CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO BE PROPOSED:
September 7, 2016

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, approves the Turnaround Plan for Columbus School in Bridgeport for the Commissioner's Network, for the period September 7, 2016, through September 6, 2019, subject to the conditions noted in the Commissioner's September 7, 2016, 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 seventh day of September, Two Thousand Sixteen.

Signed: _____
            Dr. Dianna R. Wentzell, Secretary
            State Board of Education

TO: State Board of Education

FROM: Dr. Dianna R. Wentzell, Commissioner of Education

DATE: September 7, 2016

SUBJECT: Commissioner's Network Turnaround Plan: Columbus School, Bridgeport

Executive Summary

Introduction

Section 10-223h of the Connecticut General Statutes (C.G.S.) establishes the Commissioner's Network to provide new resources and flexibilities to improve student achievement in a subset of the state's lowest-performing schools. The 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. Schools may be granted approval by the State Board of Education for up to two additional 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 Columbus School, Bridgeport. This will require efforts at the state and local levels to secure conditions that are conducive to scalable and sustainable reform.

Background

On January 7, 2015, the CSDE received an *Expression of Interest Form* from Bridgeport Public Schools (BPS) volunteering Columbus School for participation in the Network. On March 25, 2015, the Commissioner initially selected Columbus School for possible participation in the Network based on the following factors: (a) the district's expression of interest; and (b) the academic and developmental needs of the school's students and the capacity of the district to address those needs. The school was approved for one year of planning and funding to develop a turnaround plan. Following initial selection, the Bridgeport Public Schools 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 Columbus School in accordance with C.G.S. § 10-223h (d).

Turnaround Plan for Columbus School

Columbus School serves 918 students in Pre-Kindergarten through Grade 8. One hundred percent of students are eligible for free or reduced-price meals. Nine percent of the students are identified as needing special education services, and 21 percent are English learners. Approximately 57 percent of the students are Hispanic and 33 percent are Black.

CSDE, under the new accountability system, has identified Columbus School as a Focus School in the area of English Language Arts (ELA). The CSDE defines Focus Schools as schools that are contributing to academic achievement gaps and/or graduation rate gaps by having the lowest academic performance or graduation rate for the High Needs subgroup based on 2015 Smarter Balanced Assessment results. The High Needs subgroup consists of economically-disadvantaged students, English learners, and students with disabilities.

The goal of the turnaround plan is for Columbus School to implement a literacy instructional program that is focused on the development of a solid foundation in literacy and incorporates literacy across all content areas. School leadership and staff will be provided with professional learning and support to utilize data to inform instruction and implement effective instructional strategies. Building upon the collaborative grade level team approach for planning instruction, teachers will use data (assessment data and work samples) to inform instruction.

The following strategic components in the domains of talent, academics, culture and climate, and operations speak to the transformative potential of the Columbus School Turnaround Plan. Specifically, Bridgeport Public Schools will:

Talent:

- Provide professional learning sessions twice a month driven by teacher needs and aligned with goals outlined in school improvement plan;
- Implement a coaching model to support teachers through model lessons, co-teaching, observations, walk-throughs, and debriefing sessions;
- Provide on-going support from Fairfield University, Literacy How, and the Hill for Literacy, in effective literacy instruction; and
- Provide professional learning to create a comprehensive school-wide behavior management system.

Academics:

- Implement a literacy instructional program that is focused on the development of a solid foundation in literacy;
- Build upon the collaborative grade-level team approach for planning instruction;
- Incorporate "Literacy across all content areas"; and
- Use data (assessment scores and work samples) to inform instruction.

Culture and Climate:

- Strengthen the implementation of Positive Behavior Intervention and Supports (PBIS);
- Create a welcoming school environment;
- Review and implement Restorative Practices;
- Support a coach to provide job-embedded modeling and strategies to strengthen the implementation of the RULER Program; and
- Utilize a systematic approach to support students and families on attendance through the use of Power School, Monthly Parent Advisory Council/School Governance Council meetings, and Quarterly Perfect Attendance Ceremonies.

Operations:

- Restructure school schedule to maximize time for instruction and interventions;
- Focus budgetary priorities based on Columbus School's needs; and
- Institute school-wide data teams as well as instructional grade-level data teams.

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

Through this budgeting process, Bridgeport Public Schools 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 Columbus School 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.

Columbus School will benefit from increased flexibility and additional resources in exchange for heightened accountability. Over the course of the school's participation in the Network, the Commissioner and/or consultants of the CSDE Turnaround Office will review: (a) school progress relative to implementation of the Turnaround Plan and annual plan amendments; and (b) school performance relative to identified goals and leading and lagging performance metrics. Columbus School 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 Columbus School through site visits and targeted support based on the Turnaround Plan.

Recommendation with Conditions

I recommend that the Board approve the Network Plan for Columbus School, subject to the successful completion of the following items:

1. By September 30, 2016, Bridgeport Public Schools shall commit to specific transformation expectations outlined here in the areas of talent, academics, culture and climate, and operations for Commissioner's Network participation.

2. The Superintendent, on behalf of the Columbus School Turnaround Committee, shall submit plan amendments to the CSDE Turnaround Office on an annual basis in the spring, following school audits, detailing proposed strategies, budget requests, and implementation timelines for the following school year. The Commissioner or her designee may reconvene the Turnaround Committee to consider annual plan amendments, as appropriate and necessary. If the Turnaround Committee does not enact plan amendments or if the amendments are unlikely to result in sufficient progress or adequately address implementation concerns, the Commissioner may take appropriate actions to ensure sufficient progress at Columbus School, 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. Columbus School shall comply with all fiscal and programmatic reviews, provide any information requested by the CSDE in a timely manner, and report progress of goals and metrics in the format and frequency established by the CSDE.

Materials

Please see enclosed:

1. Columbus School Audit Report resulting from the Operations and Instructional Audit conducted on April 21, 2015.

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

Prepared by:
Iris White
Education Consultant, Turnaround Office

Approved by:
Desi D. Nesmith
Chief Turnaround Officer

Columbus School
Bridgeport, CT 06604

September 7, 2016

Committee Members

Edward Vilorio, Parent

Tiffany Ladson-Lang, Parent

John Scalice, Principal

Noelle Foito, Teacher, Bridgeport Education Association

David Meyer, Teacher, Columbus School

Amy Marshall, Executive Director of Elementary Education

Columbus School Demographics

918 students, Grades Pre-K through 8

100% Free/Reduced Lunch

9% Students with Disabilities

21% English Learners

57% Hispanic

33% Black

How Columbus School will Benefit from Being Part of the Commissioner's Network

- Participate in professional learning provided to school staff and school leaders through Fairfield University and Cooperative Educational Services which will impact all students.

- Support and build the capacity of school leadership and staff to utilize data to inform instruction and implement effective instructional strategies.

- Receive additional resources and support to develop students' capacity in literacy.

- Improve the school culture and climate which will impact student attendance and parent/family involvement.

School Accountability Report

Choose a District	Choose a School
Bridgeport School District	Columbus School_0150511

No:	Indicator	Index/ Rate	Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate
1a.	ELA Performance Index – All Students	47.2	75	62.9	100	62.9	67.9
1b.	ELA Performance Index – High Needs Students	47.2	75	62.9	100	62.9	56.7
1c.	Math Performance Index – All Students	35.8	75	47.7	100	47.7	59.3
1d.	Math Performance Index – High Needs Students	35.8	75	47.7	100	47.7	47.8
1e.	Science Performance Index – All Students	33.5	75	44.7	100	44.7	56.5
1f.	Science Performance Index – High Needs Students	33.5	75	44.7	100	44.7	45.9
4a.	Chronic Absenteeism – All Students	24.3%	<=5%	11.5	50	22.9	10.6%
4b.	Chronic Absenteeism – High Needs Students	24.3%	<=5%	11.5	50	22.9	17.3%
5	Preparation for CCR – % taking courses	N/A	75%	0.0	0	0.0	66.1%
6	Preparation for CCR – % passing exams	N/A	75%	0.0	0	0.0	37.3%
7	On-track to High School Graduation	95.2%	94%	50.0	50	100.0	85.6%
8	4-year Graduation - All Students (2014 Cohort)	N/A	94%	0.0	0	0.0	87.0%
9	6-year Graduation - High Needs Students (2012 Cohort)	N/A	94%	0.0	0	0.0	77.6%
10	Postsecondary Entrance (Class of 2014)	N/A	75%	0.0	0	0.0	72.8%
11	Physical Fitness (estimated part rate) and (fitness rate)	90.5% 40.1%	75%	26.7	50	53.5	87.6% 51.0%
12	Arts Access	N/A	60%	0.0	0	0.0	45.7%
	Accountability Index			410.3	800	51.3	

Gap Indicators	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev**	Is Gap an Outlier?
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	N/A	47.2	N/A	16.8	
Math Performance Index Gap	N/A	35.8	N/A	19.5	
Science Performance Index Gap	N/A	33.5	N/A	17.3	
Graduation Rate Gap (2012 Cohort)	N/A	N/A	N/A	N/A	N

Participation Rate	Rate
ELA – All Students	100.0%
ELA – High Needs Students	100.0%
Math – All Students	100.0%
Math – High Needs Students	100.0%
Science – All Students	100.0%
Science – High Needs Students	100.0%

Talent

- New principal-John Scalice
- Professional learning, and coaching through Fairfield University in effective literacy instruction
- Support for all staff working with English learners
- Training to create a comprehensive school-wide behavior management system

Academics

- Implementation of a literacy instructional program that is focused on the development of a solid foundation in literacy

- Strengthen the collaborative grade level team approach for planning instruction

- Utilize data (assessment scores and work samples) to inform instruction

- Integrate Literacy across content areas

Culture and Climate

- Build upon Positive Behavioral Interventions and Supports (PBIS)

- Create a welcoming school environment

- Review and implement Restorative Practices

- Utilize a systematic approach to support students and families on attendance

Operations

- Restructure school schedule to maximize instructional times, staggered SRBI schedule
- Focus budgetary priorities based on Columbus School's needs

How Plan Supports Improved Outcomes for Students

- Coaching model to improve literacy instruction-which will impact all grades and all content areas

- Support the needs of English learners and students with disabilities in all classes

- Support for students' academic and social-behavioral needs

- Improve student attendance and family engagement

The Commissioner's Network
Turnaround Plan Application | Cohort V

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

Date Issued: April 2016

Dr. Dianna R. Wentzell
Commissioner of Education
Connecticut State Department of Education
165 Capitol Avenue | Hartford, CT 06106
www.sde.ct.gov

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

TABLE OF CONTENTS

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

PART I: COMMISSIONER'S NETWORK OVERVIEW

A. Network Overview

The Commissioner's Network (the Network) is a commitment between local stakeholders and the Connecticut State Department of Education (CSDE) to dramatically improve student achievement in up to 25 schools. The Network offers new resources and authorities to empower teachers and school leaders to implement research-based strategies in schools selected by the Commissioner. Network schools remain part of their local school districts, but the districts and the CSDE secure school-level flexibility and autonomy for the schools in exchange for heightened accountability. Schools participate in the Network for a period of three to five years. At present, there are 17 schools participating in the Network.

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

C.G.S. § 10-223h as amended and set forth in the C.G.S. 2016 Supplement, Volume 1:

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

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

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

After the Commissioner initially selects a school to participate in the Commissioner's Network, the local board of education shall establish a Turnaround Committee pursuant to C.G.S. § 10-223h(b). Following the establishment of the Turnaround Committee, the CSDE shall conduct, in consultation with the local board of education, the School Governance Council, and the Turnaround Committee, an operations and instructional audit of the school in accordance with C.G.S. § 10-223h(c). Once the audit is performed, the Turnaround Committee shall develop a Turnaround Plan for the school by completing this application. As stated in C.G.S. § 10-223h(d), if the Turnaround Committee does not develop a Turnaround Plan, or if the Commissioner determines that a Turnaround Plan developed by the Turnaround Committee is deficient, the Commissioner may develop a Turnaround Plan for the school.[1]

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[1] The CSDE is initiating the planning process for a fifth prospective cohort of Commissioner's Network schools, pending legislative authorization and the appropriation of Fairfield University to extend and expand the Network.

B. Turnaround Plan and Framework

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

1. Provide a rigorous needs analysis informed by the operations and instructional audit.

2. Identify an evidence-based turnaround model, aligned to school needs and growth areas.

3. Provide robust strategies to secure, support, develop, evaluate, and retain top talent.

4. Summarize the school's academic model, including curricula, assessments, and data-driven instruction.

5. Outline a comprehensive approach to build a positive school culture and climate.

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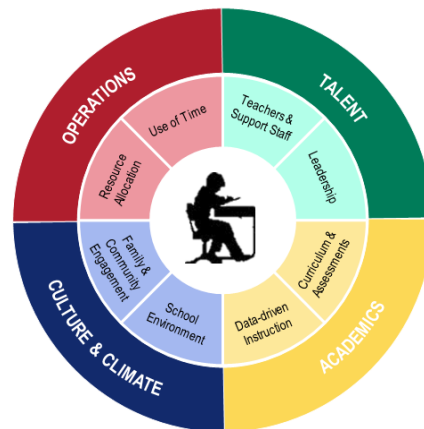
Pursuant to C.G.S. § 10-223h(d), the Turnaround Plan may include proposals changing the hours and schedules of teachers and administrators at the school, the length and schedule of the school day, the length and calendar of the school year, the amount of time teachers shall be present in the school beyond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

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

1. School bell schedule.

2. School calendar.

3. Annual assessment calendar.

4. Staff evaluation schedule.

5. Professional development calendar.

6. Scientific Research-Based Interventions processes and protocols.

7. School organizational chart.

8. Curricular materials (e.g., lesson plan template, unit plans, pacing guides).

9. School budget.

10. Discipline policy.

11. Calendar of family and community engagement opportunities.

A. Instructions

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

B. Timeline Summary

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

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

C. Freedom of Information Act

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

D. Questions

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

Desi Nesmith
Chief Turnaround Officer
Connecticut State Department of Education
E-mail: Desi.Nesmith@ct.gov

PART III: COMMISSIONER'S NETWORK TURNAROUND PLAN

Section 1: Cover Page

Name of School District:	Bridgeport Public Schools
Name of School:	Columbus School
Turnaround Committee Chairperson:[2]	Amy Marshall
Phone Number of Chairperson:	203-275-1035
E-mail of Chairperson:	amarshall@bridgeportedu.net

Address of Chairperson:	Street Address:	45 Lyon Terrace, Room 307		
	City:	Bridgeport	Zip Code:	06604

Name of School Board Chairperson:	Dennis Bradley		
Signature of School Board Chairperson:[3]		Date:	
Name of Superintendent:	Frances Rabinowitz		
Signature of Superintendent:		Date:	

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[2] 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.

