

**V.A.**

**CONNECTICUT STATE BOARD OF EDUCATION  
Hartford**

**TO BE PROPOSED:**

September 4, 2019

**RESOLVED**, That the State Board of Education, pursuant to Section 10-223h of the Connecticut General Statutes, as amended by Section 258 of Public Act 15-5, of the June 2015 Special Session, adopts and approves the Turnaround Plan for Roosevelt School in Bridgeport for the Commissioner's Network, subject to the conditions noted in the Commissioner's September, 2019 memorandum to the State Board of Education, and directs the Commissioner to take the necessary action, including, but not limited to, expending such funds as may be necessary to execute and implement the foregoing.

Approved by a vote of \_\_\_\_\_, this fourth day of September, Two Thousand Nineteen.

Signed:

\_\_\_\_\_  
Dr. Miguel A. Cardona, Secretary  
State Board of Education

**CONNECTICUT STATE BOARD OF EDUCATION**  
**Hartford**

**TO:** State Board of Education

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

**DATE:** September 4, 2019

**SUBJECT:** Approval of Commissioner’s Network Turnaround Plan for Roosevelt School in 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 Network represents a commitment between local stakeholders and the Connecticut State Department of Education (CSDE) to empower teachers and leaders to implement research-based strategies in schools selected by the Commissioner to participate in the Network for a period of three years, with the potential for one or two additional year extensions beyond the initial three years. Network schools remain part of their local school districts; the districts and the CSDE secure school-level autonomy for the schools in exchange for heightened accountability.

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

**Background**

On June 13, 2018, the CSDE received an *Expression of Interest Form* from Bridgeport Public Schools (BPS) volunteering Roosevelt for participation in the Network. On September 7, 2018, the Commissioner initially selected Roosevelt for possible participation in the Network based on the following factors: (a) the district’s expression of interest; and (b) the academic and developmental needs of the school’s students and the capacity of the school leadership and staff, with additional support from the district to address those needs. The school was approved for one year of planning and funding to develop a turnaround plan. Following initial selection, the Bridgeport Board of Education and the Bridgeport Education Association appointed members to

serve on the school's Turnaround Committee, and the CSDE conducted an Operations and Instructional Audit. The Turnaround Committee developed the Turnaround Plan for Roosevelt in accordance with C.G.S. §10-223h(d).

### **Turnaround Plan for Roosevelt**

Roosevelt currently serves 584 students in Grades Pre-Kindergarten through eight. The majority of students (84 percent) are eligible for free or reduced-price meals. Sixteen percent of the students are identified as needing special education services, and 22 percent are English learners. Approximately 50 percent of the students are Hispanic and 34 percent are Black.

The goal of the turnaround plan is for Roosevelt to adopt strategies, methods, and best practices that have proven to be effective in improving student academic performance, prioritizing specific needs for Roosevelt in three areas which include:

1. Improving teacher practice – This involves intense professional development entailing observation and coaching to support teachers in delivering effective, standards-based instruction. Strategies to be utilized will include content integration into literacy blocks, increased peer observations by staff of exemplary teachers, vertical and horizontal data teams, and targeted professional development based on grade level needs, including differentiation. Integrated professional support will be provided by the school administrative team, teacher leaders who will serve as instructional leaders to implement a hybrid coaching model, and external math and literacy consulting of Tang Company (Math) and Sisson & Sisson (Literacy), to build a sustainable internally-staffed training structure.
2. Improving student academic performance – A plan will be developed to increase student academic achievement in literacy and math, across all content areas and grade levels, with explicit instruction in Tier 1, along with Tier 2 and Tier 3 interventions that are targeted to individual student needs. This will involve professional development sessions with external literacy and math consultants in collaboration with classroom teachers, in-house teacher leaders, special education teachers and interventionists to develop a collective capacity and accountability for improving student outcomes.
3. Reducing high chronic absenteeism –Strategies to reduce the high chronic absenteeism rate will be implemented to positively impact student achievement. In addition to Tier 1 supports, Commissioner's Network funding will support additional Tier 2 and 3 supports, including outreach to families, developing unique and individual plans that address attendance issues, training for teachers in best practices impacting attendance, conducting parent workshops, and offering high quality after-school instruction and enrichment.

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

### ***Talent:***

- Provide ongoing teacher training sessions from Sisson and Sisson Educational Consulting Services (literacy), Tang Company (math) and iReady throughout the year to build content knowledge, increase differentiated instruction and data analysis; strategies to improve student achievement in an urban instructional context; as well as deepen the impact of PBIS, Restorative Practices and socio-emotional learning models;
- Provide intensive literacy and math instructional coaching to build staff capacity;
- Integrate social studies and science into the literacy block in order to boost rigor and vocabulary; and
- Pair school leadership team members with new staff to support and retain teachers.

### ***Academics:***

- Develop a structured and cohesive 120-minute literacy block to meet the specific and targeted needs of all students with access to content-rich literacy lessons aligned to Connecticut Core Standards;
- Provide ongoing training from Sisson and Sisson consultants to focus on incorporating content area nonfiction texts and daily vocabulary instruction into the Tier 1 literacy block;
- Leverage instructional team leaders to assist teachers with planning and delivering differentiated lessons;
- Redesign the SRBI model with a focus on analyzing student data, matching student needs to appropriate literacy and/or math interventions for Tier 2 and Tier 3, and evaluating the impact of adult actions and interventions on student outcomes; and
- Expand the Early Literacy Program which focuses on building essential foundational reading skills through an extended day program and additional kindergarten support to provide individualized instruction.

### ***Culture and Climate:***

- Utilize the School Climate Leadership Team to provide training for and model the PBIS behavior system;
- Hire external trainers to support implementation of restorative practices and the RULER program; interventionists to work directly with families on addressing individual needs, as well as assisting families with strategies to better support families with attendance;
- Develop high-quality, high-interest after-school programming to support increased student achievement while encouraging and supporting school attendance;
- Secure a Family Engagement Coordinator to present family workshops that support academic and attendance initiatives, consult with families on wraparound services, and provide family education and resource support in collaboration with school staff; and
- Hire an Early Day Monitor to provide morning child care for families who need early drop off.

### ***Operations:***

- Increase the time spent on learning by developing and implementing schedules to maximize instructional time and minimize transition times;
- Observe teachers and school operations more frequently in order to identify and minimize disruptions to student learning time and provide explicit weekly feedback from teacher leaders and school administrators; and
- Provide consistent daily 30-minute prep periods, plus an additional common grade-level planning period weekly, to design and differentiate lessons.

The CSDE shall make a final determination regarding the allocation of funds, following the Turnaround Plan's approval by the State Board of Education. The Turnaround Office will collaborate with district leadership and the Turnaround Committee to prioritize expenditures identified through the planning process.

Through this budgeting process, BPS will work to evaluate and repurpose existing funding streams (e.g., local, state, federal, and grants) to support Network reform efforts and foster long-term sustainability. Funding for Roosevelt is contingent upon the availability of funds and will be based on the transformative potential of the Turnaround Plan, as well as the size of the school.

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

### **Recommendation with Conditions**

The CSDE is recommending that the Board approve the Network Plan for Roosevelt School, which would be conditional on the successful completion of the following outstanding items:

1. By September 30, 2019, Bridgeport Public Schools shall commit to specific transformation expectations in their Alliance/Priority School District plan submission related to the areas outlined above for talent, academics, culture and climate, and operations to support Roosevelt's participation in the Commissioner's Network.
2. The Superintendent (or Interim Superintendent), on behalf of the Roosevelt Turnaround Committee, shall submit Turnaround plan amendments to the CSDE Turnaround Office on an annual basis in the spring, following school audits, detailing proposed strategies, budget requests, and implementation timelines for the following school year. The Commissioner or his designee may reconvene the Turnaround Committee to consider annual plan amendments, as appropriate and necessary. If the Turnaround Committee does not enact plan amendments or if the amendments are unlikely to result in sufficient

progress or adequately address implementation concerns, the Commissioner may take appropriate actions to ensure sufficient progress at Roosevelt, including, but not limited to, developing a revised Turnaround Plan and/or exercising any and all authorities prescribed in C.G.S. 10-223h.

3. Roosevelt shall comply with all fiscal and programmatic reviews, provide any information requested by the CSDE in a timely manner, and report progress against goals and metrics in the format and frequency established by the CSDE.

## **Materials**

Please see enclosed:

1. Roosevelt Audit Report resulting from the Operations and Instructional Audit conducted on October 3, 2018.
2. Turnaround Plan developed and agreed to by the Turnaround Committee.

Prepared by: Michael Kent  
Education Consultant, CSDE Turnaround Office

Reviewed by: Lisa Lamenzo  
Bureau Chief, CSDE Turnaround Office

Approved by: Desi Nesmith  
Chief Turnaround Officer

# The Commissioner's Network Turnaround Plan Application | Cohort VIII

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

Date Issued:


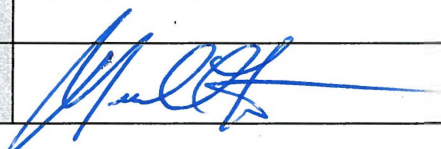
Dianna R. Wentzell  
Commissioner of Education  
Connecticut State Department of Education  
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## THE NETWORK TURNAROUND PLAN

### Section 1: Cover Page

Name of School District:	Bridgeport City School District		
Name of School:	Theodore Roosevelt School		
Turnaround Committee Chairperson: <sup>1</sup>	Jacqueline Simmons		
Phone Number of Chairperson:	203-275- 2102		
E-mail of Chairperson:	jsimmons@bridgeportedu.net		
Address of Chairperson:	Street Address:	680 Park Avenue Bridgeport, Connecticut	
	City:	Bridgeport	Zip Code: 06604
Name of School Board Chairperson:	John Weldon		
Signature of School Board Chairperson: <sup>2</sup>		Date:	7/31/19
Name of Superintendent:	Michael Testani		
Signature of Superintendent:		Date:	7/26/19

<sup>1</sup> 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.

