

V.A.

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

TO BE PROPOSED:

October 4, 2017

RESOLVED, That the State Board of Education, pursuant to Section 10-223h of the Connecticut General Statutes, as amended by Section 258 of Public Act 15-5, of the June 2015 Special Session, adopts and approves the Turnaround Plan for New Britain High School in New Britain for the Commissioner's Network, subject to the conditions noted in the Commissioner's October 4, 2017, Executive Summary to the State Board of Education, and directs the Commissioner to take the necessary action, including, but not limited to, expending such funds as may be necessary to execute and implement the foregoing.

Approved by a vote of _____ this fourth day of October, Two Thousand Seventeen.

Signed:

Dr. Dianna R. Wentzell, Secretary
State Board of Education

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

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

DATE: October 4, 2017

SUBJECT: Commissioner's Network Turnaround Plan: New Britain High School, New Britain

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 to five 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 New Britain High School located in New Britain, CT. This will require efforts at the state and local levels to secure conditions that are conducive to scalable and sustainable reform.

Background

On April 29, 2016, the CSDE received an *Expression of Interest Form* from the Consolidated School District of New Britain (CSDNB) volunteering New Britain High School for participation in the Network. On October 25, 2016, the Commissioner initially selected New Britain High 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 to develop a turnaround plan. Following initial selection, the Consolidated School District of New Britain and the New Britain Federation of Teachers appointed members to serve on the school's Turnaround Committee, and the CSDE conducted an Operations and Instructional Audit on November 16, 2016. The Turnaround Committee developed the Turnaround Plan for New Britain High School in accordance with C.G.S. § 10-223h (d).

Turnaround Plan for New Britain High School

New Britain High School, identified as a Focus School under the Next Generation Accountability System, serves 2,198 students in Grades 9 through 12. Approximately 75.3 percent of students are eligible for free or reduced-price meals. Approximately 17.7 percent of the students are identified as needing special education services; 17.7 percent are English learners (ELs); 60.4 percent of the students are Hispanic; and 14.8 percent are Black.

The goal of the New Britain High School Turnaround Plan is to establish a school-wide career pathways model which provides every student with an opportunity to explore careers in a personalized environment; to use what they learn in the classroom to solve authentic, real-world problems related to careers they will pursue after high school; and to acquire academic and technical skills and knowledge that lead to postsecondary education or training and meaningful credentials.

The effectiveness of the school's career pathways model depends upon the development of school-wide, project-based learning curriculum and implementation of evidence-based, high impact instructional practices in all classrooms. School leaders and teachers will make use of school and teacher data team protocols to support school improvement, and school leaders will work with national experts to develop a master schedule focused on increasing instructional time, as well as teacher collaboration time, with a focus on improving student outcomes.

The success of the career pathways model also depends upon an intentional focus on creating a personalized learning environment for all students. In partnership with the Office of Student Supports, the school will strengthen its work with Attendance Works to continue improvements in chronic absenteeism rates. In partnership with the Turnaround Office, the school will implement a school-wide discipline plan focused on restorative practices with assistance from a national expert partner. The district will also continue working with the Nellie Mae Foundation to develop and implement the school's family engagement plan.

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

Talent:

- Provide job-embedded professional learning to build teacher and leadership capacity to implement:
 - effective career pathways for all students in Grades 9 through 12;
 - cross-disciplinary, authentic project-based learning units of study aligned to student career pathways;
 - evidence-based, high impact instructional practices in daily classroom instruction;
 - effective school and teacher data team protocols focused on improving student outcomes;
 - a school-wide discipline plan that relies on restorative practices;

- Pilot on-line educator, clerical and school leadership training modules from Attendance Works with a focus on improving Tier I and Tier II attendance strategies;
- With assistance from Attendance Works, establish effective school and district attendance team protocols;

Academics:

- Regularly schedule classroom observations and monitoring and provide immediate feedback for teachers to ensure effective implementation with fidelity of:
 - evidence-based, high impact instructional principles in all classrooms;
 - cross-disciplinary, authentic project-based learning focused on career pathways;
- Create structures and protocols for collaborative teacher teams to plan cross-disciplinary project-based learning units of study;
- Establish protocols for cross-disciplinary teams to review student work together to ensure high quality work expectations and to share best-practice instructional strategies;
- Establish teacher data team protocols focused on academic outcomes to inform instruction;

Culture and Climate:

- Implement district and school policies and strategies to improve chronic absenteeism rates;
- Prepare students and families for implementation of career pathways model for all students, including the role pathway selection will have in course enrollment and the implications for future careers, education and training;
- Implement a school-wide discipline plan that focuses on restorative practices;
- Develop and implement a family/community engagement plan that embraces New Britain High School families and community partners in the improvement of student outcomes;
- Create a Welcome and Family Resource Center at New Britain High School;

Operations:

- Restructure the school schedule to maximize time for student instruction, teacher collaboration, and academic interventions;
- Focus budgetary priorities based on New Britain High School's needs and on sustainability of reforms;
- Institute protocols for school-wide data team as well as for teacher data teams at both the course level (weekly) and by content level (monthly) ;
- In Year 1, engage as partners with national experts to participate in audits of current career pathways (High Schools That Work), current school-wide discipline plans (Engaging Schools), current attendance policies and strategies (Attendance Works), current instructional practices (Clark Consulting) and current master scheduling (Schools by Design) to inform school reforms; and
- Facilitate monthly on-site or online meetings of national expert partners to align school reform practices and to ensure a common vision and mission for school improvement.

New Britain High 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. New Britain High 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 New Britain High 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 New Britain High School, which would be subject to the successful completion of the following items:

1. By October 31, 2017, the Consolidated School District of New Britain shall commit to specific transformation expectations outlined here in the areas of talent, academics, culture and climate, and operations, and regarding Commissioner's Network participation.
2. The Superintendent, on behalf of the New Britain High 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 New Britain High School, including, but not limited to, developing a revised Turnaround Plan and/or exercising any and all authorities prescribed in C.G.S. Section 10-223h.
3. New Britain High School shall comply with all fiscal and programmatic reviews, provide any information requested by the CSDE in a timely manner, and report progress against goals and metrics in the format and frequency established by the CSDE.

Materials

Please see enclosed:

1. New Britain High School Audit Report resulting from the Operations and Instructional Audit conducted on November 16, 2016.
2. Turnaround Plan developed and agreed to by the Turnaround Committee on May 31, 2017.

Prepared by: _____
Leslie Carson
Education Consultant, Turnaround Office

Reviewed by: _____
Desi D. Nesmith
Chief Turnaround Officer

Approved by: _____
Desi D. Nesmith
Chief Turnaround Officer



CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Connecticut State Board of Education
October 4, 2017**

**Commissioner's Network
New Britain High School
Consolidated School District of New Britain**

New Britain High School

Turnaround Committee Members

Nancy Sarra
CSDNB Superintendent

Tricia Putnam
Chairperson
CSDNB Coordinator of Leadership Development and Higher Education Partnerships

Joe Pinchera
Principal, New Britain High School

Sondra Sanford
Assist. Coordinator of NBHS Programs and
Community Partnerships

Lara Bohlke
CSDNB Coordinator of 6-12 Academics

Michael Foran
Principal, NBHS Satellite Careers Academy

Sal Escobales
Teacher
President, New Britain Federation of Teachers

Michael Titor
Teacher, New Britain Federation of Teachers

Michael Zayas
Teacher, New Britain Federation of Teachers

Rita Zapor
Parent
PTO Board Member and School Governance Council

Richard Ashman
Parent
PTO Board Member

Paulette Fox
Executive Director, OIC New Britain

Robin Sparks
Executive Director, Coalition for New Britain Youth



New Britain High School Demographics*

2,198 students, Grades 9 through 12

75.3% Free/Reduced Lunch

17.7% Students with Disabilities

17.7% English Learners

60.4% Hispanic

14.8% Black

*Based on October 1, 2016 enrollment data reported in EdSight



How New Britain High School will Benefit from Being Part of the Commissioner's Network

- Implementation of career pathways model in which all students and parents understand the importance of rigorous academic preparation for future careers and college and postsecondary training opportunities
- Participation in professional learning and job-embedded coaching focused on evidence-based, high impact instructional strategies that engage students in rigorous curriculum
- Support and build the capacity of school leaders and staff to utilize student academic, attendance and discipline data to inform instructional practice and the design of effective academic and behavioral interventions for students who do not meet standards
- Improve the school culture and climate by implementing effective policies and strategies to improve student attendance and by developing an effective family engagement plan to improve parent/family involvement in student outcomes
- Redesign the school's master schedule to provide adequate time for effective instruction as well as time for teachers to collaborate to improve instruction and to design effective interventions for students





Next Generation Accountability Report: 2015-16

Choose a District

Choose a School

New Britain School District	New Britain High School_0896111
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Choose a District, then Choose a School. To refresh the District List, clear the School name.

No:	Indicator	Index/ Rate	Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate
1a.	ELA Performance Index – All Students	42.0	75	56.0	100	56.0%	67.7
1b.	ELA Performance Index – High Needs Students	38.4	75	51.2	100	51.2%	56.7
1c.	Math Performance Index – All Students	40.9	75	54.5	100	54.5%	61.4
1d.	Math Performance Index – High Needs Students	37.2	75	49.6	100	49.6%	49.9
1e.	Science Performance Index – All Students	40.9	75	54.5	100	54.5%	57.5
1f.	Science Performance Index – High Needs Students	37.8	75	50.3	100	50.3%	47.0
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	N/A	100				63.8%
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	N/A	100				58.3%
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	N/A	100				65.0%
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	N/A	100				57.4%
4a.	Chronic Absenteeism – All Students	33.3%	<=5%	0.0	50	0.0%	9.6%
4b.	Chronic Absenteeism – High Needs Students	37.1%	<=5%	0.0	50	0.0%	15.6%
5	Preparation for CCR – % taking courses	57.5%	75%	38.4	50	76.7%	67.6%
6	Preparation for CCR – % passing exams	13.8%	75%	9.2	50	18.4%	40.7%
7	On-track to High School Graduation	68.0%	94%	36.2	50	72.3%	85.1%
8	4-year Graduation - All Students (2015 Cohort)	70.0%	94%	74.4	100	74.4%	87.2%
9	6-year Graduation - High Needs Students (2013 Cohort)	67.6%	94%	72.0	100	72.0%	78.6%
10	Postsecondary Entrance (Class of 2015)	53.0%	75%	70.7	100	70.7%	71.9%
11	Physical Fitness (estimated part rate) and (fitness rate)	100.0% 45.8%	75%	30.5	50	61.1%	89.2% 50.5%
12	Arts Access	49.1%	60%	40.9	50	81.8%	47.5%
Accountability Index				688.3	1250	55.1%	

These statistics represent the results from the second year of Connecticut's Next Generation Accountability Model for districts and schools. These statistics represent the results from the second year of Connecticut's Next Generation Accountability Model for districts and schools. For detailed information and resources about every indicator including the rationale for its inclusion, the methodology used as well as links to resources, research, and evidence-based strategies, please consult the document titled Using Accountability Results to Guide Improvement which is available on the [Next Generation Accountability Resources page of the CSDE Performance Office.](#)

This model is the direct result of an extensive consultation process over a two year period. The CSDE sought feedback from district and school leaders, Connecticut educators, state and national experts, CSDE staff, and many others. This model was originally outlined in Connecticut's flexibility application to the U.S. Department of Education and formally approved by the USED in August 2015 and is now included in Connecticut's state plan for the Every Student Succeeds Act.

