporting students such as interventionists, specialists, and liaisons, it appears as though the supports are not happening as true wraparound supports. Although school leadership stated that Wellmore Behavioral Health is utilized by the school, and social workers and counselors provide recommendations for mental health services, a more consistent and coordinated effort with a range of community partners would be beneficial.

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

Summary of Growth Areas:

Instructional Time

District leadership report that the Waterbury school day is shorter in comparison to other districts in the area and students would benefit from increased instructional time. The schedule does allow for a 90 minute block of ELA and 45 minute periods for mathematics and other content areas. Leadership, teachers and parent focus groups all noted that additional time needs to be devoted to mathematics, especially in light of the low proficiency rates on statewide assessments. As noted, the current schedule does not provide many opportunities for interventions; therefore, students receiving interventions do so in lieu of other coursework

and enrichment activities. Students expressed appreciation of their teachers' willingness to provide extra support and "chunk" materials when they are struggling. Students also indicated their teachers show them multiple strategies to solve problems and provide extra time, when requested, to complete assignments. School leadership noted a loss of instructional time due to buses arriving late and teachers noted that there are frequent interruptions and announcements looking for students.

Use of Staff Time

Teachers at Michael F. Wallace Middle School have five planning periods per week, including one period to meet in data teams and one period to plan collaboratively. The content-specific planning time allows for common planning and academic data analysis supporting the alignment of instruction to standards. Sixty-two percent (N=24) of teachers agreed that "teachers have enough time to work with each other to develop instructional materials, review student data, and improve instruction." Time is not allocated for vertical collaboration aside from the district professional development days.

Routines and Transitions

The school has established systems, protocols, and procedures to support smooth school operations, although implementation is inconsistent according to teacher focus groups. Fifty-six percent of teachers agreed on the survey that "the school has clear routines and procedures in place that are consistently followed by students and staff to help create a smooth and orderly environment." While auditors observed students and staff demonstrating respect toward one another and transition periods such as morning arrival, between classes, and the lunchroom were relatively calm and orderly during the audit site visit, teachers describe transition times as "rowdy" with many students using inappropriate language and would like to see more administrative presence in the hallways. Students transitioned well during passing times and adults were visible in the main hallways, but there are portions of the school, particularly the stairwells, in which students are noisier and more disruptive due to the lack of a visible adult presence. While disruptive behavior may be a concern for the staff, there was limited observation of this on the audit site visit day.

APPENDIX A: OPERATIONS AND INSTRUCTIONAL AUDIT RUBRIC

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

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

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

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

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

CULTURE AND CLIMATE				
Indicator	1-Below Standard	2-Developing	3-Proficient	4-Exemplary
3.1. School Environment	The school fails to create a welcoming and stimulating learning environment. Communal spaces and classrooms may be unkempt, rundown, unsafe, or sterile. Many classrooms are neither warm nor inviting and lack intellectual stimulation. Little to no student work or data is displayed to help convey a sense of pride and high expectations.	The school struggles to provide a welcoming environment conducive to high-quality teaching and learning. Large sections of the school are not clean, bright, welcoming, or reflective of student work. Though the school has some data and student work displayed, efforts to brand the school and convey high expectations are very minimal. Sections of the school need significant attention.	The school generally provides a welcoming learning environment. Most of the facility is in good repair and conducive to teaching and learning. Most classrooms and common spaces are bright and clean, displaying data and student work; however, some sections lack visual stimulation. The school has made an effort to foster school identity through branding and consistent messaging in classrooms and communal spaces.	The school provides a welcoming and stimulating learning environment. Common spaces and classrooms are bright, clean, welcoming, and conducive to high-quality teaching and learning. Data and student work are visible and present throughout the school, inspiring students and teachers to do their best work. There is clear branding and consistent messaging throughout the school, promoting school identity and pride.
3.2. Student Attendance	The school has few, if any, strategies to increase attendance. Average daily attendance is $\leq 88\%$ 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 # 2018-19 incidents/total enrollment).	A school-wide behavior management plan is in place, and there are some signs of implementation. Student misbehavior is a challenge and creates frequent disruptions. There may be confusion among students and staff regarding behavioral expectations. Discipline is mostly punitive, and there is inconsistent reinforcement of desired behaviors. The rate of suspensions/expulsions as a proportion of student enrollment is between 15% and 20%.	A school-wide behavior management plan is in place and effectively implemented most of the time. Student behavior is under control. Misbehavior is infrequent with periodic distractions to instruction. Most students behave in a calm and respectful manner. Students and staff have a common understanding of the behavior policy. There is positive reinforcement of desired behaviors. The suspension/expulsion rate is between 10% and 14%.	A school-wide behavior management plan is consistently and effectively implemented. All students behave in a calm, orderly, and respectful manner throughout the school day. Classroom distractions are minimal, and immediately and appropriately addressed. Rewards and consequences are clear and appropriate, and are consistently applied across the school. The suspension/expulsion rate is $\leq 10\%$.
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 students and with staff. There are minimal signs of connections between students and staff; interactions are	There is a moderate sense of community. Students are somewhat respectful toward one another and adults. There are some concerns around climate and tone. There is some teasing and divisiveness; however, it does not define school culture. Communication between	There is a good overall sense of community. Students are generally respectful toward one another and adults. Interactions are mostly positive. There is minimal teasing and divisiveness. Communication between students and staff is generally positive and respectful. There are signs of	There is a strong sense of community. Students are respectful and courteous of one another and adults. Student interactions are overwhelmingly positive and polite. The school is an inclusive and welcoming environment. Student/Adult interactions are positive and respectful, demonstrating

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

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

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

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

The Commissioner's Network Turnaround Plan Application | Cohort IX

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

Date Issued: August 9, 2019

Dr. Miguel A. Cardona
Commissioner of Education
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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

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Levy Gillespie

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PART I: COMMISSIONER'S NETWORK OVERVIEW

A. Commissioner's Network Overview

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

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

C.G.S. § 10-223h (2019):

- 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.
- Develop operational structures to effectively utilize time and resources.

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

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

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

PART II: TURNAROUND PLAN APPLICATION INSTRUCTIONS

A. Instructions

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

B. Timeline Summary

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

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

C. Freedom of Information Act

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

D. Questions

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

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

PART III: COMMISSIONER'S NETWORK TURNAROUND PLAN

Section 1: Cover Page

Name of School District:	Waterbury Public School		
Name of School:	Michael F. Wallace Middle School	Grade Levels:	4,5,6,7,8
Name of School Principal:	Vincent J. Balsamo	# of Years Serving at this School	1
		# of Years in Total as Administrator	5
Turnaround Committee Chairperson: ¹	Dr. Verna D. Ruffin		
Phone Number of Chairperson:	203-574-8000		
E-mail of Chairperson:	vruffin@waterbury.k12.ct.us		
Address of Chairperson:	Street Address:	236 Grand Street	
	City:	Waterbury	Zip Code: 06702
Name of School Board Chairperson:	Charles E. Pagano, Jr.		
Signature of School Board Chairperson: ²		Date:	
Name of Superintendent:	Dr. Verna D. Ruffin		
Signature of Superintendent:		Date:	

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

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

Section 2: Setting the Direction

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

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

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

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

District Vision Statement (limit 200 words)

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

District Theory of Action (limit 200 words)

If schools have:

Strong Leadership: A principal to prioritize improvement and communicate its urgency, monitor goals, customize and target support to meet needs

Instructional Transformation: Processes and supports that help teachers collaborate to improve standards-based instructional practice so that students can engage in deep learning tasks, respond to student learning needs, provide rigorous evidence-based instruction, and remove barriers while providing opportunities

Culture Shift: Staff ensure collective responsibility for both the quality of instruction and student learning and success, engage students and families in pursuing education goals

Talent Development: Recruit, develop, retain, and sustain talent, target professional learning opportunities, while setting clear performance expectations

THEN schools will dramatically improve, and student learning will increase.

School Vision (limit 200 words)

All Wallace Middle School students will be ready to succeed in high school.

School Theory of Action (limit 200 words)

If Michael F. Wallace Middle School has:

School Vision: A clear school vision grounded in high expectations that prioritizes collective goals, values, and beliefs for teaching and learning, and rigorous and engaging instructional practices.

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

Positive and Supportive School Culture: Staff ensure collective responsibility for both the quality of instruction and student learning and success, engage students and families in pursuing education goals

Talent Development: Recruit, develop, retain, and sustain talent, target professional learning opportunities, while setting clear performance expectations

THEN student learning will dramatically increase.

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

Mr. Vincent Balsamo was selected as the new Principal of Wallace Middle School in August 2019. Qualified candidates for the position were interviewed during a rigorous 3-stage process that included other school leaders, community members, Board of Education members, and district office leadership. Mr. Balsamo has demonstrated prior success and knowledge while working in an urban school environment. As a teacher at John F. Kennedy High School in Waterbury, Mr. Balsamo was selected as the Waterbury district Teacher of the Year in 2012 and served as co-chair of the school’s 2009 NEASC self-study accreditation committee. He grew a FIRST robotics program from scratch to a team that included over 50 students, involved over 40 parents, managed over an \$80,000 budget, and he organized a New England district event hosted by the City of Waterbury. As an administrator from 2015-2019 at Crosby High School, at the time a Turnaround School in Waterbury, Mr. Balsamo supervised the Grade 9 Academy. During his tenure, the percentage of Grade 9 students on-track for graduation (Indicator 7) rose from 30.4% in 2015-2016 to 79.1% in 2018-2019. Furthermore, Crosby experienced gains in graduation rates, (Indicator 8) improving from 66.3% for the 2016 cohort to 84% for the 2019 cohort.

Mr. Balsamo also participated in the Harvard Graduate School of Education’s Turnaround Leaders Institute in June 2019. This specialized leadership program brought together individuals and teams who are charged with turning around chronically underperforming schools. Participants learned how to establish high expectations for instructional quality, develop effective teams, translate data into action, and generate deep engagement among school and community stakeholders. Mr. Balsamo will be participating again in June 2020 with district leaders and school-level leaders, including another member of the Wallace administrative team. Furthermore, Mr. Balsamo is currently participating the National Institute for School Leadership (NISL) Executive Development Program. NISL’s Executive Development Program 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 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. Based on his demonstration of prior success in the Waterbury Public Schools and participation in rigorous school leader professional development, the Waterbury Public Schools are confident in Mr. Balsamo as the leader of Wallace Middle School.

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

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

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

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

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

Stakeholders were invited to the planning and development stage of the turnaround plan and are represented on the turnaround committee. They have been meeting on a bi-weekly schedule to create and refine the plan. 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.

Section 4: Data and Needs Analysis

PERFORMANCE TARGETS

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

Performance Indicators	Baseline/Historic Data				Performance Targets		
	2016-17	2017-18	2018-19	2019-20 YTD	2019-20	2020-21	2021-22
Student enrollment	1194	1090	1052	1233	N/A	N/A	N/A
Accountability Index*	52.7	54.3	59.8	N/A	60.1	62.6	65.1
English Language Arts (ELA) School Performance Index (SPI)*	50.1	50.9	54.5	N/A	55.8	57.7	59.7
ELA Smarter Balanced Growth Model*	44.4	46.1	56.9	N/A	57.2	61.5	65.8
Math School Performance Index (SPI)*	40.2	42.5	44.4	N/A	48.2	50.9	53.6
Math Smarter Balanced Growth Model*	41.2	42.4	47.3	N/A	54.8	59.3	63.8
Average daily attendance rate	93.8	93.0	94.0	93.23	94.0	95.0	96.0
Chronic absenteeism rate*	15.7	16.9	12.7	16.5	12.4	11.6	10.8
Teacher attendance rate	87.0	93.6	93.28	93.44	94.0	95.0	96.0
Suspension rate	21.4	23.1	18.8	13.8	15.8	12.8	9.8
In-school suspensions (count)	342	299	265	103	175	125	75
Out-of-school suspensions (count)	252	252	184	209	225	175	125
Expulsions (count)	0	0	0	0	0	0	0
Grade 4 ELA Smarter Balanced Assessment-“Meets or Exceeds Achievement Level”***	28.3	28.2	31.2	N/A	35.0	39.0	43.0
Grade 5 ELA Smarter Balanced Assessment-“Meets or Exceeds Achievement Level”***	28.5	30.8	33.9	N/A	38.0	42.0	46.0

Performance Indicators	Baseline/Historic Data				Performance Targets		
	2016-17	2017-18	2018-19	2019-20 YTD	2019-20	2020-21	2021-22
Grade 6 ELA Smarter Balanced Assessment-“Meets or Exceeds Achievement Level”	19.4	25.1	31.2	N/A	35.0	39.0	43.0
Grade 7 ELA Smarter Balanced Assessment-“Meets or Exceeds Achievement Level”	26.0	22.8	31.3	N/A	35.0	39.0	43.0
Grade 8 ELA Smarter Balanced Assessment-“Meets or Exceeds Achievement Level”	22.5	27.5	24.0	N/A	28.0	32.0	36.0
Grade 4 Math Smarter Balanced Assessment- “Meets or Exceeds Achievement Level”**	25.9	25.6	27.7	N/A	31.0	35.0	39.0
Grade 5 Math Smarter Balanced Assessment- “Meets or Exceeds Achievement Level”**	19.5	22.4	21.7	N/A	25.0	29.0	33.0
Grade 6 Math Smarter Balanced Assessment- “Meets or Exceeds Achievement Level”	8.4	13.6	15.5	N/A	19.0	23.0	27.0
Grade 7 Math Smarter Balanced Assessment- “Meets or Exceeds Achievement Level”	10.7	8.2	11.6	N/A	15.0	19.0	23.0
Grade 8 Math Smarter Balanced Assessment- “Meets or Exceeds Achievement Level”	8.4	12.1	9.9	N/A	14.0	19.0	23.0
Grade 5 NGSS Science Assessment- “Meets or Exceeds Achievement Level”**	N/A	N/A	34.4	N/A	38.0	42.0	46.0
Grade 8 NGSS Science - “Meets or Exceeds Achievement Level”	N/A	N/A	18.5	N/A	22.0	26.0	30.0

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

**Indicators with a double asterisk are Waterbury District Level Baseline/Historical data. The new Academic Academy at Wallace Middle School includes students in grades 4 and 5, but baseline/historical data for grades 4 and 5 at Wallace does not exist. District level average data will be used as the Baseline/Historical data for the first year.