[3] 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.

2.1. NEEDS AND ROOT CAUSE ANALYSIS

Instructions: Using the spaces provided, please identify the school's greatest strengths and growth areas based on the results of the operations and instructional audit. Add/Delete rows, as necessary. Provide specific data points to support the analysis and include root causes for each of the identified growth areas.

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

Strengths:	Data and Evidence:
Talent:	
Teachers and leaders are committed to the school the students and their families.	Over a three-year period 89 percent of the teachers have remained at Columbus. Teachers work collaboratively within and across grade levels as evidenced by Common Planning and Data Team meetings. The administrative team is new due to two retirements and a promotion.
The literacy coach and math coach provide job embedded professional learning.	The restoration of the coaching positions by Bridgeport Public Schools during school year 2014-15 has created the opportunity for teacher development on a daily basis within the school. The literacy and math coaches at Columbus work in the building 5 days per week. They spend fifty percent of their time working with teachers in the following ways: modeling lessons for teachers, planning lessons with teachers, attending Common Planning periods, reviewing student work or analyzing student data. The remainder of their time is spent working with students in interventions in either reading or math. These positions are fully funded by the Bridgeport Public Schools.
Academics:	
Columbus launched a new data team structure. Data team meetings occur on a monthly basis and include one representative from each grade level.	Each grade representative is responsible for reporting on their grade and communicating updates and next steps back to their grade-level colleagues. Eighty percent of respondents on the teacher survey agreed with the statement: "This school has and consistently uses data to measure student progress, identify necessary interventions, and provide teachers with data to inform instruction." This suggests teachers have embraced a data culture.
Columbus uses STAR and AIMSweb as benchmark assessments to monitor student achievement and academic progress throughout the school year.	The Data Teams were provided with tools and protocols during professional learning opportunities with The New Teacher Project during SY 14-15. These tools and protocols were utilized by the Data Teams to inform instruction in order to move student learning forward.
Columbus uses the Bridgeport Public Schools curriculum. The curriculum was developed three years ago and has been revised several times to promote alignment to the Connecticut Core Standards.	The curriculum is available to all teachers in the Bridgeport Public Schools' digital platform, Safari Montage.

Strengths:	Data and Evidence:
There is a tutoring program for the students at Columbus Annex called Urban Impact.	The Urban Impact partnership provides 20 academic tutors to students at the Annex, providing individualized and targeted support and attention to students housed there.
Culture and Climate:	
The principal prioritized the implementation of the Positive Behavioral Interventions and Support (PBIS) model as a strategy to reduce and prevent behavior-related incidents at the school.	Adhering to the Positive Behavioral Interventions and Support (PBIS) philosophy, Columbus uses the STAR acronym to convey expected student behaviors: Safe, Team player, Accountable, Respectful and Responsible. STAR charts were visible in the hallways throughout the school reinforcing behavior and character expectations. The school recognizes students and teachers for "STAR" behaviors. Teachers spoke favorably during the site visit audit about the new approach, while indicating there is room for improvement, particularly with the implementation in the upper grades.
The school-based health center provides health and dental services for all students who qualify.	Leaders and staff spoke positively about the services offered at the school site. Parents also expressed the value of the services from the SBHC during the audit site visit.
Data self-reported by Columbus and Bridgeport Public Schools suggest that attendance and chronic absenteeism rates have improved this year compared to the 2013-14 school year.	The Columbus School Attendance Plan has protocols to address student tardiness. Classrooms record attendance on calendars and receive rewards for perfect attendance.
Operations:	
Columbus' security guard is actively involved in the school community.	The security guard demonstrated care and attentiveness toward students. The security guard conducts rounds throughout the day, concentrating on the upper grades. During classroom visits, the security guard demonstrated a positive rapport with the teachers and students and was well respected. The security guard knew students by name and supported the management of behavior incidents in classrooms.

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:	
Building leadership must communicate a clearly defined vision for Columbus School.	On a teacher survey administered prior to the audit site visit, 8 teachers of the 20 agreed that: "There is a common vision of what effective instruction looks like at this school." Building leaders were unable to articulate a plan to improve instruction during the audit site visit.
Professional learning opportunities need to be planned with a clear coherence.	During the audit site visit teachers reported that professional development sessions seem to be developed at the last minute with "random" focus areas. Forty percent of teachers who responded to the teacher survey agreed with the statement: "The professional development I received this year has improved my professional practice and allowed me to better meet the needs of my students." Teachers expressed a desire for grade-level appropriate professional development they can readily apply in their classrooms.

Growth Areas:	Data, Evidence and Root Causes:
Staffing vacancies, particularly shortage area vacancies, has been difficult.	During SY 15-16 Columbus had three permanent substitute teachers, one was placed in a grade 7-8 math position.
Academics:	
Teachers and leaders lacked a common vision for and understanding of strong instruction.	Without a clear vision, the lessons observed during the audit site visit lacked a uniform structure for designing and delivering high-quality lessons (e.g., do now, exit slip). During the majority of classroom observations, auditors were unable to discern the lesson purpose and/or objective, suggesting that students might have similar confusion regarding learning targets.
Teachers and administrators agree that academic rigor is a growth area.	Thirty-five percent of teachers agreed with the statement: "Instructional quality and academic rigor are consistently high at this school."
Classroom observations revealed low levels of student engagement and infrequent differentiation.	During most classroom observations, lessons were teacher-led and teachers rarely engaged students in high-order thinking or discourse. Proficiency levels achieved on the Connecticut Mastery Test (CMT) also speak to low levels of rigor and academic achievement. In 2012-13 (the last year of CMT administration before the shift to Smarter Balanced Assessments), Bridgeport Public Schools' DPI was 53.7, among the lowest in the state. Columbus' SPI was significantly lower than the Bridgeport Public Schools' DPI at 37.3, which reflected a precipitous drop from the prior year. However, 96 percent of teachers scored "Proficient" on the district evaluation system. Most of the observed classrooms had the teacher positioned at the front of the classroom delivering a whole-group lesson. There was very little discourse and differentiation, which may have contributed to low levels of student engagement.
Teachers and two parents in a focus group reported that student behavior is a significant problem and impedes classroom instruction, particularly in the upper grades.	In several classrooms, students behaved but were disengaged, triggering no teacher response. Some teachers visibly struggled with classroom behavior management, significantly distracting from teaching and learning.
Staff indicated there is very little time for intervention and additional academic support for struggling students.	Teachers and administrators agreed during the audit site visit that the interventions being delivered were not necessarily targeted to the students' needs and the time was not always used effectively.
Culture and Climate:	
Columbus has a high rate of behavior incidents.	During the 2013-14 school year, Columbus had 128 in-school suspensions (ISS) and 268 out-of-school suspensions (OSS). Staff noted that a disproportionate number of incidents occur in the upper grades. There has been a reduction in the number of OSS in SY 14-15 compared to SY 13-14. There were 268 OSS in 13-14 for the entire year. By June 2015, there were 78 OSS. In addition, there were 128 students who received an ISS in SY 13-14. By June 2015, there were 85 students who have received ISS. Teachers reported that the school lacks a clear system and process for managing disciplinary incidents. For example, teachers are unclear about the

Growth Areas:	Data, Evidence and Root Causes:
	process to employ if a child misbehaves during class. On the teacher survey, only 30 percent of teachers agreed with the statement: "The school implements an effective school-wide behavior management system." One teacher noted, "We have to be on the same page when it comes to rewarding or disciplining students."
Columbus struggles to provide a welcoming environment for students, staff, and families.	On the teacher survey, 55 percent of teachers disagreed with the statement, "The school environment is conducive to high-quality teaching and learning." Large sections of the school were not clean, organized, or conducive to learning, including many classrooms. The teachers reported less than half of parents participate in report card conferences. Parents reported that teacher communication with parents is inconsistent; some teachers call parents and write notes home regularly, whereas others do not. The principal started a monthly parent newsletter this year and initiated a School Governance Council (SGC). The SGC meets monthly and offers an opportunity for parents to provide feedback to the principal about the school. Parents indicated the principal is receptive and open to feedback from the SGC.
Teachers reported that family engagement is relatively low.	The school has space dedicated to be used by parents, which is staffed by the Home School Coordinator (HSC), funded by Bridgeport Public Schools. It is reported that families do not utilize the services offered by the HSC as they do not know that the services are available.
Operations:	
The time allocated for Common Planning needs to be given high priority.	On the teacher survey, 65 percent of teachers disagreed with the statement: "Teachers have enough time to work with each other to develop instructional materials, review student data, and improve instruction." During focus groups, teachers explained that while the schedule includes weekly common planning time, it is approximately 22 minutes long, which is insufficient for serious collaboration and planning. The classroom schedules for K-6 clearly represent a Common Planning Period of 35 minutes. However teachers report they do not start the meetings on time.
Observations showed little evidence of school-wide procedures and standards for transitions between classes and activities.	Student behavior during transitions was problematic in many instances. On the teacher survey, 55 percent of teachers disagreed with the following statement: "The school has clear routines and procedures in place that are consistently followed by students and staff to help create a smooth and orderly environment." Teachers indicated transitions in the upper grades are challenging.
Students, staff, and parents described insufficient access to technology and inoperable computers.	Each classroom has three desktops, many of which do not work; teachers share six laptop carts with 29 Chromebooks per cart. The library has several desktops, but teachers said they are unreliable. Some classrooms have SMART Boards. On the teacher survey, only 35 percent of teachers agreed with the statement: "Teachers and students effectively use technology to enhance teaching and learning." It is unclear whether this is an access, training, or usage issue; however, it is likely a combination of the three.

Growth Areas:	Data, Evidence and Root Causes:
During focus group conversations, it was unclear how resources and strategies are shared systematically between the two sites.	Teachers participate in professional development together (Columbus and Columbus Annex, and support staff appear to be shared across facilities (e.g., instructional coaches, the guidance counselor). The partnership and resource-sharing strategy was unclear.

2.2. ACCOUNTABILITY METRICS AND PERFORMANCE TARGETS

Instructions: Network school progress will be measured against the leading and lagging indicators identified in the below chart. Under the "Baseline and Historic Data" columns, please enter school data for each of the past three years. Please do not enter targets in the "Performance Targets" columns; targets will be determined in collaboration with the CSDE and school leader after the SBE's approval of the Turnaround Plan.

Performance Indicators	Baseline/Historic		Current	Performance Targets		
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Student enrollment	**897**	**895**	**918**			
Average daily attendance rate	**92.93%**	**90.67%**	**YTD 94.0%**			
Chronic absenteeism rate	**21.54%**	**26.52%**	**YTD 25.0%**			
In-school suspensions as a proportion of enrollment	**12%**	**10%**	**YTD 8%**			
Out-of-school suspensions as a proportion of enrollment	**16%**	**13%**	**YTD 8%**			
School Performance Index (SPI)	**37.3**	**NA**	**NA**			
Grade 3 ELA Smarter Balanced Assessment-"Meets or Exceeds Achievement Level"	**NA**	**5.4%**				
Grade 4 ELA Smarter Balanced Assessment-"Meets or Exceeds Achievement Level"	**NA**	**8.0%**				
Grade 5 ELA Smarter Balanced Assessment-"Meets or Exceeds Achievement Level"	**NA**	**9.7%**				
Grade 6 ELA Smarter Balanced Assessment-"Meets or Exceeds Achievement Level"	**NA**	**17.6%**				
Grade 7 ELA Smarter Balanced Assessment-"Meets or Exceeds Achievement Level"	**NA**	**12.7%**				
Grade 8 ELA Smarter Balanced Assessment-"Meets or Exceeds Achievement Level"	**NA**	**19.0%**				
Grade 3 Math Smarter Balanced Assessment-"Meets or Exceeds Achievement Level"	**NA**	**7.6%**				
Grade 4 Math Smarter Balanced Assessment-"Meets or Exceeds Achievement Level"	**NA**	**5.7%**				
Grade 5 Math Smarter Balanced Assessment-"Meets or Exceeds Achievement Level"	**NA**	**<5%**				
Grade 6 Math Smarter Balanced Assessment-"Meets or Exceeds Achievement Level"	**NA**	**<5%**				
Grade 7 Math Smarter Balanced Assessment-"Meets or Exceeds Achievement Level"	**NA**	**<5%**				
Grade 8 Math Smarter Balanced Assessment-"Meets or Exceeds Achievement Level"	**NA**	**<5%**				
Grade 5 Science Connecticut Mastery Test-"At/Above Proficiency"	**29.1%**	**21.3%**				
Grade 8 Science Connecticut Mastery Test-"At/Above Proficiency"	**17.1%**	**15.8%**				

Number of teachers rated "Exemplary" as a proportion of total teachers employed at the school	**0%**	**15%**	**28%** **15**			
Number of teachers rated "Proficient" as a proportion of total teachers employed at the school	**96%**	**81%**	**66%** **35**			
Number of teachers rated "Developing" as a proportion of total teachers employed at the school	**1.6%**	**4%**	**6%** **3**			
Number of teachers rated "Below Standard" as a proportion of total teachers employed at the school	**1.6%**	**0%**	**0%**			

2.3. TURNAROUND MODEL

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

<u>**Model "E" Turnaround Committee Creates It's Own Model-Literacy Focus**</u>
The turnaround model that has been selected by the Columbus Turnaround Committee is one that utilizes strategies, methods and best practices that have been proven to be effective in improving student academic performance. The turnaround will be achieved through collaboration with Fairfield University Graduate School of Education and Allied Professions (GSEAP) and Cooperative Educational Services (CES) a Regional Educational Service Center. An intensive amount of professional learning and collaboration will take place in Year 1; however, it is expected that in Years 2 and 3 there will be less of a need for such intense professional learning and coaching from the partners due to the fact that the Internal Literacy Coach and other teacher leaders will sustain the change as a result of the coaching, mentoring and professional learning in Year 1.

