Connecticut State Board of Education
Hartford

To Be Proposed:
June 14, 2023

Resolved, That the State Board of Education, pursuant to Section 10-223h of the Connecticut General Statutes, adopts and approves the Turnaround Plan for Barnum School in Bridgeport for the Commissioner's Network, subject to the conditions noted in the Commissioner of Education's June 14, 2023, Executive Summary to the State Board of Education, and directs the Commissioner of Education 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 fourteenth day of June, Two Thousand Twenty-Three.

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

To: State Board of Education

From: Charlene M. Russell-Tucker, Commissioner of Education

Date: June 14, 2023

Subject: Approval of Commissioner's Network Turnaround Plan: Barnum School,
     Bridgeport

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 Commissioner's 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 of Education to participate in the Commissioner's Network for a period of three years with the potential for a one or two one-year extension beyond the initial three years. Commissioner's Network schools remain part of their local school districts; the school districts and the CSDE secure school-level autonomy for the schools in exchange for heightened accountability.

A 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 Commissioner's Network Turnaround Plan for Barnum School (Barnum; Turnaround Plan) located in Bridgeport, Connecticut. This will require efforts at the state and local levels to secure conditions that are conducive to scalable and sustainable reform.

Background

On April 13, 2022, the CSDE received an *Expression of Interest Form* from the Bridgeport Public Schools (BPS), volunteering Barnum for participation in the Commissioner's Network. On May 26, 2022, the Commissioner of Education initially selected Barnum for possible participation in the Commissioner's 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 the initial selection, Barnum, the Bridgeport Board of Education and Bridgeport Education Association appointed members to serve on the school's Turnaround Committee, and the CSDE conducted an Operations and Instructional Audit on September 20, 2022. The school's

Turnaround Committee developed the Turnaround Plan for Barnum in accordance with C.G.S. §10-223h(d).

Commissioner's Network Turnaround Plan for Barnum School

Barnum, identified as a Turnaround School based on the Accountability Index under the Next Generation Accountability System, serves 600 students in PreK through Grades 8. Of those 600 students, approximately 92 percent are eligible for free or reduced-price meals; approximately 33 percent are identified as needing special education services; and 32 percent are multilingual learners/English Learners (MLs/ELs). Sixty-six percent of the students are Hispanic/Latino, 25 percent are Black, and 7 percent are White.

The goals of the Turnaround Plan are to improve teaching and learning by utilizing strategies and best practices that have proven to be effective in improving student academic performance. The strategies and best practices that will be implemented include high-quality professional learning, rigorous curricula, assessments that are aligned with the Connecticut Core Standards (CCS) and building and maintaining meaningful and productive relationships between students and staff. Participation in the Commissioner's Network will support the professional development of Barnum's teaching staff, coaching opportunities in literacy and numeracy, expansion of the data-driven decision-making process, additional learning opportunities for students, and will support the communication of the school's vision to the Bridgeport community.

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

Talent:

- Provide professional learning that addresses the needs of administrators, teachers, and students to improve in several key areas, including common instructional framework and lesson planning, the implementation of the district's CCS-aligned programming data-driven decision-making, increasing the rigor in the classroom, differentiation, small group instruction, higher order questioning, student discourse, and restorative practices.
- Implement an instructional coaching model for literacy and mathematics to support the improvement of Tier 1 instruction and implementation of professional learning.
- Establish protocols and systems to support new teachers and retain veteran teachers alike, such as monthly voluntary check-ins and schedules for planning and co-teaching.

Academics:

- Increase academic rigor and student engagement in all content areas by providing professional learning in research-based strategies and implementing schoolwide instructional protocols around the common instructional framework and lesson planning.
- Implement new literacy and mathematics curriculum using outside vendors and instructional coaches with a focus on revising the 80–90 minute kindergarten through Grade 6 classroom structures and the 55–60-minute Grades 7 through 8 classroom structures and the inclusion of small group instruction to accelerate learning.
- Implement differentiation for diverse learners including MLs/ELs and students with disabilities.

- Implement effective assessment practices and use of data through the creation of structures and systems around assessment practices, data teams, and Tier 1 progress monitoring, including acceleration of learning and a system of multi-tiered academic supports.

Culture and Climate:

- Strengthen family and community engagement by increasing communication with all stakeholders and providing meaningful activities that will engage staff, students, parents, and community members.
- Improve student attendance by creating a Multi-Tiered System of Supports (MTSS) to identify causes and provide proactive interventions across the tiers.
- Improve students' social-emotional behavioral well-being by utilizing the tenets of restorative practices, implementing Positive Behavioral Interventions and Supports (PBIS) with fidelity, developing Barnum's core values and beliefs to decrease suspension rates, and developing a MTSS policy for behavior.

Operations:

- Maximize instructional time with master schedule changes and define and communicate the expectations pertaining to classroom use of instructional time.
- Create a comprehensive plan for two-way communications among administrators, teachers, and families.

Funding for Barnum School is contingent upon the availability of funds and will be based on the transformative potential of the Turnaround Plan as well as size of the school. The CSDE shall make a final determination regarding the allocation of Commissioner's Network funds, following the Turnaround Plan's approval by the State Board of Education (SBE). The CSDE Turnaround Office will collaborate with district leadership and the school's Turnaround Committee to prioritize expenditures identified through the planning process. Through this budgeting process, Barnum will evaluate and repurpose existing funding streams (e.g., local, state, federal, and grants) to support Commissioner's Network reform efforts and foster long-term sustainability.

Barnum will benefit from increased flexibility and additional resources in exchange for heightened accountability. Over the course of the school's participation in the Commissioner's Network, the Commissioner of Education and/or the CSDE Turnaround Office will review: (a) school progress relative to the implementation of the Turnaround Plan and annual plan amendments; and (b) school performance relative to identified goals and leading and lagging performance metrics. Barnum will participate in periodic monitoring sessions, including school and classroom walkthroughs, progress monitoring, the CSDE Turnaround Office NetStat Professional Learning Series, and annual school audits. In addition, the CSDE will provide ongoing support and technical assistance to support Barnum through site visits and targeted support based on the Turnaround Plan.

Recommendation with Conditions

I recommend that the SBE approve the Commissioner's Network Turnaround Plan for Barnum School, which would be subject to the successful completion of the following items:

1. By September 30, 2023, BPS shall commit to the specific transformation expectations outlined here in the areas of talent, academics, culture, climate, and operations as part of participation in the Commissioner's Network.

2. The Superintendent, on behalf of Barnum School's 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 of Education or the Commissioner's designee may reconvene Barnum School's Turnaround Committee to consider annual plan amendments, as appropriate and necessary. If Barnum School's 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 of Education may take appropriate actions to ensure sufficient progress at Barnum School, including, but not limited to, developing a revised Commissioner's Network Turnaround Plan and/or exercising any and all authority prescribed in C.G.S. §10-223h.

Barnum School 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 Enlcosed

1. Barnum School Audit Report resulting from the Operations and Instructional Audit conducted on September 20, 2022.
2. Commissioner's Network Turnaround Plan developed and agreed to by Barnum School's Turnaround Committee.

Prepared by: Margaret Hughes
School Improvement Project Manager, Turnaround Office

Approved by: Irene E. Parisi
Chief Academic Officer

Commissioner's Network Operations and Instructional Audit

Barnum School
Bridgeport Public Schools
September 20, 2022

Charlene M. Russell-Tucker
Commissioner of Education
Connecticut State Department of Education
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On May 26, 2022, the Commissioner initially selected Barnum School to participate in the Commissioner's Network. Pursuant to Connecticut General Statutes (C.G.S.) § 10-223h(b), the Bridgeport Board of Education established the Turnaround Committee. On September 20, 2022, the Connecticut State Department of Education (CSDE) conducted, in consultation with the Bridgeport Board of Education, the Barnum 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 Barnum 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. To that end, the Network offers new resources and authorities to empower teachers and school leaders to implement research-based strategies in schools selected by the Commissioner. Network schools remain part of their local school districts, but the districts and the CSDE secure school-level flexibility and autonomy for the schools in exchange for heightened accountability. Schools 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, 16 Cohort (VII, VIII, IX, X, and XI) 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; and

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

Audit Process and Methodology

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

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

Barnum School in Bridgeport Public School District serves 585 students through Grades Prek-8. Approximately 26% of the students are Black and 67% of the students are Hispanic/Latino. Thirty-one percent of the students are identified as needing special education services, and 31.9% are English Learners. One hundred percent of the students in the school are eligible for free or reduced-price meals. Student achievement at Barnum School is well below state and district averages in all grade levels and in all content areas and slightly below or above district averages in all grade levels for ELA. The current principal is in her fourth year at Barnum School having previously served as assistant principal within the district.

School Data Profile

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

Enrollment Data (2022-2023):			
Grades:	Prek-8	5-Yr Enrollment Trend:	585
Student Enrollment:	576	Mobility Rate:	11.8%
Personnel Data (2022-2023):			
# of Administrators:	3	# of Psychologists:	.8
# of Teachers:	48.6	# of Social Workers:	2.6
# of Support Staff:	11.6	3-yr Teacher Retention Rate:	75%
School Day Per Year (2022-2023):			
Total # of Student Days Per Year:	181	Instructional Minutes/Day:	300
Total # of Teacher Days Per Year:	186	Extended Day Program?	No
Student Demographic Breakdown (2022-2023):			
% Black:	26%	% Male:	57%
% Hispanic/Latino:	67%	% Female:	43%
% White:	7%	% English Learners:	31.9%
% Other:	0%	% Students with Disabilities:	31.1%
% Eligible for F/R Meals:	100%		

School Climate Data:	2016-17	2017-18	2018-19	2021-22
Student Attendance Rate:	91.6%	92.3%	92.8%	89.3%
% Students Chronically Absent:	31.7%	26.3%	25.2%	40.3%
Suspension Rate:	10.0%	12.2%	9.4%	4.2%
Avg FTE Days Absent:	19.9	19.7	14.8	5.2%
Next Generation	**2016-17**	**2017-18**	**2018-19**	**2021-22**

Accountability Index	44.2	50.6	49.4	
Smarter Balanced Assessment Level 3 and 4 Data:	**2016-17**	**2017-18**	**2018-19**	**2021-22**
Grade 3 – ELA	12.7%	14.7%	18.0%	15.3%
Grade 4 – ELA	*	17.7%	*	20.8%
Grade 5 – ELA	*	20.0%	*	19.6%
Grade 6 – ELA	13.0%	14.9%	20.0%	15.2%
Grade 7 – ELA	*	13.0%	18.2%	11.5%
Grade 8 – ELA	16.3%	23.1%	*	17.8%
Grade 3 – Math	19.7%	32.3%	*	*
Grade 4 – Math	0.0%	*	*	*
Grade 5 – Math	*	*	11.1%	*
Grade 6 – Math	*	*	0.0%	*
Grade 7 – Math	*	*	*	*
Grade 8 – Math	*	*	*	*
All Grades Combined – ELA	13.1%	16.8%	17.5%	16.7%
All Grade Combined - Math	8.5%	11.2%	7.7%	9.0%
Grade 5 - Science			17.0%	12.5%
Grade 8 - Science			*	20.0%
Grade 11 - Science				
On-Track to High School Graduation:	**2016-17**	**2017-18**	**2018-19**	**2021-22**
Percent on-track	78.8%	73.8%	84.6%	
SAT Grade 11 (HS only):	**2016-17**	**2017-18**	**2018-19**	**2021-22**
Percent meeting or exceeding achievement level - ELA				
Percent meeting or exceeding achievement level - Math				
Graduation Rate (HS only):	**2016-17**	**2017-18**	**2018-19**	**2021-22**
4-year Cohort Graduation Rate				
6-year Cohort Graduation Rate				
College and Career Readiness Course Taking (HS only):	**2016-17**	**2017-18**	**2018-19**	**2021-22**
% of students in Dual Enrollment/AP courses				

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. Rating categories are determined by the preponderance of evidence as highlighted in the Turnaround Rubric. For purposes of this report, the following abbreviations are used: Below Standard = 1, Developing = 2, Proficient = 3, and Exemplary = 4.

Talent				
Indicator:	1	2	3	4
1.1. Turnaround Leadership		✓		
1.2. Talent Management		✓		
1.3. Professional Learning Systems	✓			

<u>Summary of Strengths:</u>

Turnaround Leadership
School leadership includes the principal, assistant principal, and newly hired dean of students. The principal has been at Barnum School for three years. Prior to her arrival, she was the assistant principal at Waltersville School in Bridgeport for five years. The principal and assistant principal share in the teacher evaluation process.

Since the principal's arrival at Barnum School in 2019, the Smarter Balanced Growth Trend Data indicates that growth rates have increased by over 10.0% in ELA and Math from the pre-pandemic baseline (2018-2019). This increase exceeded both the district increases in ELA and Math of 6.4% and 4.1%, respectively and the state increases in ELA and Math of 0.3% and 2.9%, respectively. Additionally, the Average Percentage of Target Achieved has increased by 15.0% in ELA and 16.0% in Math for this same period. These increases exceeded both the district increases of 7.1% for ELA and 4.0% for Math and the state increases of 0.5% for ELA and 2.7% for Math.

School leadership has set the strategic and logistical direction for school improvement this year and has effectively communicated these priorities to the staff. Ninety-three percent (n=44) of the staff survey respondents agreed with the statement that "school leadership effectively communicates a clear set of schoolwide priorities." Teachers reported that some of them were part of the Summer Academy, "so we knew right away." They worked on the CSDE Needs Assessment this summer in connection with planning for the Opportunity District ESSA School Improvement Grant (SIG) to determine their strengths and growth areas. They created teams over the summer to work on school improvement plans for the growth areas. Teachers felt that it prepared them for the new school year. The remaining teachers heard about the priorities the first day they returned to school. School leadership aligned SIG funding to these priorities. The school leadership has developed a leadership team and actively engages them in

activities to build their capacity as teacher leaders. The leadership team noted, "She builds leadership capacity within the staff. She has put learning as a priority."

While teachers reported that leadership communicated a strong vision and mission statement, school leadership felt this is an area of growth for them as they do not have a mission and vision statement in place but plan to do so during their planning year. While the school leadership has set and communicated strategic initiatives, they have not monitored the progress of strategy implementation. Their improvement strategies have not been communicated to families.

Summary of Growth Areas:

Talent Management
The district develops and implements recruitment strategies, and the school leadership develops selection and retention strategies. Leadership provides support for early career teachers through mentors and building their relationships with new teachers through meetings and one on one conversations. The principal stated that "We want their voices heard. We also intentionally have a strong teacher at every grade level to support them as well."

Their primary retention strategy is relationship building. Leadership does daily check-ins with teachers. Students reported that they "are in our classrooms every day." Additionally, 82% (n=44) of teacher respondents to the survey agreed with the statement, "I am professionally respected and supported by the school leadership team."

Seventy-five percent (n=44) of staff agreed with the statement, "Administrators provide regular and actionable feedback to staff." However, school and district leadership acknowledged that this is an area for improvement as they did not do any formal evaluations last year. The teacher groups stated that although observations were infrequent, "feedback was purposeful and meaningful." Veteran teachers in the focus groups stated, "I don't remember the last time I had a formal evaluation."

Professional Learning Systems
Based upon the review of the Bridgeport Schools District and School-Based Professional Development Calendar and discussion with district personnel, thirteen professional learning opportunities are available for school-based learning and ten district professional learning opportunities. Both district and school-based professional learning are scheduled for a range of two hours, half-day, and full-day sessions. District personnel noted that "schools have autonomy over school-based professional learning. They also noted that many schools use school-based sessions. for the teacher leaders to work with staff on the implementation of district-based professional learning. As of this date, school leadership does not have a professional learning plan for the year.

Prior year district professional learning focused on the Science of Reading from the Hill for Literacy for grades K-3. Fifty-two percent of teacher survey respondents agreed that the professional learning they received supported their Tier 1 instruction. In the teacher focus groups, they noted that "we have received intensive training from the Hill for Literacy for K-3. They give us the program and strategies." "District leadership tells us exactly where we are and where we are going." Teachers conveyed that last year the school-based professional learning focused on social and emotional learning. Teachers also expressed a concern that they are not sure how to implement the new curricular resources for literacy in grades 4-6. District personnel stated that this is the plan for district professional learning this year.

Math professional learning at the district level is an overview. The professional learning is recorded and available for review. In addition to the teacher leaders, two instructional coaches will be available to support schools with the implementation of HMH Into Math.

Academics				
Indicator:	**1**	**2**	**3**	**4**
2.1. Instructional Leadership		✔		
2.2. Challenging Instruction		✔		
2.3. Engaging Instruction	✔			
2.4. Standards Aligned Curricula and Instruction		✔		
2.5. Differentiation and Supports for Diverse Learners	✔			
2.6. Assessment Practices and Data Use	✔			
2.7. Multi-Tiered System of Support for Academics	✔			

Summary of Growth Areas:

Instructional Leadership
In 2021-22 Smarter Balanced Assessment scores for students meeting or exceeding grade-level standards for ELA are 16.7% which is within 1.0% of pre-pandemic (2018-2019) scores but below district performance of 20.6% for 2021-2022. In Math students meeting or exceeding grade level increased by approximately 1,0% to 9.0% from pre-pandemic (2018-2019) scores but are slightly below the district performance of 10.8% for 2021-2022. Barnum School's performance is significantly below the state averages in both ELA and Math.

Smarter Balanced Assessments
ELA & Math Trend Analysis
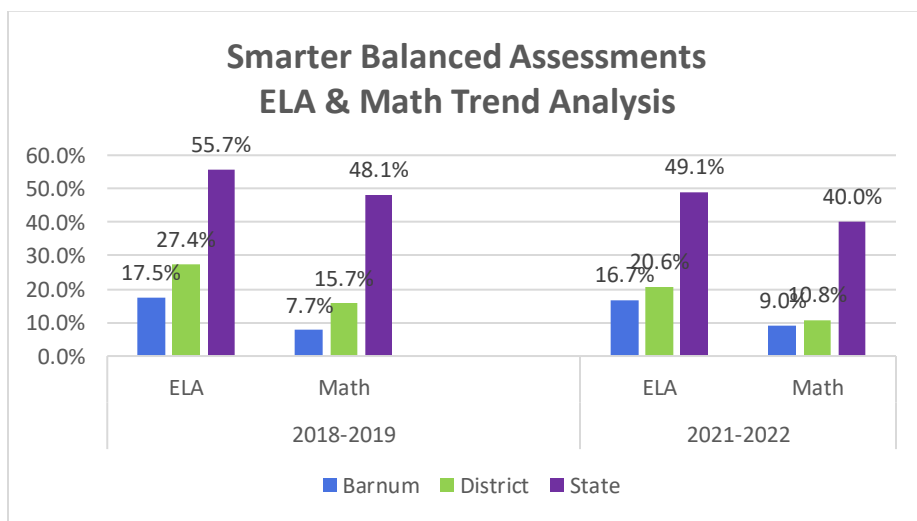
School leadership has supported the district initiative to implement Connecticut Core Standards-aligned curricular resources for K-6 literacy (Wonders) and K-8 math (HMH Into Math) by requiring teachers to

implement the resources with fidelity. SIG and Commissioner's Network funds will be used this year to support the implementation of Wonders and HMH Into Math curricular resources. In addition to implementing the curricular resources, school leadership is implementing lesson planning this year, progress monitoring of Tier 1 instruction, and data teams.