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



## Section 2: Turnaround Model

### 2.1. NEEDS AND ROOT CAUSE ANALYSIS

Summarize the school’s greatest strengths as identified in the operations and instructional audit:

Strengths:	Data and Evidence:
<p>Talent:</p> <ol style="list-style-type: none"> <li>1. Recruitment and Retention Strategies</li> <li>2. Leadership Effectiveness</li> </ol>	<ol style="list-style-type: none"> <li>1. <b><u>Recruitment and Retention Strategies</u></b> <ul style="list-style-type: none"> <li>• During the school year 2015-2016, we retained 81 percent of staff. Year two, we retained 86.5 percent of staff and year three we retained 89.1 percent of staff.</li> <li>• Out of the 16 total teachers that have left in the past three years, two left on medical leave, two relocated, five left for better paying districts, and seven were asked to not return.</li> <li>• 97 percent of teachers surveyed like working at this school and 100 percent regularly collaborate with other teachers and staff members per the 2018 teacher survey.</li> </ul> </li> <li>2. <b><u>Leadership Effectiveness</u></b> <ul style="list-style-type: none"> <li>• 100 percent of teachers surveyed on teacher survey reported that the school leadership team communicates a clear vision for the school and that teachers are professionally respected and supported by them. This is a strong indicator that our existing team is totally committed to our vision of moving the school forward.</li> <li>• 97 percent of teachers reported on teacher survey believe that administrators provide regular, helpful, and actionable feedback.</li> <li>• 100 percent of teachers feel comfortable addressing administration with a problem and 100 percent of teachers feel safe at this school.</li> </ul> </li> </ol>
<p>Academics:</p> <ol style="list-style-type: none"> <li>1. Student Engagement</li> </ol>	<ol style="list-style-type: none"> <li>1. <b><u>Student Engagement</u></b> <ul style="list-style-type: none"> <li>• While the audit shows Roosevelt to be “proficient” in student engagements, this reflects a snapshot of observation, administration reports that “developing” is a more accurate depiction of our current levels regarding student engagement. The audit included but was not limited to listening to teacher directions, on-task with classroom work, students working independently, even in classrooms with very large class sizes (30 students).</li> <li>• On the student survey, 84 percent of students agreed or strongly agreed that they are actively engaged in the classroom.</li> </ul> </li> </ol>

<b>Culture and Climate:</b>	
1. School Environment 2. Interpersonal Interactions	<b>1. <u>School Environment</u></b> <ul style="list-style-type: none"> <li>96 percent of parents agreed or strongly agreed that the school environment supports learning including the positive messages throughout the building.</li> <li>Facility maintains a bright and open environment and is in good repair.</li> </ul> <b>2. <u>Interpersonal Interactions</u></b> <ul style="list-style-type: none"> <li>100 percent of teachers surveyed agree or strongly agree that interactions between students and staff are positive and respectful.</li> <li>School security officers are a positive factor in promoting appropriate behaviors as evidenced by a decline in the suspension rate.</li> <li>94 percent of parents surveyed agree or strongly agree that the adults are respectful in their interactions with students.</li> </ul>
<b>Operations:</b>	
1. Routines and Transitions 2. Financial Management	<b>1. <u>Routines and Transitions</u></b> <ul style="list-style-type: none"> <li>Auditors observed that morning arrivals and morning transitions were orderly as shown by the student survey with 81 percent agreeing to be able to show social competence.</li> <li>Staff and administration are highly visible inside and outside of the building during morning routines and transitions.</li> </ul> <b>2. <u>Financial Management</u></b> <ul style="list-style-type: none"> <li>Budget and resources are effectively managed by the school and aligned with priorities as evidenced by all expenditures went to support student learning.</li> <li>In addition, school-based fundraising was held to supplement needed resources due to the limited school funding.</li> </ul>

Summarize and provide a root cause analysis for the school’s most significant growth areas as identified in the operations and instructional audit:

Growth Areas:	Data, Evidence, and Root Causes:
Talent:	
1. Instructional Practice 2. Professional Development 3. Instructional Leadership	<p><b>1. <u>Instructional Practice</u></b></p> <ul style="list-style-type: none"> <li>Although the teacher evaluation process indicates that 86 percent of the teachers are performing at a level of accomplishment, the observation of practice results reflects a far different picture at an overall average of 2.85 out of 4 based upon the Common Core of Teaching (CCT) Rubric for Effective Teaching.</li> <li>Administration notes lack of differentiation and tiered instruction as evidenced by their observations and walk throughs.</li> </ul> <p><u>Root Causes:</u></p> <ul style="list-style-type: none"> <li>Staff lacks knowledge of implementing differentiated lessons and lacks resources to effectively differentiate for students.</li> <li>Staff lacks training to effectively review, analyze and discuss data to make changes to instruction.</li> <li>Historically, there has been inconsistent instructional leadership with multiple principals rotating through the school with varying degrees of knowledge and having little impact on student achievement.</li> </ul> <p><b>2. <u>Professional Development (PD)</u></b></p> <ul style="list-style-type: none"> <li>89 percent of teachers agree that PD has improved their practice.</li> <li>Teachers at Roosevelt have expressed a need for more intensive and content driven PD, especially as it relates to grade levels (upper grades vs. lower grades).</li> </ul> <p><u>Root Causes:</u></p> <ul style="list-style-type: none"> <li>Since the beginning of the implementation of the Common Core Assessments the district has provided minimal professional development.</li> <li>Since the implementation of the Next Generation Science Standards (NGSS), professional development opportunities for teachers has been minimal.</li> <li>Teachers have not had access to Literacy and Mathematics coaches since they were cut from the District budget.</li> <li>Teachers need consistent feedback on their instructional practice to improve the rigor in their lesson delivery.</li> </ul>
Academics:	
1. Academic Rigor and differentiation 2. Supports for Special Populations	<p><b>1. <u>Academic Rigor and Differentiation</u></b></p> <ul style="list-style-type: none"> <li>Low student achievement results noted: student scores remain in the single digits and low teens across grade levels on standardized testing, especially for math.</li> </ul>

Growth Areas:	Data, Evidence, and Root Causes:
	<ul style="list-style-type: none"> <li>• Through administrative observation and collection and data, the area of engagement and rigor has been the least successful area throughout the school.</li> <li>• None of the students in the focus group felt that content taught is too challenging.</li> </ul> <p><u>Root Causes:</u></p> <ul style="list-style-type: none"> <li>• Teachers lack a common skill set for differentiating across the content areas.</li> <li>• The quantity of the training received has been minimal and implementation inconsistent.</li> <li>• Teachers have not received quality professional development from the district in differentiation.</li> <li>• Teachers lack the skill set to effectively plan for differentiated lessons with guidance and specific suggestions from expert coaches and support staff.</li> </ul> <p><b>2. <u>Supports for Special Populations</u></b></p> <ul style="list-style-type: none"> <li>• We have one English-language learner (ELL) teacher for 120 students. The school’s ELL reports show that a single ELL teacher cannot reasonably support the current caseload of students without additional support.</li> <li>• Teachers do not have the guidance and professional development to meet the needs of the (Special education) SPED and English as a Second Language (ESL) populations that are in their rooms.</li> <li>• As our special education population continues to expand, we have found it difficult to effectively meet the intense needs of this group of students.</li> <li>• Our 2018-2019 allocation for four teachers was suddenly cut to three in February 2019 thus dramatically increasing the three existing resource teacher’s caseloads and decreasing the effective delivery of their legally mandated services.</li> </ul> <p><u>Root Causes:</u></p> <ul style="list-style-type: none"> <li>• The ELL caseload is 21 percent of the total student body.</li> <li>• Since Tiers 2 and 3 are not being implemented with fidelity, more students than expected are being referred for special education testing.</li> <li>• With case load hours exceeding 180 hours of services per teacher, it has created an unsustainable model to deliver individual plans.</li> </ul>
<b>Culture and Climate:</b>	
1. Student Attendance	<p><b>1. <u>Student Attendance</u></b></p> <ul style="list-style-type: none"> <li>• Chronic Absenteeism at Roosevelt has improved significantly from 25.0 percent in June 2015 to currently 14.2 percent.</li> </ul>

Growth Areas:	Data, Evidence, and Root Causes:
	<ul style="list-style-type: none"> <li>• With an average 92.3 percent daily kindergarten attendance over a three-year period, kindergarten attendance continues to be significantly lower than attendance in the remaining grades.</li> </ul> <p><u>Root Causes:</u></p> <ul style="list-style-type: none"> <li>• After meeting with parents of children in PreK and Kindergarten, they shared that there was a need to provide families with more information on the importance of attendance in the early grades</li> <li>• As a neighborhood school, weather has been a deterrent as many families walk to and from school.</li> <li>• Historically, staff has not prioritized and/or enforced the attendance policy.</li> </ul>
Operations:	
<ol style="list-style-type: none"> <li>1. Adequate Planning Time</li> <li>2. Use of Instructional Time</li> <li>3. Use of Staff Time</li> </ol>	<ol style="list-style-type: none"> <li>1. <b><u>Adequate Planning Time</u></b> <ul style="list-style-type: none"> <li>• 30 percent of teachers surveyed expressed that they feel they have insufficient planning time to review student data and plan for instruction and this impacts their instructional impact.</li> </ul> <p><u>Root Causes:</u></p> <ul style="list-style-type: none"> <li>• The current contractual requirement for preparation periods is limited.</li> <li>• Reduction in support staff (i.e. loss of coaches, interventionists, and paraprofessionals) has limited the opportunities for collaborative planning.</li> </ul> </li> <li>2. <b><u>Use of Planning Time</u></b> <ul style="list-style-type: none"> <li>• Although the current schedule allows for adequate planning time among grade level bands, in most cases, teachers are not utilizing the allotted time effectively.</li> <li>• Middle school classes visited during the audit showed many students off-task or needing redirection.</li> <li>• Four out of six classroom observations in the middle grades show overall lack of urgency and differentiation in instruction.</li> </ul> <p><u>Root Causes:</u></p> <ul style="list-style-type: none"> <li>• For the past three years, 50 percent of the middle school team has turned over each year.</li> <li>• Lack of pupil support has created an increase in disruptions as students do not have access to needed resources (i.e. social worker or guidance counselor).</li> <li>• Staff lacks capacity and knowledge to effectively plan for and engage all learners.</li> </ul> </li> </ol>

Growth Areas:	Data, Evidence, and Root Causes:
	<p data-bbox="651 170 919 201"><b>3. <u>Use of Staff Time</u></b></p> <ul data-bbox="699 212 1446 432" style="list-style-type: none"> <li data-bbox="699 212 1446 317">• Two-thirds of staff surveyed express the need for additional collaboration time in order to develop instructional plans, collect materials, and review data.</li> <li data-bbox="699 327 1446 432">• Currently there is no scheduled time for SPED and classroom teachers to meet, collaborate and plan for instruction.</li> </ul> <p data-bbox="651 443 805 474"><u>Root Causes:</u></p> <ul data-bbox="699 485 1446 743" style="list-style-type: none"> <li data-bbox="699 485 1446 621">• Although most grade levels have a daily common planning period, some grades lack the flexibility to meet daily and others need to make better use of the daily common planning time.</li> <li data-bbox="699 632 1446 743">• Lack of instructional coaches also makes it difficult as many teachers need support during their planning sessions to boost rigor in the classroom.</li> </ul>