Gap Indicators	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean + 1	Is Gap an Outlier?
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	52.0	38.4	13.6	16.6	
Math Performance Index Gap	51.1	37.2	13.9	19.1	
Science Performance Index Gap	54.3	37.8	16.6	17.3	
Graduation Rate Gap (2013 Cohort)	86.2%	67.6%	18.5%	13.0%	Y

***If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations. ***If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.*

Participation Rate	Rate
ELA – All Students	88.0%
ELA – High Needs Students	85.7%
Math – All Students	88.0%
Math – High Needs Students	85.7%
Science – All Students	93.0%
Science – High Needs Students	91.7%

Talent

- Monthly job-embedded professional learning and coaching for the following:
 - Development and implementation of effective career pathways
 - Development and implementation of cross-disciplinary project-based learning aligned to career pathways
 - Implementation of high-impact instructional practices in core content classes
 - Development and implementation of effective school-wide and teacher instructional data team protocols focused on improving student outcomes
 - Development and implementation of a school-wide school discipline plan which relies on restorative practices
- Pilot Attendance Works on-line training modules with teachers, support personnel and school leadership, including monthly coaching sessions for school leadership, to implement powerful strategies to improve chronic absenteeism rates and to fully engage students in learning



Academics

- Regularly scheduled monitoring and feedback to ensure effective implementation of evidence-based, high-impact instructional practices and project-based learning
- Create structures and protocols for collaborative, teacher teams to plan cross-disciplinary project-based learning with follow-up examination of student work
- Use formative and summative student assessment data to inform instruction



Culture and Climate

- Implement strategies to improve chronic absenteeism
- Implement a school-wide discipline plan that focuses on restorative practices
- Embrace families and community members to improve student outcomes, including:
 - Preparing students and families for implementation of a career pathways model;
 - Development of a family/community engagement plan; and
 - Creating a Welcome and Family Resource Center



Operations

- Restructure the school schedule to maximize time for student instruction, teacher collaboration and academic interventions
- Focus budgetary priorities based on the school's needs with a focus on sustaining reforms beyond time in the Commissioners Network
- Engage national experts in audits of current career pathways, attendance policies, instructional practices and master schedule to inform school reforms
- Facilitate monthly on-site or online meetings of national expert partners to align school reform practices and to ensure a common vision and mission for school improvement



How the Plan Supports Improved Outcomes for Students

- Career pathways structure that supports personalized learning for all students and makes high school a destination
- Classroom monitoring and feedback to teachers from the school's instructional leadership team, with assistance from external partners, to improve instruction with impact in all grades and all content areas, including supports for English learners and students with disabilities in all classes
- Support for students' academic and social-behavioral needs
- Improvement of student attendance and family engagement



The Commissioner's Network Turnaround Plan Application | Cohort VI

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

Date Issued: July 11, 2017

Dianna R. Wentzell
Commissioner of Education
Connecticut State Department of Education
450 Columbus Boulevard | Hartford, CT 06103
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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

The Connecticut State Department of Education (CSDE) is committed to a policy of equal opportunity/affirmative action for all qualified persons. The CSDE does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The CSDE does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the CSDE’s nondiscrimination policies should be directed to:

Levy Gillespie
Equal Employment Opportunity Director, Title IX /ADA/Section 504 Coordinator
State of Connecticut | Department of Education
450 Columbus Boulevard | Hartford, CT 06103 | 860-807-2071

PART I: THE NETWORK OVERVIEW

A. Network Overview

The Commissioner's Network (Network) established by Connecticut General Statutes (C.G.S.) Section 10-223h (2016) represents a commitment between local stakeholders and the Connecticut State Department of Education (CSDE) to dramatically improve student achievement in 25 low-performing schools. The Network offers new resources and authority to empower teachers and school leaders to implement research-based strategies in schools selected by the CSDE 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.

Under the statute, the Commissioner is authorized, within available appropriations, to select, for participation in the Network, not more than 25 schools in any single school year that have been classified as a Category Four school or Category Five school pursuant to C.G.S. § 10-223e. The Commissioner may select not more than five schools in any single school year from a single school district to participate in the Network. C.G.S. Section 10-223h(a).

The statute provides that the Commissioner shall give preference 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. Section 10-223h(a).

Schools are accepted into the Network for a minimum of three years. The Connecticut State Board of Education (CSBE) may allow schools to continue in the Network for an additional year, not to exceed two additional years, if necessary. See C.G.S. Section 10-223h(h). At present, there are 20 schools participating in the Network.

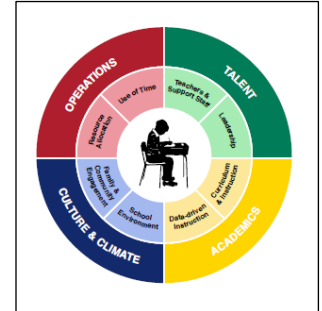
After the Commissioner initially selects a school to participate in the Network, the local board of education shall establish a Turnaround Committee pursuant to C.G.S. § 10-223h(b). Following the establishment of the Turnaround Committee, the CSDE shall conduct, in consultation with the local board of 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.

The CSDE is initiating the planning process for a sixth prospective cohort of Network schools, pending legislative authorization and the appropriation of funds 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 must include:

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 CSBE 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 learning calendar.
6. Scientific Research-Based Interventions | processes and protocols.
7. School organizational chart.
8. Curricular materials (e.g., lesson plan templates, unit plans, pacing guides).
9. School budget.
10. Discipline policy.
11. Calendar of family and community engagement opportunities.

PART II: TURNAROUND PLAN APPLICATION INSTRUCTIONS

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 CSDE Chief Turnaround Officer 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 Network process is outlined below. As noted, the extension and expansion of the Network requires new legislative authorization; therefore, initial planning activities for a sixth 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. CSBE votes to approve or reject the Turnaround Plan.
7. Local board of education negotiates a Memorandum of Understanding (MOU) with collective bargaining units for certified staff, if necessary, to establish the working conditions for the school during its turnaround period.
8. Certified staff identified and/or selected to work at the school ratify MOUs on working conditions, if necessary.
9. CSDE awards resources to the school depending on available funds.
10. Network school begins implementation of the Turnaround Plan with support from the CSDE.

C. Freedom of Information Act

All of the information contained in a proposal submitted in response to this application is subject to the provisions of the Freedom of Information Act (FOIA), 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 Network should be directed to:

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

PART III: THE NETWORK TURNAROUND PLAN

Section 1: Cover Page

Name of School District:	New Britain Public Schools		
Name of School:	New Britain High School		
Turnaround Committee Chairperson: ¹	Patricia A. Putnam		
Phone Number of Chairperson:	860-827-2237		
E-mail of Chairperson:	putnamp@csdnb.org		
Address of Chairperson:	Street Address:	272 Main Street	
	City:	New Britain	Zip Code: 06050
Name of School Board Chairperson:	Nicholas Mercier		
Signature of School Board Chairperson: ²		Date:	
Name of Superintendent:	Nancy Sarra		
Signature of Superintendent:		Date:	

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

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

Section 2: Turnaround Model

2.1. NEEDS AND ROOT CAUSE ANALYSIS

Instructions: Using the spaces provided below, 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:	
<p>Staff Commitment: The New Britain High School (NBHS) staff, school leadership and central office leadership reported the school’s staff is hardworking, collaborative and committed to the school. Teachers reported they frequently collaborate across content areas.</p> <p>Support for Current Leadership Structure: A structure of school leadership is in place, including the school principal along with four associate principals, two psychologists, five social workers, and 11 guidance counselors. Each administrator is responsible for evaluating and supporting 20 to 30 teachers. Central office leaders reported that the new leadership team at the school is eager to make changes to improve the school.</p>	<p>Staff Commitment:</p> <ul style="list-style-type: none"> Students reported that teachers care about students. Staff members who graduated from NBHS are highlighted throughout the building with resumes and pictures painted on hallway walls. <p>Support for Current Leadership Structure:</p> <ul style="list-style-type: none"> On the teacher survey, 79 percent (N=104) of teachers strongly agreed or agreed that “teachers are professionally respected and supported by the school leadership team.” Additionally, 75 percent of teachers strongly agreed or agreed that “administrators provide regular, helpful and actionable feedback to staff.” Community partners, including the American Savings Foundation and the Opportunity Industrialization Center of New Britain, and parents on the School Governance Council reported that new administration at the district and school level has offered more opportunities to think through strategies that are more impactful and data-driven.
Strengths:	Data and Evidence:
Academics:	
<p>Instructional Philosophy: District and school leadership reported that during the 2016-17 school year, they have worked to establish common expectations that are clearly communicated to all staff members. Professional development provided to teachers aligns to the priorities communicated by administration for improved student engagement, use of multiple formats of instruction and attention to the social-emotional aspects</p>	<p>Instructional Philosophy</p> <ul style="list-style-type: none"> On the teacher survey, 93 percent of teachers (N=112) strongly agreed or agreed that “school leaders effectively communicate a clear mission, vision and set of school-wide priorities.”