School leadership shared components of what effective instruction should look like: purposeful planning, priority standards, data-driven instruction, student discourse, gradual release, and the importance of assessments. However, there is not a clear vision for effective instruction nor has this been communicated to staff. While 82% (n=44) of survey respondents agreed that there is a common vision of what effective instruction looks like at Barnum school, teacher focus groups could not describe what it looks like in the classroom beyond having high expectations for students. District leadership stated that instructional leadership is an area of improvement. They also noted that the principal was able to "make some difficult but necessary moves for the benefit of the school." Additionally, they stated that when the district initiated the Science of Reading within the district, the principal was an early adopter and launched the small group instructional component.

Challenging Instruction
During classroom observations (n=17), the audit team found some evidence of challenging instruction where students engaged in instructional activities that applied their knowledge (53%) or activities that allowed them to construct new meaning (24%). All questioning observed was at the recall and retell level. There was no evidence of purposeful planning for students to respond to content through discourse or required students to explain and justify their thinking. Contrary to these observations, teacher survey results indicated that 73% (n=44) of teachers agreed that teachers at this school engage students in higher-order thinking and push them toward content mastery.

Teachers reported that they are asked to teach grade-level curriculum; however, they felt it was impossible as "the kids can't do it." Teacher focus group participants stated that students were missing foundational skills. Meanwhile, 68% percent of teacher survey respondents agreed that "instructional quality and academic rigor are consistently high at this school." Students in the focus groups when asked if their classes were challenging, responded "yes, sometimes." Parent focus group participants reported that the academic program was not challenging for their students. They reported that their students were significantly behind their peers from other schools when they got to high school.

Engaging Instruction
During classroom observations (n=17), the audit team found that most students were in quiet compliance (59%), some were off task (17%), and others engaged in center activities (18%). In one classroom (6%) students were engaged in peer-to-peer discussion. In most classrooms, the discussion was driven by the teacher and students were passive participants. Contrary to these findings, in the teacher survey, 79% (n=44) of teachers agreed with the statement that "students are engaged in their classes" and 86% (n=44) of teacher respondents agreed with the statement "I plan for student discourse during my lessons."

Standards Aligned Curricula and Instruction
As reported in the teacher survey, 75% (n=44) of the respondents agreed that "The school has curricula for all grade levels and content areas aligned to the current Connecticut Core Standards. Only 35% of classrooms observed (n=17) had evidence of grade-level tasks and only half of those classrooms had learning targets posted. The district has invested in curricular resources meeting the rigor, focus, and coherence of the Connecticut Core Standards. The district engaged grades K-3 in a full year of

professional learning surrounding the implementation of *Wonders* and the *Science of Reading* for literacy. While school leadership has advocated for the implementation of all district resources, and the district has provided embedded coaching from the vendors, the resources have not been implemented with fidelity. The math department has had professional learning surrounding HMH *Into Math* and has recorded sessions for teachers to reference. District leadership stated that the implementation of district teacher leaders this year will facilitate school-based professional learning to support teachers with the implementation of resources.

The district math curriculum includes units of study for kindergarten through grade 8 and scope, sequences, and pacing guides for grades 1 through 8. Some grade levels have not been updated for current resources. The district literacy curriculum is currently being updated to align with the new resources. Pacing guides are available. Both district leadership and teachers expressed concern regarding communication of curricula location and the staff review thereof. Teachers shared: "There are pacing guides. I know where to find them. I don't know if everyone is on the same page. There needs to be more accountability."

During our classroom observations, many rooms were print-rich with anchor charts and word walls. As noted above some classrooms had learning targets posted, but they were not aligned with grade-level standards or pre-requisite standards, and success criteria were not defined. No one referenced the learning targets during our observations.
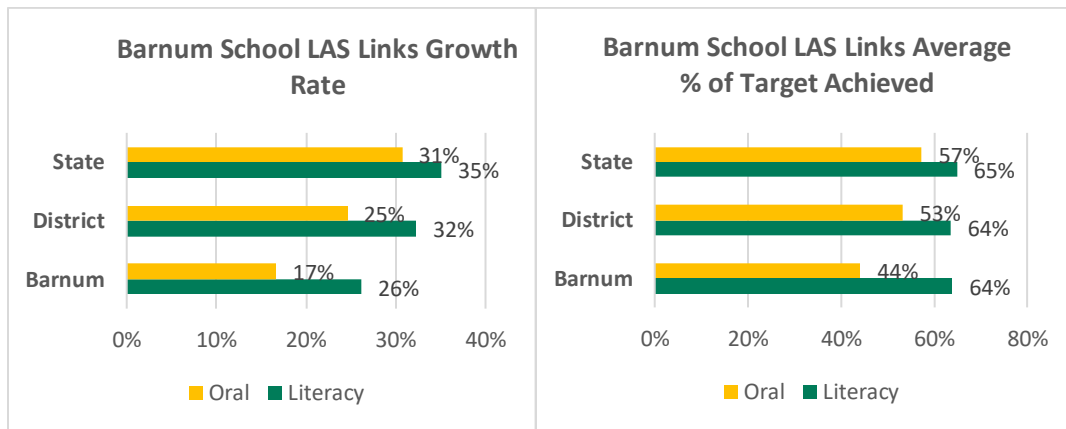
Differentiation and Supports for Diverse Learners
Currently, teachers are unable to differentiate student reading levels as the district benchmark assessment, DIBELS 8th Edition, does not provide Lexile levels or reading levels. School leadership stated that teachers are estimating student reading levels. They also stated that small groups are organized based on DIBELS assessment, Lexia lessons, and "directives from the Hill for Literacy Initiative." District leadership explained that this initiative is a partnership with the Hill for Literacy where they analyze the DIBELS data, organize small groups, their instructional focus, and Wonders' lesson plans to target interventions in grades k-3. In classroom walkthroughs, only 12% (n=17) of classrooms had any evidence of differentiation and these were in the decodable text materials for small group instruction in grades kindergarten through grade 2. District leadership stated that differentiation will be the focus of *Into Math* implementation this year.

Thirty-one percent of Barnum School's students are identified as students who qualify for special education and related services. Approximately 90 students are in self-contained classrooms. There are thirteen special education teachers, seven of whom are in self-contained classrooms. There are six special education teachers for students in regular education classrooms. Their caseloads average approximately 100-150 hours per week depending on their assigned grade levels. Approximately 40% of teachers disagreed with the statement that "the school adequately meets the needs of its special education students." Teachers in the focus groups disclosed that "caseloads are huge, it's daunting." When asked about the process for teachers to access and review Individual Education Plans (IEPs) and 504 plans they replied that "it has been very difficult." During classroom observations, the audit team did not find evidence of differentiation for students with disabilities.

Approximately thirty-two percent of Barnum Schools students are identified as English Learners. Bridgeport has a transitional bilingual program for students in kindergarten through grade 2. There are no guidelines for the transition to English and when they exit the program and enter English classes their English oral comprehension and speech are limited. There is one teacher with English as a Second

Language certification to support approximately 190 students. Meanwhile, 64% (n=44) of teachers agreed that "the school supports my ability to provide linguistic and academic support for my multilingual learners." District leadership stated that they are now analyzing the LAS Links data and will use it to support teachers in the classroom. Additionally, they noted that both *Wonders* and *Into Math* curricular resources include differentiation for multilingual learners; however, there was no evidence of multi-lingual differentiation in our classroom walkthroughs. During classroom observations, the audit team did not find evidence of differentiation for multilingual learners.

As illustrated below Barnum students' growth rates for 2021-22 are significantly less than district and state for literacy and oral. While the LAS Links average percentage of target achieved for literacy and oral are less than district and state.

Barnum School LAS Links Growth Rate

	Oral	Literacy
State	31%	35%
District	25%	32%
Barnum	17%	26%

Barnum School LAS Links Average % of Target Achieved

	Oral	Literacy
State	57%	65%
District	53%	64%
Barnum	44%	64%

Assessment Practices and Data Use

The district assessment calendar includes the following internal benchmarks:

Grade Levels	District Assessment
K-8	DIBELS 8th Edition
K-1	Acadience
2-8	HMH Growth
2-8	Writing Assessment
3-8	IABs for Reading, Math, and Science (Grades 5 and 8)

District leadership stated that progress monitoring for Tier 1 instruction in ELA and Math is a work in process. They are recommending that unit assessments be used to monitor Tier 1 progress. They also plan to use the principal evaluation process to monitor pacing through principal observations. They noted that there are pacing guides for teachers to use; however, they were not sure principals were sharing them with teachers. Historically, Barnum School has not implemented unit assessments in ELA or Math for Tier 1 progress monitoring.

The school leadership has introduced grade-level data team meetings during grade-level common planning meetings at least once per week. Teachers expressed concern over looking at data but "not knowing what to do with it."

During our classroom observations, the audit team observed many teachers monitoring student understanding through one-on-one review of student work. The primary feedback was highlighting their errors and redirecting students to try again.

Multi-Tiered System of Support for Academics

Barnum School has a multi-tiered system of a support plans for academics. The plan lists the characteristics of instruction, resources, data sources, differentiation, and people responsible for interventions and reviews at each tier. There are Data Review Protocols and templates to guide the review process. Eighty percent of teacher survey respondents agreed with the statement that "this school has a comprehensive system to measure student progress, identify necessary interventions, and provide teachers with data to inform instruction;" however, there were only two meetings in 2021-2022.

Culture and Climate				
Indicator:	1	2	3	4
3.1. Culture and Climate Leadership		✓		
3.2. School Environment			✓	
3.3. Student Attendance	✓			
3.4. Social-Emotional Behavioral Well-Being	✓			
3.5. Interpersonal Interactions			✓	
3.6. Equitable Partnerships with Families	✓			
3.7. Community Partners and Wraparound Strategy		✓		

<u>**Summary of Strengths:**</u>

School Environment

One hundred percent of parents (n=3) participating in the focus group agreed that "the culture and climate at this school are welcoming to all learners and their families." All stakeholder focus groups report that the school is welcoming and positive. Students expressed that they enjoy coming to school. Sixty-six percent (n=44) of the teacher survey responses supported that "the school environment is conducive to high-quality teaching and learning." Although the school building is older, it is clean and well-maintained. Auditor walkthroughs found evidence that classrooms were generally inviting, bright and clean with evidence of anchor charts to support student learning. The hallways had engaging bulletin boards. The school fosters school identity through consistent messaging in hallways and classrooms through Tiger's expectations acronym ROAR (Be Responsible, Own Actions, Act Safely, and Ready to Learn) posters, student uniforms, and clothing with school labels and colors.

Interpersonal Interactions
There is a positive overall sense of community at Barnum School. All teacher focus groups noted that teachers support each other. Long-term veteran teachers noted, "There's no hesitation going to another staff member." Teachers new to the building commented that the "staff was welcoming and friendly." Teachers also noted teachers treat all students as if they were their own. Seventy-nine percent of teacher survey respondents (n=44) agreed that "interactions between students and staff are positive and respectful." This represents a significant improvement from the Spring 2022 District Climate Survey where 38% of teacher respondents (n=45) agreed that "the atmosphere of this school encourages respect among students and adults."

There were discrepancies in student responses in the Spring 2022 Climate Survey and the audit focus group. Students in the focus group stated that there were positive interactions with staff and noted that "everyone cares about you." They could name teachers and counselors that they felt they could go to with a problem. In the Spring 2022 Student Survey 68% of students (n=110) responded favorably when asked "How much support do the adults at your school give you?" while 80% of students (n=110) responded favorably to "How much do the adults in your school care about how you feel?"' Student-to-student interactions reflected in the Spring 2022 Climate Survey indicated that 56% of grades 3-5 students (n=110) responded favorably and 44% of grades 6-8 students (n=116) responded favorably when asked if their classmates cared about how they felt. In the same survey, 38% of grades 3-5 students (n=110) and 33% of grades 6-8 students (n=116) responded favorably when asked if classmates showed them respect.

Audit observations confirmed the positive interpersonal interactions between staff and staff in the hallways and before the opening of the school day. Staff and school leadership greeted students by name. Younger students were able to choose the type of greeting (high five, fist bump, etc.) with staff. When asked what the greatest asset was in their school, staff noted that it was their colleagues and their students.

Summary of Growth Areas:

Culture and Climate Leadership
Bridgeport School District has a district-wide Safe School Climate Plan that focuses on bullying. Listed under General Preventions and Intervention Strategies is a clause for multicultural and diversity training.

School leadership is developing an equitable, caring, and inclusive school environment. The school's motto is *One Team, One Dream*. They use this regularly in staff and family communications. School leadership noted that they used funding this year to provide afterschool programming around "connection to the school." The district has "student success dates" for students in grades 6 through 8 and teachers can have "conversations about what students want to do when they get older" thereby building student-to-teacher relationships. The principal did feel that they do need to put systems in place to support the development of student-adult relationships. The school has a Family Events Calendar for the school year 2022-23. It includes family events that are social and academic-based topics. For example, several weeks before school there was a Family Barbeque, a Welcome Back to School event inviting families and students to come to the school to meet the teacher, weekly family informal conversations called Donuts with Grownups, and literacy and math-based family meetings.

School leadership values staff collaboration and has created schedules that include common planning times. The principal hired a dean of students; however, the role expectations have not been explicitly

defined or communicated to stakeholders. There are some protocols surrounding student behavior; however, there is no explicit plan or expectations for student conduct.

School leadership stated that they nor their teachers have had explicit culturally responsive professional learning and see this as an area of need. The principal noted that the office staff is bilingual to support translation services for family communications.

Attendance
The percentage of students chronically absent continues to be significantly higher than the state average. In 2021-22, Barnum's rate of 40.3% was higher than the district rate of 27.8% and the state average of 23.7%. In 2018-19, the pre-pandemic baseline, Barnum's rate of 25.2% was significantly higher than the district average of 18.8% and the state average of 10.4%. The attendance team will meet weekly this year and includes two teachers, a guidance counselor, a social worker, the attendance monitor, a special education teacher, and an administrator. Bridgeport School District has a district-wide tiered attendance plan and protocol that the school follows. The principal communicates attendance with school staff daily. Eighty-nine percent of teacher survey respondents agreed with the statement that "attendance data is communicated regularly to staff." The school communicates the attendance policies and the importance of regular attendance to families through the attendance monitor, printed materials, and ParentSquare.

The school has implemented the Learner Engagement Attendance Program (LEAP). There were two staff members who reached out to families of chronically absent students to engage them in problem-solving. They did not make home visits last year; however, they plan to do so this year. Attendance is linked to attendance incentives whereby students can use points to make purchases from the attendance rewards cart. Attendance Menus are posters, located outside of every classroom where students post their attendance daily. Students in the focus group were enthusiastic about the attendance incentives. There are also awards for perfect attendance each month. This year they added interactive boards outside the main entrance where student pictures are posted for perfect attendance.

Social and Emotional Well Being
School leaders and staff teach, promote, and reinforce most social-emotional skills. Homeroom includes teaching these skills daily through the program *Move This World*. School leaders, staff, students, and parents all agreed that behavior last year was challenging. Eighty-two percent of teacher survey respondents agreed with the statement that "the school implements an effective schoolwide behavior management system." However, only 21% of the Spring 2022 respondents agreed that the school's discipline program was effective. Teachers in the focus groups noted that "it has been challenging at times, especially in the older grades." The student focus group said that behavior "last year was worse, this year is better. This year there are more teachers." In the Spring 2022 Student Climate Survey 39% of students in grades 3-5 (n=110) and 33% of students in grades 6-8 (n=116) responded favorably when asked if "the behavior of other students helps their learning."

The school has implemented a Positive Behavior Incentive System (PBIS) this year. Students noted that they can lose points for inappropriate behavior. PBIS points are linked to *Fun Fridays* which is very popular with the students. Parents in the focus group expressed concern that there are no punitive consequences for inappropriate behaviors. They stated that" teachers are frustrated and there is no accountability." School leaders stated they use restorative practices and this year through weekly PBIS goals students get to participate in *Fun Fridays* as a reward for positive behavior. The principal noted that "we want to shift from responding to negative behavior to focusing on the positive behaviors."

Although the school has a multi-tiered behavior plan on paper, school leadership stated that it is not being used. The school recently hired a dean of students and school leadership is in process of defining his role and protocols for teachers to follow. We noted that teachers are still sending students to the main office instead of the dean of students.

Barnum School's suspension rate in 2018-19, the pre-pandemic baseline, was 9.4%, below the district rate of 12.0% but above the state average of 6.7%. The principal noted that there has been one suspension this year. For this same period, 2018-19, the Bridgeport School District was rated a Tier 4 school because of consistently high suspension rates and high disproportionate rates for Black or Hispanic/Latino students >=15% in two recent years.

Equitable Partnerships with Families
Fifty-three percent of teacher survey respondents agreed with the statement that "families are engaged in this school." The parent focus group (n=3) noted that prior to the current school leadership and pre-pandemic "it felt more like a community." They noted that now that school leadership has stabilized over the past four years, they make "a conscious effort to get people into school." Parents (n=3) did express concern that Barnum School needs more translation services within the school given the number of parents who do not speak English. Seventy-six percent of parents (n=41) responding to the Spring 2022 Climate survey agreed that the school does a good job communicating with non-English speaking parents. School leadership stated that in addition to the translation services within ParentSquare, the district has provided phone-based translation services, document translation services, and a certified Spanish interpreter on staff.

Barnum School uses a wide variety of two-way communication methods beginning with ParentSquare. All stakeholders spoke about the benefits of real-time text communication and the increase in both teacher and family response times. All formal communications with families are done in both English and Spanish. Teacher focus groups noted that many teachers make positive contact with families at the beginning of the year to set the tone. This year they are doing literacy and math nights with families to facilitate family support for their student's learning. Ninety-three percent of families (n=41) in the Spring 2022 Climate survey agreed that the school "respects our family's culture." This same survey asked parents to rank the issues of not being involved in their student's schools. Childcare needs, transportation, and parents feeling unsure about how to communicate with the school were the primary reasons noted.