<u>**Talent:**</u> In order to ensure that best practices, effective strategies, and instructional methods are implemented, there will be focused professional learning sessions during the school day as well on the 2nd and 4th Wednesday of the month that will be driven by teacher needs and school goals that are articulated in the School Improvement Plan (SIP), along with extensive, job-embedded support and coaching. There will be on-going PBIS training sessions for staff and faculty in order to ensure that all staff utilizes a school wide behavior management system that will be developed by Columbus School staff. This professional learning will include large group sessions, grade level cohort sessions as well as individual coaching sessions. These sessions will be held during the school day, after school, during School Improvement sessions and on district allocated professional learning days. The differentiation will be based upon teacher need, determined through classroom observations and evaluation ratings, and teacher interest. Additionally, there will be periodic training sessions for parents/families on PBIS with a focus on equipping parents and families with skills and strategies to reinforce behavioral norms and expectations outside of school. An additional hour of professional learning will take place on the 2nd and 4th Wednesday of each month following the dismissal of the students as part of this plan.

<u>**Academics**</u>: The foundation of this plan is the development of a community, consisting of students and adults (school staff and family members) focused on literacy that will improve collaboration and communication in

order to increase student achievement and build upon the work that has been done in SY 15-16 through a planning grant provided by CSDE. During SY 2016-17, the administrators and teachers at Columbus will have high expectations for themselves and the students while implementing evidence-based literacy instructional practices. There will be a focus on creating a strong foundation in literacy through phonemic and phonological awareness, vocabulary instruction, and comprehension for students in Kindergarten through Grade 3.   The Wilson Fundations Program will be utilized in all classes Kindergarten through Grade 3. Writing, listening and speaking will be essential components to the instructional program as well. The upper elementary and middle school instructional programs will concentrate on the application of these literacy skills, i.e., reading, writing, listening and speaking across content areas. There will be an emphasis in these upper grades on written expression.

Culture and Climate: Columbus School will continue its partnership with CES to strengthen the implementation of PBIS. This work began in SY 15-16 as a result of a CSDE planning grant. In conjunction with the RULER (Social-Emotional Learning) approach currently in use district-wide, Columbus School staff will identify positive behaviors that will systematically be reinforced through PBIS by awarding students tokens that can be collected and exchanged for prizes and/or celebrations. All certified staff will implement the in-class PBIS strategies in accordance with the school-wide behavior management system that will be developed through the additional PBIS training. The implementation of the RULER approach (Social-Emotional Learning) from the Yale Center of Emotional Intelligence, will continue in SY 16-17. A part-time Ruler Coach will be added to the SY 16-17 staff to provide job embedded modeling and strategies to strengthen the implementation of the program as well as to ensure alignment between RULER and PBIS.

Operations: In Year 1 of the Turnaround Plan the length of the school day will remain at 6.5 hours for teachers, with the exception of the 2nd and 4th Wednesdays. There will be an extra 60 minutes of professional learning time added to these two days. Faculty members will receive compensation for this additional work time, which will be spent in Professional Learning Communities analyzing student data, reviewing student work, discussing effective instructional strategies and developing differentiated lessons that cognitively engage all students. Another change will be that teachers may be exempt from district-wide professional learning offerings in order to focus on the instructional program changes at Columbus School.

3.1. TEACHERS

Instructions: Using the space provided:
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 development offerings and staffing decisions.

Staffing Process: Efforts will be taken to retain the high-quality teachers at Columbus School based upon the data from Operational and Instructional Audit completed in April 2015, i.e., that there was a retention rate of eighty-nine percent for staff and eighty-one percent of the staff was rated proficient. Each new teacher that is hired will participate in an interview process that will include an interview committee, made up of a Columbus administrator and teachers and a demonstration lesson. In addition, efforts will be made to increase the talent pool through strategic recruitment, hiring and retention processes at the District level, which will include improved job postings and staffing partnerships. Efforts will be made to recruit staff that is bilingual. Non-monetary incentives, which may include teacher leadership opportunities and participation in high quality professional learning, will be used to retain high-quality teachers and recruit exemplary educators within the district.

All staffing assignments will be based solely on programmatic and students' needs. For example, due to the number of students who are identified as English Learners, an additional English as a Second Language position is being added to the Columbus staff. This position will be funded by the Bridgeport Public Schools. When filling positions at Columbus, seniority will be respected, to the extent that it does not conflict with the instructional requirements and best interest of the school system and pupils. The Columbus administrative team will have influence over teacher placement at the school based upon teacher performance, students' needs and programmatic goals.

Teacher Support: Due to the partnership with Fairfield University the following positions will be added to the Columbus School faculty for SY 16-17. The plan is for a reduced need for these positions in Year 2 and 3 as the Columbus faculty becomes more knowledgeable and skilled in literacy instruction. There will be continuous efforts made to grow teacher leaders in order for this plan to be sustainable as the level of Commissioner Network funding decreases over time.

- ✓ **External Literacy Coach** The External Literacy Coach is a knowledgeable and highly skilled professional who will serve as a full-time external literacy leader in Columbus School. The external Literacy Coach will be trained and will work closely with the Principal and the administrative team, Bridgeport Public Schools Director of Literacy, the Columbus Literacy Coach, K-6 Classroom Teachers, Reading Interventionists, and Parents/Guardians to support the implementation of scientifically-based reading instructional strategies and interventions at the school.

- ✓ **Literacy Fellow** The Literacy Fellow is a certified teacher who has a master's degree and is participating in the Anne E. Fowler Literacy Fellows Program at Fairfield University. This initiative has been created to significantly raise literacy levels among low-performing elementary school populations through the creation of master teachers and classroom experts in elementary literacy instruction. The Literacy Fellow works alongside a teacher on a daily basis, sharing her literacy

expertise with the classroom teacher through model lessons and coaching. Additionally, the Literacy Fellow will provide professional learning during Professional Learning Community allocated time, and collaborate with Columbus administrators, teachers, the External Literacy Coach, the Internal Literacy Coach, as well as staff from Fairfield University.

- ✓ **Reading Interventionists** The Reading Interventionists are certified educators who will work with small groups of students on specific skills in reading. They collaborate with the classroom teachers, the Internal Literacy Coach, the External Literacy Coach and members of the SRBI team. They support the implementation of scientifically research based interventions. They are trained and supported by the External Literacy Coach and the Internal Literacy Coach.

Professional Learning: An additional hour of time for Professional Learning Communities will take place on the 2nd and 4th Wednesday of the month as part of this plan. This time will be utilized by certified staff in the following manners, but not limited to: analyze student data, review student work samples, prove the use of instructional strategies as well as learn how to incorporate technology, meet the needs of English Learners or Students with Disabilities. This time will be in addition to the weekly Common Planning periods, SRBI Team meetings, School-wide Data Team meetings and Grade-level Data Team meetings. In order to ensure that the professional learning is aligned to school's SIP goals and teacher needs, the school administrative team will have the capacity and authority to develop and deliver school-based professional learning in lieu of the district-wide professional learning. Professional learning topics will be based upon evaluation results from SY 15-16, needs assessments that teachers will complete at the beginning of SY 16-17, observations of classroom practice during SY 16-17, and teacher choice. There will be time devoted to professional learning school improvement days as well as the district mandated Professional Learning Day-November 8, 2016.

During Year 1 of this plan through the partnerships with Fairfield University and CES, there will be extensive and intensive job-embedded professional learning that will take place during the school day for segments of time. This delivery model will enable Columbus administrators and coaches to observe changes in adult actions in real time. There will be trusting coaching and mentoring relationships established between all entities and the staff and faculty at Columbus in order to create an environment where teacher growth and development is the focus rather than teacher evaluation and supervision. As a result of the Instructional and Operational Audit that was conducted as part of the application process, the focus of the professional learning will be:

- Effective literacy instruction; reading, writing, listening and speaking, that is aligned to the Bridgeport Public School Curriculum and the Connecticut Core Standards
- Deep data analysis that will impact instruction in all content areas
- Analysis of student work as one aspect of formative assessment to improve instructional practice
- Effective literacy intervention supports, district supported as well as those provided by Fairfield University
- Effective instruction and supports for English Learners
- Effective instruction and support for Students with Disabilities
- Implementation, with fidelity, of a school-wide PBIS behavior management system
- Classroom management

Through the partnership with Fairfield University, the administrative team and faculty will collaborate to implement job-embedded coaching during the school day. The External Coach the Columbus Literacy Coach and Literacy Fellows from Fairfield University, will work alongside teachers in the classrooms in Columbus School. Teachers will be able to indicate an interest in the coaching process or they may be recommended to participate by the administrative team based upon an evaluation or an observation. The focus of the coaching

process will be to improve and enhance a teacher's capacity for literacy instruction, thereby improving student achievement.

To build on the literacy professional learning provided through the partnership with Fairfield University, there will be sessions offered on effective uses of technology to increase student engagement. Further, effective instruction for English Learners and Students with Disabilities will be emphasized where appropriate. Presenters for these sessions will be faculty members of the Graduate School of Education Allied Professions at Fairfield University. The topics that will be covered in these sessions will include:

- How to re-motivate students with disabilities when they have experienced failure
- How to reach students with disabilities in the general education classroom
- Strategies to foster academic and behavior success with students who are identified with disabilities
- The process of second language acquisition
- The process of social and academic language development
- Issues related to the identification of language differences and second language acquisition from disability
- The explicit, structured, sequenced and multisensory strategies and interventions (e.g., scaffolding, modeled talk, leveled questions) appropriate for English Learners and developing reader
- The decoding process (phonology, orthography, morphology) specific to English Learners
- The complexity of comprehension and its recursive relationship with decoding, language and associated constructs
- The complexity of the reading and writing process

Special Education, Bilingual and English as a Second Language teachers will participate in any professional learning offered by Bridgeport Public Schools during SY 16-17, such as the legal mandates of Special Education or the Connecticut English Language Proficiency Standards. The offering outlined above will augment the professional learning for these educators; it will not replace what is mandated by Bridgeport Public Schools.

By making use of the Chromebooks that Columbus School has for student use, Fairfield University Graduate School of Education faculty will deliver professional development to all teachers in the use of Google Apps for Education and Google Classroom as instructional tools for all content areas.   The sessions will be delivered as hands-on training, with teachers working in small groups to experience the collaboration features as well as to reinforce collaborative learning. Supporting materials in the form of instructional guides and web links will be provided for teachers for future reference.

Teacher Evaluation: All teachers and Student Support Staff, at a minimum, will be evaluated annually in accordance with the Bridgeport Public School Educator Evaluation and Support Plan. The Evaluation Plan has met the criteria set forth by the CSDE. This evaluation process will be consistent, fair, and consequential. The Plan includes actions to be taken for those teachers who require focused supervision, support and development due to achieving a rating of "developing" or "below standard". The use of Peer Observers, a component of the Bridgeport Public Schools Plan, will be essential to ensure that teachers receive frequent informal observations and actionable feedback. There will continue to be training for Peer Observers from PhocuseD on Learning, which has focused on observer calibration and how to provide feedback to teachers. PhocuseD on Learning has provided professional learning for Peer Observers and Administrators for the past two years. Aggregate observation and evaluation data will be shared with CSDE in order to inform Network professional development and support to the staff of Columbus School.

3.2. ADMINISTRATORS

Instructions: Using the space provided:
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.

Leadership Selection/Identification: The Columbus School leadership team will include the following:

Leadership Team: A search was completed to hire a new school principal at Columbus School who has a proven record of success in an urban environment. Mr. John Scalice has previously worked in districts in Connecticut and New York City. He has experience in creating systems and structures to support student learning and improve teacher effectiveness. The principal will be part of a Leadership Team that will include the Assistant Principal, the Literacy Coach (funded by Bridgeport Public Schools), the Numeracy Coach (funded by Bridgeport Public Schools) and the Data Leadership Coach.

Assistant Principal: The Assistant Principal has been working at Columbus School, primarily focused on the lower grades, Pre-Kindergarten through Grade 4. This individual has been working with Grade Level Data Teams as well as meeting with teachers and Coaches for Common Planning Periods. Coordination of SRBI services and personnel for these grade levels has also been supervised by the Assistant Principal. Collaboration is an essential skill that this individual possesses due to the interconnectedness of the numerous teams in these grade levels.

Data Leadership Coach: The Data Leadership Coach is a retired certified administrator, with a proven record of success in data analysis, who will work with the School Leadership (i.e., Principal, Assistant Principal, Literacy Coach and Numeracy Coach) on the analysis of student data. This is a per diem position that began in SY 15-16 through the planning grant from CSDE. The Data Leadership Coach works in collaboration with building administration on using student data, assessment results, and work samples to inform instructional decisions. This analysis is done with the School Wide Data Teams and the Instructional (Grade level) data teams.

Administrator Evaluation: Each member of the administrative team at Columbus will be evaluated annually in accordance with Bridgeport Public Schools' Educator Evaluation and Support Plan and the terms of the Turnaround Plan. The Principal will be evaluated by an Executive Director of Elementary Education and the Assistant Principal will be evaluated by the Principal. At the beginning of the academic year, school administrators will develop goals and focus areas for professional growth that are related to the school's needs and student achievement with their assigned supervisor. Administrators must demonstrate growth in engaging staff and parents as well and this will be measured by a targeted survey administered to these two stakeholder groups. Administrator retention at Columbus will be determined by Bridgeport Public School staff in consultation with CSDE, as measured by performance towards professional goals and established academic benchmarks.

School visits will take place twice a month by the Executive Director of Education for the purpose of sustaining a professional dialog about the administrator's practice and its impact upon teaching and learning.

Leadership Development: The principal will participate in the LEAD-Connecticut, a Turnaround Principal Program that is a partnership between the CSDE, the Connecticut Center for School Change, the Connecticut

Association of Boards of Education, the Connecticut Association of Public School Superintendents, the Connecticut Association of Schools, UCONN's Neag School of Education and New Leaders.

In addition, as previously mentioned there will be weekly coaching provided by the per diem Data Leadership Coach who will be working with the principal and the Leadership Team in data analysis and change in instructional practices in order to positively impact student achievement. The Administrative Team, Principal and/or Assistant Principal, will participate in all NetStat sessions offered during SY 16-17 by CSDE. In addition, the building leaders will be members of Professional Learning Communities through Bridgeport Public Schools that participate in cohort sessions with PhocuseD on Learning. These sessions will include building walkthroughs as well as learning sessions on such topics as calibrating teacher observations, improving teacher feedback and the identification of effective teaching strategies. PhocuseD on Learning has provided professional learning for administrators in the Bridgeport Public Schools for the past two years.