Root Cause Analysis

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

Section 5: TURNAROUND MODEL

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

Michael F. Wallace Middle School - Turnaround Model "E"

Michael F. Wallace Middle School's Turnaround Plan will consist of a model developed by the turnaround committee that utilizes strategies, methods, and best practices that have been proven to be effective. We will implement high quality professional learning, rigorous curricula, and assessments that are aligned with the Common Core State standards. In addition, we will build and maintain meaningful and productive relationships between students, staff, and families. The core components of the model that pertain to talent, academics, culture and climate, and operations are as follows:

Talent:

Michael F. Wallace Middle School will articulate and brand a school vision that sets an unwavering high expectation for teaching and learning. We will create an intentional instruction planning guide for teaching and learning that is aligned with state standards and best practices for instruction. This guide will outline the expectations for lesson design, including learning targets, learning tasks, Depth of Knowledge (DOK) questioning, and lesson closure. The components of the intentional instruction planning guide will be used to inform needs for academic talent development. Furthermore, professional learning with regards to teaching for effective learning, effective classroom management, growth mindset, and positivity will promote a positive school culture focused on learning. A clear, long-term plan for high quality professional learning will be developed collaboratively by all stakeholders and based on the school vision and teacher needs. Professional development time will include ten seven-hour professional development days, seven three-hour building based collaborative days, two staff meetings per month, weekly instructional data team meetings, and weekly team meetings. Additional collaborative planning and intervention team time will be added by redesigning the schedule. Through participation in the Instructional Data Team (IDT) process and data protocols, ELA and Math coaches and administrators will work closely with teachers to use student and school-wide data to identify ongoing professional development needs relative to the Intentional Instruction Planning Guide. We will also hire two additional substitute teachers to allow teachers additional and flexible professional learning opportunities embedded during the day. The substitutes will allow teachers to flexibly meet, collaborate, and peer-observe one another during the school day in addition to their normally scheduled meeting times. Lead teachers for each department will ensure that instructional practices and Tier 1 instruction are aligned to curriculum, common core standards and district benchmark assessments. To address leadership effectiveness, school and district leaders will conduct monthly Waterbury Turnaround Roundtables and regular collaborative walkthroughs to support and monitor progress. Furthermore, administrators will attend the Harvard School Turnaround Leaders Institute with district officials.

Furthermore, strong and purposeful efforts will be made to recruit and retain high-quality talent and fully staff Wallace Middle School. Vacancies and substitute coverage have been an issue, often resulting in students being split among other teachers on the team. A recent update to the teacher's salary schedule now makes Waterbury more competitive in comparison to salaries around the state, and the district is working on a comprehensive plan to attract new talent. In the Talent domain, the recruitment and retention of mathematics science, and special education teachers continues to be an issue in providing high-quality teachers for our students. To increase teacher effectiveness in critical shortage areas of mathematics, science, and special education teachers, Wallace Middle School will coordinate with central office to provide fellowship opportunities and paid stipends to recruit and retain staff. Furthermore, we will create a building-based onboarding and development program with mentor support to attract and retain new staff. Veteran teachers

and administrators will mentor new staff, a handbook of school forms, protocols, and procedures will be created and regularly updated, and an after-school “Welcome Workshops” program will be created to provide additional teacher-led professional learning for new staff. In order to develop shared leadership, we will value the input of staff, and leadership committees will be created to oversee and continually review implementation of the turnaround plan in each of the four domains of Talent, Academics, Culture and Climate, and Operations. Stipends will be provided for staff to participate in the mentoring program and leadership committees beyond the school day. As a result of valuing staff input and creating a culture of shared leadership, it is expected that teacher attendance rates will improve.

This plan for Talent will require funding for:

- *School Vision and Intentional Instruction Guide Posters for each classroom and offices*
- *School Vision banners for corridors and the main entrance*
- *1.0 FTE ELA coach*
- *2 additional substitute teachers*
- *5 additional 7-hour professional development days*
- *Stipends to attract new mathematics, science, and special education teachers*
- *The addition of 2 1.0 FTE mathematics teachers to increase instructional time and reduce class sizes to support struggling students in Tier 1 math instruction*
- *The addition of a 1.0 FTE Special Education teacher to increase instructional time and reduce class sizes to support struggling students in Tier 1 instruction*
- *Stipends for new staff and veteran mentors who participate in “Welcome Workshops”*
- *Stipends for 7 Lead Teachers (one for ELA, math, science, social studies, electives, special education, and EL education)*
- *Contract with external partner for Teaching for Effective Learning and Classroom Management PD*
- *Purchase of Mindset and The Energy Bus books for all staff*

Academics:

Michael F. Wallace Middle School will strengthen our academic program through the instructional core by fully implementing standards-based curricula in all classes, increasing Tier 1 academic rigor, and maintaining high expectations for teaching and learning. Curriculum will be vertically and horizontally aligned with state standards to ensure a guaranteed and viable curriculum. All staff will be expected to use the intentional instruction planning guide, common strategies and academic language, including the CCSS, in lesson planning and delivery of instruction. Professional learning will focus on rigorous and engaging student-centered instruction and differentiating Tier 1 core instruction while maintaining rigor, in an effort to reduce the need for Tier 2 and Tier 3 interventions. Teachers will use district curricula and assessments aligned with the Common Core State Standards to monitor student progress and make informed instructional decisions during instructional data teams.

The district adopted Study Sync as the Tier 1 resource for ELA during the 2018-2019 school year. In partnership with the ELA Secondary Supervisor, Chief Academic Officer, district leadership, and ELA teachers, a curriculum will be written around Study Sync as the resource and implemented for 2020-2021. Study Sync end-of-unit assessments will be used as the basis to monitor ELA student progress and make informed instructional decisions during instructional data teams.

A new middle school math resource, curriculum, and assessment suite will also be implemented for 2020-2021. A request for proposal for the new curriculum was submitted in the fall of 2019, and the district has been reviewing the resources and curricula that were received. Criteria for selection of the new curriculum and resource include:

- The curriculum, instruction, assessment and other materials must demonstrate strong horizontal and vertical alignment to the Common Core State Standards in Mathematics for grades 6-8 specifically;
- The program must include assessments that directly measure mastery of the Common Core State Standards in Mathematics and be similar to the interactive item types in the Smarter Balanced Assessments in mathematics;
- The program must have strong supports for English Language Learners;
- The program must include supports for differentiation for students who struggle with mathematics;
- The program must be available in print and online. The online component must have the capability to offer interactive lessons and communications between the teachers and the students;
- The program must include an intervention component, independent of an outside vendor that allows students to work at their instructional levels;
- The vendor must have an online data management system that complies with all applicable FERPA laws; and
- The vendor must provide initial and ongoing professional development for teachers and administrators

The selected instructional materials will meet the following expectations in EdReports:

- Gateway 1: Focus and Coherence
- Gateway 2: Rigor, Balance, and Practice-Content Connections
- Gateway 3: Instructional Supports and Usability Indicators

Math and ELA coaches, teacher leaders, and staff will use structured protocols during data teams to drive instructional decisions and intervention planning. Coaches and teacher leaders will ensure that staff have professional learning in using student-level performance data to target struggling students for additional academic support. Over time, teachers will become more proficient in using data to perfect their instruction and make appropriate adjustments when necessary. Instructional data team (IDT) protocols will be based on the Data-Wise Improvement Process researched and developed by Boudett, City, and Murnane (Boudett, K. P., City, E. A., & Murnane, R. J. (Eds.). (2013). *Data Wise: a step-by-step guide to using assessment results to improve teaching and learning*, Revised and expanded edition. Cambridge, MA: Harvard Education Press.). The essential components of this process are identified as:

1. Organizing for Collaborative Work
2. Building Assessment Literacy
3. Creating Data Overview
4. Dig into Student Data
5. Examine Instruction
6. Develop and Action Plan
7. Plan to Assess Progress
8. Act and Assess
9. Repeat as necessary from Step 3

Through IDTs, teachers will develop a shared understanding of the alignment between data, curriculum, and instructional practice. IDT protocols will include the following questions:

1. What is the learner-centered problem?
2. What is the problem of practice? (Based on student work).
3. What is the instructional action plan?
4. What is the monitoring plan?
5. What supports are needed (coaching)?

To develop an instructional action plan, IDT members will use the following collaborative planning protocol questions:

1. Which standards are being addressed?
2. What is/are the learning target(s)?
3. Which instructional resources/strategies will be used?
4. What is the success criteria?
5. What supports are needed (coaching)?

In conjunction with the ELA and math secondary supervisors, Wallace Middle School will design and implement an Academic SRBI continuum of interventions for students. The Academic SRBI support system will provide tiered support and intervention for students who do not initially master standards in ELA and math, and acceleration for students who have mastered standards in ELA and math. An after-school tutoring program will provide additional and flexible short-term support in math and ELA to students who immediate need assistance with mastering grade-level standards, and Math and Literacy Labs will be implemented to provide flexible and longer-term additional math and ELA instruction time to students. As part of the intervention continuum, there will be a focus on student assessment goals, learning targets, and mastering grade-level standards.

This plan for Academics will require funding for:

- *5 additional 7-hour professional development days*
- *1.0 FTE ELA coach*
- *Stipends for 7 Lead Teachers (one for ELA, math, science, social studies, electives, special education, and EL education)*
- *2 additional substitute teachers*
- *Stipends for after-school tutoring staff*

Culture and Climate:

Michael F. Wallace will create a safe, positive, supportive, engaging and welcoming learning environment for students, families, and staff. As stated in our mission, “we aim to educate, empower, and inspire responsible citizens and life-long learners through positive relationships, rigorous and engaging learning experiences, and a supportive environment every day.” As noted in our Audit report, the 2017-18 suspension rate at Wallace Middle School was 23.1%, well above the state average of 6.8%. A major focus of our efforts will be to shift adult mindsets, improve student behavior and decision-making, and reduce the number of suspensions. To achieve this goal, professional learning to build positive adult-student and adult-family relationships will be implemented. To this end, school-based professional learning opportunities will include a series of workshops on Positivity and Growth Mindset based on Mindset by Carol Dweck and The Energy Bus by Jon Gordon, Dr. Charles Beaman (Association for Middle Level Education) will provide professional learning to staff on classroom Management Strategies. To improve student behavior, our PBIS team will work to create common norms and expectations for student behavior in shared spaces and appropriate and clearly defined consequences for misbehavior, with an increased use of restorative practices (including after-school community service and mediations) and positive behavior reinforcement. Furthermore, in conjunction with the Pupil Personnel Director, Wallace Middle School will design and communicate a tiered SRBI continuum of interventions for students who repeatedly display poor behavior, in an effort to meet the socioemotional needs of these students. Social-emotional/mindfulness groups will be led by interested staff who attend professional development, allowing students to develop emotional intelligence, social-awareness, and responsible decision making.

Though the Commissioner’s Network, Wallace will create a warm and welcoming environment for students, parents, and staff through improvements to the school building and increased school branding. As noted in the audit report, providing a welcoming environment is a growth area. In conjunction with the Chief Operating

Officer and School Inspector, a plan will be developed to improve the appearance of the building, including classrooms, fine arts rooms, corridors, and bathrooms. New bulletin boards, display cases, placards, and an outdoor digital display will be installed to promote school branding, communication, and a goal-oriented mindset for students and families. In conjunction with the Board of Education, Wallace will also redesign the school dress code to promote school spirit and pride.