## 2.2. ACCOUNTABILITY METRICS AND PERFORMANCE TARGETS

Performance Indicators	Baseline/Historic		YTD	Performance Targets		
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Student enrollment (as of October 1)	583	577	572	580	585	585
Average daily student attendance rate (self-reported)	95.2	93.0	93.7	95.0	96.0	97.0
Chronic absenteeism rate	17.3	16.2	15.5	15	14.2	13.9
Number of In-school suspensions	211	155	125	140	135	130
Number of Out-of-school suspensions	99	60	92	85	80	75
Number of Expulsions	0	0	0	0	0	0
Suspension rate	17.7	12.8	10.0%	10.0%	9.5%	9.0%
Accountability index	53.1	58.1	n/a	63.0	65.5	67.5
Grade 3 ELA Smarter Balanced Assessment- Level 3 or Above	12%	11.6%	n/a	22%	37%	42.5%
Grade 4 ELA Smarter Balanced Assessment- Level 3 or Above	14.5%	12.3%	n/a	23%	38%	43%
Grade 5 ELA Smarter Balanced Assessment- Level 3 or Above	15.5%	*	n/a	25%	40%	45%
Grade 6 ELA Smarter Balanced Assessment Level 3 or Above	*	*	n/a	15.5%	30%	40%
Grade 7 ELA Smarter Balanced Assessment Level 3 or Above	*	*	n/a	15.5%	30%	40%
Grade 8 ELA Smarter Balanced Assessment Level 3 or Above	*	22%	n/a	15%	30%	40%
Grade 3 Math Smarter Balanced Assessment- Level 3 or Above	9%	14.5%	n/a	24%	35%	41%
Grade 4 Math Smarter Balanced Assessment- Level 3 or Above	*	*	n/a	20%	31%	40%
Grade 5 Math Smarter Balanced Assessment- Level 3 or Above	0%	*	n/a	15%	27%	39.2%
Grade 6 Math Smarter Balanced Assessment Level 3 or Above	*	*	n/a	15%	27.5%	39%
Grade 7 Math Smarter Balanced Assessment Level 3 or Above	*	*	n/a	15%	27.5%	39%
Grade 8 Math Smarter Balanced Assessment Level 3 or Above	*	*	n/a	15%	27.5%	39%
Grades 5 and 8 combined Science Connecticut Mastery Test- "At/Above Goal"	14.6	n/a	n/a	15%	25%	32%
Grade ___ Science Connecticut Mastery Test- "At/Above Goal"	n/a	n/a	n/a			
Grade ___ Science Connecticut Mastery Test- "At/Above Goal"	n/a	n/a	n/a			
(HS only) Grade 11 SAT—ELA Level 3 or Above	n/a	n/a	n/a			
(HS only) Grade 11 SAT—Math Level 3 or Above	n/a	n/a	n/a			
(HS only) Four-year Cohort Graduation Rate	n/a	n/a	n/a			
Number of teachers rated "Exemplary" as a proportion of total teachers employed at the school	5.6%	9%	8%			
Number of teachers rated "Proficient" as a proportion of total teachers employed at the school	91.7%	85%	86%			
Number of teachers rated "Developing" as a proportion of total teachers employed at the school	5.6%	6%	6%			
Number of teachers rated "Below Standard" as a proportion of total teachers employed at the school	0	0	0			

\*Means score was not high enough to report

### 2.3. TURNAROUND MODEL

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

Roosevelt School will embark on 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 and methods and best practices used at public schools, inter-district magnet schools, and charter schools or collected by the Commissioner's Network.

#### **Priority 1: Improvement in Observation of Practice**

Roosevelt School has identified three top priorities that we will address as part of the turnaround model. To begin, we will address as the first priority teacher observation of practice. This will require intense professional development to effectively train teachers to deliver instruction that is appropriate and differentiated. Currently, observation of practice shows that we have a significant number of teachers performing under proficient or exemplary. This is an area needing immediate attention to support teachers in assessing students current functioning and implementing a plan to improve student achievement. We will continue our focus on integrating content into the literacy block. This will require a cohesive ongoing professional development plan. Teachers will participate in intra-visitation whereby they are provided a focus and observe exemplary teachers.

Throughout the year staff will meet vertically each month to analyze the data and participate in professional development that is prescriptive based on grade band level needs, including a concentration on differentiation. Utilizing Tang Company LLC (Tang) for mathematics, and Sisson & Sisson Educational Consulting Services LLC (Sisson & Sisson) for literacy, the entire staff will engage in a cohesive and professional support plan.

Although the teacher evaluation process indicates that 86 percent of the teachers are performing at a level of accomplishment, the observation of practice results reflects a far different picture at an overall average of 2.85 based upon the CCT Rubric for Effective teaching.

- Teacher leaders (observation of practice of 3.5 and above) will serve as instructional leaders for colleagues. These leaders will deliver targeted professional development based upon the needs of the staff. Grade K-1, 2-4 and 6-8 teacher leaders will receive targeted PD from literacy consultants Sisson & Sisson and will turnkey effective instructional strategies to their respective teams. This will build in house sustainability for effective delivery of instruction after the allotted time has passed as a Commissioner's Network School.
- An ongoing intra-visitation schedule will allow staff to observe effective teaching. This model will include teacher leaders following a coaching model to increase effectiveness of instruction in the class. Teacher leaders will be trained by the consultants acquired through the grant and will remain to further support teachers on an as needed basis after the close of the grant.
- Both Ms. Simmons as head principal and assistant principal will support teachers by providing concrete and immediate adjustments to be made in their practice to better meet the needs of students.
- All teachers will participate in horizontal and vertical data team meetings to consistently track student data and monitor student levels of engagement. Teachers will be trained to understand, analyze, and apply the data. The district assessment platform for collecting data is i-Ready, PD for its use will be acquired through Curriculum Associates. All teachers will participate in sessions to learn to retrieve and analyze and plan for differentiation based on student assessments. After investing in the initial i-Ready PD, teacher leaders will remain in house and trained to further support teachers on an as-needed basis, and thus achieve sustainability after the allotted grant time expires.
- A hybrid coaching model will be put into place to provide coaching for teachers during the day. Support personnel will be secured through the Commissioner's Network to provide teacher leaders



time to push into classrooms during instruction to provide explicit feedback. This model will allow teacher leaders consistent weekly time to observe teachers practice with immediate feedback and suggestions for increasing rigor. This job-embedded coaching model will take place through a part-time coach that will follow a prescriptive plan based upon the needs of the individual teacher.

- Three trained teacher leaders will be in place after having received coaching in best literacy practices from Sisson & Sisson to conduct regular observations of teacher practice and provide real time feedback to improve classroom instruction across all grade levels. This will improve the quality of teachers' instruction resulting in higher student achievement. The teacher training will be sustainable after the grant has expired.

### **Priority 2: Academic Performance**

Roosevelt school will address its second priority to improve student academic performance. This priority will deliver a targeted and concrete plan to increase student academic achievement across all content areas and grade levels. All students will benefit from explicit instruction in Tier 1. Through participation in literacy workshops facilitated by Sisson & Sisson, teachers will be better prepared to deliver Tier 2 and Tier 3 intervention services to students. The in-house teacher leaders will serve as additional supports to teachers in their grade level bands. When planning for and delivering Tier 2 and Tier 3 instruction and progress monitoring students, they will assist in collection of data to be analyzed vertically and plan for effective next steps for each individual student. The literacy consultant and in-house teacher leaders will create the focus for these groups and a sense of urgency in making consistent and concrete improvements in student achievement. This second priority directly impacts the daily learning opportunities of the students, and targets individual needs through tiered instruction thus resulting in projected increased student achievement.

Students will:

- Engage in comprehensive literacy lessons through the acquisition of literacy consultants and in-house teacher leaders to effectively meet the needs of the students through teacher training.
- Increase reading stamina and Lexile levels by taking home prescriptive leveled book sacks on a weekly basis and using their i-Ready data next steps for instruction. Books to be purchased through the grant and expected to further support increasing student Lexile levels.
- Engage in at home activities with parents as modeled in parent workshops including book chats and literacy games.
- Use iPads and chrome books to develop 21<sup>st</sup> century technology-based skills to prepare them to be successful in secondary and post-secondary learning environments.
- Use their personal school issued devices to review their own diagnostic data in both literacy and math, and with teacher input, students will set attainable goals for themselves for the differentiated student extra lessons. Students will post and review these goals frequently to monitor and take responsibility for their own learning.
- Track their individual progress after each diagnostic assessment at the following intervals: Fall, Winter, Spring.

### **Priority 3: Chronic Absenteeism**

As our third priority, Roosevelt School will target our high chronic absenteeism rate that has far exceeded the state average. The lack of consistent daily attendance has negatively impacted our student achievement, as students that are not in school regularly have more difficulty succeeding academically. Roosevelt School will need to add additional supports, secured through the funding provided through the Commissioner's Network, to hire personnel to work with students and families to create individual and targeted plans to support families in preparing students to be at school and be ready to be successful.

As shown in the accountability metric, Roosevelt School ended the 2016-2017 school year with a chronic absenteeism average of 17.3 percent. This is significantly higher than the state percentage. Tier 2 and 3 supports for chronically absent students that will be funded through the grant include an attendance monitor to conduct outreach to families and support them in developing unique and individual plans to monitor attendance. Attendance monitor will also conduct family workshops for parents of Tier 2 and 3 chronically absent students to provide additional support in developing action plans to get children to school.

In addition, the attendance monitor hired through the grant will:

- Verify all addresses of chronically absent students to ensure they are in the appropriate school.
- Support and train teachers in best practices for reducing chronic absenteeism.
- Conduct specific and targeted parent workshops geared to provide parents with the resources needed to substantially decrease the historic chronic absenteeism of their child.

Administration will be responsible for:

- Contracting certified and appropriate personnel to lead meaningful afterschool enrichment programs and provide students with access to high quality after school instruction and enrichment.
- Supporting both home-school and district attendance teams to provide best practices to reduce school and district chronic absenteeism.
- Reviewing students with historically chronic absenteeism before the school year starts, and proactively assist parents and students to be more successful with attendance.
- Collaborating with kindergarten teachers and attendance monitor to increase the daily kindergarten attendance from 92 to 97 percent.

## Section 3: Talent

### 3.1. TEACHERS

1. Explain how the district and school will cultivate a professional learning environment to attract, support, develop, and retain high-quality teachers.
2. Explain how administrators will have the ability to staff the school based exclusively on student and programmatic needs.
3. Describe how teachers will be evaluated on an annual basis to inform professional learning offerings and staffing decisions.

Roosevelt School administration has taken an active role in retaining and training teachers to meet the ever-changing demands of an inner-city school. Administration has completed the long and arduous process on multiple occasions to remove ineffective and unsuccessful teachers and have replaced them by developing an extensive interview process which includes demonstration lessons and candidate interviews that include teacher leaders. As of 2019, most of the staff has committed to Roosevelt School and is primed to move forward as a Commissioner's Network school. District data showed Roosevelt to end the 2017-2018 school year with 96 percent teacher attendance, which was the highest of all Bridgeport Schools. This is out of a total of 31 Pre-k to grade 8 elementary schools. This is a clear indicator that teachers are consistently coming to school and the staff survey shows almost 92 percent of teachers strongly agree that staff morale is high at this school and 97 percent agree that their contributions are important. Administration and teacher leaders are convinced this is the team to move Roosevelt School to be a high performing school with the support of the grant and planned implementation to achieve sustainability after the grant ends.

#### **Identifying and Retaining Talent:**

- Teachers are evaluated on a fair process of classroom observations, lesson plans and collaboration, extensive academic support from teacher leaders and consistent support from our chief climate teacher leader.
- They are also evaluated against the CCT Rubric for Effective Teaching and are given multiple opportunities to grow and improve their practice. These supports include observing best practices in other classrooms and in-class observations and modeling.
- Administration will target needs of teachers and assign professional development throughout the year to best meet the current and outstanding needs of the staff.
- Administrators will use the district platform TalentED, a comprehensive evaluative model for teachers, with fidelity to objectively evaluate staff and provide students with the best talent available.
- Members of the leadership team will partner with new staff members to provide as much support as possible to retain highly qualified and effective staff therefore decreasing the high teacher turnover.