Section 4: Academics

4.1. CURRICULUM AND ASSESSMENTS

Instructions: Using the space provided:
1. Describe the school's academic program and instructional philosophy, including the process to align the curricula and academic program to the Common Core State Standards and transition to next-generation assessments.
2. Describe the school's early literacy strategy, including targeted interventions.

Solid Foundation in Literacy and Mathematics: Academically, the administrators and teachers at Columbus will have high expectations for themselves and the students while implementing evidence-based literacy instructional practices as well as cognitively engaging practices in math, science and social studies. In Kindergarten through Grade 3 there will be an emphasis on early literacy and numeracy, focused on the development of a solid foundation in literacy and mathematics. In particular in the lower grades there will be a focus on phonemic awareness, explicit phonics instruction, oral language development and vocabulary knowledge. The Wilson Language Fundations program will continue to be used in Kindergarten through Grade 2. It is a multisensory, structure language program. This program will be used in conjunction with Journeys, the core language arts program. In SY 16-17, Fundations will be rolled out in Grade 3. The academic program for Grades 4-8 will align to the K-3 program to ensure a coherent academic experience for all students. Throughout Columbus there will be a focus on increasing student engagement in the instructional process. This will be evident in the increased student-driven discourse as well as authentic student work samples that will demonstrate application of students' learning. As the focus of this plan is on literacy, the teachers will be building upon explicit reading skills through the mastery of CLOSE reading skills, synthesis, prediction and interpretation. Teachers will continue to use their weekly collaborative planning time to create and share lessons that are aligned to the Connecticut Core Standards and are reflective of increased academic rigor. It is essential that teachers analyze the impact of their instruction on student learning through a review of student work in order to make adjustments to their instructional practices during the collaborative time. The External Coach and Internal Literacy Coaches as well as consultants from Fairfield University will work alongside with teachers as these lessons and units of study are created. Coaching and support will be provided to the teachers in Grades 4 -8 as they implement instructional strategies that are based upon the instructional model for Kindergarten through Grade 3, developmentally appropriate for older students as well as meeting their instructional needs. There will be a focus in Grades 4- 6 to incorporate the Enhancing Core Reading Instruction model into Tier 1 literacy instruction. However the foundational skills will

only be taught in small differentiated groups based upon students' needs. The emphasis in these grades, as well as in Grades 7 and 8, will be to apply literacy skills across all academic areas. A focus will be placed on instructional strategies that promote active student engagement, with increased technology integration. Interventions in Grades 4- 8 will include Lexia (as appropriate), Wilson Just Words, Wilson Reading Systems and the MyOn digital library.

The academic program at Columbus, in the core academic subjects of literacy, math, science and social studies, will focus on the development of students' higher order skills. Collaboratively, with the guidance of the External Literacy Coach, teachers, will create lessons that require creative and innovative thinking that is analytical and focused on solving problems. Students will be guided to determine the "why" behind issues as they collaborate with one another to solve the problem. Students will learn how to analyze complex text and present their conclusions through the use of evidence from the text. In mathematics, students will apply math concepts to solve problems that require more than computation knowledge. Through the use of Professional Learning Communities, teachers, the External Literacy Coach, the Literacy Fellows and Columbus Leadership Team, will analyze student authentic work on a monthly basis to determine student growth.

Assessment: Progress will be monitored through Performance Tasks as well as the use of the district Universal Screening Assessment, iReady. The DIBELS assessment and the iReady Assessment will be administered three times during SY 2016-17. All stakeholders will be involved in the analysis and use of this data to measure student growth, the impact of the interventions and the creation of differentiated lesson plans. As required by CSDE and federal law, the LAS Links assessments will be delivered annually to students who are participating in Bilingual Education or receiving English as a Second Language services. This data will be analyzed by appropriate Columbus staff to make programming decisions for English Learners as well as to measure student growth and the creation of differentiated lesson plans.

Instructional Practices for Teaching Writing, K-8: The Turnaround Plan at Columbus School includes a professional development model for teaching writing and the implementation of research-based writing instruction that will provide pathways for accelerating writing achievement within Common Core State Standards. Professional learning throughout the 2016-17 school year will encourage the *teachers teaching teachers* approach where instructional practices are shared through looking at student work together. K-8 teachers at Columbus will use student writing to formatively assess the instructional practices that work and explore the importance of community within writing activity systems. Teachers will explore multiple writing genres in support of reading and writing in the content areas and the importance for writing to learn.

The following goals for writing have been set for year one: (1) to provide professional learning that supports narrative, informational, and opinion writing, (2) to build a school-wide writing plan that includes portfolios at each grade level: reflective, narrative, informational, and argumentative writing, (3) to look at student work to inform practice, (4) to emphasize a writing community throughout the school, (5) to establish language for assessing student writing, and (6) to host family writing events that support out-of-school literacies.

School's Early Literacy Strategy, Including Targeted Interventions: As stated above, the Enhanced Core Reading Instruction model will be implemented at Columbus. This instructional model features a series of routines designed to increase the efficiency and effectiveness of reading instruction in Kindergarten, and first and second grades. The routines are focused on phonemic awareness and phonics. Decodables text will be used with the Journeys literacy instructional materials currently in use at Columbus. Wilson Fundations is currently in use in kindergarten to Grade 2. In SY 2016-17 this Tier 1 instructional tool will be utilized in Grade 3 as well. An additional component that will be added to the instructional framework is Early Intervention for Reading. Early Intervention for Reading is designed to help Kindergarten and Grade 1 students succeed in reading. In these grades emphasis is placed on developing phonemic awareness, an understanding of the

alphabet, and on supporting students to apply phonics while reading text. The focus of Grade 2 is on word recognition, reading fluency and comprehension. In Grades 3 and 4, students continue to apply their phonics knowledge and word recognition strategies to the reading text as they work on increasing fluency, expanding their vocabulary, and improving reading comprehension. Additional interventions already in use at Columbus, such as Lexia and Wilson Reading Systems, will continue for SY 2016-17. Currently, the MyOn digital library is provided by the district and this will be in place for next year as well. Each student completes an interest inventory as well as Lexile level screener to determine appropriate level books when they begin to use MyOn. Upon the completion of reading five books, students take a quiz to measure improvement in Lexile level. Daily Sustained Silent Reading time will occur 15 minutes in the classroom following the return from lunch.

4.2. DATA-DRIVEN INSTRUCTION

Instructions: Using the space provided:
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 development opportunities to build staff capacity around the collection, analysis, and use of data to drive and differentiate instruction.

Data Culture: Through the partnership with CES, Fairfield University, and the Data Leadership Coach, a data-driven school culture at Columbus will focus on changes to adult practices in the classrooms. It is imperative that all Columbus faculty members see that the changes in instructional practice positively impact student achievement and that they take the necessary actions to impact student learning. These actions are building upon the data driven foundation that began in SY 15-16 through the School Wide Data Team and the Instructional (Grade Level) Data Team. At this time, teachers see the link between the goals of the School Improvement Plan, student work and assessment data and administrator and teacher evaluation goals. Columbus administrators, teachers, staff, students, and parents will become fluent in the school's data, which will promote a results driven atmosphere with a high degree of accountability, both individual and collective. The data will be reviewed minimally on a monthly basis by the Instructional Data Teams and the School Governance Council and as often as weekly by the School-wide Data Team, the SRBI, PBIS and RULER teams. The focus of the SRBI Team's data analysis will be to provide intervention support to students as needed in academics, attendance, or behavior. As a result of the educators' improved skill set in data analysis, teachers will have the capacity to collaborate with their peers to develop differentiated lessons. Additionally, the SRBI Team will engage the Interventionists in the data conversations in order to ensure that the SRBI services are targeted to meet students' needs. The PBIS and RULER teams will analyze the various data points to develop school, grade or class goals focused on improving the school climate and culture, as well as the school-wide behavior management system. During Year 1, there will be an increase in the leadership role of the principal to the School-wide Data Team as the role of the Data Leadership Coach will diminish. The School Leadership Team will take on the ownership of interpreting the data. In the latter part of Year 1, the Assistant Principal and teacher leaders will also take on a greater role in data analysis as it is related to their students. There will be data displays showcasing statistics on student attendance, benchmark assessments, the number of books read, behavior and progress monitoring throughout the building. The monthly Instructional Data Team meetings will be used to discuss individual student progress, trends by standard, flexible intervention groups,

and differentiated lesson plans.   In addition, at the Weekly Common Planning Periods, this data along with student work samples will be analyzed.   All students in Grades 6 through 8 will maintain Student Success Plans, making revisions based upon their academic data review towards high school readiness. There will be monthly celebrations of student achievement and improvement as well as quarterly assemblies for recognition of those students who earned Honor Roll. The school administrators and the School-wide Data Team must report annually to the District Data Team on the school's growth on the established district data indicators at the school level. In addition, the School-wide Data Team and the School Governance Council will annually review the CSDE's Next Generation Accountability Report to judge year-to-year progress on specific indicators.

Administrator and teacher meetings with the Data Leadership Coach will be focused on data, with an increase in administrator and teacher ownership and direction of the meetings over time. An overarching goal at Columbus during SY 16-17 will be to increase the capacity of faculty and staff to analyze student data and use that new information to impact student achievement.

5.1. SCHOOL ENVIRONMENT AND CULTURE

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

<u>Welcoming School Environment:</u> Columbus School staff, i.e., an Assistant Principal, a classroom teacher, the Home School Coordinator, a secretary and a parent, participated in a 3-hour professional learning session led by Betsy Leborious from CREC on a "Welcoming School Environment" on May 11, 2016. Based on what was learned in that session, a walkthrough will be completed at the school to assess what changes need to be made in order to create an environment that is welcoming to families and all stakeholders.   The new learning from the training, as well as any necessary changes will be turnkeyed to stakeholders at faculty meetings, Parent Advisory Council meetings and School Governance Council meetings. This team of staff and parents will continue to conduct the walkthroughs and reviews of practice during SY 16-17 to ensure that all who enter feel welcomed and safe. The reviews of practice will include providing teachers with welcoming and effective strategies on how to communicate with parents.

Additional selected Columbus School staff, an Assistant Principal, a School Psychologist and a classroom teacher, participated in a two-day training that was sponsored by the CSDE on May 26 and 27, 2016, focused on School Climate. Participation in Basic School Climate Training will enable this team to enroll in more in-depth School Climate training; the two-day Restorative Practices training and the three-day Advanced School Climate sessions.

<u>RULER:</u> The implementation of the RULER approach to social/emotional learning, from the Yale Center of Emotional Intelligence, will continue in SY 16-17. A part-time Ruler Coach will be added to the SY 16-17 staff to provide job-embedded modeling and strategies to strengthen the implementation of the program.   This individual is being added to ensure fidelity to the model and to ensure school-wide implementation**.** This Coach will facilitate large group sessions, grade-level cohort sessions as well as individual coaching sessions. This position will allow for differentiated professional learning for faculty and staff at Columbus. Whenever possible the Coach will support parent learning of the RULER program. Participation in the RULER coaching sessions will be based upon teacher observations, evaluations and teacher choice request. The RULER Approach, which focuses on developing emotional literacy, began in Bridgeport Public Schools with training for administrators and school-based teams in SY 14-15. Currently, in SY 15-16, the Columbus RULER team is rolling out the approach for all of the teachers and staff. Training for parents and students began in SY 15-16 and will continue into SY 16-17. Each classroom in Columbus has a Class Charter and a School-wide Charter which have been created by faculty and staff.

PBIS: Columbus School will continue its partnership with CES to strengthen the implementation of PBIS. This work began in SY 15-16 as a result of the CSDE planning grant. The focus of the work in SY 16-17 will be to develop and implement a school-wide behavior management system that is used with fidelity by all staff. In conjunction with the RULER approach, school staff will identify positive behaviors that will systematically be reinforced through PBIS by awarding students tokens that can be collected and exchanged for prizes and/or celebrations. At the start of SY 16-17, a Positive Behavior Interventions and Supports assembly will be held to instruct students in the behavior expectations. In January 2017, another assembly will be held to reinforce the behavior expectations with students. Teachers and school administrators will define with greater specificity the more severe behavior infractions; i.e., classroom level versus office referral behaviors. The administrative team and teachers collaboratively, will follow clear and consistent consequences for behaviors, such as Type II and Type III as well as repeated behavioral infractions as defined in the Bridgeport Public

Schools' Code of Conduct. All certified staff will implement the in-class PBIS strategies in accordance with the school-wide behavior management system that will be developed through the PBIS training to redirect behaviors. The range of actions and consequences will be communicated to students and their families in order to establish high expectations for behavior, peer interactions, and student-adult interactions. There will be on-going PBIS training sessions for staff and faculty, delivered by CES, in order to ensure that everyone utilizes the school-wide behavior management system. This professional learning will include large group session, grade-level cohort sessions as well as individual coaching sessions. The differentiation will be based upon teacher need and desire. Additionally, there will be periodic training sessions with parents with a focus on equipping parents and families with skills and strategies to reinforce behavioral norms and expectations outside of school.

Attendance Strategies: There is a need to focus on student attendance and on-time arrival at Columbus as the chronic absenteeism rate is over 20% at Columbus. The digital platform, School Check-In, will be used to record the arrival time of tardy students. Teachers will also be asked to provide students with praise notes for being on time to school as well as students earning tokens for being on time to school through PBIS. Students who demonstrate improved on-time arrival will be recognized at school-wide assemblies. Increased communication with parents will occur related to on-time arrival and increased daily attendance. The chronic absenteeism and tardy data will be analyzed by the various teams at Columbus in order to review trends and target interventions for students. Teachers will work to increase student enthusiasm to attend school on a daily basis, whether it is to participate in a particular lesson, eager to see their teachers and friends or to participate in an after-school activity. Through the creation of positive classroom and school climates, teachers will demonstrate excitement toward teaching and learning, which will inspire similar motivation in their students. A variety of strategies will be utilized to target daily attendance:

- School-wide celebrations regarding students with perfect attendance
- A welcoming school environment that makes students want to attend school on a daily basis
- Engaging instruction that encourages students to want to learn more through perseverance
- A notification system for parents about their children's attendance record in order to increase communication with families regarding the sanctions for student absences
- Daily posting of classroom attendance outside each classroom
- Phone calls made by school staff to notify parents of students' absences
- Written communication sent to homes of students who have accumulated the specific number of absences that warrant letters be sent home

A predominately displayed data showcase, as previously mentioned will include student attendance data by class and grade. Parents will be recognized for improvement in student on-time arrival and daily attendance at Parent Advisory Council events.