A new hall safety team will maintain student safety and security in corridors, while allowing teachers and instructional staff to focus on teaching and learning and instructional duties rather than front desk and hall duties. As noted by the audit report, auditors observed parents standing by the front desk for a significant period of time. The safety team will be responsible for greeting visitors in a positive, helpful, and respectful manner, monitoring security cameras, and helping staff maintain safe transitions.

Our learning environment will be supported by parent engagement and community partnerships. A new PTSA and existing School Governance Council will work in coordination to engage families in school activities and to strengthen community partnerships. Furthermore, community partnerships will provide wraparound services to students who demonstrate a need for additional support.

This plan for Culture/Climate will require funding for:

- *Stipends and bussing for the After-School Restorative Practice Community Service Program*
- *Restorative Practice professional learning for Behavior Technicians and support staff*
- *Copies of Mindset (Carol Dweck) and The Energy Bus (Jon Gordon) for all staff*
- *Contract for Classroom Management Strategies professional learning*
- *Stipend for a Communications Coordinator*
- *1.0 FTE Behavior Technician*
- *4.0 FTE Hallway Safety Team*
- *Hallways placards and display cases to promote positive and goal-oriented mindsets*
- *An outdoor digital message board*
- *Driveway signage and banners*
- *Implementation of Watch D.O.G.S.*
- *Monthly behavior and attendance incentives*
- *Outfitting a Relaxation Room*
- *Updates to the physical plant*
- *Additional walkie-talkies*
- *Intra-class phone system*

Operations:

In order to improve student performance, Michael F. Wallace Middle School will implement a new schedule to increase time in Math and Science. This schedule will ensure that core academic instructional time is more equitable regarding Electives while including time for academic intervention and enrichment. In addition, the revised schedule will allocate time for the following: grade-level meetings, team meetings, collaborative planning, IDT's, SRBI meetings, peer-observations, and family engagement activities. In conjunction with central office, the other comprehensive middle and high schools, and the Waterbury Teacher's Association (WTA), the middle school schedule will be redesigned.

In order to improve student math performance through additional mathematics instructional time and smaller, more personalized Tier 1 classes, Wallace will add two additional math teacher positions. Furthermore, a special education position will be added to meet the needs of our high needs students. Wallace Middle School will be structured by grade-levels, with a dedicated administrator and school counselor for each grade level. Students will be scheduled on a team of core academic teachers within the grade-level. Research suggests that

teaming provides more opportunities to develop meaningful and impactful relationships between students and teachers, which is an important factor in raising student achievement. Furthermore, it is noted that ELA and math scores are lowest in grade 6 as compared to grades 7 and 8. In response and in order to best meet the needs of incoming sixth graders, Wallace Middle School will implement a pair of two-person teams. These two-person teams will have the flexibility to increase instructional time in math and ELA beyond the “bell schedule.” Incoming students identified as below-grade level will be placed on these teams, in an effort to raise their performance through additional instructional time.

In order to fully implement and maximize the capability of newly acquired CCSS-aligned curricula, Wallace will implement a 1:1 device system, ensuring that every student in every class has access to the digital tools needed. Furthermore, all classrooms will be outfitted with operational whiteboards, interactive display boards (e.g. SMART or ViewSonic Boards), and document cameras. An instructional technology specialist dedicated to Wallace Middle School and supported by a Student Technology Team will support implementation of technology in instruction and support troubleshooting of all devices.

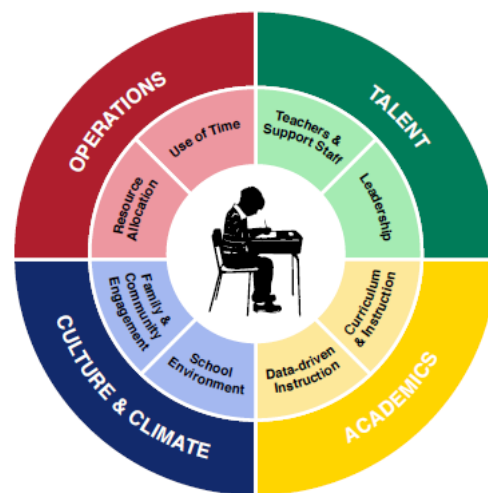
This plan for Operations will require funding for:

- *A consultant to facilitate the redesign of the master schedule*
- *5 additional 7-hour professional development days*
- *300 Laptops and 10 Charging Carts to bring the school to a 1:1 device ratio*
- *30 interactive (SMART or ViewSonic) boards*
- *55 Classroom Whiteboards (various sizes)*
- *75 Document Cameras*
- *1.0 FTE Instructional Technology Specialist*

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.

Talent <ul style="list-style-type: none"> • Provide professional learning focused on a common vision for rigorous and engaging instructional practices. • Increase teacher recruitment and retention by valuing staff input and providing onboarding support to newly hired staff. 	Academics <ul style="list-style-type: none"> • Implementation of the new ELA and math curriculum • Increase Tier 1 academic rigor, student engagement, and high expectations • Use data teams with structured protocols to drive instructional decisions and intervention
Culture and Climate <ul style="list-style-type: none"> • Improve Adult-Student Relations, Adult-Family Relations, Student Behavior and reduce the number of suspensions. • Increase family and community engagement, partnerships, and wraparound services. • Improve the school environment and physical plant. 	Operations <ul style="list-style-type: none"> • Increase instructional time for core academic subjects, intervention, and staff collaboration. • Provide adequate resources for full implementation of the curricula. • Change teacher work calendar to add 5 additional full PD days and four additional collaboration days.

➤ Plan

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

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

Domain 1: Talent

Part One

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

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

The review of school data, school audit findings and the completion of the root cause analysis identifies Tier 1 instruction as a major need for professional learning. Low performance in the ELA and math SPI, the “variable” and “inconsistent” instruction practices noted in the audit report, and the “lack of widespread common understanding of rigorous, engaging instructional and current best practices” identified in the root cause analysis all indicate the immediate need for a clear vision and direction and professional development for effective Tier 1 instruction.

English Language Arts (ELA) School Performance Index (SPI)*	50.1	50.9	54.5		55.8	57.8	59.7
ELA Smarter Balanced Growth Model*	44.4	46.1	56.9		57.2	61.5	65.8
Math School Performance Index (SPI)*	40.2	42.5	44.4		48.2	50.9	53.6
Math Smarter Balanced Growth Model*	41.2	42.4	47.3		54.8	59.3	63.8

Based on these findings, Michael F. Wallace Middle School will make the following staffing decisions:

- Create an ELA coach position to implement research-based Tier 1 strategies for teachers to utilize in their classes. Although ELA data shows an increase for the 2018-2019 school year, the scores lag behind the state average and ELA needs refocusing and remediation strategies implemented and monitored.
- Add two mathematics teachers to increase instructional time and reduce class sizes to support struggling students in Tier 1 math instruction.
- Numeracy classes on each team will be staffed to provide Tier 2 intervention. The numeracy class must be aligned horizontally and vertically to district benchmark assessments and standardized tests and utilize flexible instruction that meets the specific standards that have not been mastered by individual students.
- Add a Special Education teacher and paraprofessionals to meet the needs of high needs students.
- Add two additional substitute teachers to allow teachers additional and flexible professional learning opportunities embedded during the day. The substitutes will allow teachers to flexibly meet, collaborate, and peer-observe one another during the school day in addition to their normally scheduled meeting times.
- Create a teacher leader for each academic department (ELA, math, science, social studies, electives) who is responsible for departmental oversight, data accountability, ongoing curricular facilitation, needs analyses, and ensuring the implementation of instruction aligned to the shared vision of effective instruction.
- Given the current suspension rate, the number of support staff cannot accommodate the number of the socio-emotional needs of our students. Currently, the single behavior technician’s time is largely spent in reactionary mode, responding to conflict and facilitating mediations. As such, Wallace Middle School will add an additional Behavior Technician to provide proactive socio-emotional support. The addition of a second behavior technician will allow the behavior technicians flexibility to hold proactive restorative groups with students that target topics of conflict-resolution, decision-making, peer pressure, health and safety, anger and emotional self-awareness, diversity, and family changes.

In the Talent domain, the recruitment and retention of mathematics, science, and special education teachers continues to be an issue in providing high-quality teachers for our students. To increase teacher effectiveness in critical shortage areas of mathematics, science, and special education teachers, Wallace Middle School will

coordinate with central office to provide fellowship opportunities and paid stipends to recruit and retain staff in these critical areas.

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

Strong and purposeful efforts will be made to recruit high-quality talent and fully staff Wallace Middle School. As noted in the audit report, vacancies and substitute coverage has been an issue, often resulting in students being split between other teachers on the team. A recent update to the teacher's salary schedule now makes Waterbury one of the more competitive salaries in the state, and the district is working to create regular job fairs to attract new talent. At Wallace, we will create a building-based teacher mentor support and development program to attract and retain new staff. Veteran teachers will mentor new staff, a handbook of school forms, protocols, and procedures will be created and regularly updated, and an after-school "Welcome Workshops" program will be created to provide additional teacher-led professional learning for new staff. In order to develop shared leadership and value the input and expertise of staff, leadership committees will be created to oversee and continually review implementation of the turnaround plan in each of the four domains of Talent, Academics, Culture and Climate, and Operations. Time during staff meetings will be devoted to TACO committee work and school improvement implementation.

The district and school will cultivate a professional learning environment to attract, support, develop, and retain high-quality teachers by:

- Valuing the input and expertise of staff through shared leadership opportunities and compensation for their time beyond the school day (TACO committees, lead teachers, After-School "Welcome Workshops" program, etc.).
- Ensuring staff have opportunities for collaboration, including grade-level meetings, team meetings, collaborative planning, IDT's, SRBI meetings, peer-observations, release time covered by substitutes, and family engagement activities.
- Guaranteeing structured opportunities, such as common planning time and faculty or department meetings, for teachers to work together and discuss curricular and instructional issues.
- Offering professional learning opportunities that address specifically designed student learning goals and that are ongoing and in-depth and aligned with the intentional instruction planning guide.

In order to ensure that teachers are supported and developed in alignment with the school vision, Intentional Instruction Planning Guide, and the Commissioner's Network plan, five additional professional development days and four additional collaboration days will be added to the teacher calendar for 2020-2021. In order to implement a shared vision of effective instruction and foster positive interpersonal connections, professional learning topics will include:

- Teaching for Effective Learning (TEL): <http://www.nisl.org/teaching-for-effective-learning-tel-series/>;
- Positivity/Growth Mindset (Based on *Mindset* by Carol Dweck and *The Energy Bus* by Jon Gordon);
- Classroom Management Strategies (Dr. Charles Beaman, Association for Middle Level Education);
- TACO and School Committee work to implement the Commissioner's Network Plan and facilitate shared leadership among staff; and
- Intentional Instruction Planning Guide components that include: How People Learn/TEL Principles, Learning Targets, Agendas, Do-Nows, Activating Learner Preconceptions, Depth of Knowledge (DOK) Questioning, Academic Conversations, Discourse skills & structures, Ongoing Formative Assessment as Instructional Tasks, and Closure Techniques

The proposed professional learning plan for 2020-2021 with proposed dates is:

Full Day Professional Learning Topics		Half Day Professional Learning	
Aug 18*	Team-Building/Retreat (<i>Culture/Climate</i>)	Sep 16	Positivity/Growth Mindset (Dweck & Gordon) (<i>Culture/Climate</i>) TACO & School Committees (<i>Talent/Operations</i>)
Aug 19*	Teaching for Effective Learning (TEL) (<i>Talent/Academics</i>)	Dec 9	Positivity/Growth Mindset (Dweck & Gordon) (<i>Culture/Climate</i>) TACO & School Committees (<i>Talent/Operations</i>)
Aug 20*	Teaching for Effective Learning (TEL) (<i>Talent/Academics</i>)	Jan 11-12*	Intentional Instruction Planning Guide (<i>Talent/Academics</i>) TACO & School Committees (<i>Talent/Operations</i>)
Aug 21*	Positivity/Growth Mindset (Dweck & Gordon) (<i>Culture/Climate</i>) TACO & School Committees/New Staff Onboarding (<i>Talent/Operations</i>)	Jan 13-14*	Positivity/Growth Mindset (Dweck & Gordon) (<i>Culture/Climate</i>) TACO & School Committees (<i>Talent/Operations</i>)
Aug 24	Dr. Charles Beaman: <i>Classroom Management</i> (<i>Culture/Climate</i>)	Apr 7	Choice Day (Sessions Led by Staff)
Aug 25	District (Content Specific or Equity)		
Aug 26	District (Content Specific or Equity)	IDTs (Weekly)	Grade-Level Academic Teams
Oct 2	District (Content Specific or Equity)	Staff Meetings (Monthly 1)	TACO & School Committees (<i>Talent/Operations</i>)
Nov 3*	Teaching for Effective Learning (TEL) (<i>Talent/Academics</i>)	Staff Meetings (Monthly 2)	Intentional Instruction Planning Guide (<i>Talent/Academics</i>)
Mar 5	Positivity/Growth Mindset (<i>Culture/Climate</i>)	2nd Advisory	School Clubs/TACO & School Committees (<i>Talent/Culture & Climate/Operations</i>)

Dates that have an asterisk are the additional days funded through the Commissioner's Network.