Strengths:	Data and Evidence:
<p>of teaching. While not widely implemented with fidelity as evidenced by classroom observations, the school has established common scoring rubrics.</p> <p>Career Technical Education (CTE) Programing: NBHS provides college and career readiness through 14 CTE programs which enroll 1,240 students in Grades 9 through 12. The school’s National Academy Foundation’s Academy of Finance enrolls 150 students, and the school’s Health Academy enrolls 350 students. Students reported the importance of CTE courses in their academic motivation and success. Administrators reported CTE courses were often the classrooms in which they observed the most consistent student engagement. CTE teachers reported they sometimes collaborate with academic teachers to integrate academics into CTE.</p> <p>Opportunities for Honors and Advanced Placement Courses: When asked to describe school strengths, school administrators, teachers, and central office leadership agreed that the opportunities afforded to students to take a variety of Honors and Advanced Placement courses is a strength. Honors level courses are offered for all core content areas.</p> <p>Supports for Students: Academic and social-emotional supports are available to students. The Prodigy program, supported by a local community foundation, provides mentoring for selected students who meet once weekly with mentors. Jose’s Workshop, a mentoring program for low achieving students and supported by a local pediatrician, will begin soon. A Satellite Career Academy, located in a different location, provides alternative education for approximately 200 students who are not successful at the large</p>	<p>Career Technical Education Programming</p> <ul style="list-style-type: none"> • The self-reported 2015-16 four-year cohort graduation rate for NBHS was 69 percent while the graduation rate for students in the Academy of Finance was 100 percent. • Likewise, the grade point average for students in NBHS for the first quarter of 2016-17 was 2.2, compared to 2.6 for Academy of Finance students. • The State Department of Education recently conducted a program compliance review at NBHS, and the school was found to be in compliance with the Carl D. Perkins Improvement Act of 2006—Public Law 109-270. • Early Childhood Education is the only UConn credited course in CTE. • CTE has three dual articulated courses (college courses) with CCSU and Tunxis. <p>Opportunities for Honors and Advanced Placement Courses:</p> <ul style="list-style-type: none"> • Honors level courses are offered for all core content areas. • Currently, 543 students (24.7 percent of the student body) are enrolled in Advanced Placement courses in calculus, history, English Language Arts, and biology, art and world languages. • Students are also afforded the opportunity to earn dual credit from the University of Connecticut for courses in early childhood development, a family and consumer science course. <p>Supports for Students:</p> <ul style="list-style-type: none"> • NBHS’s 11 guidance counselors are assigned to work with student cohorts, following a group of approximately 300 students from Grades 9 through 12. • The school employs 5 social workers who serve students with disabilities as well as regular education students with mental health needs. • A health center is located in the building. • A summer bridge program is provided for Grade 8 students identified as below grade-level. • Summer school is offered and attended by approximately 100 students in 2016 taking courses in mathematics, science, social studies, English Language Arts, physical education and health.

Strengths:	Data and Evidence:
<p>comprehensive high school. Students are assigned to meet once weekly in advisory sessions for academic guidance and work toward completion of Student Success Plans and the Senior Capstone Project. Students are also afforded opportunities for credit recovery, as well as math and reading intervention classes.</p>	
Strengths:	Data and Evidence:
<p>Culture and Climate:</p>	
<p>Learning Environment: NBHS is a beautifully maintained facility. Classrooms are generally inviting, bright and clean. Student work is displayed in hallways and in classrooms. Students and staff reported taking pride in the school.</p> <p>Extracurricular Activities: NBHS offers a wide variety of competitive sports, clubs, and opportunities for students to travel abroad. Parents and community members commented on the strength of the school’s band program. Teachers are encouraged to sponsor after-school clubs and receive a stipend if the club meets weekly with at least 10 student members.</p> <p>Interpersonal Interactions: Interactions between students and staff are generally positive, respectful and supportive as reported by students, teachers and parents and as evidenced by teachers greeting students as they arrived at school with high fives, the number of students reporting they had a teacher in whom they trusted and who motivated them to succeed academically. Each school day begins with teachers and administrators greeting students as they get off the school buses with a high five. Students provided examples of teachers in whom they trusted and who motivated them to excel academically. School leaders reported students recently organized a food drive and also reported</p>	<p>Learning Environment:</p> <ul style="list-style-type: none"> The teacher survey revealed 63 percent of teachers (N=82) strongly agreed or agreed that “the school environment is conducive to high-quality teaching and learning.” <p>Extracurricular Activities:</p> <ul style="list-style-type: none"> Currently, 70 extracurricular activities are available for students. <p>Interpersonal Interactions:</p> <ul style="list-style-type: none"> The teacher survey revealed 76 percent of teachers (N=99) strongly agreed or agreed that “interactions between students and staff are positive and respectful.”

Strengths:	Data and Evidence:
<p>that students feel comfortable enough to report issues like students bringing weapons into school. Students, teachers, school leaders, and parents reported that one of the strengths of the school was the ability of the school community to embrace diversity.</p> <p>Student Discipline: NBHS is in early implementation of a restorative practice approach to student discipline which is resulting in decreasing numbers of students assigned to in-school suspension, out-of-school suspension or expulsion.</p>	<p>Student Discipline</p> <ul style="list-style-type: none"> In October 2016, only 18 students had been assigned to out-of-school suspension, compared to 110 in October 2015. In October 2016, 105 students were assigned to in-school suspension, compared to 264 in October 2015.

Strengths:	Data and Evidence:
Operations:	

<p>Adequate Instructional Time: The school's schedule provides 370 minutes of instruction per day, with an additional 30 minutes allocated for students to pass from one class to another. The school's current daily schedule includes seven class periods of 46 minutes with a five-minute pass time between classes. The first period of the day is 48 minutes in length to allow for school announcements. Twice monthly, the daily schedule changes to allow for students to meet with teachers in advisories. Once monthly, students are released two hours early to allow for teacher professional development. Time class periods are reduced to 31 minutes on these days.</p>	<p>Adequate Instructional Time:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #a0c0ff;"> <th rowspan="2"></th> <th colspan="2">Regular Bell Schedule</th> <th colspan="2">Staff Development Early Release Bell Schedule</th> </tr> <tr style="background-color: #a0c0ff;"> <th>Number of Minutes Per Period</th> <th>Total Instructional Minutes</th> <th>Number of Minutes Per Period</th> <th>Total Instructional Minutes</th> </tr> </thead> <tbody> <tr> <td>Period 1</td> <td>48</td> <td>48</td> <td>33</td> <td>33</td> </tr> <tr> <td>Periods 2-7</td> <td>46</td> <td>322</td> <td>31</td> <td>186</td> </tr> <tr> <td>Passing Time Between Periods</td> <td>5</td> <td>30*</td> <td>5</td> <td>30*</td> </tr> <tr> <td>Total Time Allocated</td> <td></td> <td>400</td> <td></td> <td>259</td> </tr> </tbody> </table> <p><i>Time spent moving from one class to another is not considered instructional time but included here to show how students spend time during a normal school day.</i></p>		Regular Bell Schedule		Staff Development Early Release Bell Schedule		Number of Minutes Per Period	Total Instructional Minutes	Number of Minutes Per Period	Total Instructional Minutes	Period 1	48	48	33	33	Periods 2-7	46	322	31	186	Passing Time Between Periods	5	30*	5	30*	Total Time Allocated		400		259
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Strengths:	Data and Evidence:
<p>Structure of Common Instructional Planning Time: NBHS’s master schedule has built-in time for content area team plan time which meets weekly. Agenda, protocols and minutes are routine and expected.</p> <p>Community Partners: New Britain Public Schools has a strong relationship with community partnerships: Coalition 4 New Britain Youth, United Way, American Savings Bank, Community Health Center, Central Connecticut State University, Aetna, and several manufacturing companies in New Britain. These partnerships offer multi-dimensional opportunities for New Britain High School.</p>	<p>Structure of Common Instructional Planning Time:</p> <ul style="list-style-type: none"> • Content area teams meet two to three times weekly with teachers with like courses meeting together. • Protocols are in place for efficient team meetings. • Agendas are established in advance of all meetings. • Expectations include creation of common formative assessments, calibration of scoring of assessments, identifying student strengths and collaborating for high-leverage strategies to improve student outcomes. • Teams are required to produce minutes from these weekly meetings. <p>Community Partners</p> <ul style="list-style-type: none"> • One school leader is assigned to establish, sustain and expand partnership opportunities. • Partnerships with multiple local businesses provide opportunities for students to experience job shadowing and work internships in addition to scholarships. • Effective partnerships with institutions of higher education open up opportunities for students to participate in dual enrollment courses in early childhood as well as research using college facilities. These partnerships provide advisement to the school’s career technical programs.

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:
<p>Talent:</p> <p>Instructional Practice: At NBHS, the predominate model of instruction was a teacher-led delivery with low-level of questioning observed. In the 17 classrooms observed, students appeared bored and distracted by off-task behaviors. Moreover, classroom instruction did not promote student discourse, nor active participation in lessons. Students appeared bored, appeared distracted with off-task behaviors, were not actively responding to teacher questions, and were not taking notes. Students reported that the predominant teaching style is lecture, and agreed that when teachers make connections to real life</p>	<p>Instructional Practice</p> <ul style="list-style-type: none"> • The quality of instruction was variable across the 17 classrooms observed by the audit team. Even though 64 percent of teachers (N=83) indicated on the teacher survey that “instructional quality and academic rigor are consistently high at this school,” in the observed classrooms, auditors saw primarily teacher-led lessons with low-levels of rigor, differentiation and student engagement. • Teacher questioning and assignments required only one- or two-syllable answers and required students to answer questions at Webb’s Depth of Knowledge Levels 1 and 2. • Instruction was primarily whole class, lecture-style with little opportunity for student-to-student discourse. • In three instances, pacing failed to maximize instructional time, and instruction was not bell-to-bell. • On the 2015-16 SAT, only 26 percent of students met Level 3 or 4 in ELA and only 12 percent met Level 3 or 4 in mathematics. Only 14 percent of students performed at or above goal on the