#### **High Quality and School Specific Professional Learning:**

- Training will be cohesive in including the content area of social studies and science into the literacy block to boost rigor and academic vocabulary.
- Teachers will receive five 3-hour sessions throughout the school year of targeted and focused professional learning in incorporating the differentiation and tiers in the instructional core blocks.
- Those that are hired as literacy consultants with a track record of effective urban instruction will deliver intensive training for teachers after the school day for stipends.
- Staff will be provided with a well-planned and strategic year-long plan for improving student achievement.
- One of the district leaders of the Social Emotional Learning team is also a teacher leader here at Roosevelt and she will lead the refresher course of the PBIS model and Restorative Practices for all

teaching staff. She will also provide PD workshops 3-4 times during the year to further support and train teachers. SEL (Social emotional learning) is crucial in a district with high poverty and high trauma among students. The impact will be evident when suspension rates remain low and students are better able to focus on their academic tasks.

- One teacher will be trained to function under the hybrid coaching model, in which one teacher would both have a class and provide coaching within the day when coverage allows. The hybrid teacher leader coach would be provided time to conduct peer observations and observe teacher practice and provide consistent and concrete feedback.
- Upon acquiring Tang Company LLC as our math consultant, all teachers that deliver mathematics instruction will be trained by a Tang Company consultant and then observed by in house observation team of teachers and administration as they implement and deliver mathematics instruction utilizing the strategies presented in the professional development. The expected impact will be improved student achievement as content material is presented in a clear and precise format.

### **Teacher Evaluations**

- Administrators will follow the District Evaluation plan. Staff evaluations will be distributed between the head Principal and Assistant Principal. All teachers will establish a Performance and Practice Goal, a Parent Engagement Goal as well as a learning goal. The number and type (informal or formal) of observations will be determined by the cycle the teacher is on as determined by Human Resources.
- All teaching staff will have access to high quality professional development.
- Through administrative observation and teacher leader support, recommendations will be made for targeted PD to be delivered to staff in need.
- Administration will make staffing decision based on student needs and teacher performance and will adjust on an as needed basis.
- Staff will complete a survey to alert administration about their professional PD needs.

### **3.2. ADMINISTRATORS**

1. Describe the process to secure an exceptional school principal with a track record of success, preferably in school turnaround and/or an urban school environment.
2. Explain how administrators will be evaluated on an annual basis to inform leadership staffing decisions.
3. Describe ongoing supports and coaching opportunities for school leadership.

### **Process to secure outstanding administration:**

Ms. Simmons was strategically chosen by the district leadership for the re-opening of Roosevelt School. She already had many years in Bridgeport and was recognized as an outstanding teacher by the Bridgeport Public Education Fund. She had already served as an assistant principal at one of the district poorest performing schools and was shortly thereafter moved into a head principal position. After the multi-million-dollar investment in the new Roosevelt facility, the district carefully designated Ms. Simmons to bring together a staff and reopen Roosevelt School for the 2015-2016 school year.

- Ms. Simmons was already the head principal at another Bridgeport School and had the experience and dynamic personality to lead a new school, a new staff and 600 students.
- She held a successful track record in her past school and with over 22 years in the city of Bridgeport.
- Ms. Simmons is familiar with the community and being an administrator in an urban environment and had always been able to make sincere and authentic connections with students and families.
- Ms. Simmons has established and maintained a trust with students and families that is unsurpassed. Families know they can go to her for any basic needs that must be met, and she will do everything in her power to find or connect them with the resources they need.

### **Academic Recognition and Leadership**

- Ms. Simmons has received the George Bellinger Leadership Award for Excellence in Leadership for the Bridgeport Public Schools.
- Ms. Simmons serves on multiple district committees and has received multiple outstanding awards for her contributions to Roosevelt, and to the district.

### **Administration Evaluation Criteria**

- Administrators are evaluated through the Connecticut Leadership Rubric, and by district assistant superintendents.
- They are also observed annually by assistant superintendents and are required meet to and discuss current school goals and the efficient daily running of the school.
- In addition, there is a staff survey and a parent survey in which those stake holders provide essential feedback on administrative performance for the day to day operations.
- There is also a climate survey for the students in which students are afforded the opportunity to provide critical feedback about how they feel about being at our school.

### **Continuing Education/ Coaching Opportunities as a School Leader:**

This year the school leadership team benefitted from participating in a Literacy Leadership Institute that provided best practices from around the country in a six-session conference. Each session allowed for implementation at the home school and then time for reflection before presenting the outcomes at the next meeting. These sessions were crucial in continuing to develop the literacy leadership and focus in our building and striving to maximize the time spent on literacy. In addition, there are monthly professional sessions facilitated by the superintendents of schools and all district principals are expected to attend and turnkey the professional development provided. Ms. Simmons continues to organize book clubs with teacher leaders to keep abreast of current trends in education and continue to refine her own leadership style and hold herself accountable for the success of her team.

## Section 4: Academics

### 4.1. CURRICULUM AND ASSESSMENTS

1. Describe the school's academic program and instructional philosophy, including the process to align the curricula and academic program to the Connecticut state standards and frameworks.
2. Describe the school's early literacy strategy, including targeted interventions.

#### **Roosevelt School Instructional Philosophy:**

Roosevelt School will develop and maintain a structured and cohesive 120-minute literacy block to meet the specific and targeted needs of all students. All students will have access to teacher-generated content rich literacy lessons aligned to the Connecticut Common Core Standards. Consistent and ongoing training provided through the Commissioner's Network grant with Sisson and Sisson consultants will focus heavily on incorporating content area nonfiction texts into the literacy block. Daily vocabulary instruction will be provided to all students and after initial assessments, all students requiring interventions to close the gap between grade level expectations and current functioning grade levels will be assigned. All students have the potential to grow and flourish in the school environment and Roosevelt School will provide all necessary supports to accomplish this task.

#### **Tier 1 Instruction:**

Teachers leaders will have received PD with literacy consultants acquired through the grant and will turnkey the information during weekly planning sessions in year 1. Instructional team leaders will then assist teachers to plan and deliver differentiated lessons based on the grade level standards. Our goal is to close the large academic gap by maximizing each instructional minute afforded to the student. Lesson planning will begin by utilizing the most current data to pinpoint where the students currently are functioning and tiering the lesson to effectively build on current student knowledge without forsaking the current grade level goals for instruction. This is a very delicate and time-consuming process and teachers need extensive training in using the data on each student and utilizing available resources to create individualized and appropriate lessons for their current student body. Teachers will be directly responsible for the individual plans and implementation of the plan for each child on their current student roster.

#### **Tier 2 Instruction:**

After students have received concrete, explicit and differentiated Tier 1 instruction, our goal is to put into place a coherent and organized Tier 2 component in both literacy and math. This instructional piece will be based on the collection of data from the district provider and after having analyzed the data students will be organized into targeted small groups to receive explicit instruction in one skill at a time. Data sources include quarterly District benchmarks, bi-weekly progress monitoring, i-Ready daily instructional platform, and classwork. The SRBI model will be the 10-10-10 model, including ten minutes targeted vocabulary instruction, 10 minutes targeted comprehension instruction and 10 minutes targeted phonics instruction. This 10-10-10 model will be based upon the individual needs of students. Small groups will be created based upon deficit areas and instruction will focus on those needs. Sisson & Sisson literacy consultants will be responsible for training both teachers and interventionists delivering the Tier 2 instruction. After consistent instruction in the area of need, students will be progress monitored and groups will be changed to reflect the current need of the students. Teachers and interventionist will be required to document each student's growth bi-weekly and all documentation will be reviewed by the SRBI team including administration and teacher leaders. Interventionists will be hired to assist in the implementation of this tier. After the allotted time as a Commissioner's Network school it is a goal of the school to have students make the needed progress and reduce the numbers of students receiving Tier 2 instruction.

### **Tier 3 Instruction:**

If through intensive Tier 2 interventions, students are unable to demonstrate the necessary growth, we will use progress monitoring data to advance the students to a more intensive level of instruction. Students will then progress to Tier 3. Sisson & Sisson will have trained one teacher in each of the grade level bands to deliver Tier 3 instruction. Administration will oversee the training and scheduling of all tiered groups and will assure that the schedule allows for Tier 3 to meet five days and Tier 2 at least three days a week. Literacy consultants will assist teacher leaders in monitoring the documentation of Tier 3 instruction to ensure fidelity to the program and attention to the changing needs of the students. All students in Tiers 2 and 3 will be progressed monitored using the DIBELS program which assesses the six major basic literacy foundations. SRBI tiers will also be observed by instructional leaders and administration will provide immediate feedback to further target and improve the effectiveness of the tiers. The literacy consultant acquired through the grant will provide suggestions after reviewing the documentation and conferencing with the teacher leaders and administration that observe the instruction. When the teachers and interventionists are fully trained and the program has been implemented with fidelity, sustainability will be possible after the grant expires.

### **Early Literacy Program**

- We will build upon the successes gained through our School Improvement Grant focusing on students in PreK-Grade 1. The primary focus has been to provide students with critical foundational skills, primarily literacy skills. One major aspect of our work was the use of four interventionists who rotated through multiple small groups each day. Students were grouped based upon their individual needs.
- Our focus in Kindergarten and Grade 1 has been ongoing and intensive Tier 2 intervention, using multiple interventionists throughout grades K and 1. This model will expand when accepted as a Commissioner's Network school to include all grades.
- Progress monitoring and continuous cycles of reorganizing the groups have allowed for data to be heavily used to target the needs of students.
- Three part time Kindergarten support professionals will be acquired through the grant to provide much needed individualized instruction and attention to students in phonemic awareness and beginning reading foundational skills.
- Extended day program for Kindergarten and first grade has afforded the opportunity for 25 students to focus on the essential foundational skills for both child and parents. Plans to continue and expand this program into next year as a Commissioner's Network School will continue to lay the foundation and build the early reading foundation in the early grades for continued academic success.
- Parents will be invited and encouraged to accompany the child into the extended day program and receive training in the curriculum and be better able to support the children at home.

## **4.2. DATA-DRIVEN INSTRUCTION**

1. Describe how staff will use data to inform lesson plans, differentiate instruction, and provide remedial support to meet the academic and development needs of all students.
2. Describe ongoing professional learning opportunities to build staff capacity around the collection, analysis, and use of data to drive and differentiate instruction.

### **Data Driven Instruction:**

The Bridgeport School district utilizes the i-Ready program to collect data and assess students at regular intervals throughout the school year. Teachers, when trained, can analyze, and use the i-Ready program to plan instruction for students. This program also has a differentiated lesson component which can only be purchased by the schools with the resources or funding to do so. In addition to the quarterly District benchmark

assessments, students will complete daily i-Ready lessons focusing on their individual needs. Two SRBI Interventionists will be acquired through the Commissioner's Network funding to focus on progress monitoring and compiling the data for teachers so teachers will have all planning time to analyze and design lessons. These interventionists will also work directly with students. This component of the program can be used to provide remedial lessons to students based on the specific assessment performance.