Through participation in IDT process and data protocols, the ELA and Math coaches and administrators will work closely with teachers to use student and school-wide data to identify ongoing professional development needs relative to the Intentional Instruction Planning Guide. Coaches will provide push-in and co-teaching support to continue to develop the staff in alignment with a common vision for effective instruction.

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

Teachers will be evaluated using the SEED model. First and second year teachers will be evaluated through 3 formal observations and a review of practice. Veteran teachers (year 3+) will be evaluated on a cycle of 3 informal observations and a review of practice for 2 years and 1 formal observation, 1 informal observation, and a review of practice every third year. Teacher SLOs will be tied to BOY, MOY, and EOY assessments. Data from the TIDE online reporting site will be used to identify the teachers making the greatest gains in student performance. Efforts will be made to pair the students with highest needs with teachers making the greatest gains in student performance. Teacher-selected performance and practice areas from the Common Core of Teaching Rubric will be used as a basis for planning effective professional learning groups and activities. Summative and individual staff ratings in CCT domains will also be used to identify staff strengths and opportunities for professional growth. Teachers will be provided with constructive and formative feedback. School administration and content-area supervisors will collaboratively conduct informal observations and walk-throughs and use this process to develop a set of "look-fors" for instruction.

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

There is currently one math coach position at Wallace Middle School that is critical to facilitating math Instructional Data Team (IDT) meetings as well as supporting teachers with Tier 1 instruction in their classrooms. There is a need for an ELA coach to function in the same capacity as the math coach and provide tiered intervention reading strategies. Furthermore, Wallace Middle School needs lead teachers for each department to ensure that instructional practices and Tier 1 instruction are aligned to curriculum, common core standards and district benchmark assessments. The lead teacher would be responsible for departmental oversight, data accountability, ongoing curricular facilitation, needs analyses, and ensuring the implementation of instruction aligned to the shared vision of effective instruction.

The coaches, lead teachers, content supervisors and the building-based administrators will collaborate regularly to develop and implement a strong coaching system. The coaches and lead teacher will provide differentiated support

to teachers on a weekly/daily basis. The differentiated level of support will depend on the developmental needs of the teacher, as well as the teacher's experience. Through continuous collaboration and input from teachers and lead teachers, the coaches will provide frequent and embedded coaching through model lessons, co-teaching and observations. The coaches will also help to lead, structure and facilitate common planning time and school-based professional development.

At Wallace Middle School, veteran teachers and administrators will also provide ongoing supports and coaching opportunities for newly hired staff through a series of after-school "Welcome Workshops." Newly hired staff will be paired with a mentor staff member for informal weekly check-ins, and formal after-school meetings will be held monthly and designed to assist newly hired staff with the following areas:

Talent	Academics
<ul style="list-style-type: none"> CCT Rubric / Evaluation / Professional Code of Conduct Professional Learning & Development Staff Collaboration 	<ul style="list-style-type: none"> Curriculum Instructional Strategies & Supports Assessment & Data Protocols
Culture/Climate	Operations
<ul style="list-style-type: none"> Lion PRIDE / PBIS Classroom Management (Behavior & Environment) School Clubs & Activities 	<ul style="list-style-type: none"> School Protocols School Resources & Support Staff IEP / 504 / EIP / Supporting Special Populations

To address leadership effectiveness, school and district leaders will conduct monthly Waterbury Turnaround Roundtables and regular collaborative walkthroughs to support and monitor progress. Furthermore, administrators will attend the Harvard School Turnaround Leaders Institute with district officials.

Part Two

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

Three-Year Talent Goal:

Indicator	Data Source	Baseline Year:	Target 1 Year:	Target 2 Year:	Target 3 Year:
Three-year teacher retention	Audit Report	92%	93%	94%	95%
Teacher Attendance Rate	Audit Report	93.28%	94%	95%	96%
Teacher Survey Results: "The PD I received this year has improved my professional practice and allowed me to better meet the needs of my students."	Audit Report	59%	75%	80%	85%
ELA School Performance Index	Next Gen Accountability	54.5	55.8	57.8	59.7
Math School Performance Index	Next Gen Accountability	44.4	48.2	50.9	53.6

ELA Growth Rate	Next Gen Accountability	57.2	57.2	61.5	65.8
Math Growth Rate	Next Gen Accountability	47.3	54.8	59.3	63.8
ELA Smarter Balanced Assessment-“Meets or Exceeds Achievement Level”	Next Gen Accountability	28.8	32.0	34.0	38.0
Math Smarter Balanced Assessment-“Meets or Exceeds Achievement Level”	Next Gen Accountability	12.4	16.0	20.0	24.0
Grade 5 NGSS Science Assessment- “Meets or Exceeds Achievement Level”	Next Gen Accountability	34.4	38.0	42.0	46.0
Grade 8 NGSS Science - “Meets or Exceeds Achievement Level”	Next Gen Accountability	18.5	22.0	26.0	30.0

Action Steps:

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

Talent Priority: Provide professional development centered around a common vision for rigorous and engaging instructional practices					
Root Cause: Lack of widespread common understanding of rigorous, engaging instructional and current best practices					
Person Responsible: Principal, Assistant Principals, Central Office, Faculty, Students, Parents, Community					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Articulate and brand a school vision that sets high expectations	Create and communicate a school vision to set high expectations for teaching and learning Announce school vision during daily announcements Create school vision posters/banners for all classrooms, offices, corridors, and the main entrance	Clear set of Year 2 measurable goals is communicated to staff Align school-wide PBIS program to the school vision and reward teachers and students who demonstrate commitment to the vision	Clear set of Year 3 measurable goals is communicated to staff Review and revise the school vision as necessary based on stakeholder feedback	The school vision is visible in all classrooms, offices, and corridors School staff use the vision exclusively to drive meetings and decision making School vision is consistently expressed, posted and reiterated by the entire school community	School Vision Posters for all classrooms and offices School vision banners for corridors and main entrances IRIS Alerts Daily Announcements School Website

Articulate and brand an intentional instruction planning guide for teaching and learning that is aligned with state standards and best practices for instruction	<p>Through survey and focus groups, create a common intentional instruction planning guide</p> <p>Begin using the intentional instruction planning guide during collaborative planning meetings</p> <p>Create intentional instruction planning guide posters for all classrooms and instructional planning spaces</p> <p>Redesign school website to include new vision</p>	<p>Provide professional development on differentiation strategies that maintain high rigor for all students</p> <p>Provide professional development based on needs identified in the intentional instruction planning guide</p>	<p>Provide professional development based on needs identified in the intentional instruction planning guide</p> <p>Review and revise the intentional instruction planning guide as necessary based on stakeholder feedback</p>	<p>All stakeholders are able to communicate the components of the intentional instruction planning guide and know how they align to state and district standards</p> <p>The intentional instruction planning guide is visible in all classrooms and used to design high-quality lessons</p> <p>Learning activities, tasks, and assignments are created that reinforce the school vision and reflect the intentional instruction planning guide</p>	<p>Math and ELA Coaches</p> <p>Teacher Leaders</p> <p>Lesson Plans</p> <p>Collaborative Planning Time</p> <p>Professional Development Time</p> <p>School Website</p> <p>Curricular Resources</p>
Develop and communicate a clear, long-term plan for high quality professional learning based on school vision and teacher needs	<p>Conduct teacher survey to identify professional learning needs</p> <p>Create a PD schedule that clearly communicates expectations to staff</p>	<p>Reflect on the effectiveness of year 1 strategies and revise professional development plan as needed</p> <p>Provide professional development based on needs identified in the intentional instruction planning guide</p>	<p>Create opportunities for building-based teacher-lead PD and peer-coaching</p> <p>Provide opportunities for staff to self-assess and have choice in PD offerings</p> <p>Provide professional development based on needs identified in the intentional instruction planning guide</p>	<p>Through observations, IDT meetings and walk-through observations, teachers will be implementing learned strategies in their lesson planning and instruction</p> <p>Learning activities, tasks, and assignments are created that reinforce the school vision and reflect the intentional instruction planning guide</p>	<p>Math/ELA Coaches and Teacher Leaders</p> <p>Teacher Evaluation Plan</p> <p>Progress-Monitoring of Best Practices of Instruction</p> <p>Professional Development Time, External Partners, and PD resources</p>

Talent Priority: Increase teacher recruitment and retention by treating staff as valued professionals and providing onboarding support to new staff					
Root Cause: Lack of collegial support and sense of community					
Person(s) Responsible: Principal, Assistant Principals, Coaches, Teachers					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Create a building-based “Welcome Workshops” teacher mentor support and development program for new WMS staff	<p>Establish a “Welcome Workshops” design committee to create a new teacher, onboarding protocol and handbook</p> <p>Pair newly hired staff with veteran mentor staff for ongoing support</p> <p>Intentional check-ins scheduled with administrators to provide regular support and clarification</p>	<p>Review and Revise new teacher support plan and program based on feedback</p> <p>Implement peer-shadowing program</p>	<p>Continue to review, revise, and hone new teacher support plan and program based on feedback</p> <p>Continue to review, revise, and hone peer-shadowing program</p>	<p>Teacher Retention Rate</p> <p>Teacher attendance at Welcome Workshops</p> <p>Teacher feedback</p> <p>Completed new teacher handbook</p>	<p>Google doc for new teacher handbook</p> <p>Appropriate school documents and protocols</p> <p>Tips for Best Practices for classroom management and teaching strategies</p> <p>Stipend for Welcome Workshop Design Committee</p> <p>Stipends for Welcome Workshops participation</p>
Create shared leadership structures that value the input and expertise of staff	<p>Create talent, academics, culture & climate, and operations school-wide leadership committees</p> <p>Identify staff’s individual strengths and talents to create committees</p> <p>Identify norms, focus, SMART goals, and action plan/timeline for each committee</p>	<p>TACO leadership committees review data and revise committee goals and turnaround implementation as needed</p> <p>Develop subcommittees for each domain to target specific TA goals</p> <p>Provide professional development based on committee feedback and needs</p>	<p>TACO leadership committees review data and revise committee goals and turnaround implementation as needed</p> <p>Develop subcommittees for each domain to target specific TA goals</p> <p>Provide professional development on data-driven decision based on committee feedback and needs</p>	<p>Leadership Committees established</p> <p>Leadership Committees norms, focus, SMART goals, and action plan/timeline are communicated</p> <p>Relevant School Data is reviewed and tracked and used to revise goals</p> <p>Turnaround Plan is fully implemented</p>	<p>Meeting Time for Leadership Committee members</p> <p>School Data</p> <p>Common Leadership Committee Norms</p>

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.

Michael F. Wallace Middle School is a Grades 4-8 comprehensive middle school that functions on a team-centered philosophy. Students and staff will be divided into three smaller teams of approximately 125 students each in Grades 6 through 8. Each team will be staffed with two English, one math, one social studies, one science, and other content teachers. During the 2020-2021 school year, students will have seven classes per day (47 minutes per class), including English, reading, math, science, social studies, and other related classes, such as physical education/health, technology, and the arts. Reading and writing teachers will work to increase alignment between courses. Each team will be heterogeneously grouped and offer advanced coursework and interventions for students. Students will be scheduled for interventions, as needed, during the school day. As to protect core academic instructional time, students will receive Tier 2 and 3 supports during elective time whenever possible. Students with low ELA and math scores will be identified and placed into literacy and numeracy intervention classes and provided additional instruction time. Efforts will be made to minimize the time students miss courses (e.g., social studies, health/PE, and other unified arts) for interventions. In conjunction with central office, the other comprehensive middle and high schools, and the WTA, the middle school schedule will be redesigned for the 2021-2022 school year.

The Academic Academy commenced during the 2019- 2020 school year. This program is housed at Wallace Middle School and includes students in Grades 4 through 8. It encompasses the school within a school model. Students in the Academic Academy complete an application process for admission which includes an essay and an interview. The Academy strives to challenge students academically with a focus on rigorous curricula. As the Academy continues to grow, teachers will create challenging, creative, and thought-provoking lessons and activities which engage students. Students will be challenged to work to their highest potentials each day. Students will participate in an enrichment-based learning model, have access to World Languages (Spanish), receive above grade-level instruction, access to fine arts, and problem-based interdisciplinary projects. A team of ESL/bilingual teachers provides supports for our English Learners (EL) population at Wallace Middle School. The team consists of two English as a Second Language teachers and one bilingual teacher in each of mathematics, science, and social studies. The ESL and bilingual teachers serve as case managers for our EL students. EL students are mainstreamed during electives, and efforts are made to mainstream students within academic classes based on ability and LAS Links scores.