While there is a Student Governance Council, it has not been operational during the pandemic years.

Community Partners and Wraparound Services
Barnum School partners with several community organizations or agencies to provide wraparound services for their students. Effective School Solutions provides an additional two social workers. Regional Youth Social Action Partnership provides two restorative social workers and Optimus operates the school-based health center. The school determines the services needed through students' Individual Educational Plans, teacher referrals, or administrative use of data. The principal meets with all outside agencies monthly to monitor and evaluate.

Operations				
Indicator:	**1**	**2**	**3**	**4**
4.1. Operational Leadership			✓	
4.2. Scheduling Structures	✓			
4.3. Classroom Structures and Use of Time	✓			
4.4. School Site Security and Safety		✓		

<u>Summary of Strengths:</u>

Operational Leadership
Decisions about the establishment, implementation, and monitoring of organizational systems support the school improvement plan. District leadership stated that school budgeting is a centralized process and principals have discretionary spending over their allotted general funding. The school does participate in the Opportunity District ESSA School Improvement Grant (SIG). District leadership noted that this process is de-centralized to school principals; however, the superintendent meets monthly with the SIG schools to provide them time to share ideas and report on the progress of their priorities and initiatives. School leaders developed, implemented, and monitored the budget for the prior year's SIG allocation and aligned it to the revised school improvement plan. The current year's SIG budget also aligns with their revised plan. School leadership advocates for and works to secure school and district resources to support their school improvement plan.

The school implemented ParentSquare, which is a two-way communication system for the school and families. ParentSquare is designed to keep parents informed and facilitate participation at school. It provides a safe way for the school principal, teachers, staff, and parents to send and receive school and class information, share pictures and files, review calendar items, and text. Teachers in the focus groups also noted that it will translate for them and their families. The principal stated that in addition to email, she shares her telephone number with families that need to communicate directly with her.

The District Central Office focus group stated that the principal allocates resources to ensure educational equity for diverse students and family needs. They provided an example of a program for students with Autistic Spectrum Disorder. They said the principal was "one of the few to advocate for that special population. That's evidence of having that equity mindset."

<u>Summary of Growth Areas:</u>

Scheduling Structures
English Language Arts (ELA) and Math have at least 90 minutes of instruction; however, the bilingual classes in grades 1 and 2 are slightly less at 85 and 75 minutes for ELA. Effective 2022-23 the district recommended that the intervention blocks are held within the 90-minute blocks and that all

interventions are push-in to ensure coordination with the classroom teachers. Many of these blocks are split between whole group and small group time over the course of the day. Overall instructional time in grades kindergarten through 6 is five hours or less. Seventy-five percent of teacher survey respondents agreed that the "school schedule and calendar maximize instructional time."

The schedule includes common grade-level planning periods and designates a double-period planning block once per week for grade-level collaboration. Only 32% of teacher survey respondents agreed that teachers have "enough time to work with each other to develop instructional materials, review student data, and improve instruction."

School-based professional learning days as summarized in the district calendar are not dedicated as such on the school calendar.

Classroom Structures and Use of Time
Audit day walkthroughs indicated that approximately 24% of the observed classrooms (n=17) had efficient routines, transitions, and well-paced lessons. Twenty-nine percent of the observed classrooms had evidence of classroom management procedures defined and visible around behavioral and academic expectations. Protocols for common planning period expectations were not available.

School Site Security and Safety
There is a School Security and Safety Plan template that schools update each year; however, leadership stated that it was not updated at the time of our audit. The school practices crisis response drills and has trained school personnel in how to support safe schools and prepare for crisis situations. The school environment is calm and orderly. Adults are present during the school opening and hallway transitions.

Parents (n=3) in the focus group expressed concern over school safety due to the reduction of School Security Officers (SSO) from two to one. The district Parent Climate Survey in Spring 2022 indicated that 66% of parents (n=41) responded favorably to "how often do you worry about violence at your child's school?" Ninety-eight percent of parents (n=41) responded favorably when asked "to what extent are drugs a problem at your child's school. School leadership stated that they "take student safety very seriously." They explained that incidents have been addressed through parent meetings and counseling. School leadership hopes that the additional family events planned for this year will improve parent perceptions of the school climate and safety.

Appendix A: Operations and Instructional Audit Rubric

		TALENT		
Indicator	**Below Standard**	**Developing**	**Proficient**	**Exemplary** **All characteristics of Proficient plus one or more of the following:**
1.1 Turnaround Leadership	✓ May or may not set the strategic and logistical direction for the school improvement by establishing clear policies, structures, and expectations to work towards improvement goals. • Does not develop short- and long-term goals. Does not monitor the implementation process and/or share turnaround priorities with stakeholders.	• Sets the strategic and logistical direction for the school improvement by establishing clear policies, structures, and expectations to work towards improvement goals. • Develops and updates the turnaround plan by creating short- and long-term goals. Does not monitor the implementation process and/or does not share turnaround priorities with stakeholders.	• Sets the strategic and logistical direction for the school improvement by establishing clear policies, structures, and expectations to work towards improvement goals. • Develops and updates the school improvement plan by creating short- and long-term goals. Monitors the progress of strategy implementation and makes changes in personnel, programs, and methods as needed to keep the effort on track. • Develops leadership teams and builds staff leadership capacity for school improvement by distributing leadership. • Engages and communicates school improvement priorities with stakeholders (students, faculty, and school community).	• Promotes and provides opportunities for families and members of the community to be actively engaged in decision-making that supports school improvement.
1.2 Talent Management	• Lacks equitable strategies to recruit and attract top talent. Retention of high-quality staff is a significant concern. • Teachers may or may not be evaluated or provided feedback.	• Develops and implements coherent equitable recruitment, selection, and retention strategies or provides support for retention that reflect elements of the school's	• Develops and implements coherent equitable recruitment, selection, and retention strategy or provides support for retention in alignment with the school's vision, mission,	• Builds the capacity of staff through high-quality differentiated support.

	TALENT			
Indicator	**Below Standard**	**Developing**	**Proficient**	**Exemplary** **All characteristics of Proficient plus one or more of the following:**
		vision, mission, and school improvement goals. • Evaluates staff; however, it may or may not utilize evidence of effective instruction and/or feedback is inconsistent.	and school improvement goals. • Evaluates staff using evidence of effective instruction and provide clear, timely, and actionable feedback based on evidence. • Provides support for early career teachers.	
1.3 Professional Learning Systems	• Provides limited opportunities for professional learning or provides opportunities that do not build the capacity needed for school improvement. • Lacks a process to support or hold teachers accountable for the implementation of professional learning.	• Establishes or supports professional learning opportunities that address individuals' needs to improve practice. • Offers professional learning opportunities designed to build the capacity needed for school improvement. • Implementation and monitoring of professional learning are lacking or inconsistent.	• Establishes, implements, and monitors the impact of high-quality professional learning systems. • Offers high-quality, individualized, and responsive professional learning opportunities designed to build the capacity needed for school improvement. • Implements and monitors the impact of professional learning to improve practice and advance the school's vision, mission, and school improvement goals.	• Promotes collaborative practices and fosters leadership opportunities for a professional learning system that promotes continuous improvement. • Offers regular opportunities for job-embedded learning including coaching, mentoring, and peer observations. • Leverages and maximizes the effectiveness of high-performing teachers, coaches, and leaders by using them as models and peer coaches.

ACADEMICS				
Indicator	**Below Standard**	**Developing**	**Proficient**	**Exemplary** **All characteristics of Proficient plus one or more of the following:**
2.1 Instructional Leadership	• May or may not set high academic standards and instructional practices but does not communicate to staff. • Does not have a continuous cycle of improvement or use data-driven decision-making and progress monitoring.	• Sets high academic standards and instructional practices that are communicated to staff but are not monitored and do not ensure access to rigorous standards-based curricula. • Is beginning to create a continuous cycle of improvement that uses progress monitoring of multiple forms of data and student work samples.	• Sets high academic standards and instructional practices that are communicated to staff, monitored, and ensure access to rigorous standards-based curricula. • Creates a continuous improvement cycle that uses progress monitoring of multiple forms of data and student work samples about current practices and outcomes to guide ongoing decision-making that addresses student and/or adult learning needs and progress towards the school improvement plan or the school's vision, mission, and goals. • Develops the capacity of staff to progress monitor and access student learning progress over time.	• Builds the capacity of staff to identify and address barriers to achieving the turnaround plan or the school's vision, mission, and goals.
2.2 Challenging Instruction	• Instructional tasks/activities focus on memorization and answering recall-type questions. • Students demonstrate their learning by completing recall and retell tasks. • Lesson mainly includes questions at the recall and retell level.	• Instructional tasks/activities require students to apply knowledge and comprehend content. • Students demonstrate their learning by completing tasks that apply the learning. • Lesson includes questions that require comprehension but do not push students to higher levels of thinking.	• Instructional tasks/activities provide opportunities for students to apply, differentiate, synthesize, hypothesize, and construct new meaning. • Tasks include the opportunity for students to respond to content through inquiry, interpretation, and discourse. • Lessons include questions that are scaffolded to move	• Instructional tasks/activities include the opportunity for students to reflect and assess their own learning and metacognition. • Instruction is culturally relevant. • Instructional tasks/activities that include opportunities to evaluate/critique the instructional content (e.g. artifacts, texts, media, others' work)

ACADEMICS				
Indicator	**Below Standard**	**Developing**	**Proficient**	**Exemplary** **All characteristics of Proficient plus one or more of the following:**
			students to higher levels of thinking and require students to explain and justify their thinking.	
2.3 Engaging Instruction	• Lesson is teacher-centered, with tasks and activities guided by the teacher and students are passive participants. • Discussion is driven by the teacher. The adult voice is dominant. Students are not required to respond to questions or participate in the discussion. • Limited student engagement, except for hand-raising. Students are off-task or have disengaged from the lesson and are not redirected. • There is a lack of students being required to persevere in responding to tasks or questions. Students give up when productive struggle arises.	• Tasks may be designed for students to explore, reflect on, or problems solve; however, students do not have opportunities to share their own ideas. The teacher facilitates most interactions and students are primarily passive. • Discussion is teacher-prompted rather than student-led. Few students respond to questions and/or participate in the discussion. • Most students remain focused and on-task during the lesson. Some students demonstrate limited perseverance in responding to tasks or questions and are beginning to take risks. Students become frustrated when productive struggle arises.	• Students are cognitively and behaviorally engaged in active learning strategies individually or in small groups. Students have opportunities to work collaboratively to explore, reflect, and problem-solve with opportunities to share their own ideas. • Discussion is mainly peer-to-peer. The teacher facilitates and redirects the discussion as needed. • Most students persevere through productive struggle and take risks.	• Discussion is primarily student-driven, and the student's voice is dominant. • Most students respond to questions and/or participate in the discussion by building upon their peers' ideas and contributions.
2.4 Standards Aligned Curricula and Instruction	• The school lacks rigorous, standards-aligned curricula for many grade levels and content areas and/or is not implemented with fidelity. As a result, the pacing is inconsistent. • Tasks and learning targets are misaligned and aligned	• Rigorous, standards-aligned curricula exist for a few grade levels and content areas. Curricula are implemented with some fidelity across some classrooms. Teachers lack consistent pacing.	• Rigorous, standards-based curricula exist for English Language Arts, Math, and Science content areas for all grade levels. Curricula are being implemented with fidelity across classrooms with teachers demonstrating consistent pacing.	• Rigorous, standards-based curricula exist for all grade levels and content areas. • There are a variety of aligned tasks. • Classroom visuals are student-created, or students are led through the process of unpacking the content or

ACADEMICS				
Indicator	**Below Standard**	**Developing**	**Proficient**	**Exemplary** **All characteristics of Proficient plus one or more of the following:**
	to below grade-level standards. • Classroom visuals (e.g., learning targets and success criteria, anchor charts, word walls) are not available.	• Tasks and learning targets may be misaligned or are aligned to below grade-level standards without reference to the grade-level standard they are preparing to learn. • Classroom visuals (e.g., learning targets and success criteria, anchor charts, word walls) support content or skill goals from the curriculum and are aligned to grade-level standards or prerequisite standards. The *supports are not utilized during the instruction to support student learning.*	• Tasks and learning targets aligned to the grade-level standards or prerequisite standards being addressed in the lesson. • Classroom visuals (e.g., learning targets and success criteria, anchor charts, word walls) support content or skill goals from the curriculum and are aligned to grade-level standards or prerequisite standards. The supports are introduced and/or referenced throughout the lesson to support student learning.	skills goals from the curriculum that are aligned to grade-level standards.
2.5 Differentiation and Supports for Diverse Learners	• All students receive the same lesson, process, and product with no evidence of differentiation. Lessons are structured for one learning modality or style. • IEPs/504 plans are not accessed and/or implemented. • There is little to no evidence of support for multilingual learners in the instruction or classroom environment. • Students are not held to high expectations for their learning.	• There is some evidence of differentiation based on adjusting content, process, or product. Lessons are structured to include a limited number of learning modalities and styles. • Most accommodations/ modifications specified on 504s/IEPs are implemented. • While there is some evidence of linguistic and academic support for multilingual learners in the classroom environment, these are not leveraged during instruction.	• Lesson content/process, and/or product are differentiated to support student needs and adjusted in real-time based on student responses. • Lessons are structured to include multiple learning modalities and styles using grade-level concepts and skills. • Special education students regularly meet their IEP goals. All accommodations/ modification on 504s/IEPs are consistently implemented. There is an established process for every	• Students have a choice in content or process or product.

ACADEMICS				
Indicator	**Below Standard**	**Developing**	**Proficient**	**Exemplary** **All characteristics of Proficient plus one or more of the following:**
		• Teacher has high expectations for some students.	teacher to access and review 504s/IEPs. • There are linguistic and academic supports in the classroom environment, and the teacher implements scaffolds in the instruction to support the development of multilingual learners' language and content. • Teacher demonstrates high expectations for all students and scaffolds to expand student learning with increasingly high but reasonable expectations.	
2.6 Assessment Practices and Data Use	• Teachers do not check for student understanding. • Teachers do not provide feedback. • Teachers do not vary the types of assessments they use and as a result struggle to measure student understanding and growth throughout the year. Data are collected without a clear purpose and are not used in meaningful ways (e.g., reteaching, grouping, feedback). • There are no formal data teams present in this school, or teachers individually review and analyze data.	• Teachers monitor student understanding through whole group check-ins, review of student work, exit tickets, one-to-one conferencing, or questioning and adjust instruction as needed and teachers provide students whole group, general feedback. • Teachers demonstrate some variety in their assessment choices, but the purpose is not always clear. • Data use is inconsistent because plans for how the data will be used are unclear. • Data teams are scheduled to meet regularly, but they are occasionally interrupted, cut	• Teachers monitor student understanding through whole group check-ins, review of student work, exit tickets, one-to-one conferencing, or questioning and adjust instruction as needed. • Based on evidence (e.g., students' verbal or written responses, small group discussions) teachers provide students individualized feedback so that students know what to work on next. • Teachers assess student understanding and growth in a variety of ways. Most assessments are selected based on purpose. Teachers	• All assessments are carefully selected depending on purpose. The appropriate tool for the task may be something to elicit fine grain data (e.g., interim blocks or domain-specific assessments) or a measure of how well a student is able to apply knowledge to address real world problems (i.e., authentic assessments and performance tasks). Consistently, teachers can explain their assessment choices and how the data will be used. • In addition to grade level teams, there are data team meetings there are vertical

	ACADEMICS			
Indicator	**Below Standard**	**Developing**	**Proficient**	**Exemplary** **All characteristics of Proficient plus one or more of the following:**
	• Most of the instruction is delivered whole group. The use of small group instruction is provided in an inconsistent manner.	short, or canceled. Leadership support for data teams is inconsistent. • There is an expectation for teachers to use results from formal and informal assessments to inform small-group instruction.-Some teachers provide small-group instruction and use flexible grouping practices.	can explain most of their assessment choices and how the corresponding data will be used. • Data teams are a priority in the schedule and are rarely displaced by other events. Membership in the data teams includes special education and TESOL/ESL educators. • Collaboratively, the grade-level team examines the data to identify and agree upon instructional strategies to implement before the next meeting, and the team develops a plan to measure success. Leadership communicates support for the work and decisions of the data teams. • Teachers use assessment data from informal and formal to determine students' instructional needs and to determine which instructional approaches or strategies will be used to provide small-group explicit instruction. Teachers use flexible grouping, e.g., there may be students who could benefit from being included in more than one small group.	teams and school-wide teams. Collaboratively, these teams chart the data, analyze, and interpret the data, and use the data to identify grade-level band and schoolwide trends that impact school improvement. The schoolwide trends are communicated to teachers and if necessary, action plans are developed and put into place to address these trends. • Teachers use a class summary data sheet to determine which students have the same instructional needs, to help with planning differentiated instruction, and to determine which instructional approaches or strategies will be used to support small-group explicit instruction.

ACADEMICS				
Indicator	**Below Standard**	**Developing**	**Proficient**	**Exemplary** All characteristics of Proficient plus one or more of the following:
2.7 Multi-Tiered System of Support for Academics	• The school lacks or fails to implement a tiered system of support for struggling students, linking data to interventions. • There is no school-wide plan for teachers to regularly review students and adjust classroom instruction/ interventions to support academic progress.	• A tiered system of support is somewhat present, but not fully implemented. • Teachers review student performance data regularly and adjust classroom instruction/ interventions to support student progress.	• School-wide systems are aligned to support multiple levels of intervention based on student needs. • The school has implemented a plan to regularly review student performance data to evaluate the effectiveness of instruction and interventions.	• The school systematically uses the intervention data to re-assess the adequacy of resources, student grouping, and interventionists they are using for the student's needs and progress.

CULTURE AND CLIMATE				
Indicator	**Below Standard**	**Developing**	**Proficient**	**Exemplary** All characteristics of Proficient plus one or more of the following:
3.1 Culture & Climate Leadership	• A safe school climate plan has been created and is posted on the district website. • Does not promote an equitable, caring, and inclusive school climate. • Does not promote a positive school culture. • Has not established, implemented, or monitored expectations for student conduct nor provides appropriate training for staff and students. • Does not have culturally responsive relationships with families and community partners.	• A safe school climate plan has been created, is posted to the district website, and establishes a system for supporting a positive school culture. • Developing an equitable, caring, and inclusive school climate. • Developing a positive school culture by establishing systems for focused collaborative work, recognizing student effort, and academic mastery, and recognizing staff work and improvements.	• A safe school climate plan has been created and posted that focused on inclusion and cultural responsiveness as part of the school climate efforts. • Maintains and implements an equitable, caring, and inclusive school climate. • Maintains/creates and promotes a positive school culture by establishing systems for focused collaborative work, recognizing student effort, and academic mastery, and recognizing staff work and improvements.	• A safe school climate plan has been created and updated. It is aligned with the school improvement goals and includes input from staff, students, families, and community partners. Proactive and preventative strategies are being implemented. • Intentionally build students' personal competencies to pursue goals and appraise their progress. • Capitalizes on the cultural competence and diversity of the community as an asset to strengthen education.