As part of the Commissioner's Network grant, all students in grades K-8 will utilize differentiated i-Ready lessons. The planned module can be monitored and manipulated by teachers to best meet the changing needs of each student. Also, PD provided by i-Ready will build staff capacity to continue to collect data and analyze the reports retrieved from the program.

- Students will use their school issued devices to be assessed at three points during the school year with the district provided assessments in both literacy and math. These assessments will take place in the fall, winter, and spring of the academic year. Teachers will use common planning time to analyze the data for each student and create individualized plans to target next steps.
- Staff will receive training from the i-Ready PD department to better understand and utilize the program and become proficient in retrieving assessment data and assigning students lessons and monitoring the student's participation and scores on each lesson.
- Teachers will analyze with administrative and teacher leader support, the initial data results in the fall of the school year, to plan targeted next steps for each child. This process will be repeated three times during the year.
- Historical data from the previous school year will be provided for teachers to analyze and pinpoint summer learning loss or summer gains to best create an individualized student learning plan to drive instruction.
- All students that fall below grade level benchmarks will receive a prescriptive learning plan to target the missing skills needed to close the learning gap and set goals to reach grade level.
- Staff will analyze data to create small flexible groups with similar needs that will be progress monitored on a consistent basis and when students show mastery groups will be modified accordingly to continue to meet learning needs.
- Administration and in-house teacher leaders will meet quarterly to review all school data and further assist staff in identifying and implementing needed supports for students.

**Teachers will:**

- Receive continuous professional development during school improvement sessions in designing and implementing lessons that target the changing needs of the students after analyzing the data from i-Ready. (i-Ready will deliver the initial PD and teacher leaders will provide support when needed).
- Prepare individualized reports for parents with current data on each child by October 2019 with a prescriptive list of home strategies to reach maximum growth for the year.
- Use the i-Ready assessment results, classroom performance and all other pertinent student data to plan to address the immediate needs of the students and place students in tiers for both literacy and math. (Grade level teams will present prescriptive plans to administration during common planning) literacy consultants will review samples.
- Review weekly student progress on the i-Ready platform for reading and math and will monitor student minutes per lesson for performance and appropriateness of lesson and adjust, as necessary.
- Assign additional differentiated lessons based on classroom performance after instruction in the classroom.



All tiers will be progress monitored by teachers, administration, and leadership team to ensure student success and progress towards goals. Parents will be provided with regular updates on the progress of their child. (Administration has access to all teacher rosters, lessons, and student scores.) Common planning sessions will be used to review completed student work, assess current student needs and plan for immediate follow up lessons to target areas of weakness for students. During this time, teachers will work together to establish student goals.

**Students will:**

- Receive remedial services on a consistent and daily basis by certified staff and qualified interventionists acquired through the grant. (Teachers will sustain the SRBI model after the expiration of the grant).
- Complete daily targeted differentiated lessons that present new content to close the gap more efficiently between current performance and grade level standards.
- Have access to highly qualified interventionists and teaching staff to deliver the most targeted services to the neediest student population utilizing the i-Ready platform in place and funded through this grant
- Receive all intervention blocks outside of the core instructional blocks to provide additional time for students to receive targeted and differentiated lessons to close the achievement gap.
- Track their own data and scores on differentiated lessons to best self-reflect and set attainable yet challenging goals with the assistance of teachers.

**Data Training and In-house Professional Development:**

**Teachers will:**

- Continuously receive training by trained teacher leaders with an exemplary teacher performance in previous year to train staff in best practices. Teacher leaders will meet regularly with the literacy consultants acquired through the grant to prepare content to present to staff.
- Receive ongoing training with the district data i-Ready program and in-house teacher leaders to feel competent and confident to analyze the data and use it precisely to target the missing academic gaps for students.
- Be continuously observed by Administration and provided with immediate feedback that specifically target the intervention sessions to ensure fidelity to the skill and appropriate progress monitoring.
- Receive support in delivering high quality interventions in content areas and properly using the data provided by multiple sources to meet the current needs of students.

## Section 5: Culture and Climate

### 5.1. SCHOOL ENVIRONMENT AND CULTURE

Using the space provided below, describe the school's behavior management system and strategies to shape a positive school culture.

The school environment and culture at Theodore Roosevelt school has shown significant improvement based on school and parent surveys. Administration has spearheaded a consistent behavior management system into place to positively shape our school climate and culture. The past 4 years have shown consistent drops for in-school suspensions, out of school suspensions and overall staff and student positivity has improved based on school surveys. Teacher leaders have taken responsibility to foster and cultivate a positive culture for staff, students, and families.

- For the years 2014-2015, the years prior to new leadership, only 15 percent of staff agreed that staff morale was high at the school. The fall of 2018 staff survey of the same question, 92 percent of current staff, agree that morale is high.
- For the years of 2014-2015, the years prior to new leadership, only 20 percent of students agreed that respect was encouraged among students and adults. In the current years of 2018-2019, 100 percent now agree that respect is encouraged among students and adults.
- For the 2014-2015 Roosevelt Staff Survey only 15 percent surveyed found the school's discipline program to be effective. Currently in 2018-2019, 91.43 percent of staff agree that the school's discipline program is effective.

The already functioning School Climate Leadership Team (SCLT) will work in conjunction with the administration and district teams to support healthy, positive wellness habits for teachers and students. Two Hallway monitors will be acquired through the grant to provide positive reinforcement/ escorts to students transitioning between content academic wings, the school-based wellness centers, and the support offices. These hallway monitors will be trained paraprofessionals that can also de-escalate behavioral situations and provide in-class behavioral support when necessary. They will be used for SRBI interventions such as check-in and check-out.

SCLT will provide training for all teachers in explicit writing of the School and classroom Charter as part of our mission statement. SCLT will explain, model, and provide examples of the PBIS Behavior System Grades Pre-K-5th. Commissioner's Network funding will be used to hire external trainers for restorative practices and the RULER programs to come to Roosevelt to provide further training in de-escalating strategies and helping students cope with social emotional issues. Teachers will additionally receive stipends to turnkey these strategies after school in parent workshops to train our parents to continue to use these same techniques to support their children in the home.

In order to address chronic absenteeism, the school wide team (including administration, and teachers) has spent this academic year analyzing the data at vertical team monthly meeting. Teachers receive a monthly attendance percentage update to see improvements or areas of need. Teachers keep a binder of their own student attendance and are responsible to reach out to families at each absence. District wide protocols are followed to log parent contacts and attendance concerns. But more is needed as we are still hovering high above the state percentage of 10 percent chronic absenteeism. Additional personnel are needed to provide the interventions for families, to follow up with immediate inquiries when students are out, and to design additional incentives and supports for families struggling with attendance.

As part of Tier 1 attendance monitoring, the monthly team also brainstorms school wide attendance initiatives like April Baseball Challenge and Amazing May Superhero Attendance Challenge to best engage and encourage students to come to school. It has been difficult to put into place tier 2 and 3 attendance protocols without proper resources. With the acceptance as a Commissioner's Network school we will enlist the services of a school wide attendance monitor that will reach out to families and assist families in creating individualized plans and incentives for students that struggle with attendance. Parents will also have a liaison that can help them learn strategies to better motivate their children or themselves to recognize the importance of regular attendance. We are also in need of high quality after school programs to further encourage students to broaden their horizons with after school STEM activities, drama, and chess clubs.

Although the Roosevelt team, under the leadership of Ms. Simmons, has consistently put in significant and targeted efforts to decrease chronic absenteeism, we still have a way to go to reach the state average of 10 percent chronic absenteeism. With the proper resources in place to effectively meet the needs of the Tier 2 and Tier 3 populations that struggle to get to school regularly, we are confident we will continue to decrease the percentage of students that is chronically absent with the goal of coming as close as possible to the state average. Last school year we ended at 16 percent chronic absenteeism and we are currently at a rate of 14 percent. This is a nearly 10 percentage points decline from the 2014-2015 academic year of 24 percent, which was the year prior to the new leadership team beginning at Roosevelt School. Again, we are primed and ready to be accepted as a Commissioner's Network school and will use grant funds to further train staff in effectively managing student behavior and meeting their emotional needs and to provide parents with a wide variety of supports and resources.

## **5.2. FAMILY AND COMMUNITY ENGAGEMENT**

Using the space provided below, explain how the school will promote strong family and community connections to support academic achievement.

Roosevelt School is in the center of our neighborhood and receives all students within a few miles. Family support and involvement are key in continuing to move the school forward. Roosevelt has done much to promote strong family ties and will take our engagement with families to the next level on acceptance as a Commissioner's Network School. We have put great effort this year in communicating with families in their native language and have all phone blasts, newsletters and monthly calendars translated and all notices translated as well. We communicate with families through social media and text messages to establish open communication with our families. Parents are invited and encouraged to attend multiple family evenings during the year including mother-son paint night and father-daughter dance. However, at this point we must utilize our community connections to better support the academic learning in the home. Upon acquiring status as a Commissioner's Network School, we will:

- Secure/ hire Family Engagement Coordinator who will present workshops to families in Kindergarten-1 to promote good attendance. Families will receive training in practical strategies like setting up a buddy system for transportation and utilizing the school's wellness center to minimize absences.
- Family Engagement Coordinator will also provide parents with resume writing classes, job search seminars, and health care information sessions to better prepare parents to support the needs of their families.
- Purchase materials such as home library books and math centers to be used in parent training sessions and sent home with parents.

- Design and fund after school high-interest activity-based clubs with teacher stipends to teach groups of children skills such as chess, dance, Lego building, theater, and STEM projects. Additional programs will be added as students' express interest.
- Create, design and fund afterschool academic based programs in literacy and mathematics for students available for an extended day program and taught by certified teachers.
- Create/ post and hire an Early Day Monitor to provide morning childcare for families that need early drop off. Families will have access to childcare starting at 7 am and students will receive a snack and access to our school library, computers, and other enriching activities.

All these positive activities and programs are expected to increase student engagement and show positive gains in academic core areas as both students and families increase their investment in the school and commitment to the educational process.

## Section 6: Operations

### 6.1. SCHEDULE AND USE OF TIME

1. Propose the length of the school day and year for students and describe how the proposed schedule will maximize instructional time on task.
2. 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.

#### **Students School Day:**

- The school day will remain the same 8:40 am to 3:10 pm. Students currently attend 182 days a year. We currently offer students after school programming until 5 pm. Per district calendar this would remain the same.