Curriculum Alignment: The Waterbury Public School (WPS) and Wallace Middle School have adopted the Common Core State Standards (CCSS) as the basis for educating students, and district curricula is aligned to those standards. WPS has developed units of study for reading, writing, social studies, and science, for Grades 4-8, under the guidance of Content Supervisors. The ELA Tier 1 curriculum utilizes the resource Study Sync, which is being used daily by teachers. The ELA Supervisor plans to fully develop curricular units using Study Sync as the main resource for 2020-2021. The science curriculum is aligned to the Next Generation Science Standards (NGSS) and is currently utilized by science teachers. The social studies curriculum is aligned to CCSS and is current. Currently, WPS and Wallace Middle School utilize Ready math as the resource for the math curriculum; however, the math curriculum and resources are in the process of being redeveloped to align more efficiently to the CCSS. At Wallace Middle School, our instructional philosophy is to educate, empower, and inspire responsible citizens and life-long learners through positive relationships, rigorous and engaging learning experiences, and a supportive environment every day. Students will be expected to master grade-level standards and will gain exposure to a variety of electives opportunities. Students will take exploratory classes in grades 4-6 to gain awareness of the elective options and various pathways, and will select concentrated, focused electives for grades 7 and 8. Wallace Middle School intends to expand the pathways for students to earn high school credits in grade 8, including Spanish 1 and Algebra 1. In order to facilitate authentic applications of learning and involve students in school improvement efforts, a Request for Project Proposal protocol will be implemented. Staff (and potentially parents and the community) will use the Request for Project Proposal form to define project requirements and parameters, but allow the students freedom and creativity to apply coursework in developing a unique solution.

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

Intentional Instruction Planning: Michael F. Wallace Middle School will articulate and brand a school vision that sets a common goal grounded in high expectations for teaching and learning. Through focus groups, we will create an intentional instruction planning guide for teaching and learning that is aligned with state standards and best practices for instruction. This guide will outline the expectations for lesson design, including learning targets using “I Can...” statements, learning tasks, DOK questioning, and lesson closure. All staff will be expected to use the intentional instruction planning guide and common strategies and academic language, including the CCSS, in lesson planning and delivery of instruction. To promote intentional instruction planning, teachers will be required to identify and post the learning target, provide an agenda, engage students in a warm-up/Do Now, and conclude lessons with an exit activity. They are also asked to plan lessons that incorporate specific questions utilizing the Depth of Knowledge (DOK) guidelines, as well as opportunities for student discourse. This template provides a structure for a daily plan that encourages student engagement, formative assessment, and academic conversations. Teachers will have the ability to assess student needs and tailor instruction to teach specific skills and concepts, as necessary. This will give teachers the ability to spend more or less time on specific skills based on student performance and understanding.

Tiered Interventions: In alignment with the district’s mission -- “to inspire and prepare every student to be successful in and beyond school” —Wallace Middle School will establish interventions for students who are not able to meet the identified proficiency levels in reading and mathematics.

In conjunction with the ELA and math secondary supervisors, Wallace Middle School will design and implement an Academic SRBI continuum of interventions for students. This academic SRBI support system will provide tiered support and intervention for students who do not initially master standards in ELA and math, and acceleration for students who have mastered standards in ELA and math. An after-school tutoring program will provide additional and flexible short-term support in math and ELA to students who need immediate assistance with mastering grade-level standards, and a Math Lab will be implemented to provide longer-term additional math instruction time to students. The following framework will outline our tiered intervention system for reading and math:

Tier	Reading	Mathematics
Tier I	District CCSS-aligned curriculum Resource: Study Sync	District CCSS-aligned curriculum Resource: Ready 6-8, or newly adopted resource
Tier II	Literacy Lab Resource: Newly adopted resource	Math Lab After-School Tutoring Resource: iReady, or newly adopted resource
Tier III	Reading Interventionist Lexia Hub/Framework for Reading	Math Interventionist Quantile Hub/Framework for Mathematics

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

As noted in the audit report, Michael F. Wallace Middle School has a foundational data culture. Twenty-nine of the forty survey respondents agreed that “this school has a comprehensive assessment system to measure student progress, identify necessary interventions, and provide teachers with data to inform instruction.” Teachers meet by grade level content area at least once per week for 45 minutes for a data team in which assessment information is analyzed, time is spent reviewing instructional materials, and lessons are planned. Nonetheless, the audit report noted that data-informed differentiation in Tier 1 instruction to support all learners was lacking in most classroom observations, and there was some confusion as to which assessments were being utilized. There is often a rush to move to Tiers 2 and 3, but there needs to be a focus on Tier 1 and providing supports within the classroom and utilizing data in order to differentiate instruction to meet the needs of the individuals.

CCSS-Aligned Curriculum Professional Learning and Teacher Resources: Curricular professional learning will occur on district-planned professional learning days and ongoing with coaches during weekly collaboration time embedded in the schedule. Teachers will have the ability to offer input and suggest changes to refine the curriculum, making it more accessible for all students at different ability levels. Teachers will communicate with lead teachers and coaches regarding the choice of instructional materials and tools necessary to teach specific skills and concepts, to ensure rigor and differentiation in all subject areas. Teachers will also communicate with lead teachers and coaches regarding curriculum pace. School-based professional learning will focus on rigorous and engaging student-centered instruction and differentiating Tier 1 core instruction while maintaining rigor, in an effort to reduce the need for Tier 2 & 3 interventions. The components of the intentional instruction planning guide, walkthroughs, and observations will inform the greatest areas of need. Teachers will use district curricula and assessments aligned with the Common Core State Standards to monitor student progress and make informed instructional decisions during instructional data teams.

Coaches and lead teachers will work closely with staff to utilize structured protocols during Instructional Data Team (IDT) meetings to analyze student data, drive instructional decisions, identify problems of practice, and provide intervention based on student needs. A school-wide data team consisting of administrators, lead teachers, and coaches will meet once per month. This team will solicit and utilize input from data teams in order to oversee academic performance, identify resources needed, and inform planning for school-based professional learning time. School-based professional learning day, staff meetings, Instructional Data Teams (IDTs), collaborative planning meetings, team-level meetings, SRBI meetings, and horizontal grade-level meetings will provide ongoing professional learning opportunities to build staff capacity around Tier 1 instruction, the intentional instruction planning guide, and differentiation.

Part Two

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

Three-Year English Language Arts Goal:

Indicator	Data Source	Baseline Year:	Target 1 Year:	Target 2 Year:	Target 3 Year:
ELA School Performance Index	Next Gen Accountability	54.5	55.8	57.8	59.7
ELA Smarter Balanced Growth Model	Next Gen Accountability	56.9	57.2	61.5	65.8

Three-Year Math Goal:

Indicator	Data Source	Baseline Year:	Target 1 Year:	Target 2 Year:	Target 3 Year:
Math School Performance Index	Next Gen Accountability	44.4	48.2	50.9	53.6
Math Smarter Balanced Growth Model	Next Gen Accountability	47.3	54.8	59.3	63.8

Action Steps:

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

Academic Priority: Implementation of the new ELA and math curriculum					
Root Cause: Teachers have implemented curricular resources without a defined curriculum surrounding the resource					
Persons Responsible: Administration, Coaches, Lead Teachers, Teachers, Supervisors of Secondary ELA and Math					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Implementation of new curricula with focus on revised classroom structures and inclusion of more structured writing instruction utilizing Study Sync as the primary resource	Curriculum committee will provide initial training on curriculum for teachers Integrate more intensive writing instruction into ELA classrooms Focus on revised instruction structures to maximize student success Conduct a first year implementation survey at year-end to gather teacher feedback on new curriculum and structures	Review and analyze effectiveness of the new curriculum classroom structures Refine curriculum pacing and strategies with increased focus on rigor Conduct a second year implementation survey at year-end to gather teacher feedback on new curriculum and structures	Review and analyze effectiveness of the new curriculum classroom structures as needed	Improvement in Student Performance Data on Smarter Balanced and NGSS assessments New math and ELA curricula will be created, adopted, and implemented Teachers will implement a revised class structure to better meet the needs of students Teachers will integrate more intensive writing instruction into their ELA classrooms Teachers will follow a more rigorous pacing guide to ensure students have exposure to all content	Finalized curriculum with clear pacing guide Formative assessment system
Lead teachers and coaches will work with teachers to provide support in implementation of new curriculum in classes	PD for department lead and coaches on classroom coaching and supporting teachers with curriculum implementation	Continued support and training for coaches and department lead on supporting teachers Continued support provided by coaches and department lead to assist teachers in refining instruction	Continued support and training for coaches and department lead on supporting teachers Continued support provided by	Improvement in Student Performance Data on Smarter Balanced and NGSS assessments Teachers will have more support in implementation of curriculum and	1.0 FTE Literacy and Math Coach Lead teachers (ELA, math, science, social studies, electives, special education, & EL education)

	Provide support to teachers in implementation of new curriculum		coaches and department lead to assist teachers in refining instruction	new structures for instruction Department lead will provide a more clear line of communication between the ELA and Math Supervisors and the teachers	Planning and collaboration time (department meetings, IDTs) for Coaches and Department lead to work with teachers
Monitor implementation of curriculum with a focus on formative assessment strategies to drive classroom instruction	Create a streamlined IDT focus utilizing student work and smaller data points to drive instruction Regular ELA and Math classroom walks with Principals and Supervisors to ensure implementation of curriculum using a common walkthrough tool Focus on IDT time to analyze student response to the curriculum and make adjustments as necessary	Refine IDT structures to continue to provide focused, systematic discussions about student work Refine walkthrough protocols to provide more nuanced data and understandings of classroom instruction Building principal and ELA and Math Supervisor work collaboratively to develop a shared vision of instructional pedagogy	Continued support and training for coaches and department lead on supporting teachers, as needed Continued support provided by coaches and department lead to assist teachers in refining instruction, as needed	Improvement in Student Performance Data on Smarter Balanced and NGSS assessments Principals and Supervisors will have a common understanding of high-quality, rigorous ELA and Math instruction Teachers will implement the ELA and Math curricula with fidelity Students have access to a high-quality, formative assessment driven curriculum that meets their individual and collective needs	Curriculum walk-through tool to monitor fidelity of implementation Regularly scheduled time for collaboration between Principals and ELA and Math Supervisors

Academic Priority: Increase Tier 1 academic rigor, student engagement, and high expectations					
Root Cause: Teachers provide instruction in isolation with minimal awareness of horizontal and vertical curricular alignment					
Person(s) Responsible: MS Principal, HS Principal, Chief Academic Officer, Content Supervisors, Coaches, Lead Teachers, Teachers					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Design lesson plans based on best practices with interdisciplinary	Provide common planning time for horizontal lesson planning aligned	Provide common planning time at faculty/department meetings for	Teachers implement quarterly horizontal	Improvement in Student Performance	Planning Time Faculty/Department Meeting Time

<p>problem-based learning opportunities</p>	<p>with state standards, the intentional instruction planning guide, and the non-negotiable expectation that students will write every day in every class.</p> <p>Develop a master interdisciplinary curriculum map that communicates learning expectations by grade by quarters.</p> <p>Reward students and recognize teachers for commitment to high expectations by recognizing their efforts and embedding this recognition in the daily practices of the school</p> <p>Identify school- and community-based problems to address through interdisciplinary projects</p>	<p>teachers to review data vertically, and discuss curricular issues, and adjust instruction</p> <p>Teachers plan and implement horizontal problem-based interdisciplinary projects.</p> <p>Reward students and recognize teachers for commitment to high expectations by recognizing their efforts and embedding this recognition in the daily practices of the school</p>	<p>interdisciplinary projects by grade level that are rigorous, engaging, and authentic</p> <p>Provide common planning time at faculty/department meetings for teachers to review data vertically with HS teachers, and discuss curricular issues, and adjust instruction</p> <p>Reward students and recognize teachers for commitment to high expectations by recognizing their efforts and embedding this recognition in the daily practices of the school</p>	<p>Data on Smarter Balanced and NGSS assessments</p> <p>Common planning time used for horizontal planning aligned to intentional instruction planning guide and state standards</p> <p>Interdisciplinary curriculum map is created</p> <p>Interdisciplinary projects implemented</p>	<p>Curricular Materials</p> <p>School Vision</p> <p>Request for Project Proposal Form for problem-based interdisciplinary topics</p> <p>PD Calendar</p> <p>Request for Project Proposals Protocol</p>
<p>Provide ongoing PD to all teachers around differentiated Tier 1 core instruction, in an effort to reduce the need for Tier 2 & 3 interventions.</p>	<p>Assess teacher needs for Tier 1 instructional best practices aligned with intentional instruction planning guide and analyze any needed Tier 2 or Tier 3 interventions</p>	<p>Modify as needed per student data outcomes.</p>	<p>Modify as needed per student data outcomes.</p>	<p>Improvement in Student Performance Data on Smarter Balanced and NGSS assessments</p>	<p>Evaluations</p> <p>Walk-through observations</p> <p>IDT meeting outcomes</p> <p>PD Calendar/Plan</p> <p>Teacher Leaders/Coaches</p>