5.2. FAMILY AND COMMUNITY ENGAGEMENT

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

Welcome Back Information and Events: Prior to the opening of SY 2016-17, families will receive a Welcome Back Information packet which will contain: a multilingual letter with students' classroom assignment, supply list, the Parent Advisory Council calendar for SY 2016-17, a September calendar with school-based events and an overview of the Turnaround Plan, including the Family Participation Expectation of 10 hours for the school year. Any family newly registering after August 15, 2016, will be given this packet upon completion of the registration process at Columbus. A Meet and Greet Social will be scheduled for August 31 from 1:00 p.m. to 3:00 p.m. in order for students and their families to meet the staff and faculty at Columbus as an initial home-school relationship building event. The Columbus Parent Advisory Council will collaborate with school faculty and staff on the planning for this event. Additionally, Columbus Parent Advisory Council will sponsor a Welcome Back Cook-Out in September 2016. The school-based Title I Parent Engagement Funds will be utilized to support this event. The Home School Coordinator will collaborate with parents and school staff to request community businesses to support this event through in-kind or financial donations. The Welcome Back Cook-Out will be held on September 30, 2016. The objective of this event is build relationships between school and families in order to positively impact school culture. An End of the Year Cook-Out will be held in June 2017 to celebrate the growth and change that took place during the 2016-17 academic year.

The Family Participation Expectation of 10 hours per family includes but is not limited to:
➢ Meet and Greet Social*
➢ Welcome Back Cook-Out*
➢ Back to School Night*
➢ Planning and Placement Team meetings
➢ 504 meetings
➢ SRBI meetings
➢ Parent Teacher Conferences*
➢ Curriculum-based Events*
➢ School Governance Council Meetings*
➢ Parent Advisory Council Meetings*
➢ Monthly and Quarterly Awards assemblies (Most Improved, Student of the Month, etc.)*
➢ Parent Workshops (RULER, Home-School Learning Extension, Smarter Balanced Assessment Consortium, Power School, High School application process)*

The family participation will be documented using the School Check-In digital platform, which will allow parents to sign in and log their attendance at school events. For those events where large numbers of families may be in attendance, such as Back to School Night, the Home School Coordinator will use the sign-in sheet to log the family participation. Rather than a punitive system for non-participatory parents, an incentive system will be utilized to encourage parents to participate in the various events held at the school. In order to incentivize families to participate in school events, families will be given a raffle ticket for every event that they attend (*= raffle eligible events).   In order to document family accountability to the Family Participation Expectation, parents/guardians will sign a Letter of Commitment. This letter will be included in Welcome Back Information Packet, as well as with the Teacher Welcome to My Classroom letter sent by each individual homeroom teacher. In addition, this Letter of Commitment will be available at Back to School Night and on the Columbus School website.

In collaboration with the Bridgeport Public Schools Parent Center, parents/guardians will be recruited to join the Parent Advisory Council. At this time the Parent Advisory Council membership that consistently attends meetings is the Executive Board. Through the training and collaboration with the Parent Center it is anticipated that the Parent Advisory Council membership will expand. Training topics for families will include, but are not limited to, how to communicate with your child's teacher, how to advocate for your child's education, how the Bridgeport Public School system works, how to access school-based information and staff

through multiple methods (e.g., websites, e-mail). These trainings will be provided by Parent Center staff as well as the Home School Coordinator at Columbus.

There will be professional development provided to teachers on an on-going basis on how to positively collaborate and communicate with families, particularly regarding difficult issues such as inappropriate behavior and poor academic performance. Teachers will be provided with strategies on how to communicate with parents for whom English is not their first language or who have not had positive school experiences themselves.

Parent Advisory Council: meetings have been scheduled by the Home School Coordinator and Parent Advisory Council president with little coordination with school events. In SY 2016-17, Parent Advisory Council meetings will strategically be scheduled thirty minutes prior to family engagement events in order to encourage increased parent input and support student academic growth both at home and at school.

Curriculum-based Events: Events will be held monthly in SY 2016-17, building upon what is currently in place at Columbus. At least three family events will be based upon the best practices instructional model for literacy in order to maintain the focus on literacy and strengthening the home-school partnership. The focus of these events will be to provide parents with literacy strategies so parents can participate in and continue their child's learning at home. Those events previously held, such as Math Night, where faculty members sat with families to play games and demonstrate that learning can be fun, will continue in SY 2016-17.

School administrators, faculty and staff will work to maintain frequent and meaningful communication with families and partners. Report card conferences, led by teachers, will be held twice a year with all students' families. Students' strengths and areas of growth will be discussed during these conversations with parents and families, as well as strategies that parents can implement to support their children's academic development. In order to maintain strong school/family connections, the faculty and staff at Columbus will:
- Employ a Home School Coordinator with specific roles and responsibilities aligned to student needs and the goals of the School Improvement Plan
- Maintain a user friendly website
- Utilize multiple means of communication (School website, Power School, e-mail, text messages, Twitter and Facebook)
- Respond to parents' e-mails and phone calls within 24 hours
- Maintain a monthly school newsletter sharing events and accomplishments
- Provide families with access to their children's academic and attendance data
- Maintain and promote enrollment in the designated School-based Health Clinic
- Provide translation services and childcare during family events in order to promote a welcoming and inclusive school environment.

6.1. SCHEDULE AND USE OF TIME

Instructions: Using the space provided:
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 development and/or common planning time.

Extended School Day Option: Families have the opportunity to extend the school day through enrollment in the Lighthouse Program, which adds 2 1/4 hours to the student's day. During this time, students must complete their homework. There are also age-appropriate physical and artistic activities for students as well as academic oriented activities with staff from outside community organizations. At Columbus the Lighthouse Site Coordinators are certified teachers who are members of the school staff. There is on-going collaboration between school day staff and Lighthouse staff regarding student academics and social/emotional and behavior skills. The partnering agency for the Lighthouse program is The Village Initiative Project. This programming will continue for SY 2016-17. Lighthouse Summer Camp provides families with the opportunity to extend the school year for five weeks. This camp program has an academic component each day as well as recreational activities. There is a fee charged for the Lighthouse Program as well Summer Camp, which is based upon a sliding fee scale and parents are encouraged to apply for the Care 4 Kids subsidy. Commissioner's Network funding will not be utilized to provide Lighthouse Programming for students.

Summer School: For those students who do not meet the expected benchmark for reading in Kindergarten through Grade 3, there will mandatory Summer School.   The instructional program that is utilized during Summer School is focused on improving student phonemic awareness, word recognition, vocabulary and reading comprehension. In large part, informational text is used in Kindergarten through Grade 3. There is also a writing component to the Summer School instructional program. This program adds a minimum of three weeks of instruction to the school year for struggling readers. Additionally, Students with Disabilities that will experience significant loss of learning may be eligible to attend Extended School Year services during the summer. These two programs are funded through grants to the Bridgeport Public Schools, consequently Commissioner's Network funding will not be utilized for summer programs in the Summer of 2016.

The proposed school schedule maximizes instructional time on task by providing a primary focus on operational structures that ensure that:
- the leadership team develops a program/curriculum framework for all literacy programs and utilizes this framework to create a tiered model for delivering instruction based on formative data;
- core literacy program structures, routines and components are implemented with fidelity;
- the core literacy program is integrated with supplemental and intervention programs into a multi-tiered model of instruction

School-wide literacy routines and systems are needed to ensure the implementation of evidence-based literacy instructional practices of a school-wide literacy model. All classrooms K-8 will implement a 120 minute literacy block. A daily 35 minute SRBI block will be executed on a staggered schedule in order to maximize the human capital available to provide a multi-tiered system of support to students. For those students and staff participating in the Wilson Language Tier II and Tier III interventions, their schedules will have to be adjusted in order to meet the instructional time requirements of Wilson Just Words, a 45 minute block a minimum of three times per week and the Wilson Reading Program, a 60 minute block five days per week.

Sample Schedule K-6

8:50-9:05	Arrival/Breakfast
9:10-9:45	Fundations/SRBI
9:55-11:55	Literacy Block
12:00-12:30	Lunch
12:35-1:35	Math
1:40-2:15	PE, Music, Library or Art
2:20-3:00	Social Studies/Science
3:00-3:10	Dismissal

Fundations will be utilized Kindergarten to Grade 3. For those students who do not need Fundations or SRBI there will be enrichment activities. The SRBI block will be staggered across grade levels in order to maximize the use of all personnel available for SRBI.

Sample Schedule 7-8

8:50-9:05	Arrival/Breakfast
9:10-10:05	Social Studies
10:10-11:05	English Language Arts
11:10-12:05	Science
12:10-12:45	SRBI
12:50-1:20	Lunch
1:25-2:20	Math
2:25-3:00	Art, Music, PE, Library
3:00-3:10	Dismissal

There are two sections of Grade 7 and two sections of Grade 8. For those students who are not in need of intervention, there will be enrichment activities. The SRBI block will be staggered across the two grade levels in order to maximize the use of all personnel available for SRBI.

In Year 1 of the Turnaround Plan the length of the school day will remain at 6.5 hours for teachers. Every 1st through 3rd Wednesday the teachers will meet for 50 minutes after students are dismissed. These days are dedicated to faculty meetings, grade level/content meetings. There will be an extra 60 minutes of professional learning time added to the 2nd and 4th Wednesdays. Faculty member will receive compensation for this additional time, through the Commissioner's Network funding. As stated earlier in Sections 2.1 ,3.1, 4.1, and 4.2, this time will be used for lesson planning, Professional Learning Community, professional coaching or data review. The Columbus teachers will attend a total of 4 days of professional learning, 3 at the beginning of the year, and one in November. Due to the extensive professional learning that is part of this Commissioner's Network Plan, the Columbus teachers may be exempt from district-wide offering in order to focus on the instructional program changes at the school.

6.2. BUDGET PROPOSAL

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

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

1. **Budget Cover Page:** Please enter the school name on the cover sheet. The remaining cells summarizing the entire budget workbook will be auto-generated as you complete the Network proposal, bond request, and Wraparound Grant proposal; do not enter cost information on the cover page.

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

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

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

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

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

Section 7: Initial Implementation Timeline

Instructions: Using the project planning template provided below, develop an initial implementation timeline for the school during the 2016-17 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:

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:	Timeline:
Talent:		
1. Scheduling of yearlong professional learning with Cooperative Education Service, *Literacy How, Inc.*, HILL for Literacy, and Fairfield University	• School Administration • FAIRFIELD UNIVERSITY-GSEAP staff • Internal Literacy Coach • *Literacy How, Inc.* • HILL for Literacy	Planning began in June 2016 Services to be delivered during SY 2016-17
2. Hiring of new staff	• School Administration • District Department Directors where applicable	During April, May and June 2016
3. Stakeholder Team from Columbus to attend	• Betsy Leborious from CREC • Stakeholder Team	May 4, 2016
4. Turn-keying of professional learning and supporting teacher implementation of new instructional strategies	• School Administration • FAIRFIELD UNIVERSITY-GSEAP staff • Internal Literacy Coach • External Literacy Coach • *Literacy How, Inc.* • HILL for Literacy • CES facilitator • RULER Coach • Literacy Fellows • Columbus Faculty	SY 2016-17

Academics:		
1. Implementation of evidence-based reading and writing instruction	- School Administration - Teachers - Internal Literacy Coach - External Literacy Coach - Literacy Fellows *Literacy How, Inc.* - HILL for Literacy	SY 2016-17
2. Reconfiguration of 120 literacy block schedule	- School Administration - Teachers - Internal Literacy Coach - External Literacy Coach - Literacy Fellows *Literacy How, Inc.* - HILL for Literacy	SY 2016-17
3. Implementation of DIBELS and District Universal Screener Assessment -iReady	- Teachers - Numeracy Coach - Internal Literacy Coach - External Literacy Coach - Literacy Fellows *Literacy How, Inc.* - HILL for Literacy	DIBELS 3 times during SY 2016-17 (Fall, Winter, Spring) District Universal Screener Assesement-3 times during SY 2016-17 (Fall, Winter, Spring)
4. Data analysis by School-wide Data Team, Instructional Data Team, SRBI, PBIS, RULER and Attendance Teams	- Data Leadership Coach School Administration - Teachers - Numeracy Coach - Internal Literacy Coach - External Literacy Coach - Literacy Fellows *Literacy How, Inc.* - HILL for Literacy - Education Support Associate - SRBI Team - PBIS Team	Weekly/Monthly SY 2016-17

	• School-wide Data Team • Instructional Data Team • RULER Team • Attendance Team	

Culture and Climate		
1. Hiring of Education Support Associate	• School Administration • Columbus Hiring Committee • District-Level Support Staff	June 2016
2. Establishment of Positive Reflection Space	• School Administration • School Support Staff • District-Level Facilities Staff	July 2016
3. Meet and Greet Social and Welcome Back Cook Out	• School Administration • Teachers • Parent Advisory Council • School Governance Council • PBIS/RULER Team	August/September 2016
4. PBIS/RULER kick off events	• PBIS and RULER Team	September 2016
5. Implementation of School-wide behavior management program	• School Administration • Teachers and Staff • PBIS/RULER Team • Parents	SY 2016-17 Monthly Team meetings

Operations:		
1. Extension of the day for teachers during the 2nd and 4th week by one hour	• Representation of the bargaining unit for teachers • School Administration • Teachers • Internal Literacy Coach • External Literacy Coach • Literacy Fellows • *Literacy How, Inc.* • HILL for Literacy	MOU created in June 2016 Time to be compensated on a monthly basis

	• Numeracy Coach	
2. Increase in instructional time due to consistent transitions and school-wide behavior management system	• School Administrations • Teachers • Education Support Associate • Student Support Staff • PBIS Team • RULER Team	SY 2016-17

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

PART IV: APPENDIX SECTION

Appendix A: Turnaround Committee Signatures Page

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

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

_____   _____
Signature of Superintendent, Non-Voting Chair   Date
Frances Rabinowitz
_____
Name of Superintendent *(typed)*

_____   _____
Signature of Board of Education-appointed Parent   Date

Edward Vilorio
_____
Name of Board of Education-appointed Parent *(typed)*

_____   _____
Signature of Board of Education-appointed Administrator   Date

Steven Douglas
_____
Name of Board of Education-appointed Administrator *(typed)*

_____   _____
Signature of Union-appointed Teacher   Date

Noelle Foito
_____
Name of Union-appointed Teacher *(typed)*

_____   _____
Signature of Union-appointed Teacher   Date

David Meyer
_____
Name of Union-appointed Teacher *(typed)*

_____   _____
Signature of Union-appointed Parent   Date

Tiffany Ladson-Lang
_____
Name of Union-appointed Parent *(typed)*

_____   _____
Signature of Commissioner of Education   Date

_____
Name of Commissioner of Education (*typed*)

As noted in Section 6.2, please code all expenditures in accordance with the state's Uniform Charts of Accounts as summarized below.