Growth Areas:	Data, Evidence, and Root Causes:
<p>or provide students with choices they are more engaged and interested in learning. Teachers reported a lack of common understanding of what it means to provide differentiated instruction. While the school has adopted common scoring rubrics, administration indicated the rubrics are not used with fidelity.</p> <p>Professional Development: In focus groups, teachers reported that professional development during 2014-15 and 2015-16 concentrated on the New England Association of Schools and Colleges school accreditation process. Teachers also reported that 2015-16 has led to the first year of successful professional development, particularly expressing positive opinions of professional development focused on trauma and how the brain is affected by trauma. Teachers reported the need for professional development focused specifically on subject area content, having not had content-specific professional development for many years.</p> <p>Instructional Leadership: The school and central office leadership both reported a common vision for instructional practice which included high levels of student engagement, use of multiple formats of instruction, and attention to the social-emotional aspects of teaching and learning. When asked what administrators are looking for during walkthroughs, the predominant responses included praise-to-correction ratio as an indicator of positive classroom environment, level of student engagement, differentiation, level of rigor, and how the teacher facilitates</p>	<p>Connecticut Mastery Test for Science in 2015-16.</p> <p>Root Causes:</p> <ul style="list-style-type: none"> • The staff needs greater capacity to address: <ul style="list-style-type: none"> ○ Student and staff engagement ○ Relevant and rigorous instruction ○ Cultural competency ○ Parents as educational partners <p>Professional development is needed to address to build teacher’s capacity to engage students with high-quality teaching and learning.</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Teachers are afforded half-day professional development once monthly during 2016-17 which has focused on restorative practices, instructional practices and teacher mindset in addition to three one-hour professional development opportunities focused on student work and common teaching strategies. • Only 55 percent of teachers (N=77) strongly agreed or agreed that “the professional development I received this year has improved my professional practice and allowed me to better meet the needs of my students.” <p>Root Causes:</p> <ul style="list-style-type: none"> • The school lacks a professional development plan to deliver job-embedded training, collaborative study, and follow up coaching. <p>There is a need for a cohesive professional development plan that is communicated to staff and that delivers professional learning with job-embedded coaching and provides follow-up feedback from administrators.</p> <p>Instructional Leadership</p> <ul style="list-style-type: none"> • Instructional leaders articulated a prioritized commitment to consistent and high-quality instructional practice school-wide, but emphasized only the development of protocols such as the requirement that teachers provide bi-weekly lesson plans for review and providing feedback and minutes for common planning time and teacher meetings which are not high-impact strategies. • The quality of instruction described by instructional leaders was not evident in observed classroom instruction where auditors observed low-levels of student engagement in the 17 observed classrooms. Students appeared bored, appeared distracted with off-task behaviors, were not actively responding to teacher questions, and not taking notes. Auditors observed students were actively engaged in authentic application of content in two classrooms.

Growth Areas:	Data, Evidence, and Root Causes:
<p>the lesson. Administrators reported they often do not have the time to assist teachers in the way they would like and recognize that, while teachers provide appropriate lesson plans, the teacher’s capacity to deliver engaging instruction is missing. Moreover, administration states content department chairs facilitates data teams using the latest research-based strategies. However, data team minutes do not reflect this claim. Rather, data team meetings typically attend to managerial tasks with very little, if any, attention to data to improve instruction.</p>	<ul style="list-style-type: none"> • Samples of teacher team meeting minutes seemed to reflect poor use of common planning time to improve instruction with teachers. Minutes showed time spent on business matters rather than on teachers sharing best practices for instruction, researching evidence-based strategies or a commitment to attempt a new evidence-based strategy within the classroom. <p>Root Cause:</p> <ul style="list-style-type: none"> • Leadership professional development lacks focus on data analysis to drive meaningful instruction, in addition to, providing effective and efficient progress monitoring with meaningful feedback focused on instructional improvement. <p>There is a need for professional development focused on building the leadership team’s capacity to improve the quality of data analysis, progress monitoring and feedback to improve instruction.</p>
Growth Areas:	Data, Evidence, and Root Causes:
Academics:	
<p>Student Engagement: Overall, most students are well-behaved and compliant during lectures. As stated before, most classes were teacher-led, low rigor and low student discourse. During the student focus group, students described a predominant use of lecture.</p> <p>Rigor and Differentiation: Most classroom visits were consistent with their lack of instructional rigor and differentiation, student-focused</p>	<p>Student Engagement</p> <ul style="list-style-type: none"> • Lack of meaningful student engagement evident in 15 observed classrooms, with as many as 5 to 10 students per classroom observed to be unengaged in classroom activities, as evidenced by off-task behaviors and lack of responses to teacher questioning. • Auditors did observe small group instructional strategies in two classrooms, but not all students were actively engaged in the work of the groups and some were participating in off-task behaviors. • Most classrooms were teacher-led and offered very little opportunity for student-to-student discourse. • Auditors observed high levels of student engagement in CTE courses. <p>Root Cause</p> <ul style="list-style-type: none"> • Teachers lack understanding of meaningful student engagement, differentiated/scaffold instruction and interdisciplinary lesson plan collaboration. <p>Professional development is needed in the area of differentiated/scaffold instruction to include building staff’s capacity to plan interdisciplinary lessons that are rigorous and relevant for students.</p> <p>Rigor and Differentiation:</p> <ul style="list-style-type: none"> • Auditors did not find evidence of rigor and differentiation in 15 of the 17 observed classrooms. • Auditors observed only two classrooms that required students

Growth Areas:	Data, Evidence, and Root Causes:
<p>instruction, and opportunities for student discourse on authentic application of higher level questioning. There was little to no evidence of any differentiation. School administrators and teachers reported that planning for professional development on differentiation is currently underway. They also reported a need for a common understanding of what is involved in classroom differentiation.</p> <p>Supports for Special Populations: As a general practice, special education teachers do not share the same common plan time as their regular education colleagues, nor do special education teachers attend the common plan time meetings. While the audit team did observe quality assistance provided by special education teachers, teachers reported that special education teachers are primarily used more as assistants than true co-teachers. School leaders reported the protocols for Scientifically Research-Based Interventions (SRBI) could be improved by including families in the SRBI process to ensure appropriate interventions are made for students. School leaders also reported that a better use of data and including families in the process could improve the writing of better Individualized Education Plans (IEP) to ensure the IEP</p>	<p>to address questions above the Webb’s Depth of Knowledge Level 1.</p> <ul style="list-style-type: none"> • Only 73 percent of teachers (N=96) strongly agreed or agreed that “teachers at this school use student assessment data and checks for understanding to differentiate instruction.” Auditors, however, observed only two classrooms in which teachers were attempting to provide students with differentiated activities as a part of Tier I instruction. • Because only 37 percent of teachers (N=48) strongly agreed or agreed that “teachers have enough time to work with each other to develop instructional materials, review student data, and improve instruction,” teachers also may not have enough opportunities to learn strategies and best practices for rigor and differentiation from each other. <p>Root Causes:</p> <ul style="list-style-type: none"> • Teachers lack understanding of meaningful student engagement, differentiated/scaffold instruction and interdisciplinary lesson plan collaboration. <p>Professional development is needed in the area of differentiated/scaffold instruction to include building staff’s capacity to plan single- and interdisciplinary lessons that are rigorous and relevant for students.</p> <p>Supports for Special Populations:</p> <ul style="list-style-type: none"> • Only 42 percent of teachers (N=55) strongly agreed or agreed that “the school adequately meets the needs of its special education students and English Learners.” • NBHS has initiated professional development during 2016-17 in the Sheltered Instruction Observation Protocol (SIOP) model with social studies teachers and will continue professional development until all content teachers have received training. <p>Root Causes:</p> <ul style="list-style-type: none"> • Teachers lack the knowledge, skills, and capacity necessary to address the needs of the specials needs population. <p>Job-embedded professional development to meet the needs of the wide and varied student body populations is required. This professional development needs to include the co-teaching model, appropriate case management, and effective and efficient communication between special education and regular education teachers. In addition, a clear and effective SRBI program needs to be established to include parents.</p>

Growth Areas:	Data, Evidence, and Root Causes:
<p>is student-centered. Teachers reported classes for new arrival English learners are large, and while they are able to provide students with assistance, teachers believed instruction could be improved with smaller class sizes.</p> <p>Expectations for All Students: While many NBHS policies and practices provide evidence of high expectations, the audit team observed examples of practices that communicate low expectations. For example, a high number of low-level courses are offered to the student body, in addition to, students being placed in classes that are convenient for scheduling rather than what students need and/or interests them. Specifically, NBHS has a large number of its 9th grade student body in low-level, non-college preparatory classes. As a result, there are a high number of students who are tardy, lack of bell-to-bell instruction, and other off task student behaviors.</p>	<p>Expectations for All Students:</p> <ul style="list-style-type: none"> • The school offers a wide variety of courses for students, including CTE programs, Advanced Placement Courses and honors-level courses. • However, 22 percent of Grade 9 students are enrolled in 7 class sections of pre-algebra. Forty-five percent of Grade 9 mathematics courses are pre-algebra. There are also 9 sections of pre-algebra offered to students who did not pass pre-algebra during Grade 9. • The school also enrolls Grade 9 students in four levels of English Language Arts, with 24 percent of Grade 9 students enrolled in the two lowest, non-college preparatory levels. <p>Root Causes:</p> <ul style="list-style-type: none"> • Expectations are unclear and inconsistent. <p>High expectations for all students need to be established, observable and enforced. Cultural competency and restorative practices professional development is needed.</p>
Growth:	Data, Evidence, and Root Causes:
<p>Culture and Climate:</p> <p>Chronic Absenteeism: New Britain has a long history of working with Attendance Works to improve chronic absenteeism districtwide. Chronic absenteeism, however, remains high for NBHS. School administrators and parents reported that a contributing factor may be the district requirement that students within a two-mile radius of the school walk to school. Administrators, teachers and parents believe that professional development on trauma-informed practices is finally helping teachers to reach what is affecting students, and implementation of strategies learned are likely to improve chronic absenteeism. The School Governance</p>	<p>Chronic Absenteeism:</p> <ul style="list-style-type: none"> • On the date of the audit visit, the chronic absenteeism rate was 28.4 percent. This is an improvement over the rate at the same time period in 2015-16 when the rate was 36.3 percent. • The rate is the highest for students in Grade 9 at 33 percent, indicating an increased risk of significant numbers of Grade 9 students not graduating on time. • The chronic absenteeism rate for Grade 10 is 26 percent, with Grade 11 at 27 percent, and Grade 12 at 25 percent. <p>Root Cause:</p> <ul style="list-style-type: none"> • There is no meaningful outreach system in place for students/families of students who are chronically absent. <p>Professional development on trauma-informed practices is needed to address the chronic absenteeism challenge. Attendance meetings need to be evaluated for efficiency and effectiveness. Improved attendance meetings are needed to address the chronic absenteeism challenge.</p>

Growth Areas:	Data, Evidence, and Root Causes:
<p>Council reported the new administration is taking a three-pronged approach which includes use of restorative practices, providing opportunities for adult-student mentoring and working to restore community pride in the school.</p> <p>Family Engagement: The school’s new administrative team has begun to focus on engaging families; however, no formal family engagement plan focused on high-impact transformational strategies is evident. Examples of family engagement activities include administrator participation in Spanish radio interviews, evening activities throughout the year, and conferences twice annually.</p>	<p>Family Engagement:</p> <ul style="list-style-type: none"> • There is no evidence of a formal family engagement plan focused on high-impact transformational strategies. • The School Governance Council is active with 12 participants; however, Council members reported a need to engage families. • Teachers reported that parent engagement was limited. Only 30 percent of teachers (N=39) strongly agreed or agreed that “families are engaged in the school.” <p>Root Causes:</p> <ul style="list-style-type: none"> • There is no structured family engagement plan at New Britain High School. <p>A structured family engagement plan needs to be developed based on what families need.</p>
Growth Areas:	Data, Evidence, and Root Causes:
Operations:	
<p>Use of Instructional Time: Throughout the audit process, many lost opportunities for maximizing instruction were observed in various settings.</p>	<p>Use of Instructional Time:</p> <ul style="list-style-type: none"> • The audit team observed a loss of instructional time in the morning due to late arrival of many students. • Five minutes after the tardy bell rang in the morning, auditors observed approximately 250 students still entering the building. • In eight of the observed classrooms, auditors noticed a lack of bell-to-bell instruction. In these eight classes, teachers took up to five minutes before beginning instruction. • In two classrooms, auditors observed that teachers finished class five minutes early and did not find ways to engage students in the course content, allowing students to remain idle and not engaged in learning. • During one lunch wave, auditors observed approximately 20 students wandering in the halls with no adult supervision. • Students are allowed 46 minutes for lunch, and students reported this was too much time to spend in the cafeteria. <p>Root Causes:</p> <ul style="list-style-type: none"> • The Turnaround Committee and the NBHS teachers believe the root causes to effective use of instructional time is teachers’ lack of understanding of what effective bell-to-bell schedule instruction looks like. There has been no professional development offered to improve the use of instructional time, and there is no accountability.