	Ongoing academic coaching by Math and ELA coaches			Decrease in need for Tier 2 or 3 instruction. Implementation of strategies observed during lesson planning and instruction	Intentional Instruction Planning Guide
Provide opportunities for HS credit courses and pathways to HS	<p>Redesign CTE course offerings, pathways, and student career interest inventory</p> <p>Restructure Grade 6 for students to take a variety of exploratory electives, and take more intensive electives in grades 7 and 8</p> <p>Redesign pathways for students to earn Spanish 1 and Algebra 1 credit in Grade 8.</p>	<p>Implement CTE course offerings, pathways, and student career interest inventory.</p> <p>Implement new pathways for students to earn Spanish 1 and Algebra 1 credit in Grade 8</p>	Review and revise pathways as necessary.	<p>Increase in students enrolling in CTE course</p> <p>Increase in students earning HS credit</p>	<p>CTE/Elective Pathways</p> <p>Spanish 1 Pathway</p> <p>Algebra 1 Pathway</p> <p>CTE Supervisor</p> <p>Schedule Redesign</p>

Academic Priority: Use data protocols to drive instructional decisions and intervention					
Root Cause: Inconsistent expectations for students due to perceived gaps in student learning and lack of defined data protocols and a tiered continuum of interventions					
Person Responsible: Administrators, Coaches, Lead Teachers, Teachers					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Use assessment data to drive Tier 1 instruction aligned with high expectations and grade level standards	<p>Coaches work with teachers to implement data-driven protocol with fidelity, using data to identify Tier 1 Problems of Practice and tier 2 needs for students</p> <p>Students set goals and expectations for self-improvement</p>	Coaches provide ongoing support for teachers in data-driven protocol, Tier 1 instruction and differentiation	Modify as needed per student data outcomes	<p>Improvement in Student Performance Data on Smarter Balanced and NGSS assessments</p> <p>Increase in teacher use of Tier 1</p>	<p>IDT time</p> <p>Assessment Calendar</p> <p>Assessment Results</p> <p>IT Support</p> <p>I-ready or adopted assessment Diagnostics</p> <p>End-of-Unit Study Sync assessments</p>

				instructional strategies. Decrease in need for Tier 2 or 3	
Design and communicate an Academic SRBI continuum of interventions for students who need additional support	<p>Assessment calendar is created</p> <p>Teachers have timely access to useful data</p> <p>Coaches assist teachers in using data to identify students in need of additional intervention</p> <p>Research-Based Tiered Interventions that are accessible by teachers on a continuum</p> <p>Create a Tiered Intervention approach to meet the needs of struggling students</p> <p>Create a Math Lab for identified struggling students who will have an extra period of math support each day.</p>	<p>Evaluate and redesign most used interventions, and analyze their effectiveness in student learning and achievement</p> <p>Evaluate SRBI Tiered system and make adjustments as necessary</p> <p>Evaluate the effectiveness and resources of Math Lab to meet the needs of struggling math students</p>	Modify as needed per student data outcomes	<p>Improvement in Student Performance Data on Smarter Balanced and NGSS assessments</p> <p>School-wide data team meetings</p> <p>Struggling students are identified early and receive supports, such as additional tutoring, to help them succeed</p> <p>Increase in student mastery</p> <p>Decreased enrollment in Math and Literacy Labs.</p> <p>Increase in student achievement in math and ELA scores</p>	<p>Academic SRBI System</p> <p>IDT meeting outcomes</p> <p>I-ready or adopted assessment Diagnostic data</p> <p>End-of-Unit Study Sync assessment data</p> <p>SBAC data/Growth Baseline Targets</p> <p>District benchmark data</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.

Michael F. Wallace will create a safe, welcoming learning environment that is positive, supportive, and engaging for students, families, and staff. Consistent with our new school mission *to educate, empower, and inspire responsible citizens and life-long learners through positive relationships, rigorous and engaging learning experiences, and a supportive environment every day*, multiple student organizations have been created during the 2019-2020 school year. Student Council consists of 38 student representatives who work closely with school administrators, teachers, and the PTSA to provide students a voice in school improvement efforts. The Student Council has advocated for Dress Down Days as an attendance incentive, Lion Fridays (Fridays) where students and staff wear Wallace apparel for school spirit on Fridays, a PTSA-sponsored Teen Night in March, and student designed painting improvements to the school bathrooms. The Leo's Club works with the local Waterbury Lion's Club to design and implement service based projects. Leo's Club projects thus far include raising money for Breast Cancer research in October, raising money for the Red Cross to donate to Puerto Rico for earthquake disaster relief, and raising money for the Leukemia and Lymphoma Society Pennies for Patients program. The Good Vibes Team consists of 8th grade students committed to improving student culture and bringing anti-bullying awareness to the student body. The We Dine Together club is working to provide peer-support for students who feel isolated at lunch and would benefit from positive peer interactions.

As noted in our Audit report, the 2017-18 suspension rate at Wallace Middle School was 23.1%, well above the state average of 6.8%. Strategies will be implemented to build positive adult-student and adult-family relationships. Waterbury has recently adopted an Equity policy and is partnering with the State Education Resource Center (SERC) to provide equity and racial disparity professional learning with the Wallace Middle School staff. Furthermore, school-based professional learning opportunities will include a series of workshops on positivity and growth mindset based on *Mindset* by Carol Dweck and *The Energy Bus* by Jon Gordon, Dr. Charles Beaman (Association for Middle Level Education) will provide professional learning to staff on classroom Management Strategies.

Strategies to improve student behavior and decision-making and reduce the number of suspensions will also be implemented. During the 2018-2019 school year, an after-school restorative practices community service program was implemented. Students may be assigned or opt to attend the after-school restorative practice program as a consequence for misbehavior in lieu of a punitive consequence such as detention or suspension. The program runs two days per week, for 1.5 hours each, and transportation is provided. Students work with behavior technician to discuss their misbehavior using restorative circles and then the students complete a community service activity under the supervision of the behavior technician. Students may be assigned multiple days of the program depending on the severity of their misbehavior. As a result of participation in the community service program, it is expected that students build a positive relationship with an adult mentor (behavior technician) and use metacognitive reflection to improve decision-making skills and reduce repeated misbehavior.

Wallace Middle School will add a second additional Behavior Technician to provide proactive socio-emotional support. Currently, the single behavior technician's time is largely spent in reactionary mode, responding to conflict and facilitating mediations. The addition of a second behavior technician will allow the behavior technicians flexibility to hold proactive restorative groups with students targeting topics of conflict-resolution, decision-making, peer pressure, health and safety, anger and emotional self-awareness, diversity, and family changes.

To promote positive interactions and acts of kindness and promote a sense of community, Wallace Middle School students and staff can recognize other students and staff for a You Made My Day! recognition Student and staff receiving recognition have their names announced during morning and afternoon announcements and their You

Made My Day ticket is displayed in the main hallway. Wallace Middle School's PBIS team will work to create and post common norms and expectations for student behavior in shared spaces, and clearly define consequences and incentives for student behavior and positive behavior reinforcement. Advisory lessons will be implemented to allow students to reflect and set goals relative to the school's Lion PRIDE (Positivity-Respect-Integrity-Determination-Excellence) core values. Through these efforts, it is expected that Wallace Middle School creates and fosters a school culture and climate that celebrates, expects and encourages strong character, positive behaviors and positive interactions. In conjunction with the Student Council, the PBIS committee will meet monthly to analyze behavior data and to implement incentives for students.

Furthermore, in conjunction with the Pupil Personnel Director, Wallace Middle School will design and communicate a tiered SRBI continuum of interventions for students who repeatedly display poor behavior, in an effort to meet the socioemotional needs of these students. Social-emotional/mindfulness groups will be led by interested staff who attend professional development, allowing students to develop emotional intelligence, social-awareness, and responsible decision making.

Though the Commissioner's Network, Wallace will further create a warm and welcoming environment for students, parents, and staff through improvements to the school building and increased school branding. As noted in the audit report, providing a welcoming environment is a growth area. In conjunction with the Chief Operating Officer and School Inspector, a plan will be developed to improve the appearance of the building, including classrooms, fine arts rooms, corridors, and bathrooms. New bulletin boards, display cases, placards, and an outdoor digital display will be installed to promote school branding, communication, and a goal-oriented mindset for students and families. In conjunction with the Board of Education, Wallace will also redesign the school dress code to promote school spirit and pride.

A new hall safety team will maintain student safety and security in corridors, while allowing teachers and instructional staff to focus on teaching and learning and instructional duties rather than front desk and hall duties. In order to promote increased safety response time and increase communications between staff, additional walkie talkies for the safety team and an intra-class phone system will be installed.

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

As stated by our school mission, Wallace Middle School aims to educate, empower, and inspire responsible citizens and life-long learners through positive relationships, rigorous and engaging learning experiences, and a supportive environment every day. We believe in meeting the academic, social, and emotional needs of all students and engaging families and the community as educational partners. As such, our learning environment will be supported by rich parent engagement and community partnerships.

In the Audit report, teachers expressed that past family engagement is relatively low, and parent focus group members shared that they would like to see increased parent engagement with more opportunities to become involved in their children's education. While Wallace Middle School does have a Parent Liaison, Audit findings identified her time as being spent in a reactive mode responding to parent concerns rather than a more proactive manner in engaging families in school events. In response, school administrators and the Parent Liaison collaboratively revised her role in 2019-2020. The Parent Liaison has begun proactively working to ensure that every parent has access to their child's grades, attendance, and progress on PowerSchool, encourage that every child is registered at the StayWell School-Based Health Center, and encouraged parents to participate in school events on organizations.

Consistent with our mission *to educate, empower, and inspire* and our commitment to engaging families and the community as educational partners, foundational efforts to improve parent engagement are currently in progress. During the 2019-2020 school year, a School Governance Council (SGC) and Parent-Teacher-Student Association (PTSA) was created to create structures that include families as partners in decision-making, engage families in developing improved policies and practices that will promote and sustain deep connections with families, and build partnership approaches into program development, evaluation, and monitoring. The PTSA is collaborating with our Student Council to plan Teen Night in March and make improvements to the school bathrooms. Our School

Governance Council is collaborating with Crosby High School to plan Literacy and Numeracy family engagement nights as well as a Community Day to engage the community. While both the PTSA and SGC are in their infancy this year, we are working to sustain these efforts with systemic resources -- financial support, staffing, professional development, community-driven accountability systems, and organizational structure.

Using the CSDE's Full, Equal and Equitable Partnerships with Families Chart 3 guide as a resource, Wallace Middle School plans to implement the following family activities in order to improve family engagement:

- Transition program for incoming students that includes a tour of Wallace Middle School.
- Financial Literacy, Literacy, and Numeracy workshops for families.
- Orientation workshops for Grade 6, 7, and 8, the Academic Academy, and EL families.
- Tutors and interns to provide additional academic support to students.
- Job shadowing and career fairs sponsored by the Lions Club and/or PTSA.

Feedback from the SGC and PTSA has identified a need to continue to improve and strengthen school communications. While the school currently uses a website, Twitter, PowerSchool daily bulletins, IRIS phone alerts, and email to communicate mass information with parents, a greater need for consistency and coordination of school communications is needed.

To improve and strengthen the coordination of communication to parents and the community, Wallace Middle School will create a stipend position for a Communications Coordinator. The Communications Coordinator will work closely with the school administration, parent liaison, and district Director of Communications to ensure that families are regularly informed of school progress, school events, and important information. The Communications Coordinator will be responsible for managing the school website and the outdoor digital display board, communicating through school social media, coordinating IRIS phone alerts, and coordinating with administration and parent leaders.

Through the Commissioner's Network, Wallace will improve the appearance of the school building to create a welcoming environment for students, parents, guardians, and staff. This will be accomplished as a result of building repairs and school branding. In addition, a new hallway safety team will be responsible for greeting visitors in a positive, helpful, and respectful manner.

Describe the school's attendance intervention system.

Attendance is taken daily in homeroom. Automated phone calls are made for each absence, and teachers make personal phone calls after 2, 4, and 6 absences. Once a student reaches 3 absences in a month or 6 total absences, he/she will be referred to the Truancy Specialist for follow-up, which may include a home visit and/or referral to outside community agencies.