CODE:	OBJECT:
100	**PERSONNEL SERVICES – SALARIES.** Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personnel services rendered while on the payroll of the grantees.
200	**PERSONNEL SERVICES – EMPLOYEE BENEFITS.** Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personnel services.
300	**PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.** Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, technical assistance support organizations, school management partners, etc.
400	**PURCHASED PROPERTY SERVICES.** Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.
500	**OTHER PURCHASED SERVICES.** Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.
600	**SUPPLIES.** Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.
700	**PROPERTY.** Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. In accordance with the Connecticut State Comptroller's definition equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over $1,000.00 and the use life of more than one year and data processing equipment that has unit price under $1,000.00 and a use life of not less than five years.
800	**OTHER OBJECTS.** (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.

Appendix C: Statement of Assurances

CSDE
STANDARD STATEMENT OF ASSURANCES | GRANT PROGRAMS

PROJECT TITLE: Commissioner's Network

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

Columbus 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 CSDE;

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 CSDE, including information relating to the project records and access thereto as the CSDE may find necessary;

H. The CSDE 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 CSDE any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

(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 CSDE 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)*   Frances Rabinowitz

Title: *(typed)*   Interim Superintendent

Date:

Commissioner's Network Operations and Instructional Audit Report

Columbus School
Bridgeport Public Schools
April 21, 2015

CSDE

CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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On March 25, 2015, the Commissioner initially selected Columbus School to participate in the Commissioner's Network, pending legislative authority to extend and expand the Commissioner's Network to include a fourth cohort of schools. Pursuant to C.G.S. § 10-223h (b), the Bridgeport Board of Education established the Turnaround Committee. On April 21, 2015, the Connecticut State Department of Education (CSDE) conducted, in consultation with the board of education, the Columbus School Governance Council, and the Turnaround Committee, an operations and instructional audit of the school in accordance with C.G.S. § 10-223h(c). The purpose of this report is to present the findings of the audit.

Commissioner's Network Overview

The Commissioner's Network is a commitment between local stakeholders and the CSDE to dramatically improve student achievement in up to 25 schools. To that end, the Network offers new resources and authorities to empower teachers and school leaders to implement research-based strategies in schools selected by the Commissioner. Network schools remain part of their local school districts, but the districts and the CSDE secure school-level flexibility and autonomy for the schools in exchange for heightened accountability. Schools participate in the Network for a period of three to five years. At present, 16 Cohort I, II, and III schools are participating in the Commissioner's Network.

Network schools make targeted investments in the following areas:

- **Talent:** Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.

- **Academics:** Design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.

- **Culture and Climate:** Foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.

- **Operations:** Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

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

Operations and Instructional Audit Overview

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

(1) has established a strong family and community connection to the school;

(2) has a positive school environment, as evidenced by a culture of high expectations and a safe and orderly workplace, and has addressed other nonacademic factors that impact student achievement, such as students' social, emotional, arts, cultural, recreational and health needs;

(3) has effective leadership, as evidenced by the school principal's performance appraisals, track record in improving student achievement, ability to lead turnaround efforts, and managerial skills and authority in the areas of scheduling, staff management, curriculum implementation and budgeting;

(4) has effective teachers and support staff, as evidenced by performance evaluations, policies to retain staff determined to be effective and who have the ability to be successful in the turnaround effort, policies to prevent ineffective teachers from transferring to the schools, and job-embedded, ongoing professional development informed by the teacher evaluation and support programs that are tied to teacher and student needs;

(5) uses time effectively, as evidenced by the redesign of the school day, week, or year to include additional time for student learning and teacher collaboration;

(6) has a curriculum and instructional program that is based on student needs, is research-based, rigorous and aligned with state academic content standards, and serves all children, including students at every achievement level; and

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

Audit Process and Methodology

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

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

(2) The auditors conduct a school site visit to observe school systems and classrooms, and meet with members of the school community. During the site visit, auditors conduct interviews and focus groups with a representative set of school and community stakeholders, including school and district administrators, staff, students, family members, community partners, and members of the School Governance Council and Turnaround Committee.

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

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

Part II: School Information

Columbus School serves 893 pre-kindergarten through Grade 8 students in Bridgeport. Approximately 57 percent of the students are Hispanic and 36 percent are Black. Ten percent of the students are identified as needing special education services, and 23 percent are English learners. All of the students in the school are eligible for free or reduced-price meals. Located less than a mile from downtown Bridgeport, Columbus is situated in a high-poverty area with an abandoned warehouse located directly across from the school. Columbus students and staff are divided between two buildings: Columbus School and the Annex Building. Student achievement at Columbus is well below state and district averages in all grade levels and subject areas tested. Columbus has experienced several leadership transitions, including two principal changes in the past four years. The current principal has served as a principal in other Bridgeport schools; however, this is his first year at Columbus.

School Data Profile

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

Enrollment Data (2014 15):			
Grades:	PK-8	5-Yr Enrollment Trend:	902.4
Student Enrollment:	893	Mobility Rate:	-
Personnel Data (2014 15):			
# of Administrators:	3	% of Teachers "Below Standard":	1.6%
# of Teachers:	63	% of Teachers "Developing":	1.6%
# of Support Staff:	3.2	% of Teachers "Proficient":	96%
# of Psychologists:	1	% of Teachers "Exemplary":	0%
# of Social Workers:	1	3-yr Teacher Retention Rate:	89%
School Day Per Year (2014 15):			
Total # of Student Days Per Year:	182	Instructional Minutes/Day:	360
Total # of Teacher Days Per Year:	186	Extended Day Program?	No
Student Demographic Breakdown (2014 15):			
% Black:	36%	% Male:	51%
% Hispanic:	57%	% Female:	49%
% White:	6%	% ELL:	23%
% Other:	1%	% Special Education:	10%
% F/R Meals:	100%	% Eligible for HUSKY Plan, Part A:	-

School Climate Data:	2011 2012	2012 2013	2013 2014	2014 2015
Student Attendance Rate:	92.72	92.93	90.67	91.22

Chronic Absenteeism Rate:			30.6	9.07
Total # of ISS/OSS/Expulsions:	53/36/0	61/93/1	128/268/0	65/55/0
Teacher Attendance Rate:	94.16	98.24	94.08	94.24
Graduation Rate (HS only):	-	-	-	-
School/District Index:	**2009 2010**	**2010 2011**	**2011 2012**	**2012 2013**
School Performance Index (SPI):	47.9	49.6	49.9	37.3
District Performance Index (DPI):	54.8	53.6	55.5	53.7
CMT at or above Goal:	**2010 2011**	**2011 2012**	**2012 2013**	**2013 2014**
Grade 3 – Reading	16.4	19.5		-
Grade 5 – Reading	10.3	20.9		-
Grade 8 – Reading	37.5	38.5		-
Grade 3 – Math	31.5	14.6		-
Grade 5 – Math	21.3	41.9		-
Grade 8 – Math	27.5	25.6	-	-

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.

Domain:	Indicators:	1	2	3	4
1. **Talent:** Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.	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	✔			
2. **Academics:** Design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.	2.1. Academic rigor*	✔			
	2.2. Student engagement*	✔			
	2.3. Differentiation*	✔			
	2.4. Curriculum and instruction aligned to CCSS		✔		
	2.5. Supports for special populations		✔		
	2.6. Assessment system and data culture		✔		
3. **Culture and Climate:** Foster a positive learning environment supporting high-quality teaching and learning, and engages families and the community as partners in the educational process.	3.1. School environment		✔		
	3.2. Student attendance		✔		
	3.3. Student behavior	✔			
	3.4. Interpersonal interactions		✔		
	3.5. Family engagement		✔		
	3.6. Community partners and wraparound strategy		✔		
4. **Operations:** Create systems and processes promoting organizational efficiency and effectiveness, including through the use of time and financial resources.	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		✔		

Ratings for these four sub-indicators are based largely on a composite or average score generated from all classroom observations.

1	Below Standard
2	Developing
3	Proficient
4	Exemplary

Talent

The following section provides quantitative and qualitative evidence to support the cumulative ratings provided in the chart on Page 7.

Summary of Strengths:

- **Staff Commitment:** Teachers and leaders conveyed their commitment to the school and their students. Columbus has an 89 percent three-year teacher retention rate, which suggests that a large proportion of teachers have made a long-term commitment to the school. Teachers indicated they collaborate within and across grade levels. Staff alluded to high expectations for students and staff

- **Reinstitution of Coaches:** Bridgeport Public Schools (BPS) has supported more frequent instructional coaching at Columbus this year. Columbus has one literacy coach, one math coach, and a capacity-building partnership with The New Teacher Project (TNTP). School leaders explained that coaches allows for a greater emphasis on instruction and teacher development; however, the school's strategy to use coaches for the aforementioned goals appeared ill-defined. The roles and responsibilities of coaches were unclear, as evidenced by conversations with ten teachers and leaders. Staff indicated that coaches spend some time modeling lessons.

Summary of Growth Areas:

- **Instructional Leadership:** The Columbus leadership team consists of the building principal and two assistant principals. The principal is new to the school this year. The principal is located at the Columbus main facility and reported he visits the Annex one or two days per week. One of the assistant principals is assigned to the Columbus facility full-time, while the second assistant principal is staffed full-time at the Annex. Administrators identified instruction as their primary focus area; however, leaders were unable to articulate a plan to improve instruction. On a teacher survey administered prior to the audit site visit, 8 teachers of the 20 who responded to the survey agreed that: "There is a common vision of what effective instruction looks like at this school". Based on conversations with staff and school observations, school leaders may not possess the skills and instructional expertise necessary to transform the school and dramatically improve student outcomes. Though the principal reported he spends approximately half of his time in classrooms and that instruction is his top priority, teachers and leaders could not identify instructional priorities or a common vision for instructional excellence. Leaders focused on the positive attributes of the school.

- **Professional Development:** Teachers participate in two professional development sessions per month. Teachers reported that professional development sessions seem to be developed at the last minute with "random" focus areas. On the teacher survey, 40 percent of teachers who responded to the survey agreed with the statement: "The professional development I received this year has improved my professional practice and allowed me to better meet the needs of my students." During the teacher focus groups, staff described a technology training. During the training, teachers received no guidance on how to use the software to enhance classroom instruction and were told to "play around with the software." All technology/software training that was provided during SY 14-15 was provided by a consultant from the specific software

program, (i.e., RAZ Kids, Achieve3000 etc.) The directive of "play around" may have been given to gain a level of comfort during the professional development session. The training sessions were geared specifically towards instructional use. Teachers expressed a desire for grade-level appropriate professional development they can readily apply in their classrooms.

- **Coaching and Feedback Cycle:** As noted, Columbus has two coaches and receives additional coaching support through a partnership with TNTP. Between coaches and administrators, the school lacks a coaching and observation system to facilitate feedback and coaching cycles for teachers. Coaches indicated they model some lessons, but they do not observe and provide feedback to teachers. On the teacher survey, 55 percent agreed with the statement: "Administrators provide regular, helpful, and actionable feedback to staff." This figure should be much higher, particularly given the articulated emphasis on instruction and observed need for improved classroom instruction. The district administrator indicated that, similar to other schools in the district, Columbus struggles with simultaneously completing formal evaluations and providing informal coaching. The administrator explained that coaches are not supervisors, which may limit their effectiveness as instructional coaches. School leaders spoke positively about the work with TNTP supporting data team meetings. Leaders also spoke favorably of TNTP's coaching support for teachers. Teachers had a different perception of the TNTP partnership. Teachers indicated they are unclear about TNTP's role and questioned the value and impact. Some teachers reported the data team support has been useful. Teachers reported professional development conducted by TNTP is not differentiated and lacks relevancy. Teachers' perceptions about the TNTP partnership may reveal a quality issue, or may indicate that some teachers are unreceptive to coaching support.

- **Staffing:** Columbus and Bridgeport Public Schools have been unsuccessful in filling critical teacher vacancies created by teacher retirements and medical leaves. This year, Columbus had three permanent substitute teachers. Students, teachers, and administrators described the district's inability to staff schools and reliance on long-term substitutes, often resulting in unruly classrooms with very little learning taking place. The principal and district administrator said that there have been requests for support made to Human Resources as well as other district level administrators.

Academics

The following section provides quantitative and qualitative evidence to support the cumulative ratings provided in the chart on Page 7.

Summary of Strengths:

- **Data Team Meetings:** In collaboration with TNTP, Columbus launched a new data team structure. Data team meetings occur on a monthly basis and include one representative from each grade level. Each representative is responsible for reporting on their grade and communicating updates and next steps back to their grade-level colleagues. Data team tools and protocols were developed by TNTP. Based on the teacher survey, 80 percent of the 20 respondents agreed with the statement: "This school has and consistently uses data to measure student progress, identify necessary interventions, and provide teachers with data to inform

instruction." This suggests teachers have embraced a data culture, though data-informed differentiation was lacking during most classroom observations. Leaders explained the process is new this year, and there is room for improvement.

- **Curriculum and Benchmark Assessments:** Columbus uses the Bridgeport Public Schools curriculum. The curriculum was developed three years ago and has been revised several times to promote alignment to the Common Core State Standards. Columbus uses STAR and AIMSweb as benchmark assessments to monitor student achievement and academic progress throughout the school year.