				CULTURE AND CLIMATE

Indicator	Below Standard	Developing	Proficient	Exemplary All characteristics of Proficient plus one or more of the following:
		• Developing systems to implement and monitor student behavior. • Attempts to promote culturally responsive relationships with an equitable range of families and community partners to discuss, respond to and influence educational issues.	• Establishes, implements, and monitors expectations for student conduct and provides appropriate training for staff and students to uphold these expectations. • Maintains and promotes culturally responsive relationships with an equitable range of families and community partners to discuss, respond to and influence educational issues. • Provides opportunities for staff to participate in professional development or job-embedded coaching on high-impact family engagement practices.	• Integrates cultural competencies of the community into the educational programs.
3.2 School Environment	• The school fails to create a welcoming and intellectually stimulating learning environment conducive to high-quality teaching and learning. • Common spaces and classrooms may be unclean, dark, or unsafe. Many classrooms are neither warm nor inviting and lack intellectual stimulation. Little to no student work or data is displayed to help	• The school struggles to provide a welcoming and intellectually stimulating learning environment conducive to high-quality teaching and learning. • Large sections of the school are not clean, bright, welcoming, or reflective of current student work. Current student data is not present throughout the school.	• The school provides a welcoming and intellectually stimulating learning environment conducive to high-quality teaching and learning. • The school is clean and in good repair. Most classrooms and common spaces are bright and display current data and student work; however, some sections lack visual stimulation.	• Bulletin boards, displays, hall decorations, and offices show diverse students of varied racial, ethnic, gender, and people with disabilities in a variety of roles. • There is clear and consistent messaging throughout the school, promoting school identity, mission/vision, and pride. • There is signage announcing upcoming school events.

CULTURE AND CLIMATE				
Indicator	**Below Standard**	**Developing**	**Proficient**	**Exemplary** All characteristics of Proficient plus one or more of the following:
	convey a sense of pride and high expectations.	• Efforts to promote school identity and convey high expectations are minimal.	• The school has tried to foster school identity through consistent messaging in classrooms and common spaces. • Data from the school's annual evaluation of how welcoming the school facility and climate are to all families is part of the school improvement plan.	
3.3 Student Attendance	• Average daily attendance is ≤ 88% and/or chronic absenteeism is > 20%. • Staff has not been trained on accurate attendance monitoring and tracking is inconsistent. • A small group of staff meets regarding students who are already chronically absent or extremely chronically absent. However, most of the responsibility falls on one person, e.g., the school counselor or social worker. • The school does not incorporate attendance improvement strategies into a multi-tiered system of support. The focus for improvement is on referrals for truancy and education neglect.	• Average daily attendance is > 88% and <93% and/or chronic absenteeism is > 15% and ≤ 20%. • The principal ensures that teachers and school staff take attendance and that it is entered daily into the data system. • The attendance team meets periodically-and is made up of mostly student support staff. • The school has a supportive/restorative data-informed multi-tiered system of support with a focus primarily on tier 3. There are no measures for monitoring the strategy implementation. • The school ensures the district attendance policy is communicated to families through printed materials,	• Average daily attendance is > 93% and ≤ 97% and/or chronic absenteeism is > 10% and ≤ 15%. • The principal communicates attendance data with school staff several times each year. • The school attendance team meets monthly, is led by the school administrator or their designee, and is made up of various roles in the school, e.g., student supports, special education, school nurse, attendance clerk, and teacher. • The school has a supportive, data-informed multi-tiered system of support for students with a plan for all three tiers. Implementation is monitored for quality and effectiveness.	• Average daily attendance is > 97% and chronic absenteeism is ≤ 10%. • Data is available to all stakeholders and incorporated into meetings with parents, staff meetings, and IEPs. • The school attendance team meets bi-weekly. Roles are clearly defined. • The school has a supportive/restorative data-informed multi-tiered system of support with a focus on strong tier 1 strategies and monitoring of effectiveness of tier 2 and 3 strategies. Community providers are engaged as partners to help meet the needs of families and students.

CULTURE AND CLIMATE				
Indicator	**Below Standard**	**Developing**	**Proficient**	**Exemplary** **All characteristics of Proficient plus one or more of the following:**
		posted on our website, and shared at school events.	• The school ensures the district attendance policy is communicated to families through printed materials, posted on our website, and shared at school events. • The school ensures staff knows what chronic absence is, why it matters, and what are best practices for reducing it. • The school staff reaches out to families and engages them as partners in problem-solving.	
3.4 Social-Emotional Behavioral (SEB) Well-Being	• School leaders and staff do not teach, promote, or reinforce social-emotional skills (i.e., self-awareness, self-management, social awareness, positive relationship building, and responsible decision making). • Structured social-emotional well-being goals and interventions may or may not be in place, and interventions are implemented effectively for all students within a tiered structure. Staff uses one or none of the following multitiered systems of support criteria: (1) Intervention assignments are	• School leaders and staff teach, promote, and reinforce some social-emotional skills (i.e., self-awareness, self-management, social awareness, positive relationship building, and responsible decision making). • Structured social-emotional well-being goals and interventions are in place, and interventions are implemented effectively for all students within a tiered structure. Staff uses two of the following multitiered systems of support criteria: (1) Intervention assignments are reviewed at least every	• School leaders and staff teach, promote, and reinforce most social-emotional skills (i.e., self-awareness, self-management, social awareness, positive relationship building, and responsible decision making). • Structured social-emotional well-being goals and interventions are in place, and interventions are implemented effectively for all students within a tiered structure. Staff uses three or four of the following multitiered systems of support criteria: (1) Intervention assignments are	• Structured social-emotional well-being goals and interventions are in place, and interventions are implemented effectively for all students within a tiered structure. Staff uses all the following multitiered systems of support criteria: (1) Intervention assignments are reviewed at least every six weeks; (2) intervention assignments are reviewed by a relevant team of school stakeholders; (3) a schoolwide system exists for communicating intervention action plans to all relevant staff; (4) Progress monitoring

CULTURE AND CLIMATE				
Indicator	**Below Standard**	**Developing**	**Proficient**	**Exemplary** **All characteristics of Proficient plus one or more of the following:**
	reviewed at least every six weeks; (2) intervention assignments are reviewed by a relevant team of school stakeholders; (3) a schoolwide system exists for communicating intervention action plans to all relevant staff; (4) Progress monitoring strategies; and (5) reflection and evaluation of outcomes. • Demonstrates little or no evidence that a school-wide behavior management plan is established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning. • Disciplinary approaches − appear to be inconsistent; students and staff do not have a common understanding of behavioral expectations. • The disproportionate discipline for students of color consistently high suspension rates. Overall, the Black, or Hispanic/Latino suspension rate > 15% in two recent years. • The suspension rate is > than 12%.	six weeks; (2) intervention assignments are reviewed by a relevant team of school stakeholders; (3) a schoolwide system exists for communicating intervention action plans to all relevant staff; (4) Progress monitoring strategies; and (5) reflection and evaluation of outcomes. • A school-wide behavior management plan is established, but inconsistently enforced, resulting in some interference with student learning. There may be confusion among students and staff regarding behavioral expectations. • The disproportionate discipline for students of color is consistently high not in Tier 4 and either Black or Hispanic/Latino Relative Rate Index > 3 in two recent years. • The suspension rate is between 10% and 12%.	reviewed at least every six weeks; (2) intervention assignments are reviewed by a relevant team of school stakeholders; (3) a schoolwide system exists for communicating intervention action plans to all relevant staff; (4) Progress monitoring strategies; and (5) reflection and evaluation of outcomes. • A school-wide behavior management plan is established and is consistently reinforced, resulting in little or no interference with student learning. • There is positive reinforcement of desired behaviors. • The disproportionate discipline for students of color is consistently medium disproportionality (Black or Hispanic/Latino Relative Rate Index <3 and > 2 in two recent years). • The suspension rate is between 8% and 10%.	strategies; and (5) reflection and evaluation of outcomes. • The disproportionate discipline for students of color is low disproportionality (Black or Hispanic/Latino Relative Risk Index <2 in two recent years). • The suspension rate is <8%.

CULTURE AND CLIMATE				
Indicator	Below Standard	Developing	Proficient	Exemplary All characteristics of Proficient plus one or more of the following:
3.5 Interpersonal Interactions	• There is a weak sense of community. Interactions between staff and students are negative or disrespectful and/or the staff does not promote positive social interactions among students or each other.	• There is a moderate sense of community. Interactions between staff and students are generally positive and respectful and/or the staff inconsistently makes attempts to promote positive social interactions among students and each other.	• There is a good overall sense of community. Interactions and communications between staff and students are consistently positive and respectful and the staff regularly promotes positive social interactions among students and each other.	• The school fosters an environment where students proactively demonstrate positive social interactions and conflict-resolution skills and involves learners in promoting a respectful learning environment.
3.6 Equitable Partnerships with Families	• The school primarily uses one-way communication methods and does little to adapt communication strategies to meet the needs of individual families. • School staff and teachers communicate with families throughout the school year about what is being taught in the classroom, although the information often comes after the fact. • The school does not solicit families' input in decisions for improving the school and planning family engagement programs. • The School Governance Council is not operational.	• School uses a wide range of two-way communication methods that serve the needs of families to provide frequent, proactive, and personalized communication with families about student performance and learning. • School staff and teachers build the capacity of families to support what their students are learning by sending home suggestions and sharing resources. • Middle and high school staff are responsive to families that seek information to help them make good decisions about their child's academic and career paths. • The school enlists the input of a few families in decisions for improving the school and planning family engagement programs.	• School uses a wide range of two-way communication methods that serve the needs of families to provide frequent, proactive, and personalized communication with families about student performance and learning. • School staff and teachers build the capacity of families to support what their students are learning by sending home suggestions and resources that are tailored to the student's individual needs and goals. • Teachers give families feedback and hear from families about the success of their efforts or issues they encounter. • Middle and high schools provide opportunities to meet with families and students to review the	• Teachers utilize a wide variety of strategies, such as home visits, to build awareness of families' cultures and use this knowledge to reach out to most families in culturally respectful ways. • School staff and teachers build the capacity of families to support what their students are learning at home through modeling instructional strategies, inviting their participation in classroom learning and holding parent education and training events that are relevant to grade-level skills. • Teachers and families co-construct strategies to engage students in learning inside and outside of the classroom.

Indicator	Below Standard	Developing	Proficient	Exemplary All characteristics of Proficient plus one or more of the following:
		• The School Governance Council has some required members, meets irregularly, may not post meeting notices and minutes as required, or has an undefined agenda.	school's, programs, and information regarding options for students' academic and career paths. • The school provides capacity-building opportunities for families in supporting their students. • The School Governance Council has all required members, meets monthly, posts meeting notices and minutes as required, and has a focused agenda driven by student performance data and the school improvement plan.	• The school and/or parent leaders conduct capacity-building opportunities with the school, such as leadership development or other skill-building activities, so that many families can participate as equal partners in planning and decision making. • The School Governance Council annually evaluates its operations and effectiveness for making decisions that lead to improvements in student well-being and achievement.
3.7 Community Partners and Wraparound Strategy	• The school does not ask families what additional programs or services they need to support their student's achievement. • The school offers inadequate support to address students' nonacademic needs. There are limited wraparound services. The school makes little effort to engage community partners to expand services offered through the school.	• The school determines families' needs and preferences for additional programs or services to support their student's achievement from conversations with a few families or general demographic data. • The school has some idea of what resources and assets exist in the community. The school partners with community organizations or agencies, but these partnerships are not aligned with the school's goals or purposeful in meeting	• The school determines wraparound services and preferences for programs or services families need to support their student's social and emotional well-being and achievement from data collected through surveys, focus groups, and home visits. Families play a role in developing and delivering programs and services. • The school knows what resources and assets exist. The school partners with community organizations or agencies, and these partnerships are consistently	• The school has opportunities to regularly listen to the voices of families (e.g., listening tours, coffee hours, and online social media) to engage families in proactive problem solving around barriers to accessing community organizations and services. School has a comprehensive system for monitoring and evaluating the services provided by the community partner.

CULTURE AND CLIMATE				
Indicator	**Below Standard**	**Developing**	**Proficient**	**Exemplary** **All characteristics of Proficient plus one or more of the following:**
		families' needs and preferences. • The school does not have a system for monitoring and/or evaluating the services provided by the community partner.	aligned to the school's goals or are purposeful in meeting families' needs and preferences so they can be better guides, partners, and advocates for their student's education. • School has a limited system for monitoring and/or evaluating the services provided by the community partner.	

OPERATIONS				
Indicator	**Below Standard**	**Developing**	**Proficient**	**Exemplary** **All characteristics of Proficient plus one or more of the following:**
4.1 Operational Leadership	4. Does not develop or monitor a budget that aligns the school to the school improvement plan. 5. The school and/or district do not make sound budgetary decisions based on student needs and projected impact. 6. Budget decisions are largely governed by past practice and do not account for sustainability. 7. There is little to no evidence of school and/or district leaders successfully advocating for school resource needs.	• The budget is partially aligned with the school improvement plan. • Several expenditures and initiatives lack a plan for sustainability beyond the current school year. • School and/or district leaders do not effectively advocate for school needs or pursue additional resources.	• Decisions about the establishment, implementation, and monitoring of organizational systems consistently support the school improvement plan and orderly operation of the school. • Develops or implements two-way communication systems that assure actionable, specific, and timely exchange of information. • Develops, implements, and monitors a budget aligned	• There is a clear sustainability plan for all major expenditures. • Engages relevant stakeholders in allocating resources to foster and sustain educational equity for diverse student, family, and staff needs.	

OPERATIONS				
Indicator	**Below Standard**	**Developing**	**Proficient**	**Exemplary** **All characteristics of Proficient plus one or more of the following:**
			to the school's improvement plan. • Advocates for and works to secure school and district resources to support the achievement of the school's school improvement plan, vision, mission, and goals. • Allocates resources to ensure educational equity for diverse student, family, and staff needs.	
4.2 Scheduling Structures	• There is not enough time in the school schedule to appropriately meet students' academic needs. Time is underutilized in the school calendar and daily schedule. • Does not include scheduled or defined blocks for instruction, intervention, or enrichment. • Transition times do not maximize the use of student or staff 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. ELA instruction >60 and < 90 minutes each day. • Missed opportunities to allow for time on task (e.g., interrupted, or disjointed time, transition times do not match school needs).	• Provides adequate instructional time for students to reach academic and behavioral goals. The schedule includes >5.5 hours and < 6.0 hours of instruction per day. ELA instruction includes > 90 minutes and < 120 minutes and math instruction is at least 60 minutes for elementary schools. • Designates time for intervention and enrichment. • Provides uninterrupted time for instruction (e.g., strategic school announcements, assemblies, testing coordination). • Includes designated time and evidence of	5 Includes > 6 hours of instruction per day, and > 120 minutes of ELA time and > 60 minutes for math. • Includes designated time and evidence of coordination for staff collaboration for vertical and school-wide data teams. • May include an extended day with multiple learning opportunities available to students and meet their needs and interests. • School calendar is strategically organized to promote student engagement and the reduction of chronic absence (e.g., year-round calendar, placement of holiday breaks).

	OPERATIONS			
Indicator	**Below Standard**	**Developing**	**Proficient**	**Exemplary** **All characteristics of Proficient plus one or more of the following:**
			coordination for staff collaboration (e.g., the collaboration between generalists and content specialists, common planning, data analysis for grade-level teams, and family outreach). • School calendar dedicates time to planned professional learning. • Is responsive to the needs of the school community.	
4.3 Classroom Structures & Use of Time	• Staff and students use time ineffectively. Instructional time is not maximized (e.g., due to students' off-task behavior, ineffective scheduling practices, and transitions from one instructional or activity phase to the next that are not timely).. There are missed opportunities to maximize time on task. • Observed teachers struggle with pacing and fail to use class time in a constructive manner. • Common planning time is unstructured and may lack expectations for teacher collaboration (e.g., actionable next steps, development of instructional materials,	• Staff and student use of time is somewhat effective. Some students are off task and there are missed opportunities to maximize instructional time. • Lesson schedules are moderately well planned, paced, and executed. Teachers could be more skilled and/or methodical in the use of class time. • Most academic teams have common planning periods Collaborative planning time is used at a basic level (e.g., organization of resources or topics not directly related to classroom instruction).	• Efficient routines and transitions are in place for most aspects of the classroom. Most students require little to no redirection to transition. • Evidence of classroom management procedures is clearly defined and visible in most classrooms and is clearly communicated around behavioral and academic expectations. • Lessons are well-planned, paced, and executed. Teachers are adept at managing and using class time. • Common planning periods are protected and only interrupted by emergencies. The school has established protocols	• Students transition promptly to academic work with minimal cues and reminders from teachers. • Staff and students maximize their use of time. There is no downtime. Teachers purposely use every moment of class time to prioritize instructional time on task.

OPERATIONS				
Indicator	**Below Standard**	**Developing**	**Proficient**	**Exemplary** **All characteristics of Proficient plus one or more of the following:**
	analysis of student work, lesson planning).		to ensure that common planning time is used effectively.	
4.4 School Site Security & Safety	• A School Security and Safety Plan may or may not be in place. The school does not practice crisis response drills and does not train school personnel in how to support safe schools and prepare for crisis situations. • The school is chaotic and disorderly. The safety of students and staff is a concern. • The school lacks critical systems and routines. The movement of students is chaotic and noisy with little adult intervention. • Adults are not present during transitions; therefore, there is little redirection to support norms.	• There is a School Security and Safety Plan in place. The school practices crisis response drills but does not train school personnel in how to support safe schools and prepare for crisis situations. • The school is somewhat chaotic and/or disorderly, particularly in certain locations and during certain times of the day. • Some staff try to maintain procedures and routines. • Adults are inconsistently present to support norms.	• There is a School Security and Safety Plan in place. The school practices crisis response drills and has trained school personnel in how to support safe schools and prepare for crisis situations. • The school environment is calm and orderly in most locations and during most of the day. • Rules and procedures are clear, consistent, and evident. • Adults are present to support norms.	• Adults are consistently present to reinforce norms.