The Chronic Absenteeism Team (CAT) meets weekly to review student attendance data and progress. The CAT Team consists of all administrators, the three school counselors, truancy specialist, two social workers, our school psychologist, behavior technician, and school nurse. CAT team members serve as mentors for moderately absent students and families and have regular two-way communications with families about student progress. To this end, we aim to build relationships with students and families, providing a stronger connection to motivate students to attend school. As needed, school social workers, counselors, and/or the truancy specialist conducts "home visits" to students' homes. This relationship instills the understanding that regular and consistent attendance is important.

As we move forward, the CAT team will be restructured to include more teaching staff. Consistent with the CSDE's Full, Equal and Equitable Partnerships with Families Chart 5, time will be allotted during staff meetings for the team to make personal communications, relational home visits, and engage parent leaders and community partners.

School-wide efforts to promote consistent attendance include incentives such as attendance dress down days, and IRIS alerts are sent to families of moderately and severely chronically absent students. Attendance incentives will be

expanded to the newly redeveloped PBIS system, rewarding students for satisfactory attendance and provide interventions when attendance is not in good standing.

As noted in the parent response section, a major focus of Wallace Middle School is to create an atmosphere and school environment that is welcoming and motivates students to want to attend school on a regular basis. We believe that updates to the physical plant and widespread school-branding will further create a friendlier and welcoming environment for the students, which will lead to an increase in attendance.

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

Michael F. Wallace will aim to creating a safe, welcoming learning environment that is positive, supportive, and engaging for students. As noted in our Audit report, the 2017-18 suspension rate at Wallace Middle School was 23.1%, well above the state average of 6.8%. A major focus of our efforts will be to shift adult mindsets, improve student behavior and decision-making, and reduce the number of suspensions. To achieve this goal, professional learning to build positive adult-student and adult-family relationships will be implemented. To this end, school-based professional learning opportunities will include a series of workshops on Positivity and Growth Mindset based on Mindset by Carol Dweck and The Energy Bus by Jon Gordon, Dr. Charles Beaman (Association for Middle Level Education) will provide professional learning to staff on classroom Management Strategies. To improve student behavior, our PBIS team will work to create common norms and expectations for student behavior in shared spaces and appropriate and clearly defined consequences for misbehavior, with an increased use of restorative practices (including after-school community service and mediations) and positive behavior reinforcement. In addition to PBIS team efforts, Tier 1 social emotional learning is provided through a district advisory curriculum implemented during extended homerooms monthly. Staff implements lessons on interpersonal skills, transition skills, college and career knowledge, academic skills, and Social Emotional learning. Advisory lessons that allow students to reflect and set goals relative to the school's Lion PRIDE (Positivity-Respect-Integrity-Determination-Excellence) core values will also be implemented to promote metacognitive learning.

In conjunction with the Pupil Personnel Director, Wallace Middle School will design and communicate a tiered SRBI continuum of interventions for students who repeatedly display poor behavior, in an effort to meet the socioemotional needs of these students and identify exceptional students. Tier 2 and 3 interventions at Wallace Middle School are provided through two social workers, three school counselors, a school psychologist, and a behavior technician who take the lead on addressing students' social and emotional well-being. Support services include group and individual counseling, check-in/check-out mentoring, and peer-mediation.

Nonetheless, the current number of support staff cannot accommodate the number of the socio-emotional needs of our students. To this end, social-emotional/mindfulness groups will be led by interested staff who attend professional development, allowing struggling students to further develop emotional intelligence, social-awareness, and responsible decision making. Wallace Middle School will also implement a "Relaxation Room" that will be used to de-escalate students who are experiencing emotional distress as well as a "Friendly Face" program to allow all students to identify one adult in the building to seek out as needed, in the event of emotional distress. Furthermore, Wallace Middle School will add an additional Behavior Technician to provide socio-emotional and conflict-resolution support. A second Behavior Technician will allow the behavior technicians flexibility to hold proactive restorative groups with students that target topics of conflict-resolution, decision-making, peer pressure, health and safety, anger and emotional self-awareness, diversity, and family changes.

Research strongly suggests that student social and emotional well-being is enhance by a positive physical environment. Though the Commissioner's Network, Wallace will improve the appearance of the school building to create a warm and welcoming environment for students through building upgrades and widespread branding. The audit report finding and meetings with the PTSA and SGC confirm that providing a welcoming environment is a growth area. In conjunction with the Chief Operating Officer and School Inspector, a plan will be developed to improve the appearance of the building, including fresh paint, brighter lighting, new blinds, updating bathrooms, installing new water dispensers, and installing a new digital display outside the main entrance. Large plastic placards of CT college logos will be installed in hallways to promote a goal-oriented mindset, and large placards and posters

of school vision, school logo, and positive messaging will adorn the hallways to create a positive environment. New bulletin board and display cases will be installed to promote school communication and wards, will improving the welcoming environment. In conjunction with the Board of Education, Wallace will also redesign the school dress code to promote school spirit and pride. A new hall safety team will maintain student safety and security in corridors, allowing students to transition calmly and safely and under supervision.

Our learning environment will be supported by parent engagement and community partnerships. A new PTSA and existing School Governance Council will work in coordination to engage families in school activities and to strengthen community partnerships. Community partnerships will provide wraparound services to students who demonstrate a need for additional support. Furthermore, Wallace Middle School will add a Watch D.O.G.S. (Dads of Great Students) program in which students' fathers assist with school supervision during the school day.

Current community partners that support students' social and emotional well-being include:

- StayWell school-based health center provides students with medical, dental, and behavioral health services.
- Waterbury Youth Services provides attendance and truancy intervention services.
- Connecticut Junior Republic (CJR) provides support for substance abuse.

Part Two

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

Three-Year School Culture and Climate Goal:

Indicator	Data Source	Baseline Year:	Target 1 Year:	Target 2 Year:	Target 3 Year:
Suspension Rate	School Data Profile	18.8	15.8	12.8	9.8
Chronic Absenteeism Rate	School Data Profile	12.7	12.4	11.6	10.8

Action Steps:

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

Culture and Climate Priority: Improve Adult-Student Relations, Adult-Family Relations, Student Behavior and reduce the number of suspensions					
Root Cause: Lack of clear and consistent behavioral expectations, consequences, and continuum of interventions					
Person Responsible: Principal, Assistant Principals, Central Office, Pupil Personnel Director, School Psychologist, School Social Workers, School Counselors, Teachers					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Implement Professional Learning to improve positivity, growth mindset thinking, and positive adult-student and	Implement a series of professional learning workshops based on <i>Mindset</i> by Carol Dweck and <i>The Energy Bus</i> by Jon Gordon Classroom Management Strategies (Dr. Charles	Review and Revise Professional Learning Plan based on staff needs	Review and Revise Professional Learning Plan based on staff needs	Improvement in school climate Staff, student, and parent School Climate Survey	<i>Mindset</i> , Carol Dweck <i>The Energy Bus</i> , Jon Gordon Classroom Management Strategies

adult-family relations	Beaman, Association for Middle Level Education)				(Dr. Charles Beaman, Association for Middle Level Education)
Clearly define behavioral norms, expectations, and appropriate consequences	<p>PBIS team will create clear and consistent behavioral norms for each classroom and other spaces, such as the corridors, café, gym, and media center</p> <p>PBIS will establish monthly behavior goals and incentives for attaining school behavior goals</p>	Develop and communicate clear and equitable consequences for student behavior aligned to the BOE Discipline/Student Conduct Policy	Review and revise as necessary	<p>Behavioral Norms Established</p> <p>All staff can communicate norms, expectations, and appropriate consequences</p> <p>Decrease in suspension and recidivism rates.</p> <p>Monthly Behavior Incentive Activities</p> <p>Staff, student, and parent School Climate Survey</p>	<p>Student/Parent Handbook</p> <p>BOE Discipline/Student Conduct Policy 5114</p> <p>BOE Equity Policy 0523</p> <p>PBIS Curriculum</p> <p>Funding to Support Monthly Incentives</p>
Design and communicate a tiered SRBI continuum of interventions for students who repeatedly display poor behavior	<p>Develop and communicate consistent Tier 1 expectations and intervention strategies</p> <p>Develop and implement Tier 2 and 3 decision-making process to ensure that tiered interventions are applied consistently across support staff</p> <p>Engage community in offering wraparound services for challenging behaviors</p>	<p>Review and revise tiered intervention plan based on student data</p> <p>Engage community in offering wraparound services for challenging behaviors</p>	Review and revise tiered intervention plan based on student data	<p>Decrease in suspension and recidivism rates</p> <p>Staff, student, and parent School Climate Survey</p>	<p>SRBI Handbook</p> <p>Community Wraparound Services</p>
Increase opportunities for Restorative Practices, Positive Behavior	<p>Expand restorative practice school service after-school program</p> <p>Provide restorative practices and socioemotional/mindfulness</p>	Staff who attended PD in Year 1 will implement mindfulness groups to build positive	<p>Implement a peer-mentoring system</p> <p>Increase the capacity of staff to mediate and</p>	<p>Decrease in suspension and recidivism rates.</p> <p>Improvement in school climate</p>	<p>Stipends for after-school community service program</p> <p>Bussing for After-School Program</p>

Reinforcement, and Socio-emotional learning	s professional learning to support staff and interested teaching staff Implement “Friendly Face” program to allow all students to identify one adult in the building to seek out as needed, in the event of emotional distress	relationships with students in need Implement a “Relaxation Room” that will be used to de-escalate students who are experiencing emotional distress	resolved student conflict through restorative practices and mindfulness groups Review and revise as necessary	Staff, student, and parent School Climate Survey	Mindfulness and Restorative Practices Professional Learning Relaxation Room
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Culture and Climate Priority: Increase family and community engagement, partnerships, and wraparound services					
Root Cause: The school is not welcoming to parents and the community					
Person Responsible: Principal, Assistant Principals, PTSA, SGC, Parents, Teachers, Students					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Increase family and community partnerships and wraparound services to address student needs	Perform an audit from Welcoming Walkthroughs to inform progress toward creating a welcoming environment Collaborate with the PTSA and SGC to design engagement opportunities for families and the community consistent with the school vision Implement a Transition program for incoming students Financial Literacy, Literacy, and Numeracy workshops for families Orientation workshops for Grade 6, 7, and 8, the Academic Academy, and EL families Tutors and interns to provide additional academic support to students Create a stipend for a communications/social media coordinator position to	Financial Literacy, Literacy, and Numeracy workshops for families Job shadowing and career fairs sponsored by the Lions Club and/or PTSA Review engagement opportunities for families and the community through PTSA and School Governance Council Monitor effectiveness of all wraparound services and make changes as necessary	Monitor effectiveness of all wraparound services and make changes as necessary	Welcoming Walkthroughs Audit Completed Parent attendance in PTSA and SGC Parent attendance at Open Houses and Parent-teacher Conferences Decrease in suspension and recidivism rates Increase in student academic performance Decrease in the number of students in need of tier 2 and 3 academic and behavioral intervention Communications position created Watch D.O.G.S established	CT PTSA School Governance Council Community Agencies Welcoming Walkthroughs Communications Stipend Watch D.O.G.S

	communicate and promote school events				
	Implement a Watch D.O.G.S (Dads of Great Students) program				

Culture & Climate Priority: Improve the school environment and physical plant					
Root Cause: Many areas of the physical plant lacks branding and are in poor condition					
Person Responsible: Principal, School Inspector, Chief Operating Officer, Central Office					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Promote wide-spread positive and goal-oriented branding	Install large plastics placards of college logos to promote a goal-oriented mindset Install large plastics placards and posters of school vision, school logo, and positive messaging Redesign dress code to promote school spirit and pride Add more bulletin boards and display cases to promote school communication and awards Install new driveway signage and banners	Install large plastics placards of college logos to promote a goal-oriented mindset Install large plastics placards and posters of school vision, school logo, and positive messaging Implement new dress code Install a digital message board outside the main entrance of the school	Install large plastics placards of college logos to promote a goal-oriented mindset Install large plastics placards and posters of school vision, school logo, and positive messaging	WMS has a new look that is warm and welcoming for students, parents and staff School branding is evident in and throughout the building Staff, student, and parent School Climate Survey	Placards Poster Printer & Supplies Bulletin Boards Display Cases Digital Message Board Tradespeople Driveway Signage Driveway Banners Student and Staff shirts, with school logo Meeting time to discuss feasibility of desired outcomes
Implement a safety team to allow teacher staff to focus on the instructional core, and to maintain a safe and welcoming environment in corridors	Onboard safety team Create a welcome/security kiosk at the main entrance with security camera access Acquire additional Walkie Talkies and install intra-classroom phone system	Monitor effectiveness Provide ongoing professional learning in the areas of customer service, restorative practices, conflict resolution, and positive	Monitor effectiveness Provide ongoing professional learning in the areas of customer service, restorative practices, conflict resolution, and positive	Safety Team established Watch D.O.G.S established Welcome/kiosk constructed with security camera access Installation of intra-classroom phones	Safety Team Pay Safety Team Shirts Additional Walkie Talkies Intra-classroom Phone System Security camera computer and welcome kiosk

	<p>Provide professional learning in the areas of customer service, restorative practices, conflict resolution, and positive relationships</p> <p>Reassign teaching staff to instructional duties</p> <p>Implement a Watch D.O.G.S (Dads of Great Students) program to support corridor safety and student support</p>	relationships, based on need	relationships, based on need	Staff, student, and parent School Climate Survey	Watch D.O.G.S Professional Learning
Improve the physical plant	<p>Improve lighting Repair damaged ceiling and floor tiles</p> <p>New paint in corridors and bathrooms Outfit bathrooms with working and reliable equipment, including hand dryers and soap dispensers</p> <p>Create a welcome desk/security desk in the main office. Paint student-created murals on school walls Renovate fine arts classrooms and science lab</p>	<p>New paint in classrooms</p> <p>Repair damaged ceiling and floor tiles</p> <p>Paint student-created murals on school walls</p>	<p>New paint in stairwells</p> <p>Repair damaged ceiling and floor tiles</p> <p>Paint student-created murals on school walls</p>	<p>Painting of physical spaces</p> <p>Replacement of lighting</p> <p>WMS has a new look that is warm and welcoming for students, parents and staff.</p> <p>Formalized plan created in conjunction with Chief Operating Officer, school Inspector, and custodial staff.</p> <p>Staff, student, and parent School Climate Survey</p>	<p>Skilled laborers & Tradespersons</p> <p>Lighting, tiles, paint, electrical, hand dryers, soap dispensers, blinds, etc.</p> <p>Meeting time to discuss feasibility of desired outcomes</p>

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 school day and school year will be 390 minutes per day and 181 instructional days, following the collective bargaining agreement between the City of Waterbury and the Waterbury Teachers Association.