- **Annex Tutoring Partnership:** During conversations with the leadership team, the assistant principal located in the Annex spoke highly of the tutoring supports provided by Urban Impact. This partnership provides 20 academic tutors to students at the Annex, providing individualized and targeted support and attention to students housed there.

Summary of Growth Areas:

- **Lesson Design, Structure, and Pacing:** Teachers and leaders lacked a common vision for and understanding of strong instruction. At the core, teachers lacked a uniform structure for designing and delivering high-quality lessons (e.g., do now, exit slip). Classrooms and lessons were disorganized and did not maximize instructional time. Transitions between activities were chaotic and students experienced a large amount of down-time. During the majority of classroom observations, auditors were unable to discern the lesson purpose and/or objective, suggesting that students might have similar confusion regarding learning targets.

- **Academic Rigor:** Teachers and administrators agree that academic rigor is a growth area, which shows a commendable level of self-reflection. On the teacher survey, only 35 percent of teachers agreed with the statement: "Instructional quality and academic rigor are consistently high at this school." During most classroom observations, lessons were teacher-led and teachers rarely engaged students in high-order thinking or discourse. Lesson design and delivery represented widespread growth areas, making academic rigor a necessary subsequent priority. Proficiency levels achieved on the Connecticut Mastery Test (CMT) also speak to low levels of rigor and academic achievement. In 2012-13 (the last year of CMT administration before the shift to Smarter Balanced Assessments), Bridgeport Public Schools' DPI was 53.7, among the lowest in the state. Columbus SPI was significantly lower than the Bridgeport Public Schools' DPI at 37.3, which reflected a precipitous drop from the prior year. However, 96 percent of teachers scored "Proficient" on the district evaluation system**.** All of this data occurred under the previous Administrative Team at Columbus School in SY 12-13 and 13-14.

- **Student Engagement and Differentiation:** Classroom observations revealed low levels of student engagement and infrequent differentiation. Most of the observed classrooms had the teacher positioned at the front of the classroom delivering a whole-group lesson. There was very little discourse and differentiation, which may have contributed to low levels of student engagement. In several classrooms, students behaved but were disengaged, triggering no teacher response. The leadership team indicated they are working with teachers to incorporate small-group instruction; however, auditors did not see any evidence of this in any of the observed classrooms.

- **Classroom Management:** Teachers and two parents in a focus group reported that student behavior is a significant problem and impedes classroom instruction, particularly in the upper grades. School security staff conduct frequent rounds, particularly in the upper grades. Security support classroom teachers in deescalating behavior incidents occurring in the classroom. Some teachers visibly struggled with classroom behavior management, significantly distracting from teaching and learning.

- **Intervention Block:** Staff indicated there is very little time for intervention and additional academic support for struggling students. The school has one math and one reading interventionist; however, the school lacks a clear delivery model for interventions. A **block** of time for SRBI is in place for all grades on a daily basis which is evidenced in classroom schedules posted outside of each classroom. However, teachers and administrators agreed the interventions being delivered were not necessarily targeted to the students' needs and the time was not always used effectively. This is an area that could be tightened to get better results**.** Tutoring is provided at the Annex through the partnership with Urban Impact. Teachers indicated that additional academic support is available to students if the teacher is willing/able to provide one-on-one support. It is unclear how the work of the data team informs differentiated support and interventions for students needing targeted remediation.

Culture and Climate

The following section provides quantitative and qualitative evidence to support the cumulative ratings provided in the chart on Page 7.

Summary of Strengths:

- **Early PBIS Implementation:** This year, the principal prioritized the implementation of the Positive Behavioral Interventions and Support (PBIS) model as a strategy to reduce and prevent behavior-related incidents at the school. The school began implementation in late October, and teachers and administrators said they are starting to see the impact. Adhering to the PBIS philosophy, Columbus uses the STAR acronym to convey expected student behaviors: Safe, Team player, Accountable, Respectful and Responsible. STAR charts were visible in the hallways throughout the school reinforcing behavior and character expectations. The school recognizes students and teachers for "STAR" behaviors. Teachers spoke favorably about the new approach, while indicating there is room for improvement, particularly with the implementation in the upper grades.

- **School-Based Health Clinic:** The school-based health center provides health and dental services for all students who qualify. Families interested in the medical and dental services complete a form at the beginning of the school year. Leaders and staff spoke positively about the services offered at the school site. Parents also valued the services; however, parents participating in the audit focus group indicated that many families are unaware of the services at the school, as well as the paperwork needed to access the support.

- **Attendance:** Data self-reported by Columbus and Bridgeport Public Schools suggest that attendance and chronic absenteeism rates have improved this year compared to the 2013-14 school year. So far this year, 33 percent of students are reported as chronically absent, compared to 31 percent in 2013-14. . Columbus implements several strategies to improve attendance. The school's 60-90 attendance plan has protocols to address student tardiness. Classrooms record attendance on calendars and receive rewards for perfect attendance. The school needs to focus on reducing this number.

Summary of Growth Areas:

- **Behavior Management System:** Columbus has a high rate of behavior incidents. During the 2013-14 school year, Columbus had 128 in-school suspensions and 268 out-of-school suspensions. Staff noted that a disproportionate number of incidents occur in the upper grades. There has been a reduction in the number of Out of School Suspensions in SY 14-15 compared to SY 13-14. There were 268 OSS in 13-14 for the entire year. To date there have been 55 OSS in 14-15. In addition, there were 128 students who received an In School Suspension in SY 13-14. To date, there have been 65 students who have received In School Suspensions in SY 14-15. Teachers reported the school lacks a clear system and process for managing disciplinary incidents. For example, teachers are unclear about the process to employ if a child misbehaves during class. On the teacher survey, only 30 percent of teachers agreed with the statement: "The school implements an effective school-wide behavior management system." One teacher noted, "We have to be on the same page when it comes to rewarding or disciplining students." Teachers indicated the need a place for students to go to "deescalate" following a behavior incident.

- **School Environment:** On the teacher survey, 55 percent of teachers disagreed with the statement, "The school environment is conducive to high-quality teaching and learning." Based on classroom and school observations, Columbus struggles to provide a welcoming environment for students, staff, and families. Large sections of the school were not clean, organized, or conducive to learning, including many classrooms. Data is displayed in classrooms. There is attendance data and STAR assessment data displayed in the hallway or right inside every classroom.

- **Family and Community Engagement:** Teachers reported that family engagement is relatively low. They reported less than half of parents participate in report card conferences. Parents reported that teacher communication with parents is inconsistent; some teachers call parents and write notes home regularly, whereas others do not. The principal started a monthly parent newsletter this year and initiated a School Governance Council (SGC). The SGC meets monthly and offers an opportunity for parents to provide feedback to the principal about the school. Parents indicated the principal is receptive and open to feedback from the SGC. The school has a family resource center, but parents reported the center is not used by families because most families do not know it exists. Columbus lacks family engagement opportunities, including opportunities to engage parents around academics and student progress. There is a family activity scheduled for each month at Columbus on a specific topic. Bussing is provided for these events for those families who live in the P.T. Barnum Housing Complex, including Open House/Back to School Night and Report Card Conferences. There was a "Meet the Teacher" event held at P.T. Barnum Housing Complex at the beginning of the school year.

Operations

The following section provides quantitative and qualitative evidence to support the cumulative ratings provided in the chart on Page 7.

Summary of Strengths:

- **Security Staff:** Columbus' security guard is actively involved in the school community. The security guard demonstrated care and attentiveness toward students. The security guard conducts rounds throughout the day, concentrating on the upper grades. During classroom visits, the security guard demonstrated a positive rapport with the teachers and students and was well respected. The security guard knew students by name and supported the management of behavior incidents in classrooms.

Summary of Growth Areas:

- **Common Planning Time:** On the teacher survey, 65 percent of teachers disagreed with the statement: "Teachers have enough time to work with each other to develop instructional materials, review student data, and improve instruction." During focus groups, teachers explained that while the schedule includes weekly common planning time, it is approximately 22 minutes long, which is insufficient for serious collaboration and planning. The classroom schedules for K-6 clearly represent a Common Planning Period of 35 minutes. However teachers report they do not start the meetings on time Teachers in Grades 7 and 8 have a longer Common Planning Period weekly. In addition, there is a monthly grade-level meeting for 50 minutes on the third Wednesday of the month.

- **Routines and Transitions:** Observations showed little evidence of school-wide procedures and standards for transitions between classes and activities. Student behavior during transitions was problematic in many instances. On the teacher survey, 55 percent of teachers disagreed with the following statement: "The school has clear routines and procedures in place that consistently followed by students and staff to help create a smooth and orderly environment." Teachers indicated transitions in the upper grades are challenging.

- **Technology**: Students, staff, and parents described insufficient access to technology and inoperable computers. Each classroom has three desktops, many of which do not work; teachers share six laptop carts with 29 Chromebooks per cart. The library has several desktops, but teachers said they are unreliable. Some classrooms have SMART Boards. On the teacher survey, only 35 percent of teachers agreed with the statement: "Teachers and students effectively use technology to enhance teaching and learning." It is unclear whether this is an access, training, or usage issue; however, it is likely a combination of the three.

- **Resourcing:** As noted, Columbus has two sites: the main facility and the Annex. Administrators explained that the Annex is housing students from Longfellow School while the school is being rebuilt. During focus group conversations, it was unclear how resources and strategies are shared systematically between the two sites. For example, teachers participate in professional

development together, and support staff appear to be shared across facilities (e.g., instructional coaches, the guidance counselor). The partnership and resource-sharing strategy was unclear. Both Columbus and Columbus Annex receive $30 per student for the School Based Allocation as well as $7 per student for the Title I Parent Involvement. The staffing ratios that are implemented at Columbus and Columbus Annex are the same that are used across the district. Specific support staff, such as Speech Language Pathologist is determined based upon the number of mandated IEP service hours. For example, Annex students benefit from the Urban Impact tutors. The Urban Impact Tutors are the result of a previously established partnership with Longfellow School. Therefore, they have remained with the students at Columbus Annex; however, Columbus students are not involved in the program. The relationship between the two sites appeared ill-defined.

Appendix A: Operations and Instructional Audit Rubric

	TALENT			
Indicator	**Below Standard**	**Developing**	**Proficient**	**Exemplary**
1.1. Instructional Practice	Teacher effectiveness is inconsistent and highly variable from classroom to classroom. There are significant concerns about instruction. Staffing decisions do not reflect teacher effectiveness and student needs.	Instructional quality is moderate; however, teacher effectiveness is variable from classroom to classroom. Staffing decisions do not always reflect teacher effectiveness and student needs.	Most classes are led by effective educators, and instructional quality is strong. There are some systems in place to promote and develop teacher effectiveness and make appropriate staffing decisions.	100% of classes are led by deeply passionate and highly effective educators. There are strong systems in place to promote staff efficacy and make staffing decisions driven exclusively by student needs.
1.2. Evaluation and Professional Culture	There are significant concerns about staff professionalism. Staff come to school unprepared, and there is little sense of personal responsibility. There is a culture of low expectations; individuals are not accountable for their work. Evaluations are infrequent, and few if any staff were formally evaluated 3 or more times in the previous year. 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 the previous year, 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 the previous year 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 the previous year. Leaders conduct frequent informal evaluations and provide meaningful feedback. Individuals are held accountable for their performance.
1.3. Recruitment and Retention Strategies	The school and/or district lack systems to recruit and attract top talent. Retention of high-quality staff is a significant concern. The school lacks systems and strategies to retain top teachers and leaders.	The school and/or district have components of a plan for recruitment and retention of quality educators (e.g., mentoring, induction). The plan is not fully developed or consistently implemented.	The school and/or district have systems for strategic recruitment and retention. Efforts are made to match the most effective educators to the students with the greatest needs. Retention of high-quality teachers is high.	The school and/or district effectively implement a long-term plan for recruitment and retention. Efforts are made to match the most effective educators to the students with the greatest needs. Deliberate, successful efforts are made to retain top talent.
1.4. Professional Development	Professional Development (PD) opportunities are infrequent and/or of inconsistent quality and relevance. PD does not align to staff's development areas and/or students' needs. As a result, teachers struggle to implement PD strategies. There is no clear process to support or hold teachers accountable for the implementation of PD strategies.	PD opportunities are provided; however, they are not always tightly aligned with student and adult learning needs. The quality of PD opportunities is inconsistent. Sometimes, teachers report that PD improves their instructional practices. Teachers are not generally held accountable for implementing skills learned through PD.	The school offers targeted, job-embedded PD throughout the school year. PD is generally connected to student needs and staff growth areas identified through observations. Most teachers feel PD opportunities help them improve their classroom practices. Most teachers are able to translate and incorporate PD strategies into their daily instruction.	The school consistently offers rich and meaningful PD opportunities that are aligned to student needs and staff growth areas identified through observations. Teachers effectively translate PD strategies into their daily instruction. The school has a process for monitoring and supporting the implementation of PD strategies.
1.5. Leadership Effectiveness	Leadership fails to convey a school mission or strategic direction. The school team is stuck in a fire-fighting or reactive mode, lacks school goals, and/or suffers from initiative fatigue. The school community questions whether the school can/will improve.	The mission and strategic direction are not well communicated. A school improvement plan does not consistently guide daily activities and decision-making. The community generally understands the need for change, however actions are more often governed by the status quo.	Leadership focuses on school mission and strategic direction with staff, students, and families. The school is implementing a solid improvement plan and has a clear set of measurable goals. The plan may lack coherence and a strategy for sustainability. Leadership conveys urgency.	Leadership focuses on school mission and strategic direction with staff, students, and families. The school has a manageable set of goals and a clear set of strategies to achieve those goals. The plan is being implemented and monitored with fidelity. Leadership conveys deep urgency.

TALENT				
Indicator	**Below Standard**	**Developing**	**Proficient**	**Exemplary**
1.6. Instructional Leadership	Few staff can articulate a common understanding of what excellent instruction looks like. School norms and expectations are not clear. Instructional leaders do not demonstrate a commitment to developing consistent and high-quality instructional practice school-wide.	Some staff can articulate a common understanding of what effective instruction looks like. School norms and expectations are enforced with limited consistency. Instructional leaders demonstrate some commitment to improving instructional practice school-wide.	Most staff articulates a common understanding of what effective instruction looks like. School norms and expectations are consistently enforced. Instructional leaders consistently demonstrate a commitment to improving instructional practice school-wide.	All staff articulates a common understanding of what effective instruction looks like. Educators relentlessly pursue excellent pedagogy. Instructional leaders have communicated and enforced high expectations school-wide.