Growth Areas:	Data, Evidence, and Root Causes:
<p>Class Size: Staff expressed frustration at the large class sizes at NBHS, reporting classes with over 30 students in some cases. Teachers reported that the large class sizes hindered the ability of the teachers to meet the needs of students.</p>	<p>Professional Development is needed to build teachers' capacity around effective and efficient use of instructional time.</p> <p>Class Size:</p> <ul style="list-style-type: none"> • In 10 observed classrooms, it was difficult for the teacher to move around the classroom easily due to the large number of student desks. • Teachers are generally assigned to teach five courses, to large school enrollment, large class sizes result in teachers with class loads of 150 students. <p>Root Causes:</p> <ul style="list-style-type: none"> • The Turnaround Committee stated that guidance counselors need to work with students to sign up for classes that appeal to them, and these classes need to be part of a pathways model. • Teachers feel that large class sizes contribute to the inability to make connections with students and meet their academic needs. <p>Analysis of the master schedule is needed in order to create an efficient and effective school day for teaching and learning, in addition to, ensuring bell-to-bell instruction. Professional development for the Guidance Department is needed to ensure students are placed in interested based classes along-side required classes.</p>

2.2. ACCOUNTABILITY METRICS AND PERFORMANCE TARGETS

Instructions: Network school progress will be measured against the leading and lagging indicators identified in the chart below. To the degree available, please complete using data found on

EdSight: <http://edsight.ct.gov/SASPortal/main.do>. Under the “Baseline and Historic Data” columns, please enter school data for each of the past three years.

Performance Indicators	Baseline/Historic			Performance Targets		
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Student enrollment (as of October 1)	2,457	2,460	2,198	2,192	2,192	2,192
Average daily student attendance rate (self-reported)	84.62%	86.92%	88.41%	89.61%	93.30%	95%
Chronic absenteeism rate	39.3%	33.3%	33.57%*	23.57%	13.57%	10%
Number of in-school suspensions	2,105	2,009	1,689*	1,300	1,100	800
Number of out-of-school suspensions	654	623	633*	450	300	250
Number of expulsions	29	32	17*	10	5	3
Suspension rate	29.2%	30.6%	23.0%*	13%	7%	5%
Accountability index	55.8%	55.1%	NA	61.4%	67.5%	73.1%
Grade 11 ELA Smarter Balanced Assessment-Level 3 or Above	32.4	NA	NA	NA	NA	NA
Grade 11 Math Smarter Balanced Assessment-Level 3 or Above	13.8	NA	NA	NA	NA	NA
Grade 10 Science Connecticut Mastery Test—“At/Above Goal”	11.1%	13.9%	NA	24.9%	34.9%	44.9%
(HS only) Grade 11 SAT—ELA Level 3 or Above	NA	25.8%	30.8%	40.8%	50.8%	60.8%
(HS only) Grade 11 SAT—Math Level 3 or Above	NA	11.5%	10.7%	20.7%	30.7%	40.7%
(HS only) Four-Year Cohort Graduation Rate	70.0%	75.5%	NA	80%	85%	90%
Number of teachers rated “Exemplary” as a proportion of total teachers employed at the school	30.8%	36%	37.7%	24.7%	22.2%	20.0%
Number of teachers rated “Proficient” as a proportion of total teachers employed at the school	68.6%	62%	61.7%	60.0%	60.7%	61.4%
Number of teachers rated “Developing” as a proportion of total teachers employed at the school	0.1%	0.2%	0.1%	13.7%	15.1%	16.6%
Number of teachers rated “Below Standard” as a proportion of total teachers employed at the school	0.0%	0.0%	0.0%	1.7 %	2.0%	2.0%

* Self-reported for 2016-17

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 below, describe the core components of the model that pertain to talent, academics, culture and climate, and operations.

New Britain High School will employ the Transformation Career Pathways Model rooted in professional development and coaching that capitalizes on strategies, methods, structures and best practices proven effective in improving student engagement and performance. A career pathway helps students explore careers, use what they learn in the classroom to solve real world problems related to careers they will pursue after high school, and acquire skills and knowledge that lead to meaningful credentials or postsecondary education or training. If every New Britain High School student selects a career pathway and pursues a related program of study, New Britain High School will become a destination which will lead to improved student outcomes.

What does a successful high school look, feel, and sound like? Throughout the Commissioner’s Network process, the Turnaround Committee has utilized this question as its ‘transformational barometer’ to brainstorm the course of change needed to transform New Britain High School into an engaging, exciting, and intellectually rigorous, student-centered destination. Feedback from New Britain High School Staff and the Turnaround Committee were consistent. Both groups targeted solutions on transforming New Britain High School into a teaching and learning environment containing hands-on career pathways in which students and staff are able to take intellectual risks, discuss continuous improvement, and cultivate a growth-mindset. This focus will assist in enhancing the climate and culture of the NBHS learning community. New Britain High School has the capacity to become a vibrant community in which students, parents, staff and community members are deeply invested and engaged in promoting Hurricane Pride. The goal of the work is around making New Britain High School the dynamic teaching and learning environment it is capable of becoming, committed to academic and social-emotional excellence.

In order to successfully transform New Britain High School into a high-performing, world-class high school, the teachers, staff, administration, parents, students and community members believe The Pursuing Excellence One Student at a Time: A Career Pathways Model will provide the best personalized and comprehensive whole-child education so our students will be prepared for, and positively contribute to, a profoundly different future.

An Overview

The Pursuing Excellence One Student at a Time: A Career Pathways Model is a ‘two rail’ approach connected by carefully orchestrated professional development and coaching, in addition to, employing new structures for teaching and learning based on data from six carefully selected external partners proven to get results. In Year 1, 2017-2018 audits and data analysis will yield the top priorities of our work. Professional development and coaching will be established and implementation will begin based on the priority areas. In addition, a family engagement plan will be developed in Year 1 based on the data from dialogue conversations facilitated by Nellie Mae. In Year 2, (2018-2019), mechanized and widely-known professional development and coaching structures and protocols will be completely set in motion with scheduled progress monitoring. Year 3, (2019-2020) will focus on our external partners centering their work on sustainability at every level of the organization. Structures, protocols, progress monitoring and train-the-train professional development will be monitored in Year 3 to ensure sustainability.

Pursuing Excellence One Student at a Time: A Career Pathways Model

Years 1-3

Career Pathways Development Rail

Career Pathways, Project-Based Learning

Restorative Practices, Protocols and Structures

Master Schedule for Collaboration

Improving Attendance

High Impact Instructional Practices

Leadership Development

Family Engagement Plan, Establishing a Welcoming Center

Instructional Platform Rail

The Career Pathways Development Rail will serve as the transformative foundation of the school's turnaround plan. In Year 1, audits from four of the six external partners will be conducted: High Schools That Work, Engaging Schools, Schools by Design, and Attendance Works. Each audit will address Areas of Growth from the Commissioner's Network audit and the Root Cause of the Introduction and Data Analysis feedback from the Turnaround Committee and the New Britain High School staff. Out of each audit, professional development and coaching will be identified. Students, parents and staff will strategically engage in professional development throughout the three years of the Commissioner's Network.

The second rail is the Instructional Platform Rail where Project-Based Learning (PBL) will begin with the Career Technical Education teachers. Systematically, content teachers will collaborate with the Career Technical Education teachers to develop units of study that integrate core content into pathway elective courses. Core content teachers will participate in the PBL professional development and coaching. PBL is the primary vehicle by which career themes are integrated into core subject content, providing a relevant context for student learning. Moreover, within this rail, High Impact Instructional Practice (HIIP) professional development and coaching will be implemented starting with the mathematics teachers in the fall of 2017. HIIP is a job-embedded, real-time professional development and coaching approach designed to increase student discourse and engagement. Within this professional development and coaching, teachers will learn how to naturally push students to the next level of learning based on the individual needs of each student. Over the course of Year 1 and beyond, teachers will learn how to specifically monitor and adjust instruction in real-time to better meet the needs of each student.

Within the rail system lies the professional development and coaching of the principal and the leadership team. Transformative change rests on the shoulders of the leader and the leadership team; therefore, professional development, support and coaching for the principal and the leadership team will be an ongoing process throughout the Commissioner's Network and beyond. Each audit will provide the information needed to make informed decisions about targeted leadership development, and each of the school's partners will provide job-embedded coaching to ensure leadership for sustainability.

Prior to the Commissioner's Network audit, two important family engagement events occurred: the creation of the visionary entry plan of the new superintendent who established the Partnership Office, and New Britain Public Schools was the recipient of the Nellie Mae Foundation award in 2016. These two powerful entities started the work of tackling New Britain's family engagement challenges. Presently, the Partnership Office is analyzing family engagement data from several data sources. This data analysis will be what drives the structure of the New Britain High Schools family engagement model. In Year 1, the New Britain High School leadership team and facilities management will explore the feasibility of development of a Welcoming Center using the feedback from Nellie Mae.