However, the current school schedule needs to be redesigned. Michael F. Wallace Middle School intends to increase instructional time for core academic subjects, to include instructional time for academic intervention and enrichment, and to include meeting time for grade-level meetings, team meetings, collaborative planning, IDTs, SRBI meetings, peer-observation, and family engagement time. In conjunction with central office, the other comprehensive middle and high schools, and the WTA, the middle school schedule will be redesigned for the 2021-2022 school year.

Wallace Middle School will restructure the current school schedule in two stages. For the 2020-2021 school year, the rotation of teachers' schedules required by the current Waterbury Teachers' Association Collective Bargaining Agreement will be simplified. The current rotation schedule is complex, and requires a new schedule each quarter that is unrelated to the prior quarter. The implications for the current rotations include:

- Special education co-teachers and paraprofessionals frequently must be assigned to new classes each quarter, undermining any relationships built with students during the prior marking. Furthermore, the current rotation requires special education teachers and paraprofessional to study, learn, and implement accommodations and modifications for a new set of students each quarter, undermining any understanding built during the prior quarters.
- Teachers who are assigned to teach extra classes, particularly in the shortage areas of math and science, frequently must be assigned to new classes each quarter. Each change of staff undermines any relationships built with students developed during the prior quarter, creates discontinuities in curricular facilitation, and lends itself to inconsistencies in classroom expectations.

The following simplified schedule rotation will be implemented for 2020-2021. Each number sequence represents the sequence of classes for each quarter:

Quarter 1	Quarter 2	Quarter 3	Quarter 4
(1-2)-(3-4)-5-(6-7)	(6-7)-(1-2)-5-(3-4)	(3-4)-(6-7)-5-(1-2)	(1-2)-(3-4)-5-(6-7)

To this end, classes assigned during a particular period will simply be shifted to a new block of time. Since the entire school will follow the same shift, special education teachers, paraprofessionals, and teachers with extra classes will remain with the same students, maintaining relationships built, continuity of curricular implementation, and consistency in classroom expectations.

During the 2021-2022 school year, a redesigned master schedule will be implemented. During the 2020-2021 school year, a scheduling consultant will be hired by the district to identify scheduling needs and coordinate the redesign of the master schedule for all middle schools. Scheduling needs will include the need for increased mathematics and science instruction time; intervention time; meeting time for IDTs, grade-level, and SRBI teams; and synchronization with the high school bell schedule. As Wallace Middle School and Crosby High School share the same complex, a synchronized bell schedule would greater vertical collaboration, sharing of classrooms, and sharing of professional staff. With the current number of shortages, especially in the areas of math, science, and special education, Wallace Middle School and Crosby High School have shared staff to ensure all classes have high quality teachers. Nonetheless,

the fact that the two schools operate on different bell schedule severely limit the sharing availability of human resources and classrooms. In partnership with district officials, the high schools are exploring options for a schedule redesign to meet the new graduation requirements, with expected implementation for 2021-2022. Thus, the middle school redesign will follow the same timeline for implementation.

Wallace will also restructure the location of grade level teams for the 2020-2021 school year. For the 2019-2020 school year, the school was reorganized from three multi-grade vertical “houses” to horizontal grade-levels. Each grade level has a dedicated administrator and school counselor and grade level classrooms are located within a particular hallway. The Academic Academy has a dedicated supervisor and classrooms are cluster in a particular wing. Students are scheduled by interdisciplinary teams that consist of two ELA/Reading, one math, one science, and one social studies teachers. In the restructuring of classroom locations for 2019-2020, teacher classrooms were clustered by academic content area rather than by interdisciplinary teams. This structure has proven to increase traffic flow in the hallways, has been identified as a root cause for an uptick in student disciplinary issues in the hallways, and inhibits coordination between interdisciplinary team members. As such, classrooms will be reassigned for the 2020-2021 school year to ensure that grade-level interdisciplinary team teachers are located within close proximity to one another.

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

The length of the school day and year for teachers and staff will be 186 days. Professional development time will include ten seven-hour professional development days. There will also be four three-hour building based collaborative days, two one-hour staff meetings per month, weekly instructional data team meetings, and weekly team meetings. Additional collaborative planning and intervention team time will be added by redesigning the schedule. Through turnaround funding, 5 additional 7-hour professional learning days and four additional collaboration days will be added to the staff calendar. Five (three current and 2 additional) building substitute teachers will allow teachers additional and flexible professional learning opportunities embedded during the day. The substitutes will allow teachers to flexibly meet, collaborate, and peer-observe one another during the school day in addition to their normally scheduled meeting times.

Part Two

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

Three-Year School Operations Goal:

Indicator	Data Source	Baseline Year:	Target 1 Year:	Target 2 Year:	Target 3 Year:
School Accountability Index	Next Gen Accountability	59.8	65	68	71

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: Increase instructional time for core academic subjects, intervention, and staff collaboration					
Root Cause: Too much time allotted to non-academic instruction					
Person Responsible: Principals, Central Office, Content Supervisors, WTA, Scheduling Consultant					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Redesign daily schedule	Simplify scheduling rotations required by WTA contract Identify future scheduling needs Meet with Consultant to design a new schedule	Implement new schedule	Review and revise as necessary	New Schedule implemented Increased instructional time for core subject areas, intervention, and collaboration Increase in student achievement in SPI scores	Scheduling Consultant Sample schedules from other MS
Redesign grade-level teaming	Implement 2-person teams in grade 6 to provide more flexible core instructional time to the students who need it most Relocate classrooms to be organized by academic teams within grade levels	Review and revise as necessary	Review and revise as necessary	Improvement in Student Growth and SPI scores Decrease in student misbehavior	Student Performance Data Teachers with K-6 certification

Operations Priority: Provide adequate resources for full implementation of the curricula					
Root Cause: Inequitable distribution of resource allocation					
Person Responsible: Principal, Board of Education, Central Office, Teachers, IT Department					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Increase the technology capacity of the school to 1:1 Devices	Provide resources needed to fully implement the curricula	Implement a 1:1 device policy Provide curricular-based professional	Review and revise 1:1 device policy as needed Establish a student Tech Team to	Acquired device needed for 1:1 Technology Technology Plan Created	Math and ELA coaches Content Supervisors

	Secure devices needed for a 1:1 device school Establish a committee to develop a 1:1 device plan and policies	learning on best practices for rigorous engaging activities	troubleshoot device issues	1:1 Technology Policy established and approved by BOE	Curricula Materials 1:1 Device Policies/Technology Plan IT Technician dedicated to WMS Student Tech Team 300 Chromebooks and Charging Carts
Outfit all classrooms with operational whiteboards, interactive display boards, and document cameras	Install operational whiteboards and interactive display boards in all classrooms	Install document cameras in all classrooms		Installation of operational whiteboards, interactive display boards, and document cameras	Carpenters Whiteboards Interactive display boards (e.g. Smart Boards or Viewsonic) Document Cameras

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?

Michael F. Wallace Middle School views the Commissioner's Network funding as an opportunity to dramatically improve the school's climate and culture, instructional program, and student engagement. We intend to sustain progress made using the Commissioner's Network funds by growing the capacity of our staff through professional learning opportunities and staff collaboration, retaining high-quality staff, and improving the climate and culture of the school.

Currently, we are affected by low staffing levels and staff isolation. We have lost staff to other higher-paying districts and continue to be threatened by the loss of staff to such districts, especially in the high needs areas of math, science, and special education. A common school vision and intentional instruction planning guide will unify our direction. Staff professional development and capacity will be built around newly implemented standards-based curricula and the intentional instruction planning guide. Staff development will be and supported through additional professional development days, the addition of substitute teachers and a safety team, and embedded staff collaboration time. The investment we are making in providing professional learning to our staff must be protected against the threat of teachers leaving for other districts. A recent update to the teacher's salary schedule now makes Waterbury more competitive in comparison to salaries around the state, and the district is working on a comprehensive plan to attract new talent. Both of these updates provide some protection against other districts.

Through funding, we are increasing the human capital capacity in a number of areas, including math, special education, support services, and the safety team. All people, programs, and conditions made possible by the Commissioner's Network funding will be thoroughly evaluated for their effectiveness. District personnel and school administrators will work closely with one another through regular school visits, walkthroughs, and discussions to review quantitative data and qualitative feedback and identify the position, programs, and conditions that are making gains and worth sustaining by the district, and which should be discontinued. Feedback gathered through round-table focus group discussions, town-hall style meetings with district leaders, students, staff, parents, and the community, and staff, student, and parent surveys will also be considered when evaluating the effectiveness of implementation. As Commissioner's Network funding for staffing positions is decreased year by year from 75% to 50% to 25%, school and district leadership will collaboratively revise the budget and turnaround plan annually to ensure that effective staffing positions are sustained by the district.

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.

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

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

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

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

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

Section 9: Modifications

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

PART IV: APPENDIX SECTION

Appendix A: Turnaround Committee Signatures Page

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

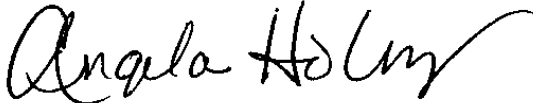
We, the undersigned members of the Turnaround Committee, on the basis of a consensus agreement, submit this Turnaround Plan to the Commissioner for final selection of the school into the Commissioner's Network.

Signature of Superintendent, Non-Voting Chair

Date

Dr. Verna Ruffin

Name of Superintendent (typed)



Signature of Board of Education-appointed Parent

Date

Dr. Angela Holmes

Name of Board of Education-appointed Parent (typed)

Signature of Board of Education-appointed Administrator

Date

Vincent J. Balsamo

Name of Board of Education-appointed Administrator (typed)

Signature of Union-appointed Teacher

Date

Dana Jannetty

Name of Union-appointed Teacher (*typed*)

Signature of Union-appointed Teacher

Date

Kathryn Mucciacciaro

Name of Union-appointed Teacher (*typed*)

Signature of Union-appointed Parent

Date

Jennifer Magnavice

Name of Union-appointed Parent (*typed*)

Signature of Commissioner of Education

Date

Dr. Miguel A. Cardona

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
Dr. Gregory Rodriguez	Deputy Superintendent
Dr. Janice Epperson	Assistant Superintendent
Darren Schwartz	Chief Academic Officer
Patricia McCarthy	Grade 8 Principal
Bridget Regan	Grade 7 Principal
Cynthia Hammond	Grade 6 Principal
Kathleen Ferrucci	Academic Academy Supervisor
Sa-Queen Carter	Special Education Teacher
Alison Cremins	ELA Teacher
Melissa Desjardins	School Counselor
David Greene	ELA Teacher
Raymond Irrera	Social Studies Teacher
Natasha Stotler	ESL Teacher
Usha Meera	Science Teacher
Lisa Vecca-Tucker	School Social Worker

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:**
Michael F. Wallace Middle 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 Schools, Waterbury Public Schools

Title: *(typed)*

March 3, 2020

Date:

PART V: REFERENCES

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- Meyers, C. V., & Hitt, D. H. (2017). *School turnaround principals: What does initial research literature suggest they are doing to be successful?* *Journal of Education for Students Placed at Risk (JESPAR)*, 22(1), 38–56.
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