ACADEMICS				
Indicator	**Below Standard**	**Developing**	**Proficient**	**Exemplary**
2.1. Academic Rigor*[1]	Most observed lessons are teacher-led and whole group. Teachers rarely engage students in higher-order thinking. Most students demonstrate a surface-level understanding of concepts. Observed lessons are indicative of low expectations and little sense of urgency.	Some observed lessons are somewhat student-centered, challenging and engaging. Teachers engage students in some higher-order thinking. Many students demonstrate only a surface-level understanding of concepts. Teachers demonstrate moderate expectations and some urgency.	Observed lessons are appropriately accessible and challenging for most students. Teachers engage students in higher-order thinking, and students are pushed toward content mastery. Lessons begin to engage students as self-directed learners. Teachers communicate solid expectations.	All observed lessons are appropriately accessible and challenging. Teachers push students, promoting academic risk-taking. Students are developing the capacity to engage in complex content and pose higher-level questions to the teacher and peers. Teachers promote high expectations.
2.2. Student Engagement*	Few students are actively engaged and excited about their work. The majority of students are engaged in off-task behaviors and some are disruptive to their classmates. Observed lessons primarily appeal to one learning style. Few students are truly involved in the lessons.	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. The lessons appeal to and seem to support all learning styles. Students are actively engaged in the lessons and excited to participate in classroom dialogue and instruction.
2.3. Differentia-tion and Checking for Under-standing*	Most teachers take a one-size-fits-all approach and struggle to differentiate their instruction to meet individual learning needs. There is no evidence around the use of data to inform instruction and minimal efforts to check for student understanding.	Some teachers are differentiating at least part of the observed lessons; however, the practice is not consistent or widespread. There is some evidence of the use of student data to adapt the learning process. Some teachers use strategies to monitor understanding.	Most teachers employ strategies to tier or differentiate instruction at various points in the lesson. Most teachers use data or checks for understanding to differentiate the learning process on the fly. Teachers take time to support students struggling to engage with the content.	Teachers consistently and seamlessly differentiate instruction. Teachers use data and formal/informal strategies to gauge understanding, and differentiate the learning process accordingly. Tight feedback loop between monitoring efforts and instruction.
2.4. Curriculum and Instruction Aligned to Common	The school lacks a rigorous, standards-based curriculum that is aligned to the Common Core State Standards (CCSS) and/or the curriculum is not being implemented with fidelity. As a result, pacing is inconsistent. The percentage	The school has curricula for some grades and content areas, some of which are rigorous, standards-based. Curricula are implemented with some fidelity. Teachers struggle with consistent pacing. The percentage of	Rigorous, standards-based curricula exist for almost all grade levels and content areas, and are being implemented consistently across classrooms. Teachers demonstrate consistent pacing. The percentage of	Rigorous, standards-based curricula exist for all grade levels and content areas. Curricula are aligned with the CCSS and are being implemented with a high degree of fidelity throughout the school. The percentage of

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

ACADEMICS				
Indicator	**Below Standard**	**Developing**	**Proficient**	**Exemplary**
Core State Standards	of students at or above goal on state assessments is > 10 points below the state average.	students at or above goal on state assessments is 6-10 points below the state average.	students at or above goal on state assessments is within 5 percentage points of the state average.	students at or above goal on state assessments meets or exceeds the state average.
2.5. Support for Special Populations	The school is inadequately meeting the needs of its high-needs students. IEP goals are not regularly met. Least Restrictive Environment (LRE) is not fully considered when making placements. The school lacks appropriate interventions and supports for ELLs. There are significant achievement gaps between subgroups and non-identified students as measured by state assessments, and no evidence of progress.	The school typically meets the needs of its high-needs students. Most special education students meet their IEP goals, but LRE is not always considered when making placement determinations. The school typically meets the needs of its ELs, and attempts to track progress and set content and language mastery goals. There are significant gaps between subgroups and non-identified students as measured by state assessments and marginal progress over time.	The school consistently meets the needs of its high-needs students. Special education students regularly meet their IEP goals and LRE is a critical factor in placement determinations. The school meets the needs, tracks progress, and sets content and language mastery goals for all ELs. There are small gaps between subgroups and non-identified students as measured by state assessments, and some signs of progress toward closing the gaps.	The school is successfully closing the achievement gap for its high-needs students. General and special education teachers work collaboratively to support students. The school tracks the effectiveness of language acquisition instructional strategies and adjusts programming accordingly. There is no achievement gap between subgroups and non-identified students as measured by state assessments.
2.6. Assessment Systems and Data Culture	The school lacks a comprehensive assessment system (including summative and benchmark assessments). Teachers rarely collect, analyze, and/or discuss data. The school lacks or fails to implement SRBI protocols linking data to interventions.	The school has some consistent assessments; however, there are major gaps in certain grades and content areas. There are some efforts to collect and use data. SRBI systems and processes are somewhat present.	The school implements a clear system of benchmark assessments. Some teachers are developing familiarity with regularly using formative assessments to differentiate instruction. The school has emerging processes in place to use the data to inform interventions.	Teachers consistently administer assessments throughout the year. Assessments are standards-based and provide real-time data. Teachers embed formative assessments in their daily lessons. The school has strong processes to collect, analyze, and use data to inform interventions.

CULTURE AND CLIMATE				
Indicator	**Below Standard**	**Developing**	**Proficient**	**Exemplary**
3.1. School Environment	The school fails to create a welcoming and stimulating learning environment. Communal spaces and classrooms may be unkempt, rundown, unsafe, or sterile. Many classrooms are neither warm nor inviting and lack intellectual stimulation. Little to no student work or data is displayed to help convey a sense of pride and high expectations.	The school struggles to provide a welcoming environment conducive to high-quality teaching and learning. Large sections of the school are not clean, bright, welcoming, or reflective of student work. Though the school has some data and student work displayed, efforts to brand the school and convey high expectations are very minimal. Sections of the school need significant attention.	The school generally provides a welcoming learning environment. Most of the facility is in good repair and conducive to teaching and learning. Most classrooms and common spaces are bright and clean, displaying data and student work; however, some sections lack visual stimulation. The school has made an effort to foster school identity through branding and consistent messaging in classrooms and communal spaces.	The school provides a welcoming and stimulating learning environment. Common spaces and classrooms are bright, clean, welcoming, and conducive to high-quality teaching and learning. Data and student work are visible and present throughout the school, inspiring students and teachers to do their best work. There is clear branding and consistent messaging throughout the school, promoting school identity and pride.
3.2. Student Attendance	The school has few, if any, strategies to increase attendance. Average daily attendance is ≤ 88% and/or chronic absenteeism is > 20%.	The school has some strategies to increase attendance. Average daily attendance is between 89% and 93%	The school has multiple, effective strategies to increase attendance. Average daily attendance is between	The school implements effective strategies to increase attendance and on-time arrival. Average daily

CULTURE AND CLIMATE				
Indicator	**Below Standard**	**Developing**	**Proficient**	**Exemplary**
		and/or chronic absenteeism is between 16% and 20%.	94% and 97% and/or chronic absenteeism is between 11% and 15%.	attendance is > 97% and chronic absenteeism is ≤ 10%.
3.3. Student Behavior	A school-wide behavior management plan may exist, but there is little evidence of implementation. Student misbehavior is a significant challenge and creates regular distractions. Disciplinary approaches appear to be inconsistent; students and staff do not have a common understanding of behavioral expectations. Discipline is mostly punitive. The rate of suspensions/expulsions as a proportion of student enrollment is greater than 20% (total # 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 primarily punitive, and there is inconsistent reinforcement of desired behaviors. The rate of suspensions/expulsions as a proportion of student enrollment is between 15% and 20%.	A school-wide behavior management plan is in place and effectively implemented most of the time. Student behavior is under control. Misbehavior is infrequent, with periodic distractions to instruction. Most students behave in a calm and respectful manner. Students and staff have a common understanding of the behavior policy. There is positive reinforcement of desired behaviors. The suspension/expulsion rate is between 10% and 14%.	A school-wide behavior management plan is consistently and effectively implemented. All students behave in a calm, orderly, and respectful manner throughout the school day. Classroom distractions are minimal, and immediately and appropriately addressed. Rewards and consequences are clear and appropriate, and are consistently applied across the school. The suspension/expulsion rate is < 10%.
3.4. Interpersonal Interactions	There is a weak sense of community. The quality and types of student, adult, and student/adult interactions raise concerns. There are signs of divisiveness or hostility among students and with staff. There are minimal signs of connections between students and staff; interactions are largely transactional or triggered when students are off task.	There is a moderate sense of community. Students are somewhat respectful toward one another and adults. There is some teasing and divisiveness; however, it does not define school culture. Communication between students and staff is somewhat positive. There are some connections between students and staff.	There is a good overall sense of community. Students are generally respectful toward one another and adults. Interactions are mostly positive. There is minimal teasing and divisiveness. Communication between students and staff is generally positive and respectful. There are signs of connections between students and staff. Most staff seem invested in their students.	There is a strong sense of community. Students are respectful and courteous of one another and adults. Student interactions are overwhelmingly positive and polite. The school has an inclusive and welcoming environment. Student/adult interactions are positive and respectful, demonstrating strong relationships. Staff seems invested in the well-being and development of students.
3.5. Family and Community Engagement	The school offers infrequent opportunities to involve parents in the school community. Family involvement is minimal. Teachers rarely reach out to families regarding their child's academic progress.	The school offers several family events throughout the year. Roughly half of families participate in school activities. More than half of all teachers reach out to families regarding their child's academic progress.	The school offers periodic, meaningful opportunities for parents/families to engage in student's education. Most families participate in school activities. Most educators communicate regularly with families.	The school frequently engages parents/family as partners in student's education. Almost all families participate in school activities. Nearly all educators communicate with families on a regular basis.
3.6. Community Partners and Wraparound Strategy	The school offers inadequate supports to address students' nonacademic needs. There are limited wraparound services. The school makes little or no effort to engage community partners to expand services offered through the school.	The school offers some support to address students' nonacademic needs through wraparound services. Community and partner engagement is spotty and event-specific.	The school offers a range of wraparound services to address students' nonacademic needs. The school has several sustained community partnerships.	The school has a clear process for evaluating students' needs and connecting students to appropriate wraparound services. The school has sustained community partnerships to help address student needs.

OPERATIONS				
Indicator	**Below Standard**	**Developing**	**Proficient**	**Exemplary**
4.1. Adequate Instructional Time	There is not enough time in the school schedule to appropriately meet students' academic needs. There is a significant amount of wasted time in the school calendar and daily schedule. The schedule includes ≤ 5 hours of instruction per day, and ≤ 60 minutes of ELA time.[2]	Students would benefit from increased instructional and/or intervention time. The school calendar and daily schedule could be improved to increase time on task. The schedule includes > 5 and ≤ 5.5 hours of instruction per day, and > 60 and ≤ 90 minutes of ELA time.	The school has taken steps to increase instructional time on task through extended learning opportunities. The school calendar and daily schedule are well constructed. The schedule includes > 5.5 and ≤ 6 hours of instruction per day, and > 90 and ≤ 120 minutes of ELA time.	The school has multiple extended learning opportunities available to students. The school implements a thoughtful and strategic school calendar and daily schedule. The schedule includes > 6 hours of instruction per day, and > 120 minutes of ELA time.
4.2. Use of Instructional Time*	Staff and students use time ineffectively. Misused instructional time results from misbehavior, poor scheduling, and inefficient transitions. There are missed opportunities to maximize time on task. Observed teachers struggle with pacing and fail to use class time in a constructive manner.	Staff and student use of time is somewhat effective. Some students are off task and there are missed opportunities to maximize instructional time. Lesson schedules are moderately well planned, paced, and executed. Teachers could be more skilled and/or methodical in the use of class time.	Most staff and students use time well. A handful of students require redirection; however, the majority of students transition quickly to academic work when prompted by the teacher. There is minimal downtime. Lessons are well planned, paced, and executed. Teachers are adept at managing and using class time.	Staff and students maximize their use of time. There is no downtime. Transitions are smooth and efficient. Students transition promptly to academic work with minimal cues and reminders from teachers. Teachers meticulously use every moment of class time to prioritize instructional time on task.
4.3. Use of Staff Time	Educators lack adequate and/or recurring professional development and/or common planning time. Common planning time is currently disorganized and the time is not used effectively. As a result, staff members are unable to develop and/or share practices on a regular basis.	Most academic teams have common planning periods (less than 1 hour/week); however, the school has failed to secure vertical and horizontal planning. Collaborative planning time is used at a basic level (e.g., organization of resources or topics not directly related to classroom instruction).	All academic teams have common planning periods (1-2 hours/week) and they are seldom interrupted by non-instructional tasks. Staff members use this time to discuss instructional strategies, discuss student work, develop curricular resources, and use data to adjust instruction.	All educators have weekly common planning time for vertical and horizontal planning (more than 2 hours/week). Common planning periods are tightly protected and only interrupted by emergencies. The school has established tight protocols to ensure that common planning time is used effectively.
4.4. Routines and Transitions	The school is chaotic and disorderly. The safety of students and staff is a concern. The school lacks critical systems and routines. Movement of students is chaotic and noisy with little adult intervention. Adults are not present during transitions; therefore, there is very little re-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 minimal and redirection of misbehavior is lacking.	The school environment is calm and orderly in most locations and during most of the day. Rules and procedures are fairly clear, consistent, and evident. Routines seem somewhat apparent and institutionalized. Adults are present to reinforce norms.	The school environment is calm and orderly. Rules and procedures are clear, specific, consistent, and evident. Routines are largely unspoken and institutionalized. Adults are consistently present to reinforce norms.
4.5. Financial Management	The school and/or district do not make sound budgetary decisions based on student need and projected impact. Budget decisions are largely governed by past practice and do not account for sustainability. There is little to no evidence around school and/or district	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	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.	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

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

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

OPERATIONS				
Indicator	**Below Standard**	**Developing**	**Proficient**	**Exemplary**
	leaders successfully advocating for school resource needs.	advocate for school needs or pursue additional resources.	School/district leaders effectively advocate for school needs and pursue additional resources.	effectively advocate for school needs, and build strategic relationships to pursue needed resources.