While Consolidated School District of New Britain (CSDNB) has made great gains in confronting chronic absenteeism with their already established Attendance Works partnership, 28.4 percent of our high school students are still chronically absent. The CSDE has sought out New Britain High School to provide coaching and consultation in the high school because of the strong results we have made in combatting chronic attendance district-wide. Attendance Works will begin coaching and consultation in the spring 2017.

The cornerstone of the New Britain High School Commissioner's Network Plan will be the overarching paradigm shift of moving toward the growth mindset using Restorative Practices. This transformational practice will ensure our students are intrinsically invested in their own education and their own future. With a whole child focus across the district, the superintendent and the entire administration are committed to providing the necessary professional development and coaching to support an engaging and restorative teaching and learning environment centered on Restorative Practices. The New Britain High School leadership team has attended the Turnaround Office School Climate and Restorative Practices training during

summer 2017 and has scheduled initial training for the entire faculty in August 2017. Engaging Schools will partner with the Turnaround Office and the school to assist in examining the school's current school-wide and classroom discipline practices and assist in the development of a school and classroom management system that is grounded in Restorative Practices. The focus of the system will be to reduce discipline referrals and to provide appropriate interventions when students require additional support.

The deliberate efforts to improve instructional practices of the professional educator will be the sustainability of the New Britain High School Commissioner's Plan. Strategically and systematically, each level of the New Britain High School community will be professionally developed, coached, and supported. As you will see, the plan embraces learning, empowerment, and community at every level of the organization. The Pursuing Excellence One Student at a Time: A Career Pathways Model will provide the best personalized and comprehensive whole-child education so our students will be prepared for, and positively contribute to, a profoundly different future.

As part of a comprehensive and cohesive turnaround plan, the superintendent, the New Britain leadership team, the CSDE and all external partners will meet on an agreed upon schedule to review data, monitor progress and discuss strategic next steps. These meetings will be essential in guaranteeing sustainability of the Commissioner's Network Turnaround Plan.

The following tables provide a summary of the impact of the components of the school's turnaround plan on the principal and leadership team (Page 21) and on teachers and support staff (Page 22).

Principal and the Leadership Team: Professional Development and Coaching Roll-Out

External Partner	Focus	Outcome	School Leadership Commitment and Responsibilities
High Schools That Work	Career pathways	Establish a career pathways high school	Year 1-3: Leadership learning modules Coaching meetings
Engaging Schools	Restorative Practices Student engagement	Cultivate a whole-child professional learning community	Year 1: 3-day Leadership institute Year 2-3: Coaching meetings
Schools by Design	Master schedule Collaboration time	Create an efficient and effective master schedule to include effective use of collaboration time	Year 1: Preparation for Audit, including gathering of data Data analysis Coaching meetings
Clark Consulting, LLC	Increase student discourse Increase teacher's level of questioning	Increase students' comprehension and responses to academic text	Year 1-3: Leadership team meeting Coaching meetings
Attendance Works	Decrease chronic attendance Improve preventative attendance agenda	Improve attendance meeting practices	Year 1: Data analysis Participation in blended learning
Nellie Mae	Develop a family engagement plan	Improve family engagement and improve student outcomes	Implement and monitor family engagement plan

Teachers and Support Staff: Professional Development and Coaching Roll-Out

External Partners	Focus	Outcomes	Audience	Expected Time Commitment
High Schools That Work	Career pathways	Establish career pathways	Year 1: CTE teachers/English teachers/guidance counselors Year 2: Content teachers Year 3: Sustainability	Scheduled PD days One faculty meeting per month Job-embedded professional development and coaching
Engaging Schools	Restorative Practices Student engagement	Cultivate a whole-child professional learning community Reduce chronic absenteeism and suspension rate	Year 1-3: Full faculty PD	September full faculty PD meeting Job-embedded professional development and coaching
Schools By Design	Master schedule Collaboration time	Create an efficient and effective master schedule to include effective use of collaboration time	Year 1: Cohort plan time Year 2-3: Full faculty	Paid plan time
Clark Consulting, LLC	Increase student discourse Increase teacher's level of questioning	Increase student's comprehension and responses to academic text	Year 1: Mathematics teachers Year 2: Science/social studies teachers Year 3: English teachers	Job-embedded professional development and coaching Some faculty meetings
Attendance Works	Decrease chronic attendance Improve preventative attendance agenda	Improve family engagement; Improve attendance meeting practices	Guidance counselors and social workers	Real-time consultation and coaching
Nellie Mae	Develop a family engagement plan	Improve family engagement improve student outcomes	Full faculty roll-out and implementation	Development of protocols and procedures

Section 3: Talent

3.1. TEACHERS

Instructions: Using the space provided below:

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

In order to cultivate a professional learning environment to attract, support, develop and retain highly-qualified teachers, The Pursuing Excellence One Student at a Time: A Career Pathways Model skillfully orchestrates a shared, transparent, and collaborative professional learning designed to ensure all students are afforded an effective personalized and comprehensive education aligned with the Connecticut Core Standards. To this end, New Britain High School teachers and staff will be supported with professional development and coaching that will build the teacher's capacity in responding efficiently and effectively to the individual needs of all students.

Staffing

To ensure the positive cultivation of a professional learning environment. The Turnaround Committee as well as the district and school leadership believed it was important for teachers to actively participate in the creation of this transformational plan. Upon State approval of the Commissioner's Network Plan, CSDNB will enter negotiation of a revised contractual agreement that establishes professional development during the contractual teacher plan period and/or after school time as a necessary measure to successfully implement the Turnaround Plan.

In addition, prior to the Commissioner's Network audit, a staffing audit was conducted to ensure staffing was equitable across the district with high levels of achievement guaranteed for all students. As a result, a shift in staffing has occurred in the areas of mathematics, special education, and guidance counselors to better serve the needs of our students.

Annual Staffing Evaluations

In 2012, the CSDE, pursuant to PA-12-116 (The Education Reform Act), adopted CT Guidelines for Educator Evaluation/Core Requirements. Leadership from the District, New Britain Federation of School Administrators and New Britain Federation of Teachers worked collaboratively to develop the T-Eval an evaluation system to ensure improved student achievement. During the 2016-17 school year, a Professional Development and Evaluation Committee (PDEC) was created to review and update the current T-Eval model to reflect the updated district philosophy and the district's goal of pursuing excellence one student at a time through teacher growth and support. The PDEC committee met several times throughout the year to work on the new document. (CSDNB T-Eval, 2017)

On April 17, 2017, the PDEC comprised of Local 871 Union Leadership, teachers, and administration, presented the new T-Eval to the New Britain Board of Education. The T-Eval process developed by the PDEC committee is streamlined, aligned to the CSDNB Strategic Plan, and reflects the philosophy and goal of the districts. Teachers and administration have stated they are committed to the change detailed in the new T-Eval.

Philosophy Statement

The primary goal of the development plan is to strengthen individual and collective practice to increase student learning. The teacher evaluation system is a collaborative effort between teachers and administrators to achieve the District's goal of "pursuing excellence one student at a time."

Current Administration is responsible for evaluating approximately 20-30 teachers, along with deans and office support staff. The "modified" teacher evaluation model will allow administration to be in classrooms more frequently while providing more timely and effective feedback. District experience shows that the "coaching" model has high impact in improving instructional practice. NBHS administration is committed to assessing and analyzing where staff falls on the instructional growth continuum while providing content specific professional learning opportunities. Similar to his understanding of whole child development, the principal understands that all staff members must "feel good" about themselves and what they are doing in order to provide high-quality instruction that will result in student success.

Teacher Leadership Growth and Opportunities

NBHS administration is committed to providing opportunities and growth amongst teaching staff. Currently, there are six department chairpersons (English, social studies, mathematics, science, fine arts, and world languages). Administration meets weekly in faculty council to address school-wide issues: develop professional learning for teachers, analyze data in order to make informed decisions, develop protocol and procedure, and to give input on specific student and staffing needs. NBHS Administration distributes leadership throughout the school year and often encourages individuals to improve their craft each and every year. On any given week Administration allows teachers that hold a 092 (Intermediate Administration or Supervision certification) to take over traditional leadership duties while administration is out of the building. Teachers who have been successful in instruction and assessment are often asked to give professional development in content specific areas in which their instructional practices have yielded high academic results. The principal encourages and often provides resources to teachers to attend seminars, conferences, and professional learning outside of the building to build their capacity as a secondary teacher.

Teacher Supports

Research shows that support is necessary for adults in all areas of education. The Consolidated School District of New Britain is committed to the TEAM model for novice teachers. This model provides all "new" teachers with the proper supports they need instructionally and professionally as they navigate their way towards achieving tenure. The TEAM model provides a "one-to-one" mentor to guide and support them in all aspects of teaching and learning. Teacher voice is welcomed and encouraged at New Britain High School. Teacher input is generally given to department chairpersons and then relayed to Administration via faculty council. Minutes of weekly meetings are then shared out with entire faculty. Teachers are supported in weekly data teams as well. Teachers and department chairpersons are constantly analyzing student work, they calibrate holistic evaluation of common formative assessments, and discuss the latest in high impact instruction. Current Administration has intentionally provided weekly and monthly staff recognition by giving the "Eye of the Hurricane" and "Apple" awards. Staff recognition by administration and by their peers adds positive and continuous support for staff.

3.2. ADMINISTRATORS

Instructions: Using the space provided below:

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.

Mr. Joe Pinchera served his first year as New Britain High School principal in 2016-17. He will continue in his role as principal of New Britain High School through the duration and beyond The Pursuing Excellence One Student at Time: A Career Pathways Model.

Mr. Pinchera will follow the new evaluation tool for administrators approved by CSDNB. In addition, he will utilize the recommendations from each consultant to improve practices of the four administrators he evaluates. He will provide ongoing support and coaching in alignment to the leadership recommendations of the five external partners and his immediate supervisor.

In the same way, Mr. Pinchera will be evaluated using the new evaluation tool for administrators by the district's Assistant Chief Talent Officer. He will utilize the leadership skills and training recommended by the external partners, as well as the feedback from the Assistant Chief Talent Officer, to improve his leadership practices.

Mr. Pinchera has requested individual professional development and coaching from the external partners to improve his leadership practices. He plans to embed these leadership practices into his personal philosophy, aligned to the district's vision and mission.

Section 4: Academics

4.1. CURRICULUM AND ASSESSMENTS

Instructions: Using the space provided below:

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

The academic programs and instructional philosophy aligned to the Connecticut Core Standards (CCS) include:

- PBL aligned to student career pathway choice;
- High Impact Instructional Practices designed to engage students in academic rigor;
- Advisory connected to secondary and post-secondary career goals, and;
- Mindset Academy:
 - Academic and behavioral intervention for students who need extra help, support or options to go to the next level with built-in supports, and;
 - Provide opportunities for additional students to enroll in advance placement courses in a double-period model.