#### **Teachers School Day:**

- Teachers school day begins at 8:30 am and ends at 3:15 pm. Teachers are contracted for 186 days a year. Certified staff attends 4 monthly 1-hour sessions after school for professional development. Per teacher contract this would remain the same.
  - Although we are unable to alter student nor teacher schedules, we plan to increase the number of minutes spent on learning every day. Teacher schedules will be created to maximize student time in the classroom and minimize the transition time. Teachers will be observed at regular intervals to detect and provide suggestions to minimize any interruptions to the learning minutes.
- Teachers will receive daily scheduled planning time to design and differentiate lessons for students.
- Teachers will receive explicit feedback from teacher leaders and administration during the planning time once a week during common planning to increase the effectiveness of lessons and will be provided with the materials and resources needed. (These will be acquired through the grant funds).
- When time and scheduling permits, teacher leaders will push-in to classrooms to observe the lessons and will annotate the positives of the lessons and the impact on student learning and will make concrete suggestions to improve teacher delivery of the lesson to best meet students' individual needs.
  - Although we are unable to add additional planning time to the teacher schedules, administration has scheduled for each grade level to have a daily 30-minute prep periods per day and an additional common planning period together. Grade level teams often take advantage of planning together during other planning sessions that is outside of their contractually mandated common planning period. This provides consistent and daily blocks for teachers to meet and plan for instruction, collect materials and resources and request from administration and teacher leaders any resources or input they might anticipate.
- Due to the data showing most of our students are failing on state mandated tests and we need to maximize the instructional minutes in each classroom from Kindergarten to 8<sup>th</sup> grade and teacher planning periods will be closely monitored for effectiveness.
- Teacher surveys have shown that teachers want more planning time with grade level teams to have more time to plan for instruction.

#### **School year training sessions:**

During the school year, we have proposed budgeting coverage for teachers to participate in weekly planning sessions with teacher leaders and/ or administration. Teachers will be able to use the common core standards to plan dynamic and engaging lessons with research-based strategies and input from the instructional leaders in

the building to deliver the content in the most beneficial way for students to gain mastery and show consistent and concrete growth on district and state benchmark assessments. Instructional leaders in the building will also observe the lessons and provide actionable feedback to improve the effectiveness of the instruction students receive.

## **6.2. BUDGET PROPOSAL**

See Appendix B: Budget Information.

## Section 7: Initial Implementation Timeline

Using the project planning template provided below, develop an initial implementation timeline for the school during the 2019-20 school year. Please note the school leadership team, once identified, will be empowered to modify, and/or expand upon the initial timeline below. Please create a timeline aligned to the contents of this Turnaround Plan, identifying the following:

1. **Activities:** What core activities, strategies, and/or initiatives will the school undertake to improve talent, academics, culture and climate, and operations at the school?
2. **Owners:** Who will be responsible for implementing the activity, strategy, and/or initiative?
3. **Timeline:** When will the activity occur and/or be completed?

Activity:	Owner: Jackie Simmons and Leadership Team	Timeline:
<b>Talent:</b>		
1. Develop Professional Development Plan 2019-2020	J. Simmons and Leadership Team	August 2019
2. Post/Hire Part-time Attendance Monitor and Hallway Monitors (2)	J. Simmons	Sept 2019
3. Post/ Hire Kindergarten support paraprofessionals (3), and Family Engagement Coordinator (1)	J. Simmons	August 2019
4. Post/ Hire Interventionists for Literacy and Mathematics, and SRBI Progress monitoring interventionists (5)	J. Simmons	Sept 2019
<b>Academics:</b>		
1. Purchase i-Ready Platform with Teacher Professional Development for differentiation	J. Simmons	Sept 2019
2. Hire consulting agency for Teacher Professional Development in Math Instruction	J. Simmons	Sept 2019
3. Hire consulting agency to present targeted Literacy Instruction for all grades	J. Simmons	Aug. 2019
4. Review and Restructure Common Planning Sessions for all grades for upcoming year with Admin and Coach support	J. Simmons and Leadership Team	Aug. 2019
<b>Culture and Climate:</b>		
1. Refresher Course for all teaching staff on RULER (Social Emotional Learning Training)	A. Rumph	Aug/ Sept. 2019
2. Review and Restructure Attendance Protocols/ Review last year data/ Target incoming historically chronically absent students	J. Simmons and Leadership Team	Aug./ Sept 2019
3. Walk through audit (Commissioner's Network Schools)	CSDE Turnaround Office	Sept. 2019
4. Re-Launch PBIS and Restorative Practices for all students. Pre-k to Grade 8	Administration and Leadership Team	October 2019
5. Develop Family Engagement calendar for the school year	J. Simmons and Leadership Team	October 2019
<b>Operations:</b>		
1. Review technology investments and monitor implementation of new technology	J. Simmons and Leadership Team	Ongoing
2.		
3.		
4.		



## Section 8: Modifications

During the term of the school's participation in the Network, the Commissioner shall review the progress of each school. The Commissioner or her 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.



## Appendix B: Budget Information

The budget will be inserted if/when requested.

## STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
STANDARD STATEMENT OF ASSURANCES  
GRANT PROGRAMS

**PROJECT TITLE:** Commissioner's Network Application  
Theodore Roosevelt School, Bridgeport

**THE APPLICANT:** Bridgeport Public Schools      **HEREBY ASSURES THAT:**  
Theodore Roosevelt School  
(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;

- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records, and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;
- L. **REQUIRED LANGUAGE (NON-DISCRIMINATION)**  
References in this section to “contract” shall mean this grant agreement and to “contractor” shall mean the Grantee.

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

- (1) "Commission" means the Commission on Human Rights and Opportunities;
- (2) "Contract" and “contract” include any extension or modification of the Contract or contract;
- (3) "Contractor" and “contractor” include any successors or assigns of the Contractor or contractor;
- (4) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
- (5) “good faith” means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- (6) "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted

efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;

(7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated, or divorced;

(8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;

(9) "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and

(10) "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

(b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a

contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 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 Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and 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 Connecticut General Statutes §46a-56; 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, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each



provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 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 Connecticut General Statutes § 46a-56.

(h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; 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, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

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

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

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

Superintendent Signature:

Name: *(typed)*

Michael Testani

Title: *(typed)*

Superintendent

Date:

7/26/19



# Commissioner's Network Operations and Instructional Audit Report

Theodore Roosevelt School  
Bridgeport Public Schools  
October 3, 2018



Dianna R. Wentzell  
Commissioner of Education  
Connecticut State Department of Education  
450 Columbus Blvd. | Hartford, CT 06103  
[www.sde.ct.gov](http://www.sde.ct.gov)



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## Part I: Introduction

On September 7, 2018, the Connecticut State Department of Education invited Roosevelt School to initiate the planning process during the 2018-19 school year, preparing for potential full implementation as part of the Commissioner's Network in Fall 2019, pending legislative authority to extend and expand the Commissioner's Network to include a eighth cohort of schools. On October 3, 2018, the Connecticut State Department of Education (CSDE) conducted, in consultation with the board of education, an operations and instructional audit of the school in accordance with Connecticut General Statutes (C.G.S.) Sec. 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 Roosevelt 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.

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### Commissioner's Network Overview

The Commissioner's Network is a commitment between local stakeholders and the CSDE to dramatically improve student achievement in up to 25 schools. The Network offers new resources and authorities to empower teachers and school leaders to implement research-based strategies in schools selected by the Commissioner. Network schools remain part of their local school districts, but the districts and the CSDE secure school-level flexibility and autonomy for the schools in exchange for heightened accountability. Schools are accepted into the Network for a minimum of three years. Subsection (h) of C.G.S. 10-223h establishes that the Connecticut State Board of Education may allow schools to continue in the Commissioner's Network for an additional year, not to exceed two additional years, if necessary. At present, 12 Cohort (III through VII) 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.

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## **Operations and Instructional Audit Overview**

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

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

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## **Audit Process and Methodology**

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

- (1) The CSDE obtains and auditors review school artifacts, data, and documentation to gain a better understanding of the school's history and context. The CSDE collaborates with school and district leaders to administer a teacher survey.
- (2) The auditors conduct a school site visit to observe school systems and classrooms, and meet with members of the school community. During the on-site visit, auditors conduct interviews and focus groups with a representative set of school and community stakeholders, including school and district administrators, staff, students, family members, community partners, and members of the School Governance Council and Turnaround Committee.
- (3) The auditors synthesize and use all available data to generate the operations and instructional audit report, identifying strengths and growth areas around talent, academics, culture and climate, and operations.

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

## Part II: School Information

Theodore Roosevelt School in Bridgeport serves 583 Pre-K through Grade 8 students and is a high poverty (100 percent free lunch), low-performing school. While student achievement and growth on Smarter Balanced has been on a consistently upward trend in the most recent three years, current ELA and Math Level 3+ proficiency remains low at only at 14.1 percent and 6.4 percent, respectively. The school's most recent 2016-17 State Accountability Index score is 53.1. Roosevelt's progress has been led by its current principal who has been in place since 2015 when the school's administration was replaced.

### School Data Profile

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

Enrollment Data (2016-17):					
Grades:	PreK-8	5-Yr Enrollment Trend:	+4.8%		
Student Enrollment:	583	2018 Student Stability Rate:	n/a		
Personnel Data (2016-17):					
# of Administrators:	2	% of Teachers "Below Standard":	0		
# of Teachers:	36	% of Teachers "Developing":	5.6%		
# of Support Staff:	6	% of Teachers "Proficient":	91.7%		
# of Psychologists:	0.4	% of Teachers "Exemplary":	5.6%		
# of Social Workers:	0.6	3-yr Teacher Retention Rate:	78%		
School Day Per Year (2016-17):					
Total # of Student Days Per Year:	182	Instructional Minutes/Day:	290		
Total # of Teacher Days Per Year:	182	Extended Day Program:	No		
Student Demographic Breakdown (2016-17):					
% Black:	34.1%	% Male:	47.8%		
% Hispanic:	51.3%	% Female:	54.2%		
% White:	10.1%	% EL:	19.6%		
% Other:	4.5%	% Students with disabilities:	17.0%		
% F/R Meals:	100%				
School Climate Data:		2014-15	2015-16	2016-17	2017-18
Student Attendance Rate:		92.0%**	95.5%**	95.2%**	93.0%**
Chronic Absenteeism Rate:		25.0%	17.5%	17.3%	16.2%
Total # of ISS/OSS/Expulsions:		276**	509**	308**	181**
Suspension Rates:		20.3%	24.0%	17.7%	n/a
Teacher Attendance Rate:		92.0%	95.5%	95.2%	95.5%

School Accountability Index:	2014-15	2015-16	2016-17	2017-18
School Accountability Index:	N/A	54.6**	53.1	n/a
Smarter Balanced Assessment Level 3+ Proficiency Data (%):	2014-15	2015-16	2016-17	2017-18
Grade 3 – Reading	7%	7%	12%	12%
Grade 4 – Reading	2	5	14	12
Grade 5 – Reading	5	7	16	25
Grade 6 – Reading	10	3	9	5
Grade 7 – Reading	11	20	14	9
Grade 8 – Reading	20	6	18	22
Grade 11 – Reading	--	--	--	--
Grade 3 – Math	3	4	9	14
Grade 4 – Math	0	4	7	5
Grade 5 – Math	0	2	0	4
Grade 6 – Math	4	3	2	20
Grade 7 – Math	2	7	5	2
Grade 8 – Math	0	0	12	0

\*\*Data is school self-reported

## 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. Evaluative score categories are: 4 (Exemplary), 3 (Proficient), 2 (Developing), and 1 (Below Standard).

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

### Summary of Strengths:

- Leadership Effectiveness:** Strong and effective leadership of the school ranks consistently high in feedback from teachers, parents and district administration. 100 percent of teachers surveyed were in agreement that the school leadership team communicates a clear vision for the school and that teachers are professionally respected and supported by them. 97 percent of teachers believe that administrators provide regular, helpful, and actionable feedback. In focus groups, teachers cited the level of participatory collaboration and encouragement for collaborative problem-solving is high. Under the direction of the principal, the school sets an expectation of high standards for teachers, and has effectively managed talent in order to exit staff that did not fit the school’s vision, and retain a team that does. Parents also reflect a high level of support and satisfaction with the job done by school leadership, registering 90 percent levels of satisfaction in parent surveys, which is also echoed in parent focus groups. The sense of urgency around improvement as conveyed by school leadership is very high. In their focus group, parents evaluated school leadership very highly for communication and caring.
- Professional Culture and Commitment** – Consistent with the description of school leadership above, and the tone set for staff at the school, teachers report a high level of satisfaction, challenge and commitment. 100 percent of teachers surveyed believe that their job expectations are clear and that teachers are held accountable for their performance. In focus groups, teachers indicate that high levels of communication and teamwork exist throughout the school. Teacher retention is very high with only a couple of voluntary exits each year, usually due to personal situations or increased pay opportunities. Roosevelt is a desirable place to teach, as evidenced by teachers who often call looking for openings, along with very low staff turnover. Students in focus groups also echoed the commitment level of teachers, whom they see as creating an environment that is comfortable and supportive.



## Summary of Growth Areas:

- **Instructional Practice:** The audit team conducted classroom observations, separately, in 17 classrooms and across all grade levels in the school. Overall, the quality of instruction was observed to be effective in connecting with students, especially in grades PK-5. Teacher's alignment to classroom protocols and student engagement was good. Most all classrooms observed had clearly posted learning objectives/"I can" statements, and students who were actively engaged in their lessons. Noteworthy examples of effective instructional practices observed included teacher encouragement of student discourse; redirection and effective classroom management techniques; cross-curricular skills (eg., Venn diagram used for a Social Studies class to compare presidential policies), and student goal-setting exercises. Individual classrooms had wall postings (eg., student work, anchor charts, word walls, etc.) and non-traditional furniture layouts that all supported instruction and group work. Areas for improvement include more consistency in practice across grade levels and across classrooms, particularly for middle school classrooms where, in some cases there was frequent student chatter and students talking over each other (while teacher is continually quieting students), and some wasted time in transitioning activities, all of which is seen to be impeding instruction. Additional work on strategies such as multi-sensory approaches and differentiation will deepen practice. 97 percent of teachers (all but one) surveyed agree with the statement that instructional quality and academic rigor are consistently high at the school, but in line with administrator comments and low (but improving) levels of student achievement, support going forward needs to include helping teachers be able to realistically identify and assess strong instructional practices.
- **Professional Development:** Roosevelt is on a path of improvement for professional development (PD), but several opportunities exist for growth. While the teacher survey indicated that 89 percent agree that PD has improved their practice, it was rated relatively lower than most other survey questions. Teacher focus group participants expressed a desire for more intensive, content- and grade-level specific PD, and less "cookie cutter" PD, especially as it relates to the different teacher needs for upper grades versus lower grades. They also expressed a desire for more choice specific to their content areas, including that for specials teachers who are forced to attempt to modify what is presented to the broader group. Furthermore, teachers mention the need for more technology training to be able to effectively use the technology the students have. The principal understands that for teachers to become better practitioners, they need to be able to delve deeper into student work and ways in which teachers can better understand their practice. Teachers would benefit from a better understanding of how to implement high expectations and effective differentiated instruction, according to the principal. Teachers would also like to see a narrower focus on topics, with more depth and continuity in topics. The perception is also that district PD offerings are limited and random.
- **Instructional Leadership:** School leadership actively sets the norm and expectation with teachers of collaboration and data integration that will guide instruction. School leaders express that growth in this area is related to developing stronger teacher practice including multi-sensory approaches to instruction, better guiding of student intervention needs, integrating content and literacy, and understanding how to better provide differentiated instruction. Academic achievement at the school is low with Smarter Balanced Level 3+ Proficiency currently at only 14.1 percent for ELA, and 6.4 percent for math.

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

### Summary of Strengths:

- Student Engagement:** In the majority of classrooms observed by auditors, student engagement was high. Students were often seen to be engaged, listening to teacher directions, and on-task with classroom work, even in classrooms with upwards of 30 students. This was true both for the youngest students during “rug time,” as well as for older students who were working independently. Consistently high student engagement, especially as an improvement area in the middle school classrooms, is the goal, but teachers are doing a good job supporting engagement and using appropriate teaching techniques such as redirection to keep students focused.
- Assessment System and Data Culture:** The school follows the District Benchmark system with fidelity and very high participation rates. Various sources of data, including student attendance data, teacher attendance data, suspension data, etc.) are utilized to inform decisions. Grade level leaders have a solid understanding of data analysis and data is regularly used to create SRBI instructional groups. SRBI systems/data collection (progress monitoring) still need to be more consistent throughout all grade levels and teachers need more training of providing/embedding formative assessments in their daily lessons as evidenced by promising though inconsistent implementation according to the school leadership.

### Summary of Growth Areas:

- Adequate Academic Resources:** Teachers, in particular, express significant frustration over the lack of necessary resources to support student instruction, including resources that have been scaled back in recent years. Specific examples provided include lack of sufficient EL support; support to enable Literacy Centers subsequent to training; Tier 2 math and reading interventionists; and paraprofessionals (especially for Kindergarten). Students expressed their concern that teachers need help in the classroom as students are often unable to get the help they need in a class of 34 students, though they feel the teachers do the best they can.
- Supports for Special Populations:** Roosevelt has high levels of special education students (17 percent) and English learners (20 percent), and these populations are both transient and growing. Teacher and school leader focus groups pointed to the fact that the school does a sub-optimal job of meeting the needs of these populations. They point to the fact that a single EL teacher cannot

reasonably support the caseload of students, and that for those students who have intense IEPs, especially those transferring in, services can't be adequately provided.

- Academic Rigor and Differentiated Instruction:** While 97 percent of teachers (all but one) responding to the survey perceived instructional quality and academic rigor at the school to be consistently high, low student achievement results along with critical feedback from administrators paints a different picture. The school's student achievement scores remain in the single digits and low teens across grade levels, especially for mathematics. None of the students in the focus group conducted felt that instruction was too challenging. During classroom observations, the audit team found only a few examples of challenging instruction, scaffolded instruction, or encouragement of student discourse. Despite well-meaning efforts, teachers are not sufficiently knowledgeable about what it means, nor how to deliver rigorous and well-differentiated instruction based on focus group questioning and administrator feedback. Progress is reportedly being made in centers, but professional development in this area is warranted.

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

**Summary of Strengths:**

- Student Behavior and School Climate:** Parents and teachers consistently remark on the improvement they have seen at the school over the past several years around school climate, as well as student-adult and student-student relationships. 100 percent of teachers surveyed agree or strongly agree that interactions between students and staff are positive and respectful, and that the school implements an effective behavior management system. School security officers have become part of the positive culture and help to mediate in a collaborative environment. In their focus group, students generally agreed that student- adult relationships in the school were positive, though student-student relationships were rated lower and perceived to be a bit disrespectful and disruptive at times. The number of suspension incidents at Roosevelt has been reduced 64 percent over the past two years, and the suspension rate has declined by over one-third.
- Family Engagement and Communication:** Parents in focus groups express high satisfaction with the operation and instruction at the school, as well as the communication they receive from building

administrators and teachers. They claim a vast improvement compared to a few years ago when there was comparatively much less structure, organization and parent outreach. Parents feel that Roosevelt has a very caring environment with a high level of focus on students, parents, and communication with families, from both administration and teachers. When issues arise, there are no concerns expressed in communicating with the school and getting resolution. Observation of morning arrivals and greetings, along with parent interaction in the office during the day also confirm the genuinely warm and caring tone taken with parents. 92 percent of teachers surveyed agreed that families are engaged with the school, and parents reflect that communication with, and availability of teachers (who have an open door policy) is strong. While relationships have improved, parents would like to see a greater of involvement by other parents.

- **School Environment:** The school has a warm and welcoming environment with celebrations of student achievement, positive messaging, and family involvement seen throughout the building. The facility is only several years old, maintains a bright and open environment, and is in good repair. Wall postings throughout the school provide inspirational messages (eg., importance of hard work, reading as leadership, etc.). School security officers are a supportive influence, relating to students by name and providing a positive, not punitive presence.

#### **Summary of Growth Areas:**

- **Student Attendance:** The chronic absenteeism (CA) rate has improved significantly from 25.0 percent in 2014-15 to 16.2 percent in 2017-18, though only showing a drop of approximately a single point in each of the past two years. A positive sign is that the CA rate for High Needs students (16.1 percent) was actually better than the rate for non-High Needs students (18.2 percent). At least one parent in the focus group commented on the positive reinforcement of consistent attendance by the leadership team. At the same time, one parent in the group noted how attendance and motivation are related to engagement, and that more parents need to get that message. While the consistent annual decline has been commendable, it has plateaued and needs additional emphasis, particularly in Grades K and 1 where the CA rates for 2017-18 are the school's highest at 25.4 percent and 22.5 percent, respectively. While Grade 1 was flat to prior year, Kindergarten increased by over four percentage points in 2017-18, representing a 20 percent increase for that grade alone. As a note, the principal also sits on the district attendance committee which has also adopted some Roosevelt practices.

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

**Summary of Strengths:**

- Routines and transitions:** Auditors observed that morning arrivals and morning transitions were orderly. Staff and administration is highly visible, both inside and outside the building. Likewise, hallway transitions and lunchroom conduct were organized, with students walking/sitting calmly and following teacher direction. Auditors observed the middle school hallways to be less orderly, but expected conduct is generally understood by students, as evidenced by a lack of need for constant reminders.
- Budget Planning:** Budgets and resources appear to be effectively managed by the school, and in alignment with priorities. The upcoming challenge will be how to manage separate funding streams for both federal school improvement and Commissioner’s Network budgets to align, build capacity, and ensure sustainability.

**Summary of Growth Areas:**

- Use of Staff Time:** Teachers and administrators consistently express the need for additional collaboration time in order to develop instructional plans and materials and review data. In their survey, 30 percent of teachers expressed that they had insufficient planning time to collaborate to review student data and improve instruction. The response to this question regarding sufficient collaboration time ranked lowest relative to other questions, with approximately one-third disagreeing that there is sufficient time, though increasing this time would naturally have implications to other schedule priorities. School leaders also indicated that providing adequate planning time was an improvement area. Additionally, as previously stated, teachers would benefit from greater content collaboration between general education and special education teachers.
- Instructional Time:** While classroom observations confirm generally effective use of instructional time, particularly in the lower grade levels, opportunities exist for the middle school grades to maximize instructional time as a number of classes visited showed students off-task or needing redirection.

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**APPENDIX A: OPERATIONS AND INSTRUCTIONAL AUDIT RUBRIC**

<b>TALENT</b>				
<b>Indicator</b>	<b>1-Below Standard</b>	<b>2-Developing</b>	<b>3-Proficient</b>	<b>4-Exemplary</b>
<b>1.1. Instructional Practice</b>	Teacher effectiveness is inconsistent and highly variable from classroom to classroom. There are significant concerns about instruction. Staffing decisions do not reflect teacher effectiveness and student needs.	Instructional quality is moderate; however, teacher effectiveness is variable from classroom to classroom. Staffing decisions do not always reflect teacher effectiveness and student needs.	Most classes are led by effective educators, and instructional quality is strong. There are some systems in place to promote and develop teacher effectiveness and make appropriate staffing decisions.	100% of classes are led by deeply passionate and highly effective educators. There are strong systems in place to promote staff efficacy and make staffing decisions driven exclusively by student needs.
<b>1.2. Evaluation and Professional Culture</b>	There are significant concerns about staff professionalism. Staff come to school unprepared, and there is little sense of personal responsibility. There is a culture of low expectations; individuals are not accountable for their work. Evaluations are infrequent, and few if any staff were formally evaluated 3 or more times in 2016-17. Instructional leaders do not provide regular feedback to staff.	There are some concerns about professionalism. Some staff come to school unprepared. Some teachers feel responsible for their work. Some teachers were formally evaluated at least 3 times in 2016-17, but most were not. Leaders communicate some expectations for and feedback on performance, but do not consistently follow-up to see whether or not the feedback is acted upon.	The school is a professional work environment. Most staff are prepared to start the school day on time with appropriate instructional materials ready to go. Most individuals feel responsible for their work. Most teachers were formally evaluated at least 3 times in 2016-17 in alignment with SEED expectations. Leaders provide feedback and hold individuals accountable for effort and results.	100% of staff are prepared to start the school day on time with appropriate instructional materials ready to go. The vast majority of staff feel deep personal responsibility to do their best work. All teachers were formally evaluated at least 3 times in 2016-17. Leaders conduct frequent informal evaluations and provide meaningful feedback. Individuals are held accountable for their performance.
<b>1.3. Recruitment and Retention Strategies</b>	The school and/or district lack systems to recruit and attract top talent. Retention of high-quality staff is a significant concern. The school lacks systems and strategies to retain top teachers and leaders.	The school and/or district have components of a plan for recruitment and retention of quality educators (e.g., mentoring, induction). The plan is not fully developed or consistently implemented.	The school and/or district have systems for strategic recruitment and retention. Efforts are made to match the most effective educators to the students with the greatest needs. Retention of high-quality teachers is high.	The school and/or district effectively implement a long-term plan for recruitment and retention. Efforts are made to match the most effective educators to the students with the greatest needs. Deliberate, successful efforts are made to retain top talent.
<b>1.4. Professional Development</b>	Professional Development (PD) opportunities are infrequent and/or of inconsistent quality and relevance. PD does not align to staff's development areas and/or students' needs. As a result, teachers struggle to implement PD strategies. There is no clear process to support or hold teachers accountable for the implementation of PD strategies.	PD opportunities are provided; however, they are not always tightly aligned with student and adult learning needs. The quality of PD opportunities is inconsistent. Sometimes, teachers report that PD improves their instructional practices. Teachers are not generally held accountable for implementing skills learned through PD.	The school offers targeted, job-embedded PD throughout the school year. PD is generally connected to student needs and staff growth areas identified through observations. Most teachers feel PD opportunities help them improve their classroom practices. Most teachers are able to translate and incorporate PD strategies into their daily instruction.	The school consistently offers rich and meaningful PD opportunities that are aligned to student needs and staff growth areas identified through observations. Teachers effectively translate PD strategies into their daily instruction. The school has a process for monitoring and supporting the implementation of PD strategies.
<b>1.5. Leadership Effectiveness</b>	Leadership fails to convey a school mission or strategic direction. The school team is stuck in a fire-fighting	The mission and strategic direction are not well communicated. A school improvement plan does not	Leadership focuses on school mission and strategic direction with staff, students, and families. The school is	Leadership focuses on school mission and strategic direction with staff, students, and families. The school has

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

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

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

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



**CULTURE AND CLIMATE**

Indicator	1-Below Standard	2-Developing	3-Proficient	4-Exemplary
<b>3.1. School Environment</b>	The school fails to create a welcoming and stimulating learning environment. Communal spaces and classrooms may be unkempt, rundown, unsafe, or sterile. Many classrooms are neither warm nor inviting and lack intellectual stimulation. Little to no student work or data is displayed to help convey a sense of pride and high expectations.	The school struggles to provide a welcoming environment conducive to high-quality teaching and learning. Large sections of the school are not clean, bright, welcoming, or reflective of student work. Though the school has some data and student work displayed, efforts to brand the school and convey high expectations are very minimal. Sections of the school need significant attention.	The school generally provides a welcoming learning environment. Most of the facility is in good repair and conducive to teaching and learning. Most classrooms and common spaces are bright and clean, displaying data and student work; however, some sections lack visual stimulation. The school has made an effort to foster school identity through branding and consistent messaging in classrooms and communal spaces.	The school provides a welcoming and stimulating learning environment. Common spaces and classrooms are bright, clean, welcoming, and conducive to high-quality teaching and learning. Data and student work are visible and present throughout the school, inspiring students and teachers to do their best work. There is clear branding and consistent messaging throughout the school, promoting school identity and pride.
<b>3.2. Student Attendance</b>	The school has few, if any, strategies to increase attendance. Average daily attendance is $\leq 88\%$ and/or chronic absenteeism is $> 20\%$ .	The school has some strategies to increase attendance. Average daily attendance is $> 88\%$ and $\leq 93\%$ and/or chronic absenteeism is $> 15\%$ and $\leq 20\%$ .	The school has multiple, effective strategies to increase attendance. Average daily attendance is $> 93\%$ and $\leq 97\%$ and/or chronic absenteeism is $> 10\%$ and $\leq 15\%$ .	The school implements effective strategies to increase attendance and on-time arrival. Average daily attendance is $> 97\%$ and chronic absenteeism is $\leq 10\%$ .
<b>3.3. Student Behavior</b>	A school-wide behavior management plan may exist, but there is little evidence of implementation. Student misbehavior is a significant challenge and creates regular distractions. Disciplinary approaches appear to be inconsistent; students and staff do not have a common understanding of behavioral expectations. Discipline is mostly punitive. The rate of suspensions/expulsions as a proportion of student enrollment is greater than 20% (total # 2012-13 incidents/total enrollment).	A school-wide behavior management plan is in place, and there are some signs of implementation. Student misbehavior is a challenge and creates frequent disruptions. There may be confusion among students and staff regarding behavioral expectations. Discipline is mostly punitive, and there is inconsistent reinforcement of desired behaviors. The rate of suspensions/expulsions as a proportion of student enrollment is between 15% and 20%.	A school-wide behavior management plan is in place and effectively implemented most of the time. Student behavior is under control. Misbehavior is infrequent with periodic distractions to instruction. Most students behave in a calm and respectful manner. Students and staff have a common understanding of the behavior policy. There is positive reinforcement of desired behaviors. The suspension/expulsion rate is between 10% and 14%.	A school-wide behavior management plan is consistently and effectively implemented. All students behave in a calm, orderly, and respectful manner throughout the school day. Classroom distractions are minimal, and immediately and appropriately addressed. Rewards and consequences are clear and appropriate, and are consistently applied across the school. The suspension/expulsion rate is $\leq 10\%$ .
<b>3.4. Interpersonal Interactions</b>	There is a weak sense of community. The quality and types of student, adult, and student/adult interactions raise concerns. There are signs of divisiveness or hostility among students and with staff. There are minimal signs of connections between students and staff; interactions are	There is a moderate sense of community. Students are somewhat respectful toward one another and adults. There are some concerns around climate and tone. There is some teasing and divisiveness; however, it does not define school culture. Communication between	There is a good overall sense of community. Students are generally respectful toward one another and adults. Interactions are mostly positive. There is minimal teasing and divisiveness. Communication between students and staff is generally positive and respectful. There are signs of	There is a strong sense of community. Students are respectful and courteous of one another and adults. Student interactions are overwhelmingly positive and polite. The school is an inclusive and welcoming environment. Student/Adult interactions are positive and respectful, demonstrating

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

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

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

OPERATIONS				
Indicator	1-Below Standard	2-Developing	3-Proficient	4-Exemplary
	to use class time in a constructive manner.	more skilled and/or methodical in the use of class time.	executed. Teachers are adept at managing and using class time.	with minimal cues and reminders from teachers.
<b>4.3. Use of Staff Time</b>	Educators lack adequate and/or recurring professional development and/or common planning time. Common planning time is currently disorganized and the time is not used effectively. As a result, staff members are unable to develop and/or share practices on a regular basis.	Most academic teams have common planning periods (less than 1 hour/week); however, the school has failed to secure vertical and horizontal planning. Collaborative planning time is used at a basic level (e.g., organization of resources or topics not directly related to classroom instruction).	All academic teams have common planning periods (1-2 hours/week) and they are seldom interrupted by non-instructional tasks. Staff members use this time to discuss instructional strategies, discuss student work, develop curricular resources, and use data to adjust instruction.	All educators have weekly common planning time for vertical and horizontal planning (more than 2 hours/week). Common planning periods are tightly protected and only interrupted by emergencies. The school has established tight protocols to ensure that common planning time is used effectively.
<b>4.4. Routines and Transitions</b>	The school is chaotic and disorderly. The safety of students and staff is a concern. The school lacks critical systems and routines. Movement of students is chaotic and noisy with little adult intervention. Adults are not present during transitions; therefore, this is very little direction.	The school is somewhat chaotic and/or disorderly, particularly in certain locations and during certain times of day. Some staff make an effort to maintain procedures and routines; however, staff presence is also an issue and redirection of misbehavior is lacking.	The school environment is calm and orderly in most locations and during most of the day. Rules and procedures are fairly clear, consistent, and evident. Routines seem somewhat apparent and institutionalized. Adults are present to reinforce norms.	The school environment is calm and orderly. Rules and procedures are clear, specific, consistent, and evident. Routines are largely unspoken and institutionalized. Adults are consistently present to reinforce norms.
<b>4.5. Financial Management</b>	The school and/or district do not make sound budgetary decisions based on student need and projected impact. Budget decisions are largely governed by past practice and do not account for sustainability. There is little to no evidence around school and/or district leaders successfully advocating for school resource needs.	Budget decisions are sometimes focused on factors unrelated to student needs and school goals. A number of expenditures and initiatives lack a plan for sustainability beyond the current school year. School and/or district leaders do not effectively advocate for school needs or pursue additional resources.	The school and/or district have emerging strategic budgeting practices. The school and/or district have begun to repurpose funds to align expenditures more closely with school goals and student needs. Sustainability may pose a concern. School/District leaders effectively advocate for school needs and pursue additional resources.	The school and district engage in strategic budgeting. The school and district invest in high-yield, research-based initiatives aligned to student needs and school goals. There is a clear sustainability plan for all major expenditures. School/District leaders effectively advocate for school needs, and build strategic relationships to pursue needed resources.