The Commissioner's Network
Turnaround Plan Application | Cohort XII

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

July 23, 2022

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

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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PART I: COMMISSIONER'S NETWORK OVERVIEW

A. Commissioner's Network Overview

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

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

C.G.S. § 10-223h

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

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

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

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

B. Turnaround Plan and Framework

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

      (i)   provide a rigorous needs analysis informed by the operations and instructional audit;

      (ii)   identify an evidence-based turnaround model, aligned to school needs and growth areas;

      (iii)   provide robust strategies to secure, support, develop, evaluate, and retain top talent;

      (iv)   summarize the school's academic model, including curricula, assessments, and data-driven instruction;

      (v)   outline a comprehensive approach to build a positive school culture and climate; and

      (vi)   develop operational structures to effectively utilize time and resources.

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

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

A. school bell schedule;
B. school calendar;
C. annual assessment calendar;
D. staff evaluation schedule;
E. professional learning calendar;
F. Scientific Research-Based Interventions processes and protocols;
G. school organizational chart;
H. curricular materials (e.g., lesson plan template, unit plans, pacing guides);
I. school budget;
J. school climate; and
K. calendar of family and community engagement opportunities.

PART II: TURNAROUND PLAN APPLICATION INSTRUCTIONS

A. Instructions

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

B. Timeline Summary

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

B. Commissioner initially selects the school for the Network.
C. Local board of education forms the Turnaround Committee.
D. CSDE conducts the operations and instructional audit of the school.
E. Turnaround Committee, in consultation with the school governance council, develops the Turnaround Plan and budget proposal.
F. Turnaround Committee reaches consensus or the Commissioner may develop a plan.
G. SBE votes to approve or reject the Turnaround Plan.
H. 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.
I. Certified staff identified and/or selected to work at the school ratify MOUs on working conditions, if necessary.
J. CSDE awards resources to the school depending on available funds.
K. 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.
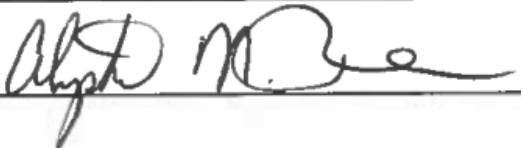
D. Questions

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

Irene Parisi
Chief Academic Officer
Connecticut State Department of Education
E-mail: irene.parisi@ct.gov

Section 1: Cover Page

Name of School District:	Bridgeport Public Schools		
Name of School:	Barnum School	Grade Levels:	PreK – 8th
Name of School Principal:	Christine Booth	# of Years Serving as Principal at this School	3.5 years
		# of Years in Total as Administrator	8.5 years
Turnaround Committee Chairperson:[1]	Herminio Planas		
Phone Number of Chairperson:	203- 275- 1380		
E-mail of Chairperson:	hplanas@bridgeportedu.net		
Address of Chairperson:	Street Address:	45 Lyon Terrace	
	City:	Bridgeport	Zip Code: 06606
Name of School Board Chairperson:	Ms. Bobbi Brown		
Signature of School Board Chairperson:[2]		Date:	2/14/23
Name of Superintendent:	Ms. Alyshia Perrin		
Signature of Superintendent:		Date:	2/13/23

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

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

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

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

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

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

District Vision Statement (limit 200 words)

> Bridgeport Public Schools envisions a culturally responsive, high-performing learning environment where students thrive academically, socially, emotionally, and civically.

District Theory of Action (limit 200 words)

> If the district recruits and retains the most qualified staff and educators, develops the capacity of leaders who understand and lead implementation of high-quality instruction and provides the support needed for professional learning of all staff in Tier I challenging tasks, formative assessments, relationship development, equity, and inclusion then the retention of quality, diverse staff will improve, student engagement will increase, Tier I instruction will improve, achievement gaps will shrink, and students will be better prepared for success in college and career.

School Vision (limit 200 words)

> Barnum School is a nurturing environment for students, staff, and families where students grow academically, emotionally, and civically to be productive members of our community.

School Theory of Action (limit 200 words)

> If we:
> - Create comprehensive and relevant learning opportunities to build teacher capacity
> - Create systems to ensure inclusitivy and to support restorative and positive approach to student behavior
> - Partner with families and community to increase student engagement and sense of belonging at Barnum School
>
> Then:

- Strong Tier I instruction with differentiation and support for special populations will increase and student achievement outcomes will improve
- School culture will be reflective of a nurturing environment for all stakeholders where students meet and exceed behavioral expectations
- Student attendance will increase and families will have more meaningful engagement with the school

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 "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 focus can contribute to a productive, supportive and energizing school culture that enables adults in schools and district offices to collaboratively work toward improved outcomes for students (Kruse & Louis, 2009).

Instructions: In the boxes below, address the following:

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

Hiring and retention of school and district leaders is a priority of the Bridgeport Public School (BPS) administration, as documented in research and continuity of leadership results in improved learning outcomes for students. Mrs. Booth was hired in July 2019 and has been serving in her role as principal for 3.5 years. Before being hired as principal of Barnum School, Mrs. Booth was an educator working in the district since 2001.

Mrs. Booth has worked in many roles across various schools in the district. Starting her career as a 6th grade teacher, she demonstrated her ability to connect with students and families, creating a positive climate and culture in the classroom. As a teacher, she took on leadership roles and worked with school administration to impact whole school efforts. Mrs. Booth transitioned to an instructional coach in 2014 working closely with the school principal and district administration as Connecticut Core Standards (CCS) were released. Mrs. Booth supported teachers instructionally through this change.

In 2014, when the Connecticut State Department of Education (CSDE) released new evaluation plans requiring data-based goals, Mrs. Booth supported teachers as an instructional coach during those changes. That same year, Mrs. Booth was selected as the assistant principal of Waltersville School due to her expertise in scientifically research-based interventions (SRBI). She spent 5 years as the assistant principal at Waltersville where she created a fully functional SRBI system. Student data was analyzed and used to determine appropriate interventions. The whole school schedule was revised to maximize staffing for interventions. Mrs. Booth led the writing of Waltersville School's School Improvement Grant (SIG). The academic gains for students during this time were significant. The focus of this grant was the hiring of needed personnel to provide targeted interventions to students. The school also used the iReady instructional platform when the district used iReady as the universal screener.

In 2019, after a rigorous interview process including the School Governance Council and Bridgeport Board of Education's Personnel Committee, Mrs. Booth was selected as the principal of Barnum School with the superintendent's full support. Mrs. Booth's priority was to create a strong administrative team that would lead the school's efforts in academics, social-emotional learning, student behavior, attendance, and family

and community engagement. Mrs. Kasten, Assistant Principal, is in her second year full-time at Barnum with a strong academic background and strengths in operations. This year Mr. Jones, Dean of Students, was onboarded to support school in the culture and climate.

During Mrs. Booth's first three years, she made positive shifts at the school including improving school safety and order and building positive relationships with staff, all while managing protocols with the pandemic. Mrs. Booth has led the school instructionally, focusing on the implementation of the district curriculum and district-chosen materials for Tier I instruction. The 2022 Next Generation Accountability Report scores show significant growth in the following areas where Barnum surpassed the district:

Science Performance Index- All Students Barnum= 46.5%; District= 45.5%
Science Performance Index- High Needs Students Barnum= 46.2%; District= 43.9%
ELA Academic Growth- All Students Barnum = 63%; District= 60.5%
ELA Academic Growth- High Needs Students Barnum= 63.1%; District= 59.5%
Math Academic Growth- High Needs Students Barnum 57.7%; District= 55.1%
Barnum's accountability index increased in 2021-2022 to 53.6 from 49.4 in 2018-2019.

Under Mrs. Booth's supervision, Barnum was awarded a School Improvement Grant (SIG) in 2021 allowing for the addition of personnel to support Multi-Tiered System of Support (MTSS) efforts. The SIG allowed for the addition of a social worker through a local community agency, Regional Youth Adult Social Action Partnership (RYASAP). In June 2022, a summer academy of ten teachers collaborated on the data-based improvements needed. A team of teachers prepared Barnum to start the year with a functioning Positive Behavior Intervention and Supports (PBIS) program and a schedule of parent events to improve relationships with families and students. Year 2 of the SIG focused on implementing PBIS to support staff and students. The addition of the Dean of Students to oversee the implementation of this initiative has reaped positive results thus far. Mrs. Booth has used SIG funds and Commissioner's Network Planning year funds for professional learning for teachers surrounding district initiatives.

Mrs. Booth participates in professional learning through her participation in Community of Practice facilitated by the Partners for Educational Leadership. She has had administrative mentors in the earlier years of her time as a leader and administrator.

To support the growth, development, and retention rate of school leaders, Bridgeport Public Schools (BPS) has executive directors, a deputy superintendent, and superintendent that provide oversight and support of leaders' professional learning and evaluation. This support allows principals to continue their personal growth and development while guiding their own staff.

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

Administrators are evaluated on a regular basis using the district approved evaluation plan. This plan uses the Bridgeport Public Schools evaluation plan and is aligned with the State of Connecticut rubric for leadership. Evaluations are comprised of four parts with respective percentages; School learning indicator (45%), Leadership performance and practice goal (40%), Teacher Effectiveness (5%) and Stakeholder feedback (10%). The evaluation process will be aligned to actions taken within the Commissioners Network plan. The executive directors and deputy superintendent serve as evaluators for cohorts of schools.

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's role in supporting and monitoring school administration is to ensure that resources, evaluations, supervision, and collaboration are provided. Administration has identified school-specific goals and strategies

for success, and the district's goals are aligned to complement the work being done on the school level. While the administrator has set benchmarks, the district also expects certain benchmarks to be reached. The district will participate in school leadership meetings, support the use of data-informed instructional practice, execute district-led walkthroughs to provide constructive feedback, and provide identified instructional resources to meet the wide range of needs of diverse learners. This alignment provides an internal checklist and organic cohesion that aids in supporting and monitoring the implementation of the improvement plan and budget.

BPS will provide high-quality PD (Professional Development) in core areas such as ELA and Math and in ancillary areas such as Arts, PE, SEL, climate improvement, crisis prevention, teacher leadership, mentoring, and use of technology. The externally and internally provided sessions will follow varied schedules based on teacher and provider availability, resulting in weekly, monthly, and/or quarterly programming. ELA-focused sessions will be on foundational reading skills (K-3), close reading, Lexia Core 5, and Reading Wonders (4-6), close reading using historically and culturally responsive texts, and using Smarter Balanced Assessment targets to inform instruction (7-8). All literacy PD also focuses on how to provide the necessary support for the district's multi-language learners. Mathematics focused sessions will be based on grade-specific mathematic expertise, virtual manipulatives, and various mathematical concepts such as fractions, word problem solving, geometry, and object measurements.

The district will support schools in reducing chronic absenteeism by providing and hiring additional staff and an external partner to develop and execute strategies to reduce absenteeism by recognizing improved attendance; engaging students and parents to determine root causes for attendance issues; monitoring attendance data and practice; and providing personalized early outreach. The district is also targeting chronic absenteeism/attendance by creating a cross-functional district attendance team. By using a tiered system of support aligned to student and family needs, we will be able to increase student attendance, decrease chronic absenteeism, and promote positive home-school partnerships.

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

Development of this plan occurred with the participation of many stakeholders. Executive Director of Elementary Education, Herminio Planas chaired the school turnaround committee which included the principal, 2 parents, 2 teachers and the state turnaround office representative, Margaret Hughes. This team met four times to review the plan, offer feedback and support. School Principal, Mrs. Booth led a school-based writing team that met bi-weekly. This team was created through an open invitation to all staff and comprised of the Assistant Principal, Dean of Students and six teachers from the following roles: Kindergarten teacher, sixth grade teacher, Middle School ELA teacher, Self-Contained Special Education teacher (and building union representative), and two Resource Special Education teachers. This team reviewed the audit and completed root-cause analyses. Mrs. Booth used this information to draft action plans for each of the domains. These action plans were shared with the turnaround team and the school-based writing team. Their feedback was used to revise the action plans. Families were surveyed at the start of the process seeking feedback in the areas of Talent, Academics, Culture & Climate, and Operations. Participation was limited, but used in the writing of the plan. District Department Chairs helped align with district goals.

The writing of this plan was shared with the School Governance Council at monthly meetings. The process of this application has been shared with staff at faculty meetings. The final plan has been shared with all staff via email and at a faculty meeting. The plan is posted on the school's website and has been shared with families through the district communication application, ParentSquare. In addition to sharing the document, the principal posted a video summarizing the application and inviting parents to meet in person for more information and an opportunity to share input. Continued efforts will be made to solicit voices of students, families, staff, and community as the plan is implemented and revised across the three years.

PERFORMANCE TARGETS

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

Performance Indicators	Baseline/Historic Data			Performance Targets		
	2018-19	2021-22	2022-23 YTD	2022-23	2023-24	2024-25
Student Enrollment	**620**	**619**	**600**	**600**	**610**	**610**
Next Generation Accountability Index	**49.4**	**53.6**	**N/A**	**63.0**	**66.2**	**69.3**
English Language Arts (ELA) School Performance Index (SPI)*	**47.1**	**48.2**	**N/A**	**59.6**	**61.8**	**64.4**
ELA Smarter Balanced Growth *	**45.5%**	**63.0%**	**N/A**	**68.5%**	**73.0%**	**77.5%**
Math School Performance Index (SPI)*	**40.8**	**38.8**	**N/A**	**56.5**	**59.1**	**61.8**
Math Smarter Balanced Growth *	**42.6%**	**59.0%**	**N/A**	**72.6%**	**76.5%**	**80.4%**
Average Daily Attendance Rate	**92.8%**	**89.3%**	**89.5%**	**93%**	**94%**	**95%**
Percentage of Students Chronically Absent*	**25.2%**	**40.3%**	**41%**	**19.4%**	**17.3%**	**15.3%**
Classroom Teacher Attendance (Average FTE Days Absent)	**14.8**	**19.8**	**11.81**	**<10**	**<10**	**<10**
Suspension/Expulsion Rate	**9.4%**	**4.2%**	**3.36%**	**<5%**	**<5%**	**<5%**
Grade 3 ELA Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"	18.0%	15.3%	N/A	20%	25%	30%
Grade 4 ELA Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"	7.5%	20.8%	N/A	23%	28%	33%
Grade 5 ELA Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"	33.3%	19.6%	N/A	23%	28%	33%

Performance Indicators	Baseline/Historic Data			Performance Targets		
	2018-19	2021-22	2022-23 YTD	2022-23	2023-24	2024-25
Grade 6 ELA Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"	20.0%	15.2%	N/A	20%	25%	30%
Grade 7 ELA Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"	18.2%	11.5%	N/A	16%	21%	26%
Grade 8 ELA Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"	10.24%	17.8%	N/A	23%	28%	33%
Grade 3 Math Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"	16.3%	13.9%	N/A	20%	25%	30%
Grade 4 Math Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"	3.0%	9.4%	N/A	15%	20%	25%
Grade 5 Math Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"	11.1%	8.9%	N/A	15%	20%	25%
Grade 6 Math Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"	0.0	6.6%	N/A	15%	20%	25%
Grade 7 Math Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"	8.9%	3.9%	N/A	15%	20%	25%
Grade 8 Math Smarter Balanced Assessment- "Meets or Exceeds Achievement Level"	8.2%	9.1%	N/A	15%	20%	25%
Grade 5 NGSS Science Assessment- "Meets or Exceeds Achievement Level"	17.0%	12.5%	N/A	18%	23%	28%
Grade 8 NGSS Science - "Meets or Exceeds Achievement Level"	11.1%	20.0%	N/A	25%	30%	35%

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

Root Cause Analysis

Using the school data, along with the school audit findings reported by the Turnaround Office as a foundation, the turnaround committee will conduct a root cause analysis. Root cause is defined as: the deepest underlying cause or causes of positive or negative outcomes within any process that, if dissolved, would eliminate or substantially reduce the outcome. Root cause analysis is the process that allows us to move from data to action. The data analysis and identification of challenges and contributing factors tell us what is happening at our schools. Root cause analysis will tell us why it is happening. Once we understand the why, we can then develop targeted interventions to address the challenge. There are several resources available to conduct a root cause analysis. Two of the most common methods are the "5 Whys" model or the Fishbone Diagram. Root Cause Analysis: A School Leader's Guide to Using Data to Dissolve Problems (Preuss, 2013), provides additional

examples specific to schools. Additionally, the CSDE Needs Assessment with Root Cause Toolkit utilizes data collection, analysis and protocols to aid in the process of identifying those root causes. **The root cause findings should serve as the basis for school improvement plan development.**

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.

Barnum will utilize the following turnaround model: "(E) a model developed by the turnaround committee that utilizes strategies, methods and best practices that have been proven to be effective in improving student academic performance, including, but not limited to, strategies, methods and best practices used at public schools, inter district magnet schools and charter schools or collected by the commissioner pursuant to subsection F"

The focus of this model is to build the capacity of the staff through professional learning with the ultimate goal of improving student outcomes including assessment data, student attendance and family & community engagement.

Focusing on professional learning around the foundations of best teaching practices including unwrapping the standards, implementing district curriculum and CCS aligned programming, lesson planning, and using data to drive decisions will enhance tier I instruction. Building teachers' skillset around differentiation is critical to meeting the needs of all learners. The incorporation of instructional coaches for literacy and math will create the opportunity for embedded supports that will assist with the implementation of the professional learning content. Implementing highly functioning data teams at the school and grade level will ensure data-driven decision-making regarding lesson planning, assessments, and any necessary interventions.

Creating MTSS systems will provide resources to students who need support and enrichment in academics, behavior and attendance. Building positive family and community relationships will create opportunities for Barnum School staff to impact student engagement and attendance. Creating systems for communication will allow for better communication between stakeholders and allow Barnum to celebrate all its successes.

Maximizing the instructional time will be done through effective scheduling, reducing transition times and setting clear expectations around the lesson structures and timing. Scheduling the coaching and interventionists efficiently will ensure the resources are matched with the greatest needs.

Barnum School's recent student performance data showed an increase in the accountability index where the school surpassed the district average in a few areas. This demonstrates a solid foundation at the school by stakeholders and through the Commissioner's Network there will be increased structures, accountability, and resources to develop the capacity of the school staff and family & community engagement.

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.
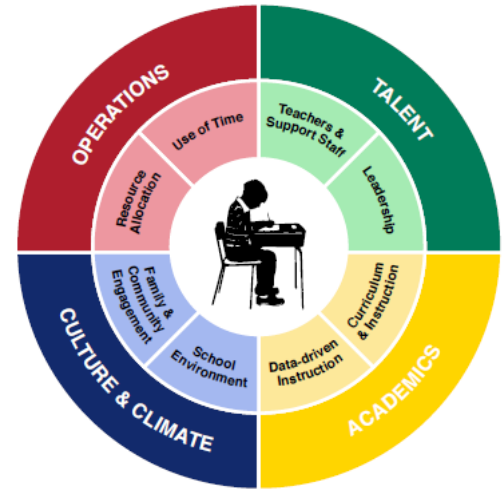
Plan Development

▪ **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, delete the examples and list 1-3 priority areas for each domain based on the needs assessment.

Talent	**Academics**
• Establish a coaching model to support teacher efficacy and build capacity • Establish and implement professional learning systems	• Improve Tier I instruction • Improve differentiation and support for diverse learners • Implement effective assessment practices and data use
Culture and Climate	**Operations**
• Improve student attendance • Strengthen family and community partnerships • Improve student social-emotional behavioral well-being	• Maximize instructional time • Increase two-way communication with families

- **Plan**

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

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

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

Domain 1: Talent

Part One

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

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

The school-based turnaround team agrees with the school audit that professional learning systems are an area in need of improvement. The school-based team found that professional learning has not been consistent and has not carried over to classrooms. Further, there is no common instructional framework across classrooms and the instructional practices implemented by teachers vary greatly. Based on these findings, we will work to build capacity of our teaching staff through the creation and implementation of a robust professional learning plan, implementing school-based coaching in the areas of math and literacy, and establishing systems for ongoing support and retention.

Historical student outcome data identifies Barnum students in need of improvement in all academic areas; however, Barnum School demonstrated growth on the 2022 Smarter Balanced Assessment (SBA) in ELA. This post-pandemic growth demonstrates a solid foundation of instruction that a coherent, comprehensive professional learning plan will improve. The focus of this plan with be on Tier I instruction in year 1, and expand to include Tier II instruction in year's 2 and 3. In addition to learning sessions provided by administration, coaches, and teacher leaders, Barnum School will partner with outside vendors to provide curriculum-based coaching and support to teachers to ensure district program implementation with fidelity.

Currently, Bridgeport School District utilizes a school-based teacher leader model to support instruction. While this model allows for some instructional support as well as growth and leadership opportunities for staff, it is challenged by time constraints as these teacher leaders are classroom teachers. Therefore, employing full-time instructional coaches, one Math and one Literacy, will allow for greater quantity and quality of coaching to support the improvement of Tier I instruction following professional learning.

Finally, audit findings suggested a lack of systems in place to support professional learning and teacher capacity-building. In addition to the creation and implementation of a robust professional learning plan for the year, we will establish protocols and systems to support new teachers and veteran teachers alike, such as monthly voluntary check-ins, schedules for co-teaching and providing demo lessons, and a plan to evaluate the effectiveness of our professional learning and gather stakeholder input in additional supports for each year of the plan.

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

BPS has begun to position itself as a partner in teacher preparation which clearly demonstrates its commitment to recruiting, supporting, and developing high-quality teachers. By working with local educator preparation programs, Bridgeport has created a continuum of teacher development beginning with clinical field work placements (pre-student teaching) through the credentialing and hiring processes. Once employed, novice teachers are supported through comprehensive new hire professional development, the state induction program, and are afforded many teacher leadership opportunities including becoming a mentor themselves.

Bridgeport Public Schools hosts over 150 clinical field work students from local educator preparation programs in multiple settings from pre-K through high school. A great many of these clinical field work students comprise the over 100 student teachers hosted throughout the district in subsequent years.

In the pre-service period, there are multiple pathways for teacher candidates from traditional student teaching to more intensive models. As co-founders of the Bridgeport/Sacred Heart Residency program, BPS has created a year-long opportunity for teacher candidates to work alongside a master mentor while completing their master's degree. Upon certification, residents are promised employment for a period of three years. Bridgeport partners with UCONN for a similar program. In addition to supporting teacher candidates, BPS has also developed monthly Mentor Academy professional development programs for cooperating teachers. With over 250 credentialed mentors, Bridgeport is well positioned to provide a rich learning experience for all teacher candidates.

This year Barnum is hosting two special education interns who will also complete their student teaching. One is a University of Bridgeport intern who is completing her student teaching and the other is a student teacher from Southern Connecticut State University. These graduate students are matched with TEAM trained highly qualified educators. Throughout their placement, these graduate students participate in the ongoing professional development at the school through which they learn a wide variety of skills.

Bridgeport continues to pursue innovative partnerships to aid in recruitment and retention of high-quality teachers. Offering cross-endorsement cohort programs for existing faculty and regularly training new TEAM mentors are currently underway for the Spring of 2023. Alongside university partners, Bridgeport is also pursuing a cohort model for administration and supporting non-certified staff interested in pursuing a teaching credential.

The In School Peer Support (ISPS) program was designed in the 21-22 school year to offer monthly targeted professional development and peer observation feedback for novice teachers. With at least one ISPS teacher in each school building, novice teachers enjoy regular feedback from another practitioner aside from their administrator. ISPS teachers create and submit workshop plans each month that are responsive to the needs of the novices in their schools. Barnum's In School Peer Support teacher meets with new teachers consistently offering support in all areas of the educator's responsibilities and well-being.

Bridgeport Public Schools fully supports professional learning for educators at every level. All district initiatives provide opportunities for learning and support. The district has implemented teacher leaders across the grade bands and core areas of math and literacy. Teachers have five full days of professional learning to start the school year. Each month there are two professional learning sessions. Also, 13 sessions during the 2022-2023 school year are allocated for school-based professional learning. An additional five professional learning sessions will be added to provide more collaborative time for staff through extended Wednesdays.

Barnum School will create a comprehensive professional learning plan that contracts vendors as needed to support all staff. In addition, full time coaches will be provided to support the implementation of new learning around academics and culture and climate as outlined in this plan. A robust professional learning plan will support new and seasoned teachers increasing retention rates at the school, which has seen a 25% turnover in the last 4 years. The staff will participate in book studies aligned to relevant research as another opportunity to enhance the culture of professional learning. Recruiting and retaining quality educators continues to be an area of focus. By implementing systems to support new and returning teachers, such as coaching, scheduling meetings with administration, and providing actionable feedback, the retention rate should increase. Barnum works closely with the Human Resources Department to support recruitment efforts such as attending job fairs and partnering with universities to support student teachers and interns.

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

Teachers will be evaluated according to the district evaluation plan using the CTSDE rubric receiving feedback that is regular and actionable. Data from these evaluations will be used by leadership to make any necessary

adjustments to professional learning sessions as well as staff assignments in accordance with district protocols. Implementation of district and school initiatives will be evaluated and professional learning and ongoing coaching supports will be provided as needed. Professional learning sessions will support the evaluation process as the expectations around instructional practices and use of data will be clearly communicated to all staff.

We will work towards a cycle of improvement to assess how targeted professional learning can address areas identified as strengths or in need of improvement in the teacher evaluation system.

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

Staff will attend ongoing professional learning sessions at the school in which all school-based professional learning sessions will be aligned to academic and culture and climate priorities. Offerings will be revised over the years to meet staff needs based on student outcomes and instructional practices. Professional learning will be planned to improve student outcomes for all learners with a focus on improving Tier I instruction in year 1, and including differentiation and supports for diverse learners in the following years. Teachers will learn effective instructional practices and receive support from administration and instructional coaches to ensure effective implementation. Employing instructional coaches will provide ongoing, embedded professional learning for all staff. Instructional rounds will be implemented in future years to allow for peer support and ongoing growth by staff as determined by the common instructional framework.

Ongoing coaching will be scheduled with grade level teams provided by contracted vendors such as HMH (Houghton Mifflin Harcourt), McGraw-Hill, and Hill for Literacy that align with the district curriculum and selected core instructional materials. These vendors will also provide ongoing support in the classroom through demonstration and co-taught lessons. Regional Educational Service Center (RESC) will be contracted to provide ongoing support and coaching for our diverse learners as well as sharing key components of high-quality instruction including unwrapping the standards, lesson planning, higher order questioning, challenging tasks and student discourse.

Administration will meet weekly with instructional coaches and leadership team to review data and drive decision making around coaching and professional learning to complement district sessions.

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: '21-'22	Target Year 1:	Target Year 2:	Target Year 3:
Percentage of teacher retention	Staff roster	75% retained	80% retained	85% retained	90% retained
ELA Academic Growth – All Students	SBA Growth index	63.0%	73.0%	77.5%	82.0%
Math Academic Growth- All Students	SBA Growth index	59.0%	76.5%	80.4%	84.3%

Action Steps:

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

Talent Priority: Establish combination of cognitive and directive coaching model to support teacher efficacy and build capacity					
Root Cause: Teachers lack belief in own ability to implement effective instruction across the tiers and inconsistent implementation of effective instruction across the tiers.					
Person(s) Responsible: School Administration, teachers					
Strategies to address root cause	**Timeline**			**Indicators of Success**	**Resources**
	Year 1	**Year 2**	**Year 3**		
Employ full time instructional coaches (1 ELA/ 1 Math) to support professional learning and build teacher capacity.	Recruit and hire high-quality coaches.	Continue employment of coaches	Continue employment of coaches	Student Growth Teacher Satisfaction Surveys Classroom Observations	2 full time coaches Administrative coaching
	Create and implement instructional leadership plans to provide follow-up support/coaching/collaboration after professional learning sessions to support implementation in the classroom.	Revise and continue leadership plan. Provide follow-up support/coaching/collaboration after professional learning sessions to support implementation in the classroom.	Revise and continue leadership plan. Provide follow-up support/coaching/collaboration after professional learning sessions to support implementation in the classroom.		
	Implement weekly leadership team meetings and protocols.	Continue weekly leadership team meetings and protocols. .	Continue weekly leadership team meetings and protocols.		
		Participate in administrative coaching to support school administrator professional growth	Continue to participate in administrative coaching to support school administrator professional growth.		
	Develop and implement administrator schedule for teacher observations and feedback (formal and	Continue to implement administrator schedule for teacher observations and feedback.	Continue to implement administrator schedule for teacher observations and feedback.		

	informal) to deploy coaching.			
	Schedule and implement monthly administration and coaches' walkthroughs & debriefing and meetings.	Schedule and implement monthly administration and coaches' walkthroughs and meetings.	Schedule and implement monthly administration and coaches' walkthroughs and meetings.	
Create a system to support new teachers and retain high-quality staff.	Create a new teacher handbook to be shared with new hires and posted on school SharePoint page for easy access.	Revise new teacher handbook.	Revise new teacher handbook.	Teacher retention rate
	Communicate clear performance expectations for staff.	Revise and communicate clear performance expectations for staff	Revise and communicate clear performance expectations for staff.	Teacher attendance rate
	Implement voluntary monthly meetings for new teachers with administration and coaches.	Continue voluntary monthly meetings for new teachers with administration.	Continue voluntary monthly meetings for new teachers with administration.	Teacher surveys
	Implement system for staff feedback and recognition	Continuing system for staff feedback and recognition.	Continue system for staff feedback and recognition.	New Teacher Handbook
	Schedule instructional coach planning time and demonstrations/ co-taught lessons.	Schedule instructional coach planning time and demonstrations/ co-taught lessons.	Schedule instructional coach planning time and demonstrations/ co-taught lessons.	Instructional Coaches
	Ensure TEAM mentors matches are timely.	Ensure TEAM mentor matches are timely.	Ensure TEAM mentor matches are timely.	

Talent Priority: Establish and implement professional learning systems					
Root Cause: Lack of systematic approach to professional learning					
Person(s) Responsible: School Administration, teachers					
Strategies to address root cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Create and implement a cohesive comprehensive learning system to improve teacher capacity around tier I instruction.	Create a calendar of relevant professional learning for the year with clear purpose and expectation of implementation outlined for each session.	Update calendar of relevant professional learning for the year with clear purpose outlined for each session.	Update calendar of relevant professional learning for the year with clear purpose outlined for each session.	Improved walkthrough results Model classrooms Professional learning calendars SPI Growth in ELA & Math	Staff Book studies including: **Culturally Responsive Teaching and the Brain** by Zaretta Hammond & **Engaging with Poverty in Mind** by Eric Jensen HMH Hill for Literacy McGraw Hill RESC Additional professional learning time Training materials (to be determined)
		Survey teacher to determine needs/wants in addition to school targets.	Survey teacher to determine needs/wants in addition to school targets to create opportunities for personalized professional learning.		
	Contract with outside vendors (HMH, McGraw-Hill, Hill for Literacy, RESC) to provide professional learning in addition to sessions lead by administration, coaches and teacher leaders.	Contract with outside vendors (HMH, Hill for Literacy, RESC) to provide professional learning.	Contract with outside vendors (HMH, Hill for Literacy, RESC) to provide professional learning.		
	Utilize start of year professional learning time to provide in-depth professional learning around state standards, district curriculum, and lesson planning	Repeat for new teaches and review for returning teachers as needed.	Repeat for new teaches and review for returning teachers as needed		

	Set calendar for follow-up around delivery of professional learning.	Set calendar for follow-up around delivery of professional learning. Conduct whole staff book studies.	Set calendar for follow-up around delivery of professional learning.	
		Conduct whole staff book studies around instruction aligned to current research to impact teaching practices.	Continue whole staff book studies.	
		Create opportunities for staff to provide professional learning to colleagues.	Continue opportunities for staff to provide professional learning to colleagues.	
	Add 5 professional development extended staff days to the school year	Continue 5 additional professional development extended staff days to the school year	Continue 5 additional professional development extended staff days to the school year	
		Implement learning walks with voluntary staff and teacher leaders.	Implement learning walks with all certified staff.	

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.

Barnum school believes that all students are capable of achieving academically at high levels, and that it is our responsibility to create access points for all learners in order to support this achievement. To fulfill this philosophy, this plan will work to ensure a there is a common understanding of high-quality instruction. Additionally, we will create and support teachers in implementing a common instructional framework to ensure high-quality Tier I instruction.

Currently, Barnum School's instructional focus is implementation of district curriculum utilizing core programming as selected by the district which includes HMH's Into Math and McGraw-Hill's Wonders for Literacy due to their alignment to CCS. In K-3, the use of small group routines as trained by Hill for Literacy is implemented daily. Work around strong Tier I instructional strategies, combined with professional learning offered by outside vendors aligned to district programs, will support continued success with these programs.

In order to plan effective instruction, we will create, train, and implement use of a lesson plan template. Coaches, teacher leaders, and administration will work with teachers to access student data from curricular assessments in order to strategically plan effective instruction and maximize instructional time with students. As our work in this plan progresses in future years, support will be given to teachers around instruction to meet the needs of diverse learners, including differentiated strategies and utilizing data to create differentiated and flexible small groups. In years 2 and 3 of the plan, specific emphasis will be provided to strategies that support multi-lingual learners and those with individualized education plans, as well as continued work on strong Tier I strategies to support all learners.

High quality instruction will be supported through not only the implementation of a common instructional framework and strategic planning, but also through the tools, materials, and learning environments provided to students. As Barnum's vision is in part to support students in becoming productive members of our community, this plan will also provide support in giving students opportunities for real-world learning, specifically in the areas of science, technology, engineering, art, and math (STEAM). Materials to create a high-quality STEAM lab will be purchased, exposing students to hands-on learning through Tier I instruction, as well as allowing enrichment opportunities for students.

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

The school audit identified a lack of differentiation among the classrooms visited. The root cause analysis revealed a need for effective professional development to support teachers in this area as well as time to collaborate.

Teams of teachers are to review assessment data, formative and summative, and student work to create lesson plans aligned to district curriculum. District resources provide differentiated options for students at all levels. Students making little to no progress are referred to the school MTSS team that meets weekly. There, data is reviewed with the teacher to determine the need for intervention. Communication around the students' plan is shared with all parties involved. The school has two Early Academic Support Instructors who focus on literacy in K-3. Under the SIG initiatives, three math interventionists have been working with students and classes. The interventionists primarily provide push-in support as the focus is to ensure all

students are accessing grade level content. Specific students as determined by MTSS receive pull-out intervention as well.

Administration has communicated that small group instruction (strategically planned) is critical to supporting all learners. Coaching has been provided to support implementation of the district math programming in grades 4th through 8th. Additional coaching was purchased to support primary grade teachers in using the Into Math materials and best instructional practices. Additional coaching support has been provided by Hill for Literacy around the small group routines in grades K-3 with expansion to 4th through 6th.
A common instructional framework will be created and shared with all staff. This tool will be used to create lesson plan formats appropriate for the different grade levels and content areas. Block schedules will be created and aligned to district recommendations. They will be shared with teachers through professional learning sessions and used to drive instructional time. This will include the small group segments such as the "What I Need (WIN)" model currently being developed by the Math Department.

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

Professional learning around data collection, analysis and use will be critical to support the implementation of core curriculum materials and to meet the needs of our diverse learners. Administration will participate in a book study of Data Wise to build their capacity around the use of data to drive instruction. Administration will also participate in the district professional learning sessions with Partners for Educational Leadership on the district data team protocols. This information will be turn-keyed to all staff through whole staff sessions and ongoing throughout the school year at grade level data team meetings. Throughout the ongoing learning sessions with instructional coaches, teacher leaders, and contracted vendors, the use of data will be embedded in the work around lesson planning, creating assessments, progress monitoring, and how to differentiate for diverse learners including those who need enrichment, multi-lingual learners, and students who are at substantially below grade level.

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: '21-'22	Target 1 Year:	Target 2 Year:	Target 3 Year:
ELA School Performance Index	Next Generation Accountability Report	48.2	61.8	64.0	66.2
ELA Smarter Balanced Growth Model	SBAC Growth index	63.0%	73.0%	77.5%	82.0%

Three-Year Math Goal:

Indicator	Data Source	Baseline Year: '21-'22	Target 1 Year:	Target 2 Year:	Target 3 Year:
Math School Performance Index	Next Generation	38.8	59.1	61.8	64.4

	Accountability Report				
Math Smarter Balanced Growth Model	SBAC Growth index	59.0%	76.5%	80.4%	84.3%

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

Academic Priority: Improve Tier I Instruction					
Root Cause: Lack of in-depth knowledge, support and accountability					
Person(s) Responsible: School administrators, District Department Heads, Teachers					
Strategies to address Root Cause	**Timeline**			**Indicators of Success**	**Resources**
	Year 1	**Year 2**	**Year 3**		
Create structures and systems for implementation of high-quality tier I instruction.	Administration-led leadership team to create common instructional framework, including clear definition of high-quality instruction. Framework to identify clear and specific structure for lessons, including times and format for explicit instruction, small group instruction, and formative assessment and checks for understanding, by grade and content area.	Review qualitative and quantitative data on academic achievement; revise instructional priorities and framework based on data

Identify model implementation of instructional framework to recognize and provide support for consistent implementation across classrooms | Review qualitative and quantitative data on academic achievement; revise instructional priorities and framework based on data

Identify model implementation of instructional framework to recognize and provide peer support for consistent implementation across classrooms | Student outcomes growth:

SBA ELA SBA Math

HMH data DIBELs data

Improved walkthrough results | Instructional framework

Lesson structure

Lesson plan format |
| | Administration-led leadership team to create school-based lesson plan format aligned to roles (ie. SPED, ELL, grade-level) | Review and revise school-based lesson plan format.

Coordinate with support and specialist areas to adjust and revise lesson plans to be more meaningful for non-traditional content areas | | | |
| | Create and implement schedule of content-level assessments within core | Review and adjust classroom curricular | Implement additional curricular and | | |

	district curricula and process for reviewing student achievement data	assessment schedule and data review process	lesson materials to support all content areas Implement learning walks using instructional framework as 'look fors'.		
Implement tier I instruction aligned to professional learning.	Contract with vendors (HMH {Into Math}, McGraw-Hill {Wonders} Hill for Literacy and RESC) to support teachers implementing Tier I instruction including explicit instruction of curricular resources, co-planning with teachers during common planning, and demonstrations co-teaching with debriefing	Contract with vendors (HMH {Into Math}, McGraw-Hill {Wonders} Hill for Literacy and RESC) to support teachers implementing Tier I instruction. Provide differentiated coaching based on teacher experience and success in implementing core materials in Year 1. Research and consider contracting with additional vendors to support teachers implementing Tier I instruction in additional subject areas.	Contract with vendors (HMH {Into Math}, McGraw-Hill {Wonders} Hill for Literacy, RESC, (possible additional vendors) to support teachers implementing Tier I instruction. Provide differentiated coaching based on teacher experience and success in implementing core materials in Year 2.	SPI growth Student outcomes growth: SBA ELA SBA Math HMH data DIBELs data	**50 Strategies to Boost Cognitive Engagement** RESC HMH McGraw Hill Hill for Literacy Instructional Coaches PEL Instructional materials to support Tier I instruction, such as STEAM lab furniture and materials
	Utilize instructional leadership plan to provide follow-up support/coaching/collaboration after professional learning sessions by coaches and administration to support implementation in the classroom.	Adjust professional learning to extend to higher order thinking questions, student discourse and collaboration.	Adjust professional learning to extend to inquiry-based lessons and performance or otherwise challenging tasks.		

Administration to utilize teacher observation schedule (formal and informal) to provide feedback and accountability around instructional implementation of professional learning	Administration to utilize teacher observation schedule (formal and informal) to provide feedback and accountability around instructional implementation of professional learning	Administration to utilize teacher observation schedule (formal and informal) to provide feedback and accountability around instructional implementation of professional learning
Align structure of weekly grade level meetings to support implementation of professional learning, including co-planning, reviewing district materials, standards, and pacing, and reviewing curricular assessment data in collaboration with administration, coaches, and colleagues	Revise weekly grade level meeting structure based on input and success indicators from Year 1. Create reference guides for each team based on resources and agendas utilized Year 1.	Revise weekly grade level meeting structure based on input and success indicators from Year 2. Revise reference guides for each team based on resources and agendas utilized Year 2.
Facilitate book study with staff.	Revise book study to include teacher-leader led book options and choice by teachers	Revise book study to include opportunities for any stakeholder to select and lead book study, continuing choice by teachers
Leadership team to review and research instructional materials and potentially purchase additional supplies to support engaging and effective Tier I instruction aligned to expected lessons.	Leadership team to review Y1 materials and research additional instructional materials; potentially purchase additional supplies to support engaging and	Leadership team to review Y2 materials and research additional instructional materials; potentially purchase additional supplies to support engaging and

		effective Tier I instruction aligned to expected lesson structure	effective Tier I instruction aligned to expected lesson structure		

Academic Priority: Improve differentiation for diverse learners.					
Root Cause: Lack of in-depth knowledge, support and accountability to engage diverse learners in a heterogeneous classroom.					
Person(s) Responsible: School administration, teachers, district department heads					
Strategies to address Root Cause	**Timeline**			**Indicators of Success**	**Resources**
	Year 1	**Year 2**	**Year 3**		
Implement professional learning around differentiation for diverse learners.		Contract with vendors (HMH, McGraw Hill, Hill for Literacy and RESC) to support teachers implementing instruction for diverse learners including explicit instruction of differentiation strategies, co-planning with teachers during common planning, and demonstrations/ co-teaching with debriefing Based on leadership team resource review, identify, implement, and provide training and support around additional programs or companions to core district programs that provide differentiation resources or materials Provide demonstration lessons for multilingual learners by district department personnel or school-based personnel, based on year 1.	Contract with vendors (HMH, McGraw Hill, Hill for Literacy and RESC) to support teachers implementing instruction for diverse learners. Provide differentiated coaching based on teacher experience and success in implementing core materials in Year 2 Create organization system to capture differentiated strategies, unit- and grade-level based curricular resources, and lesson planning tools used in year 1 or created by teacher leaders and content experts (Coaches, ESL, Sped) to support ongoing implementation and revisions	Student outcomes growth: SBA ELA SBA Math HMH data DIBELs data	Instructional resources for differentiated instruction RESC HMH McGraw Hill Hill for Literacy Instructional Coaches Bilingual Department personnel Special Education Department personnel

			Review and revise implementation of companion programs; coordinate with programs to provide additional training or support as needed Provide demonstration lessons for multilingual learners by district department personnel school-based personnel, based on year 2.		
	Utilize coaches to support teachers implementing strategies provided during professional learning Utilize coaches to provide follow-up support/collaboration after professional learning sessions to support implementation in the classroom.	Utilize coaches to support teachers implementing strategies provided during professional learning Utilize coaches to provide follow-up support/collaboration after professional learning sessions to support implementation in the classroom.	Provide coaching at common planning to support differentiation.		
	Provide demonstration lessons for multilingual learners by district department personnel.	Identify model implementation of differentiation for diverse learners to recognize and provide support for consistent implementation across classrooms	Identify model classrooms for peer support.		
	ESL & SPED to participate in grade-level meetings regularly	ESL & SPED to participate in grade-level meetings regularly	ESL & SPED to participate in grade-level meetings regularly		
	Leadership team to undertake resource review to research	Leadership team to review Y1 materials and research additional	Leadership team to review Y2 materials and		

additional programs/ companions to core programs to be purchased/utilized in future years Leadership team to review and research additional instructional materials; potentially purchase additional supplies to support varied student learning styles and needs (e.g., flexible seating, materials to support enrichment opportunities such as a STEM lab, etc.)	instructional materials; potentially purchase additional supplies to support varied student learning styles and needs (e.g., flexible seating, materials to support enrichment opportunities, etc.)	research additional instructional materials; potentially purchase additional supplies to support varied student learning styles and needs (e.g., flexible seating, materials to support enrichment opportunities, etc.)	

Academic Priority: Implement effective assessment practices and data use.					
Root Cause: Lack of in-depth knowledge, opportunities to participate, support and accountability in data driven decision making.					
Person(s) Responsible: School administrators, teachers, district					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Create structures and systems for assessment practices and data teams.	Leadership team to participate in book study of Data Wise (Harvard).			Highly functioning data teams Improved student outcomes in ELA & Math	**Data Wise** District Data Team Protocols
		Provide professional learning to teachers around data team expectations and process Create organization system to capture protocols, strategies, and resources.	Administration-led leadership team to review effectiveness of data teams Y2, solicit teacher feedback, and revise protocols and expectations as needed Continue organizational		Instructional Coaches RESC HMH McGraw Hill Hill for Literacy

| | | | system to include revisions and additions from Year 2

Provide continued professional learning to teachers around data team expectations and process | | |
|---|---|---|---|---|---|
| | | Utilize coaches to attend weekly data team meetings and support teachers in implementing data team process | Utilize coaches to attend weekly data team meetings and support teachers in implementing data team process | | |
| | | Adopt Tier I District system/ protocol and resources to identify and implement universal data collection, align to district assessment calendar

Create/identify and implement assessments for use in data cycle by grade level/type (content, Sped, ELL) aligned with core district curricula (e.g., end of unit assessments. | Review and revise assessments for use in data cycle aligned to core district curricula. Expand to include additional sources of data and/or additional content areas. | | |
| | | Create schedule for data team cycle implementation (meeting focus areas, coach attendance, administration attendance). School data team will meet monthly and grade | Revise and implement schedule data team cycle (meeting focus areas, coach attendance, administration attendance). School data team | | |

		level teams will meet weekly.	will meet monthly and grade level teams will meet weekly.		
		Coordinate with vendors (HMH, McGraw Hill, Hill for Literacy and RESC) to support teachers accessing, analyzing and creating and implementing action steps based on data			
Create structures and systems for effective Multi-tiered system of supports (MTSS) for academics	Create guide to MTSS process including flowchart, documentation process.	Administration-led leadership team to review MTSS student data to determine effectiveness of MTSS for academics Y1, solicit teacher feedback, and revise protocols and expectations as needed, including organizational flowchart, progress monitoring system, and identified student data	Administration-led leadership team to review MTSS student data to determine effectiveness of MTSS for academics Y2, solicit teacher feedback, and revise protocols and expectations as needed, including organizational flowchart, progress monitoring system, and identified student data	Highly functioning MTSS for academics Improved student outcomes in ELA & Math	MTSS protocols, expectations, and tiers of support Schedule of meetings Schedule of interventions Intervention programs and materials
	Provide professional learning to teachers around MTSS expectations and process, including ongoing support from administration in implementation	Provide continued professional learning to teachers around MTSS expectations and process, including ongoing support from administration in implementation	Provide continued professional learning to teachers around MTSS expectations and process, including ongoing support from administration in implementation		
	Create system for recording keeping of student data and interventions.	Revise organization system to capture protocols, student data, and	Revise organization system to capture protocols, student data, and		

	Create a progress monitoring system to assess student growth in Tier I to plan small group instruction	interventions from Y1.	interventions from Y2.		
	Create and implement schedule for interventionists	Revise and implement schedule for interventionists	Revise and implement schedule for interventionists		
	Create and implement MTSS meeting schedule.	Revise and implement MTSS meeting schedule.	Revise and implement MTSS meeting schedule.		
	Leadership team to review and research additional intervention materials; potentially purchase additional programs to support intervention, data collection, and progress monitoring	Leadership team to review Y1 materials and research additional intervention materials; potentially purchase additional programs to support intervention, data collection, and progress monitoring	Leadership team to review Y2 materials and research additional intervention materials; potentially purchase additional programs to support intervention, data collection, and progress monitoring		
		Research and identify high-functioning MTSS programs in the district or state to potentially collaborate with or conduct site visit; share learning with leadership team to revise and implement improvements to school process	Research and identify high-functioning MTSS programs in the district or state to potentially collaborate with or conduct site visit; share learning with leadership team to revise and implement improvements to school process		

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.

In reviewing school data and audit findings, the team determined that there is a need for improved student social-emotional well-being. A comprehensive school-wide behavior management system that includes Tier I supports, such as a strong PBIS program, as well as tiered supports for diverse student behavioral needs is essential in order to address a historical lack of consistent behavioral expectations, training to address student behavior, and supports for students with different behavioral needs. Barnum School has created and implemented a school-wide PBIS program this year with consistent expectations for student behavior across all areas of the school under the Dean of Students' supervision, as part of the School Improvement Grant. The school based PBIS team meets monthly to review implementation and grade level and class data around students' success within Positive Behavior Intervention and Supports (PBIS). Teacher input is solicited when planning events and rewards.

Barnum is working toward a multi-tiered approach to social-emotional well-being and behavior to support the individual needs of students. All teachers were given a flowchart to respond to behaviors and classification around who is to respond which aligns with the District Code of Conduct. Student supports and interventions for behavior are deployed by the Barnum support staff. Currently, Barnum support staff consist of one full-time guidance counselor, one full-time social worker, and one part-time social worker (3 days/week). The social workers are responsible for all students who receive services through an IEP. The district has also contracted with Effective School Solutions and stationed two full time social workers at Barnum as additional support staff members to work with a caseload of 20 students and families. Through the SIG initiatives, Barnum was able to hire a Student Success Advocate, employed through RYASAP (Regional Youth Adult Social Action Partnership) to promote a positive school climate by supporting relationship development; facilitating restorative interventions when appropriate; processing referrals for Tier II and Tier III students that would benefit from restorative interventions; collaborating with school and community providers to establish a knowledge base of available resources for students and staff; and educating all stakeholders on the importance of a positive school climate. Lastly, the school-based health center, Optimus, employs a part time social worker (3 days per week) which was vacant until January 2023. Together, these staff members create a strong support system for students. Currently, administration meets with this team monthly to deploy services, contact families, and support students. The focus of the administration is to support students with behavioral needs and implement restorative practices to reach the goal of students remaining in the classroom setting. The addition of the dean of students has helped move this work forward at Barnum. Systems to ensure appropriate interventions and data collection around effectiveness will be put in place.

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

The School Governance Committee, a team of staff, parents, and community partners, will meet to review the school's strategic plan and identify opportunities to work collaboratively to support students and families. Community partners will support the school through community sponsored events, providing resources, and providing experiences to students through internships and mentorships.

Family engagement events will be coordinated to provide families with resources and opportunities to learn about how parents can support their children in and outside of the classroom. Events will focus on specific areas identified by school staff that parents have shared concerns or requested additional support.

The Parent Advisory Council collaborates frequently with the administration. Monthly meetings are held to discuss parent needs, events, and spending of parent funds. The school created a parent engagement team as part of the School Improvement Grant initiatives to collaborate with the PAC and plan and execute family events focusing on the social aspect to create trusting relationships. The last Friday of each month is an event, "Donut with a Grown-up" which has been successful. Other events have included a Back-to-School BBQ, Teacher Meet & Greet, Trunk or Treat, Hispanic Heritage Celebration, Black History Month Celebration, and Adaptive Arts Night. Events are planned for the rest of the year as well.

The district and school utilize the communication application ParentSquare to share information. Teachers post celebrations and academic updates. The administration uses it to post happenings to keep families informed. The application allows direct messaging with school staff which is very helpful for all parties. ParentSquare also delivers daily attendance messages to students who are absent.

Increasing and improving family and community engagement will lead to an interactive relationship with the school with a focus on school improvement.

Describe the school's attendance intervention system.

Barnum has implemented a proactive and celebratory system for attendance. Students are rewarded for attending by shopping from the attendance reward cart or from a rewards menu in the middle school. Student climate survey revealed low positive results around student sense of belonging. This year we continue to have a recreational after school program for students in 4th- 8th grades two days per week. Staff developing positive relationships with students is an ongoing focus across the grade levels.

The school is working to implement a multi-tiered system of support to address attendance. The team will monitor and analyze student attendance data, attendance trends, and its impact on learning to build and support systems and relationships for improved school attendance. The attendance teams will work to ensure students are receiving the necessary support and services in school to be successful. The attendance teams will monitor data on tardiness and attendance, review at-risk students, and engage families, resources, and interventions to support the student and family. The team meets weekly to discuss progress, and or barriers to improving attendance and evaluate what changes to interventions, support, or resources are needed.

A Junior Attendance team has been created to give middle school students an opportunity to mentor younger students and check-in daily to try to improve attendance rates. The team will work in collaboration with the district-Wide attendance team to share best practices, align with guidance from the state level, and improve systems through process guides and positive deviants. The attendance team will also make referrals to the Learner Engagement and Attendance Program (LEAP) home visiting program for students identified as being chronically absent.

Supporting attendance and engagement will be a whole-school approach with a focus on building relationships with students and families.

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

All staff have been trained in Social and Emotional Learning (SEL) and are expected to implement programming and embed it throughout the day. The district sponsored Move This World is a video-based social emotional learning curriculum designed to help teachers, students and families build healthy relationships and communicate more effectively. It is to be used daily in classrooms and has a parent component.

The students' social and emotional well-being will be supported by the school counseling department's comprehensive school counseling curriculum aligned with the district's SEL monthly themes, Xello lessons,

and district SEL resources. The school has an SEL team to design, plan, and implement SEL activities and experiences for students. The administration will work with the SEL team to review yearly SEL and school climate surveys through Panorama to develop the school's priorities and goals. The school's team will align with the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework to support the whole student. The SEL and restorative framework will be embedded in all aspects of the school's culture and will drive decision making.

Recognizing, Understanding, Labeling, Expressing and Regulating (RULER) is a systemic approach to social and emotional learning that teaches students to Recognize emotions in oneself and others; Understand the causes and consequences of emotions; Label emotions; Express emotions; and Regulate emotions with helpful strategies. RULER tools are used throughout classrooms.

SEL Ambassadors, trained in Restorative Practices and School Climate, spread the message of social-emotional learning, facilitate school-based SEL events and activities, work with classroom teachers and peers on emotional regulation strategies, model the use of affective language, and promote positive relationships through Restorative Practices. Barnum's relationship with RYASAP has provided resources as needed, such as workshops for middle school students.

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

Three-Year School Culture and Climate Goal:

Indicator	Data Source	Baseline Year: 2021-2022	Target 1 Year:	Target 2 Year:	Target 3 Year:
Suspension Rate	District	4.2%	<5%	<5%	<5%
Chronic Absenteeism Rate	EdSight	40.3%	17.3%	15.3%	13.2%

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 Student Attendance					
Root Cause: Unclear cause of high absenteeism rate.					
Person(s) Responsible: Administration, Teachers					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Create a multi-tiered system of supports (MTSS) for attendance	Implement attendance team structure and process including review of students with poor attendance to identify causes and provide interventions across the tiers.	Administration-led leadership team to review attendance data to determine effectiveness of MTSS for attendance Y1, solicit teacher feedback, and revise protocols and expectations as needed, including attendance data benchmarks, levels of intervention and support, and meeting structure and schedule	Administration-led leadership team to review MTSS student data to determine effectiveness of MTSS for attendance Y2, solicit teacher feedback, and revise protocols and expectations as needed, including attendance data benchmarks, levels of intervention and support, and meeting structure and schedule	Student attendance rates will improve MTSS or Attendance Protocols	Dean of students Attendance rewards Materials needed to support student attendance (I.e., school supplies, uniforms) LEAP RYASAP
		Seek stakeholder feedback (staff, students, families) on effectiveness of current attendance initiatives (prize carts, recognitions, Jr. Attendance Team); revise or continue implementation based on feedback	Seek stakeholder feedback (staff, students, families) on effectiveness of current attendance initiatives (prize carts, recognitions, Jr. Attendance Team); revise or continue implementation based on feedback		
	Set protocols to implement LEAP and RYASAP for resources and referrals.	Coordinate with LEAP and RYASAP for resources and referrals.	Coordinate with LEAP and RYASAP for resources and referrals.		
	Celebrate students' good, perfect and improved attendance.	Continue to celebrate students' good, perfect and improved attendance.	Continue to celebrate students' good, perfect and improved attendance.		

| | | Research and identify schools in the district or state with successful attendance interventions and improved attendance data to potentially collaborate with or conduct site visit; share learning with leadership team to revise and implement improvements to school process | Research and identify schools in the district or state with successful attendance interventions and improved attendance data to potentially collaborate with or conduct site visit; share learning with leadership team to revise and implement improvements to school process | | |

Culture and Climate Priority: Strengthen partnerships with families and communities					
Root Cause: Lack of focus and follow through by school					
Person(s) Responsible: Administration, teachers, parents, community members					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Create a comprehensive system to support family engagement	Create parent engagement team to include teachers, community partners and parents.	Continue to implement parent engagement team. Review and revise team structure and process.	Continue to implement parent engagement team. Review and revise team structure and process.	Number of parents attending

Parent surveys

Community Involvement

School climate survey results

High-functioning parent engagement team

High-functioning Parent Advisory Council | Materials to hold events |
| | Seek input from stakeholders around success of previous events held and suggestions of future events to plan, aligned to district engagement priorities. | Seek input from stakeholders around success of parent engagement team and previous events held. Revise team structure and process based on feedback. | Seek input from stakeholders around success of parent engagement team and previous events held. Revise team structure and process based on feedback. | | |
| | Team to plan and implement family events, including celebrations and workshops around academics and community needs. All staff participate | Team to plan and implement family events, including celebrations and workshops around academics and community needs. All staff to | Team to plan and implement family events, including celebrations and workshops around academics and community needs. All staff to | | |

	in at least three parent events per year. Create and implement meeting schedule for parent engagement team to plan events	participate in at least three parent events per year. Create and implement meeting schedule for parent engagement team to plan events	participate in at least three parent events per year. Create and implement meeting schedule for parent engagement team to plan events		
	Create communication plan around upcoming events and ways to become involved in events. Include opportunities for families to identify strengths and areas they want to partner around within the school.	Create communication plan around upcoming events and ways to become involved in events. Include opportunities for families to identify strengths and areas they want to partner around within the school.	Create communication plan around upcoming events and ways to become involved in events. Include opportunities for families to identify strengths and areas they want to partner around within the school.		
	Utilize translation tools and resources to ensure universal access to engagement within the school and at events	Utilize translation tools and resources to ensure universal access to engagement within the school and at events	Utilize translation tools and resources to ensure universal access to engagement within the school and at events		
	Identify community partners and create opportunities for school involvement.	Solicit feedback from stakeholders regarding community partnerships; continue creating opportunities for school involvement.	Solicit feedback from stakeholders regarding community partnerships; continue creating opportunities for school involvement.		
	Continue monthly Parent Advisory Council, coordinate opportunities for parent volunteers on the PAC (Parent Advisory Council).	Continue monthly Parent Advisory Council, coordinate opportunities for parent volunteers on the PAC.	Continue monthly Parent Advisory Council, coordinate opportunities for parent volunteers on the PAC.		
		Research and identify schools in the district or state	Research and identify schools in the district or state		

		with successful parent and community partnerships to potentially collaborate with or conduct site visit	with successful parent and community partnerships to potentially collaborate with or conduct site visit		
Partner with stakeholders around school improvement	Create communication system around school initiatives, data and progress, including plan for regular conversations (e.g. town hall meetings, virtual forums, etc.) and posted information on ParentSquare and school website	Review and revise communication system around school initiatives, data and progress, including plan for regular conversations (e.g. town hall meetings, virtual forums, etc.) and posted information on ParentSquare and school website	Review and revise communication system around school initiatives, data and progress, including plan for regular conversations (e.g. town hall meetings, virtual forums, etc.) and posted information on ParentSquare and school website	Parent surveys Community Involvement School climate survey results Success on grant-based initiatives (SIG, CN) High-functioning School Governance Council	Communication system for initiatives ParentSquare
	Solicit stakeholder feedback on school improvement initiatives	Solicit stakeholder feedback on school improvement initiatives	Solicit stakeholder feedback on school improvement initiatives		
	Continue School Governance Council	Continue School Governance Council	Continue School Governance Council		

Culture and Climate Priority: Improve student social-emotional behavioral well-being					
Root Cause: Lack of consistent behavioral expectations, training to address student behavior and supports for students with differing behavioral needs					
Person(s) Responsible: Administration, teachers, and support staff					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	**Year 2**	**Year 3**		
Employ Full-time Dean of Students	Identify Dean of Students' roles and responsibilities in organizational chart	Review and revise Dean of Students' roles and responsibilities in organizational chart.	Review and revise Dean of Students' roles and responsibilities in organizational chart.	Student office referral rates Increase in percentage of students attendin	Dean of Students
	Create and implement instructional leadership plan to provide follow-up support/coaching/colla boration around culture and climate initiatives	Review, revise, and implement instructional leadership plan to provide follow-up support/coaching/colla boration around culture and climate initiatives	Review, revise, and implement instructional leadership plan to provide follow-up support/coaching/colla boration around culture and climate initiatives		

				g PBIS reward events. School climate survey results	
	to support implementation in the classroom.	to support implementation in the classroom.	to support implementation in the classroom.		
		Create accountability system to monitor effectiveness of coaching provided by Dean.	Review and adjust accountability system to monitor effectiveness.		
		Research and identify programs and schools with effective culture and climate leadership to potentially collaborate with, attend site visit, or receive additional leadership training around	Research and identify additional programs and schools with effective culture and climate leadership to potentially collaborate with, attend site visit, or receive additional leadership training around		
Create a multi-tiered system of supports (MTSS) for behavior	Implement behavior support team structure and process including review of students with poor behavior to identify causes and provide interventions across the tiers.	Create organization system to capture expectations, protocols, and interventions within school-wide behavior management system. Solicit stakeholder feedback on effectiveness of school-wide behavior management system; review as leadership team and revise and adjust system and protocols as needed	Continue organization system to capture revisions of expectations, protocols, and interventions within school-wide behavior management system from Y2 Solicit stakeholder feedback on effectiveness of school-wide behavior management system; review as leadership team and revise and adjust system and protocols as needed	Student office referral rates Increase in percentage of students attending PBIS reward events. School climate survey results	Dean of Students School Climate consultants PBIS incentives Materials to support program ESS Social Workers RYASP Optimus SW Guidance Counselor
	Set PBIS implementation expectations and communicate to all stakeholders	Continue implementation of communication system to all stakeholders around behaviors, interventions, consequences and safety.	Continue implementation of communication system to all stakeholders around behaviors, interventions, consequences and safety.		
	Create and implement plan to provide follow-up support/ coaching/ collaboration for in-class implementation of PBIS	Schedule and implement training for behavior supports for all staff, I.e., restorative practices, classroom management	Provide continued professional learning and communication around school-wide behavioral expectations (PBIS, tiered support,		

		Provide continued professional learning and communication around school-wide behavioral expectations (PBIS, tiered support, discipline system), including follow-up support and coaching for consistent implementation across classrooms. Expand professional learning to include areas such as Diversity, Equity, and Inclusion training and Restorative Practices	discipline system), including follow-up support and coaching for consistent implementation across classrooms. Research additional climate and culture learning opportunities for staff		
	Set data targets and create schedule to meet with PBIS team to review implementation	Review and revise schedule of events, data targets, and PBIS meeting protocols; create and implement meeting schedule for PBIS team	Review and revise schedule of events, data targets, and PBIS meeting protocols; create and implement meeting schedule for PBIS team		
			Coordinate with high-functioning schools within the Commissioner's network to implement learning walks around culture and climate initiatives with school leadership team.		

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 length of the school day and school year will remain unchanged for students. The structuring of the daily schedule and the use of instructional time will be revised to maximize instructional time across the grade levels. The instructional period will be structured to identify how the time is to be used aligning to meet the needs of all learners and reduce transitions. A focus of administration will be the urgency in the use of instructional time. This will be seen and heard in communications to all staff, grade levels and individually as needed.

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

> Barnum School will follow the district's professional learning schedule that will be released prior to the 2023-2024 school year. All school-based professional development sessions will be focused on the academic and culture & climate priorities of this plan. An additional five extended days will be added to the teacher schedule for which they will be compensated. These 2-hour sessions will be used to collaborate on the professional learning teachers will be attending. Staff will participate in book studies to expand our knowledge and this time will be used to delve into that material. Grade levels will continue to have a double period block (approximately 70 minutes currently) each week to meet. Administration and instructional coaches will be scheduled to attend in support of teams. Teams will be implementing district data team protocols with support from administration, instructional coaches and teacher leaders. Additional opportunities for staff to participate in professional learning and leadership will be offered, for which they will be compensated. A summer institute will continue through our SIG initiatives to work with school leaders to close the 2022-2023 school year and prepare for the next.

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: 21-22	Target 1 Year:	Target 2 Year:	Target 3 Year:
Chronic Absenteeism Rate	EdSight	40.3%	17.3%	15.3%	13.2%

Action Steps:

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

Operations Priority: Maximize instructional time at the school and classroom level					
Root Cause: Lack of clear expectations and accountability around time usage					
Person(s) Responsible: School administration, teachers					
Strategies to address Root Cause	Timeline			Indicators of Success	Resources
	Year 1	Year 2	Year 3		
Create school schedule	Create school schedule maximizing instructional minutes and collaboration time.	Review school schedule to identify possible areas to increase instructional time; adjust school schedule as needed	Review school schedule to identify possible areas to increase instructional time; adjust school schedule as needed	Number of instructional minutes	School schedule
	Integrate coaching schedule, interventionist schedule, and support staff schedule to maximize support and minimize interruptions and time lost due to transitions.	Integrate coaching schedule, interventionist schedule, and support staff schedule to maximize support and minimize interruptions and time lost due to transitions.	Integrate coaching schedule, interventionist schedule, and support staff schedule to maximize support and minimize interruptions and time lost due to transitions.		
Define classroom instructional time	Communicate expectations around instructional minutes aligned to district expectations and school's instructional framework. Include timing of strategies within lesson structure (direct instruction, small groups, formative assessment, checks for understanding, etc.)	Review expectations around instructional minutes aligned to district expectations and school's instructional framework; revise and communicate. Identify classrooms maximizing instructional time to provide peer support	Review expectations around instructional minutes aligned to district expectations, revise and communicate Identify classrooms maximizing instructional time to provide peer support	Implementation of lesson structures as observed in walkthroughs Classroom schedules and lesson plans	Lesson structure document
	Create master school schedule, staggered for interventionists with instructional framework components.	Revise master schedule as needed.	Revise master schedule as needed.		
	Conduct walkthroughs to identify and provide	Conduct walkthroughs to identify and provide	Conduct walkthroughs to identify and provide		

	needed supports around scheduling	needed supports around scheduling	needed supports around scheduling		
		Leadership team to research and possibly implement additional strategies to increase urgency and reduce lost instructional time within the classroom	Leadership team to research and possibly implement additional strategies to increase urgency and reduce lost instructional time within the classroom		

Operations Priority: Increase two-way communication with families					
Root Cause: Communication with stakeholders is not scheduled strategically.					
Person(s) Responsible: Administration and teachers					
Strategies to address Root Cause	**Timeline**			**Indicators of Success**	**Resources**
	Year 1	**Year 2**	**Year 3**		
Create comprehensive plan for communication between school and families.	Create and implement plan for communication between administration & families including events, safety, and data, involvement. Create teacher/family communication plan to include classroom-based updates, individual conversations around student progress, and celebrations/ recognitions.	Solicit feedback from stakeholders on effectiveness of communication plans Administration-led leadership team to review feedback and communication data from Y1 to adjust and revise plan Implement revised communication plans, including daily news to staff, video announcements to school, regular newsletter to families, ongoing communication around events, and system to communicate around attendance, student data, and family involvement	Solicit feedback from stakeholders on effectiveness of communication plans Administration-led leadership team to review feedback and communication data from Y2 to adjust and revise plan Implement revised communication plans, including daily news to staff, video announcements to school, regular newsletter to families, ongoing communication around events, and system to communicate around attendance, student data, and family involvement	Surveys from stakeholders-parents and staff School climate survey results Communication Plans	Parent Square Daily video announcements Regular newsletters Student records in PowerSchool Translation programs/tools
	Conduct data review of phone numbers, emails, home language surveys,	Conduct data review of phone numbers, emails, home language surveys,	Conduct data review of phone numbers, emails, home language surveys,		

	and media releases to ensure families can be reached effectively	and media releases to ensure families can be reached effectively	and media releases to ensure families can be reached effectively		
	Utilize translation tools and resources to ensure universal access to communication	Utilize translation tools and resources to ensure universal access to communication; leadership team to review translation use in Y1 and consider additional ways to increase communication despite potential language barriers	Utilize translation tools and resources to ensure universal access to communication; leadership team to review translation use in Y2 and consider additional ways to increase communication despite potential language barriers		
		Research additional strategies to increase communication between administration and stakeholders	Research additional strategies to increase communication between administration and stakeholders		
		Identify staff members implementing model communication; create systems and opportunities to offer peer support or increase their impact schoolwide	Identify staff members implementing model communication; create systems and opportunities to offer peer support or increase their impact schoolwide		

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

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

The focus on building capacity and creating systems will be the sustainability plan for these priority areas. By focusing on best practices in Tier I instruction, differentiation, data- driven decision making and partnerships with families, these strategies can be implemented well beyond the years of participation in the Commissioner's Network. Another key to sustainability is the leadership of the school maintaining its focus on these areas. The creation of systems to capture differentiated strategies, unit- and grade-level based curricular resources, and lesson planning tools used in year 1 or created by teacher leaders and content experts (Coaches, ESL, Sped) will support ongoing implementation and revisions. New teachers will receive support after the Commissioner's Network funded professional learning sessions conclude through grade level partners, teacher leaders, instructional coaches (if still available) and administration to ensure continuity of these best practices.

The district will maintain active data reviewing and monitoring of the execution of the action plans and results to determine next steps.

8.1 BUDGET PROPOSAL

After the SBE approves the Turnaround Plan, the school is eligible to receive a Network grant in accordance with C.G.S. § 10-223h(a). The district and school will work with the Turnaround Office to develop a proposed Commissioner's Network budget aligned to the SBE approved plan. Please note that personnel funded through the Commissioner's Network grant, will need to use the following formula for all salaries and benefits:

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

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

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

Year 4: 0 percent paid through Commissioner's Network funding/100 percent paid through other funding
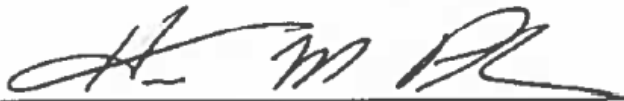
During the term of the school's participation in the Commissioner's Network, the Commissioner shall review the progress of each school. The Commissioner or designee may, on the basis of such review, convene the Turnaround Committee to, as part of its monitoring responsibility, address a lack of sufficient 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.

_____   2/9/23
Signature of Superintendent Designee, Non-Voting Chair   Date

__Mr. Herminio Planas_____
Name of Superintendent Designee *(typed)*

_____   2/9/23
Signature of Board of Education-appointed Parent   Date

___Ms. Kathleen Therrien_____
Name of Board of Education-appointed Parent *(typed)*

_____   2/9/23
Signature of Board of Education-appointed Administrator   Date

____Mrs. Christine Booth_____
Name of Board of Education-appointed Administrator *(typed)*

_____Merri Stanley-Puglisi_____ 2/9/23
Signature of Union-appointed Teacher   Date

__Ms. Merri Stanley-Puglisi_____
Name of Union-appointed Teacher *(typed)*

_____ 2/9/2023
Signature of Union-appointed Teacher   Date

___Ms. Jennifer Keleman_____
Name of Union-appointed Teacher *(typed)*

_____Jasmine Martinez_____ 2/9/2023
Signature of Union-appointed Parent   Date

___Ms. Jasmine Martinez_____
Name of Union-appointed Parent *(typed)*

_____Margaret Hughes_____ 2/9/23
Signature of Commissioner of Education   Date

____Mrs. Margaret Hughes_____
Name of Commissioner of Education *(typed)*

_

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

Name	Title
Mr. Jefferey Morrison	BEA VP

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

PROJECT TITLE: Commissioner's Network

THE APPLICANT: **Bridgeport Public Schools**   HEREBY ASSURES THAT:

                         Barnum School

(insert Agency/School/CBO Name)

C.   The applicant has the necessary legal authority to apply for and receive the proposed grant;

D.   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;

E.   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;

F.   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;

G.   Grant funds shall not be used to supplant funds normally budgeted by the agency;

H.   Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;

I.   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;

J.   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;

K.   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;

M.   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;

N.   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;

- NONDISCRIMINATION
1. For purposes of this Section, the following terms are defined as follows:
    1. "Commission" means the Commission on Human Rights and Opportunities;
- "Contract" and "contract" include any extension or modification of the Charter;
- "Contractor" and "contractor" include any successors or assigns of the Charter Board;
- "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.
- "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- "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;
- "marital status" means being single, married as recognized by the State of Connecticut, widowed, separated or divorced;
- "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;
- "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
- "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).
2. The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin,
ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to ensure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness,

unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and C.G.S. §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to C.G.S. §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and C.G.S. § 46a-56. If the contract is a public works contract, municipal public works contract or contract for a quasi-public agency project, the Contractor agrees and warrants that he or she will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works or quasi-public agency projects.
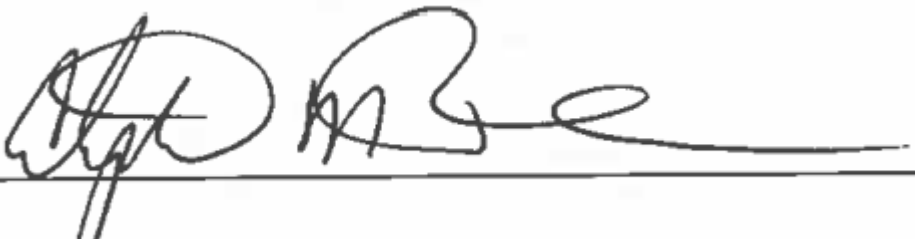
3. Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

4. The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

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

6. 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.

7. (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.

8. 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.

o The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

- The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

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

Superintendent
Signature:

Name: *(typed)*   Alyshia Perrin

Title: *(typed)*   Interim Superintendent

Date: 2/13/23

PART V: REFERENCES

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