CSDNB is committed to The Pursuing Excellence One Student at a Time: A Career Pathways Model so that each student is afforded an effective personalized and comprehensive whole-child education.

Prior to the Commissioner's Network Application, the superintendent and the New Britain High School leadership team analyzed schoolwide data. The findings revealed students needed greater supports to achieve better student outcomes. Through the Career Pathways Model, all students will engage in relevant and rigorous curriculum supported by targeted interventions based on what students need. The Mindset Academy is one of the structures created to provide a more strategic and supportive learning environment for all students. In addition to the academic interventions, special education students and English Learners will get the specialized instruction they need to get the skills to meet the learning targets they need to be successful. Specialized instruction will be delivered through SIOP or English Language Development instruction. Students are placed based on their specific learning needs, monitored and tested out once they have mastered the skills necessary to read and write academically.

Project-Based Learning

In Year 1, based on the High Schools That Work and Engaging Schools audits, the NBHS leadership team and the CSDE will begin to prioritize the development and implementation for PBL as the core academic model of Career Pathways. The team will assess the professional development calendar, protocols for planning, and the PBL core academic model to include curricula and assessments for each grade and content area. The audits will identify the best approach for navigating New Britain High School's master schedule, team collaboration planning, and optimal time for interventions. The NBHS leadership team will develop and design coaching cycles, systems, and protocols for informal and formal observations, feedback sessions, and follow-up supports for staff. Finally, in Year 1 plans for a Maker Space Room will begin. The Maker Space Room will be specifically designed to support the teaching and learning of The Pursuing Excellence One Student at a Time: A Career Pathways Model, so that students have the opportunity to create authentic, innovative, and relevant PBL tasks.

Concurrently, the Engaging Schools audit will take a deep look into schoolwide policies, procedures, systems, practices, and interventions to identify areas of strength and challenges specific to restorative practices. Data trends, based on audit findings, will reveal problems of practice. To ensure an engaging, whole child teaching and learning environment, teachers will engage in restorative practices professional development. As a part of the whole child model, teachers will learn how to cultivate a supportive learning environment that is intellectually demanding. At the same time, CSDNB is committed to revising the current report card to reflect the habits of mind students need to be academically, behaviorally and emotionally successful in school and beyond.

Year 2, will center on strategic implementation of identified priority areas to strategically build capacity of New Britain High School staff and the Leadership Team. HIIP and PBL job-embedded professional development and coaching schedules will be widely known and supported. The master schedule will reflect time and resource efficiency as well as establish designated times for intervention, data teams, and horizontal and vertical collaboration cycles. Specific to PBL, Schools That Work will employ blended learning to transform the Junior and Senior year using a college-ready academic core with a sequence of career pathways courses. Academic and career pathways teachers will begin the co-planning of PBL instruction and assignments. Finally in Year 3, sustainability of protocols and structures developed in Years 1 and 2 will be the focus at every level of New Britain High School.

Finally, in Year 3, each external partner will focus their professional development on sustainability of The Pursuing Excellence one Student at a Time: A Career Pathways Model. Protocols and structures developed in Years 1 and 2 will be enforced through a train-the-trainer model to build capacity at every level of New Britain High School.

High Impact Instructional Practices

In Year 1, of the turnaround implementation plan, Clark Consultant LLC will provide HIIP professional development and coaching starting with the New Britain High School mathematics teachers. Through this job-embedded professional development and coaching, the teacher will understand how to adjust the subject and linguistic complexity of student discourse to directly impact the student's ability to read with comprehension and write academically. The targeted, high-leverage instructional practices of Production and Push will build the teacher's capacity to increase student discourse and will increase the teacher's level of questioning as it relates to the objective. Practices such as Production and Push double the amount of academic-level discourse and increases student engagement. Additionally, HIIP establishes Tier I classroom interventions to support struggling learnings. This powerful instructional practice will have significant impact on student outcomes. Year 2, science and social studies teachers will receive HIIP professional development and coach. Year 3, English Language Arts teachers will receive HIIP professional development and coaching.

By participating in this effort, all New Britain High School teachers will:

- a. Articulate why high-quality principled instruction raises standardized test scores;
- b. Be able to articulate and demonstrate how the understanding of accurate academic student discourse directly impacts a student's ability to solve complex problems and articulate their thinking;
- c. Apply a set of five High-Impact Instructional Principles™ across all areas of instruction;
- d. Double the amount of academic level-discourse among students during all lessons;
- e. Increase accurate student production to represent more than 50 percent of any given lesson; and,
- f. Understand how adjusting the subject and linguistic complexity of student discourse directly impacts student learning.

New Britain High School Administration who have responsibility for program planning, implementation, and quality control with receive HIIP professional development and coaching over the course of the three years of the Commissioner's Network implementation to:

- g. Understand why high-quality principled instruction raises standardized test scores;
- h. Articulate the district's program design and related philosophy in a similar manner using correct terminology;
- i. Identify strengths and weaknesses of principled instruction during classroom observations;
- j. Monitor classroom implementation and provide reliable feedback to classroom teachers and coaches during supported site visitations, and;
- k. Produce and explain in quantitative and qualitative terms the effectiveness of their site HIIP program.

Advisory Period

The advisory period is the foundation for building relationships and developing career and educational goals in a safe, respectful environment that supports a personalized learning environment allowing students to develop a connection with the school and attain educational success. The advisory period will be used with a more focused approach with detailed lessons covering career awareness, career exploration, and career preparedness. In addition, the advisory period will be used to address:

- Consistent advisory curriculum for all students;
- Academic, social-emotional, and career growth;
- Students gaining skills and the background necessary to make good educational and career decisions;

- Opportunity for shared responsibility for career, personal-social, and academic development by including parents/family engagement dialogues, students, teachers, and counselors; and
- Improved relations between school, parents, business, industry and other community members.

Community Partners

As part of The Pursuing Excellence One Student at a Time: A Career Pathways Model Advisory Board for each pathway will be established. Advisory Boards are an essential bridge between schools and the workplace. To ensure our NBHS students have the skills and training to be prepared for college and career, business people, higher education, and community leaders serve on Advisory Boards to inform curricula, help organize work-based learning and advocate for work-based learning in the local community. One great advantage of establishing Advisory Boards is to provide an opportunity for students to build relationships with mentors early while learning from successful adults.

The Mindset Academy

Prior to the Commissioner's Network audit, the New Britain High School Leadership Team saw the need for creating a more strategic and supportive learning environment for all students. To this end, the Mindset Academy has been established, presented to the Board of Education and set to start in the fall of 2017. The philosophy of the Mindset Academy is to better serve the academic and behavioral need of NBHS students by offering an enriched environment. The Mindset Academy replaces the Freshmen Academy to embrace the needs of more students.

The Mindset Academy:

- Exposes the 9th grade students to role models in Grades 10-12 which will encourage more mature behavior and better decision making;
- Creates additional opportunities for incoming freshman to thrive academically;
- Creates better opportunities for current juniors who have not passed American Experience and World Literature and/or Algebra 1 and geometry to earn credit; and,
- Makes Advance Placement classes more accessible to non-traditional AP students.

The Mindset Academy has a three-pronged strategic focus:

- Incoming freshmen who will most benefit from early intervention and close monitoring;
- Upperclassmen looking to earn credits needed to graduate; and,
- Non-traditional Advance Placement students looking to experience college-level courses.

Incoming Freshmen:

The 120-130 incoming freshmen entering the school in 2017-18 have been identified for intervention based student outcomes from middle school for attendance, engagement level, behavior, course grades and standardized test scores. These students will be broken down into five smaller groups to receive double-blocked classes in mathematics and English, Teen Leadership Course (1/2 year paired with Health) and an emphasis on whole child learning.

Upperclassmen:

All juniors who will finish the 2017-2018 school year missing Algebra I and geometry and/or missing American Experience and World Literature will receive a half-year double blocked Algebra I paired with half-year double-blocked geometry, and/or half-year double-blocked American Experience paired with half-year

double-blocked World Literature. The emphasis for this level of intervention is to prevent students who struggle in mathematics or English from taking two challenging courses that run at the same time.

Non-Traditional AP Students

Many of our New Britain High School students wish to challenge themselves to take at least one AP course while in high school. While several of those students do attempt this now, many find themselves overwhelmed by the pace of the course and volume of information. To address the student's desire and tailor the work to the student's academic needs, these students will enroll in double-blocked AP classes that have twice the amount of time to complete the course over a year.

Communication

The Mindset Academy has been communicated to and approved by the New Britain Board of Education on March 6, 2017. Moving forward, the NBHS Leadership has made arrangements to communicate the details of the Mindset Academy to stakeholders during the 8th grade transitions night with students and parents, to the parent teacher organization/Student Governance Council members during regularly scheduled meetings, to parents through teacher communication, to leadership team members through weekly administration meetings, as well as highlighting the Mindset Academy during the fall 2017 Open House.

High Schools That Work and Engaging Schools Audits and Establishing an Entry Point

In Year 1, High Schools That Work and Engaging Schools will work in collaboration with CSDNB leadership and all other external partners throughout the Commissioner's Network Plan to establish strategic implementation of each external partner's curriculum and assessment objectives. High Schools That Work and Engaging Schools will provide field experts to conduct audits to identify and leverage existing strengths to address and navigate the challenges New Britain High School faces. As part of these external partners service plan, they will include preliminary planning to support the findings of the audit to include:

- Building consensus;
- Leveraging assets;
- Creating metrics for progress monitoring to develop a cohesive and comprehensive design for a personalized, student-centered learning environment; and,
- Alignment to the district strategic plan and the CCS.

In addition, High Schools That Work and Engaging Schools will establish professional development and coaching to address identified curriculum and assessment priority areas at all levels. In addition, professional development and coaching will be provided on quality core Tier I academic and behavior classroom interventions as part of the instructional service model of PBL. The strategic implementation of this well-crafted, comprehensive and transformative curriculum and assessment implementation plan will be the initial steps New Britain High School takes in safeguarding sustainability.

4.2. DATA-DRIVEN INSTRUCTION

Instructions: Using the space provided below:

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

The initial Commissioner’s Network audit revealed the need to establish effective data team norms and practices. In order to improve the school’s data driven instruction, the New Britain High School Turnaround Committee has identified external partners and established priority areas on which each will focus. Four of the school’s external partners will conduct audits in Year 1 which will guide the implementation of focused school improvement activities related to improving data-driven instruction:

1. High Schools That Work

Develop protocols for effective use of data team time to provide the optimal approach to remediation and interventions.

2. Engaging Schools

Establish common plan time to analyze data to create norms and practices for data-driven instruction, and use discipline data to drive the development of engaging instruction in a restorative and mutually accountable teaching and learning environment.

3. Schools by Design

Creation of a master schedule that reflects an effective use of time and resources to provide the optimal approach to remediation and interventions.

4. Clark Consultant

Analyze student data to develop lesson plans and instruction specifically crafted to address the CCS with rigor, yet meet the academic needs of each student.

Orchestrated and targeted job-embedded professional development and coaching for content specific teachers, support staff and the leadership team will build capacity around data collection and analysis, as well as drive differentiated planning and instruction.

Section 5: Culture and Climate

5.1. SCHOOL ENVIRONMENT AND CULTURE

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

Strategies to Shape a Positive School Culture:

- Improve Chronic Absenteeism
- Supports for Student Learning
- Decrease in teacher referrals and school suspensions with the implementations of Restorative Practices.

Improve Chronic Absenteeism

For over six years, Attendance Works and the Consolidated School District of New Britain worked together, with support from the Community Foundation of Greater New Britain to develop the capacity of educators and community partners to monitor and address chronic absenteeism. The nature of the work has shifted over time, with declining levels of technical assistance from Attendance Works as New Britain developed its own internal expertise.

The work began in fall 2011 to analyze chronic absenteeism data, which revealed an alarming 30 percent of kindergartners and 24 percent of 1st graders as chronically absent. This data became a call to action. Attendance Works and the New Britain Schools then worked together to build school site capacity to reduce

chronic absenteeism through professional development sessions with principal-led attendance teams. Systematic chronic absenteeism data reports and documentation indicated “bright spot” schools with better than expected attendance. The district also raised resources to hire home visitors focused on the early grades. After laying the groundwork in the elementary schools, Attendance Works, together with the New Britain schools and the Community Foundation started the cultural shifts on how to confront the challenges of chronic absenteeism.

By 2015, the School District and Attendance Works shifted their attention to ensuring sustainability by creating an attendance manual and board policy (officially adopted in fall 2016). Even though technical assistance ended, collaboration between Attendance work and New Britain Public Schools is strong and vibrant. Attendance Works calls upon New Britain to co-present at national or regional convening’s, use its insights to inform its work with the Connecticut Department of Education, and reviews and tests out new tools or materials they are developing.

As a result of this strong relationship and collaborative partnership with Attendance Works, the CSDE has sought out New Britain High School to provide coaching and consultation to the High School’s Leadership Team to help improve chronic absenteeism. The coaching and consultation is set to begin before the grant letter is received. The State recognizes not only the collective impact model New Britain has used to combat chronic absenteeism, but more importantly the positive and results-driven potential this model has for other districts.

Support for Student Learning

As part of the CSDNB Strategic Improvement Plan written in the fall of 2016, our focus has been on a whole child teaching and learning environment. This growth mindset has cascaded down to all New Britain Public Schools site-based strategic improvement plans. With whole child learning always in mind, the Leadership at CSDNB has taken proactive and preliminary steps to engage in professional development centered on Restorative Practices.

Decrease in teacher referrals and school suspensions with the implementations of Restorative Practices

The Engaging Schools audit will inform our next steps in taking strategic action steps for the roll out of Restorative Practice. Strategically implemented professional development and coaching will ensure these positive climate and culture changes. Research has shown schools who employ Restorative Practices as part of their school culture have seen a significant drop in disciplinary problems, decreases reliance on detentions and suspensions, and increased prosocial values and student’s ability to take responsibility for their actions.

5.2. FAMILY AND COMMUNITY ENGAGEMENT

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

Strategies to Promote Strong Family and Community Connections to Support Academic Achievement

- Develop and Implement a Family Engagement Plan
- Strategic Development of Community Partnerships

Nellie Mae: Everyday Democracy and Great Schools Partnerships

As a priority for CSDNB and prior to the Commissioner’s Network application, New Britain High School’s Leadership Team realized a need to focus on a locally responsive family engagement plan. This need was confirmed in the Commissioner’s Network audit. As a proactive measure to take a serious look to our family engagement challenge, New Britain High School applied for and was awarded the Nellie Mae Foundation Grant. Through Great Schools Partnerships and Everyday Democracy, a family engagement audit is underway, and professional development and coaching has started with the Partnership Office. This family engagement work will help develop and execute systematic community engagement strategies, events, and programming that are locally responsive to the needs of our families while improving learning experiences and educational outcomes for every student. Based on the Nellie Mae Foundation Dialogue Conversations hosted in 2017, informed decisions and next steps will be developed for the 2017-2018 school year in addition to the next two years.

In Year 1, New Britain High School leadership team, facilities management will explore the feasibility of establishing a Welcoming Center with the feedback from Nellie Mae. Developing an on-site Welcoming Center that is sensitive to the diverse needs of our families is essential to eliminating barriers or challenges our families face in becoming more involve in their child’s school.

Community Partnerships

High Schools That Work in collaboration with the Nellie Mae Foundation consultants and their data will detail how to leverage our existing partnerships to improve the Career Pathways student outcomes based on their audit results.

Section 6: Operations

6.1. SCHEDULE AND USE OF TIME

Instructions: Using the space provided below:

1. Propose the length of the school day and year for students, and describe how the proposed schedule will maximize instructional time on task.
2. Propose the length of the school day and year for staff, including additional time before and during the school year for professional learning and/or common planning time.

Improving the Schedule and Use of Time

- Creation of a master schedule designed to maximize bell-to-bell instruction
- Develop protocols for common plan time for data-driven planning and instruction

Improving the Schedule and Use of Time

At the start of the 2016-2017 school year, the Leadership Team at New Britain High School saw the need to expand instructional time. As part of this effort, the team shaved off 16 minutes of lunch time going from a 46-minute lunch period to a 30-minute lunch period. This added five to six minutes of instructional time to each period. The improved bell schedule will be implemented at the start of the 2017-2018. During Year 1, Schools By Design will assist district and school leaders create a master schedule that allows for more time for teacher collaboration and more time for interventions. High Schools That Work, Clark Consultants and Engaging Schools will provide professional development and job-embedded coaching focused on improving teachers' use of instructional time.

Developing Protocols for Common Plan Time

High Schools That Work, Engaging Schools, Schools by Design and Clark Consultant audits will provide next steps to:

- Establish norms and practices to cultivate a productive work culture;
- Create an efficient and effective master schedule that maximizes time-on-task instruction;
- Establish protocols and structures for efficient and effective use of common plan time for data-driven planning and instruction, team collaboration time, and intervention discussion time; and,
- Establish a progress monitoring protocol.

High Schools That Work, Engaging Schools, Schools by Design and Clark Consultant have proven track records of developing real solutions to ensure people, time, and money are strategically optimized to create a productive school operation that best fits the needs of the school.

6.2. BUDGET PROPOSAL

After the CSBE 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: The Network Year 1 Budget Proposal:** Please insert information pertaining to the proposed 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 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, number 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 Connecticut State Board of Education approves the Turnaround Plan. When adding personnel through the Network Grant, please use the following formula for all salaries and benefits built into the plan.

Year 1: 75 percent paid through Commissioners Network funding/25 percent paid through alternative funding;

Year 2: 50 percent paid through Commissioners Network funding/50 percent paid through alternative funding; and

Year 3: 25 percent paid through Commissioners Network funding/75 percent paid through alternative funding.

Should the CSBE approve participation in the Network beyond Year 3, Network funding cannot be used to support salaries and benefits.

Section 7: Initial Implementation Timeline

Instructions: Using the project planning template provided below, develop an initial implementation timeline for the school during the 2017-18 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. High Schools That Work Audit, Leadership and Staff Development and Coaching	Leadership Team under the guidance of High Schools That Work Consultants	To begin October 2017
2. Redesign of Guidance Counselor and Social Workers Roles and Responsibilities	Leadership Team under the guidance of High Schools That Work Consultants	Fall 2017
3. New Britain High School Administration HIIP professional development and coaching	Joe Pinchera, Nancy Sarra	Fall 2017
Academics:		
1. High Schools That Work Audit: Status of Career Pathways Focus	Leadership Team under the guidance of High Schools That Work Consultants	To begin October 2017
2. School That Work Leadership and Staff Development and Coaching	Leadership Team under the guidance of High Schools That Work Consultants	To begin December 2017 and ongoing
3. Clark Consultant: High Impact Instructional Practices	Leadership Team and Tricia Putnam	October 2017
Culture and Climate:		
1. Attendance Works: Consultation and Coaching	Joe Pinchera and Joey Varverchek	To begin fall 2017
2. Engaging Schools: Restorative Practices	Leadership Team under the guidance of High Schools That Work Consultants	October 2017
3. Nellie Mae: Family Engagement	Sondra Sanford and Tricia Putnam	December 2017

4. Redesign of Guidance Counselor and Social Workers Roles and Responsibilities	Leadership Team and Sondra Sanford under the guidance of High Schools That Work Consultants	December 2017
Operations:		
1. School by Design Audit	Leadership Team under the guidance of Schools by Design	October 2017
2. Schools by Design Bell Schedule Redesign, Leadership and Staff Development and Coaching	Leadership Team and Kerri-Lynn Major under the guidance of Schools by Design consultants	December 2017 and ongoing

Section 8: Modifications

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

PART IV: APPENDICES

Appendix A: Turnaround Committee Signatures Page

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

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

Signature of Superintendent, Non-Voting Chair

Date

Name of Superintendent (*typed*)

Signature of Board of Education-Appointed Parent

Date

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

Signature of Board of Education-Appointed Administrator

Date

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

Signature of Union-Appointed Teacher

Date

Name of Union-Appointed Teacher (*typed*)

Signature of Union-Appointed Teacher

Date

Name of Union-Appointed Teacher (*typed*)

Signature of Union-Appointed Parent

Date

Name of Union-Appointed Parent (*typed*)

Signature of Commissioner of Education

Date

Name of Commissioner of Education (*typed*)

Appendix B: Budget Information

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 useful life of more than one year and data processing equipment that has unit price under \$1,000.00 and a useful life of not less than five years.
800	OTHER OBJECTS. (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.

STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE:

THE APPLICANT:

HEREBY ASSURES THAT:

(insert Agency/School/CBO Name)

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

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

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

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

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

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

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

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

(b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works

contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.
- (h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the

Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

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

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

Superintendent Signature:

Name: *(typed)*

Title: *(typed)*

Date:
