**School name:**

**District:**

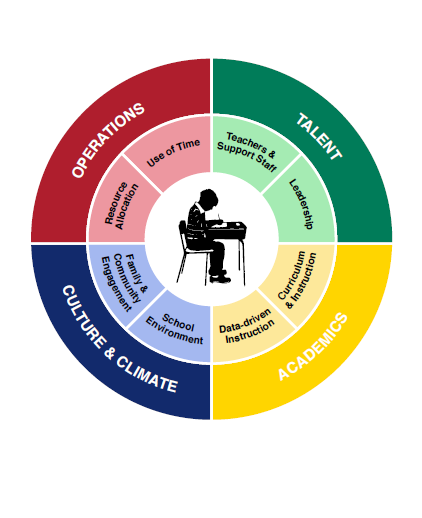
**Principal name:**

**Principal email address:**

**Step 1. School Data**: Complete the following school data chart, using EdSight data and your school’s latest Connecticut Report card data when applicable. If unavailable, then use N/A. When applicable, targets should be aligned to [ESSA Milestone](https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard/ESSA-Milestones?language=en_US) targets.

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| **School Data:** | **2020-21** | **2021-22** | **2022-23** | **2023-24 Target** |
| **Grades Served** | |  |  |  |  |
| **Student Enrollment** | |  |  |  |  |
| **Percentage Eligible for Free/Reduced Price Meals** | |  |  |  |  |
| **Percentage of Students with Disabilities** | |  |  |  |  |
| **Percentage of Multilingual Learners** | |  |  |  |  |
| **Average Daily Student Attendance** | |  |  |  |  |
| **Percentage of Students Chronically Absent** | |  |  |  |  |
| **Teacher Average Daily Attendance** | |  |  |  |  |
| **Suspension/Expulsion Rate** | |  |  |  |  |
| **School Performance Index (SPI) for ELA** | |  |  |  |  |
| **Smarter Balanced Growth for ELA** | |  |  |  |  |
| **School Performance Index (SPI) for Math** | |  |  |  |  |
| **Smarter Balanced Growth for Math** | |  |  |  |  |
| **School Performance Index (SPI) for Science** | |  |  |  |  |
| **High School Only: Demonstrating Postsecondary Readiness** | |  |  |  |  |
| **High School Only: College and Career Readiness Course Taking** | |  |  |  |  |
| **High School Only: Four-Year Graduation Rate-All Students** | |  |  |  |  |
| **Next Generation Accountability Index** | |  |  |  |  |

The Connecticut State Department of Education Turnaround Framework for School Improvement is centered on four key overarching and research-based leverage points for school improvement: Talent, Academics, Culture and Climate, and Operations (TACO). Each of these domains play an integral role in the realization of school’s goals to increase student outcomes.



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

**Academics:** Rigorous, aligned, and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments.

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

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

**Step 2. Needs Assessment:** To ensure equity and excellence in education for all students, the needs assessment is a process to determine strengths, needs, and set criteria for understanding how to best allocate available resources, such as money, people, and facilities; so that the structure, operations and processes can be improved to be impactful. Using the [Needs Assessment Toolkit (ct.gov)](https://portal.ct.gov/SDE/Turnaround/Turnaround-Office/School-Improvement-Resources/Needs-Assessment-Toolkit) and [self-assessment](#NeedsAssessmentTool) below, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators. **The needs assessment must be completed and school plans developed in partnership with stakeholders.**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the School Improvement Plan and the budget process. The stakeholder engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the School Improvement Plan.

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| *How, when, and with whom did the school consult as a part of the planning process for this School Improvement Plan?* |

**Check box to indicate the Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that this school plan was developed in partnership with stakeholders, including school leaders, teachers, and parents.**

For more information on stakeholder engagement, please see [Five Criteria for Effective Stakeholder Engagement in Education](https://www.thoughtexchange.com/wp-content/uploads/2018/02/five-criteria-for-effective-se-education.pdf). In addition, for information specifically on engaging families, please see [Full, Equal and Equitable Partnerships with Families: Connecticut’s Definition and Framework for Family Engagement](https://portal.ct.gov/SDE/Publications/Full-Equal-and-Equitable-Partnerships-with-Families/Guiding-Principles).

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| **Talent Indicators** | **Assessment Score** |
| **Instructional Practice** | Choose an item. |
| **Evaluation and Professional Culture** | Choose an item. |
| **Recruitment and Retention** | Choose an item. |
| **Professional Learning** | Choose an item. |
| **Leadership Effectiveness** | Choose an item. |
| **Instructional Leadership** | Choose an item. |
| **Academics Indicators** |  |
| **Academic Rigor** | Choose an item. |
| **Student Engagement** | Choose an item. |
| **Differentiation and Checking for Understanding** | Choose an item. |
| **Curriculum and Instruction Aligned to Connecticut Core Standards** | Choose an item. |
| **Support for Special Populations** | Choose an item. |
| **Assessment Systems and Data Culture** | Choose an item. |
| **Climate and Culture Indicators** |  |
| **School Environment** | Choose an item. |
| **Student Attendance** | Choose an item. |
| **Student Behavior** | Choose an item. |
| **Interpersonal Interactions** | Choose an item. |
| **Family and Community Engagement** | Choose an item. |
| **Community Partners and Wraparound Strategy** | Choose an item. |
| **Operations Indicators** |  |
| **Adequate Instructional Time** | Choose an item. |
| **Use of Instructional Time** | Choose an item. |
| **Use of Staff Time** | Choose an item. |
| **Routines and Transitions** | Choose an item. |
| **Financial Management** | Choose an item. |

**Step 3. Significant Strengths, Growth Areas and Resource Inequities:** When organizations determine strengths, needs, and identify root causes, they can begin looking at all possible solutions to complex problems. Identify the **three most significant strengths** and **three most significant growth areas** identified in the needs assessment from Step 2, **citing the root cause** for each selected growth area and specific data and evidence sources. The root cause is the most basic cause that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem’s recurrence. For more information on root cause analysis, please visit: [CSDE Needs Assessment Toolkit including Root Cause Analysis](https://portal.ct.gov/SDE/Turnaround/Turnaround-Office/School-Improvement-Resources/Needs-Assessment-Toolkit)

**Identify specific resource inequities** discovered during the needs assessment. Resource Inequity:  Unequal or unfair distribution of resources that leads to an additional burden placed on specific groups.  All students must have access to resources necessary for high-quality education, including distribution of teaching staff, technology, interventions for students with disabilities and multilingual learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc. For more information, visit: [Alliance for Resource Equity Toolkit](https://www.educationresourceequity.org/toolkit)

Identified growth areas and resource inequities will become the school’s reform priorities.

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| **Strengths:** | **Qualitative/Quantitative Data to Substantiate** |
| **Indicator from Step 2:** |  |
| **Indicator from Step 2:** |  |
| **Indicator from Step 2:** |  |

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| **Growth Areas:** | **Root Cause and Resource Inequities (include data to substantiate):** |
| **Indicator from Step 2:** | **Root Cause:** |
| **Resource Inequity:** |
| **Indicator from Step 2:** | **Root Cause:** |
| **Resource Inequity:** |
| **Indicator from Step 2:** | **Root Cause:** |
| **Resource Inequity:** |

**Step 4. School Improvement Plan, Overarching School Improvement Goals:**  Identify two or three overarching school improvement goals to advance the school's reform priorities (identified in Step 3). Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals aligned to each reform priority. Overarching school improvement goals must focus on student outcomes. The baseline should be the last publicly released data for the indicator and the projection should be the ESSA Milestone target for the current school year.

**Sample Overarching Goals:**

* Sample School will improve the ELA Performance Index from 56.7 in 2021-22 to 61.3 in 2023-24.
* Sample School will improve the Math Performance Index from 33.7% in 2021-22 to 55.4% in 2024.
* The percentage of students identified as chronically absent at Sample School will decrease from 15.9% in 2021-22 to 10.2% in 2023-24.

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| ***Goal #1:*** |
| **Goal #2:** |
| **Goal #3:** |

**Step 5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities:**  Identify a core set of interventions for which the school will focus on for school improvement. Interventions must be aligned to the Overarching School Improvement Goals identified in Step 4. Selected interventions must also be evidence-based according to the Elementary and Secondary School Act, as amended by Every Student Succeeds Act. (See Below) Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to previously identified school reform priorities from Step 3 and to the overarching school improvement goals in Step 4.

Identify the level of the evidence-base (strong, moderate, promising) and provide information to substantiate why the evidence is identified at the selected level. Add rows as necessary.

Definition of “Evidence-Based” in ESSA[5]

Evidence-based means an activity, strategy, or intervention that:

i. demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—

            (I)   strong evidence from at least one well-designed and well-implemented experimental study;

           (II)  moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or

          (III)  promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or

ii. (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and

(II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

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| **Specific Talent Priorities and Strategies**  **Talent Indicators** | **S.M.A.R.T. Goal:** | **Evidence-Base:** |
| **Sample: Instructional Practice**  **Reading Interventions:** Because the needs assessment revealed a need to improve student performance in reading, the school will provide intensive, systematic instruction at least three times weekly for approximately 20-40 minutes on up to three foundational reading skills in small groups of students who score below the benchmark on school screening. The school will revise the school schedule to build in time for teachers to provide reading interventions and enrichment, to build collaboration time for teachers to plan interventions and to build the capacity of teachers to effectively develop collaborative reading interventions/enrichment plans across grades. | **Sample:** By June 2024, Sample School will improve the ELA Performance Index from 56.7 in 2022-23 to 61.3.  Sample School will improve the Math Performance Index from 11.7% in 2018-19 to 55.4% in 2024. | **Sample:**What Works Clearinghouse IES Practice Guide, *Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades,* identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a **strong evidence-base**. |
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| **Specific Academic Priorities and Strategies**  **Academic Indicators** | **S.M.A.R.T. Goal:** | **Evidence-Base:** |
| **Sample: Academic Rigor**  **Dual Enrollment Opportunities for Seniors:** Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will develop a partnership with Naugatuck Valley Community College to provide Dual Enrollment Courses for Seniors. This will require providing stipends for eligible, approved classroom teachers to serve as adjunct professors for the college and provide course materials for enrolled students. | **Sample:** By June 2024, Sample School will improve the ELA Performance Index from 56.7 in 2021-22 to 61.3  Sample School will improve the Math Performance Index from 11.7% in 2021-22 to 55.4% in 2023. | **Sample:** The What Works Clearinghouse practice guide, *Preventing Dropouts in Secondary Schools*, recommends engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and identifies providing opportunities for dual enrollment with a **strong evidence-base**. |
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| **Specific Climate and Culture Priorities and Strategies:** | **S.M.A.R.T. Goal:** | **Evidence-Base:** |
| **Sample: Interpersonal Interactions**  **School Climate and Restorative Practices Training for all staff:** Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices. | **Sample*:*** By June 2024, the school's suspension rate will decrease from 24 percent in June 2023 to 14 percent. | **Sample:** According to Klem AM, Connell JP. *Relationships matter: linking teacher support to student engagement and achievement.* Journal of School Health, 2004; 74(7): 262-273, improving adult support, student belonging to positive peer groups, student commitment to education and the school environment are factors that increase school connectedness. **This study supports a strong evidence-base**. |
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| **Specific Operations Priorities and Strategies:** | **S.M.A.R.T. Goal:** | **Evidence-Base:** |
| **Sample: Adequate Instructional Time**  **Common Planning Time:** Because the school has struggled to provide the large numbers of at-risk students with adequate personalized attention and support as evidenced by large numbers of students scoring at Levels 1 and 2 on the SAT for mathematics and literacy and because teachers do not have adequate time to commonly monitor and plan interventions, the school will conduct an asset review to assist with reorganizing the school's master schedule with a focus on providing more time for common teacher planning and providing personalized intervention support for students. | **Samples:** By June 2024 Sample School will improve the ELA Performance Index from 56.7 in 2021-22 to 61.3  Sample School will improve the Math Performance Index from 11.7% in 2021-22 to 55.4% in 2024. | **Sample:**  The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends that schools with many at-risk students, create small, personalized communities to facilitate monitoring and support and identifies creating teams of teachers that share common groups of students and developing a schedule that provides common planning time and ample opportunities for staff to monitor and support students as actions with a **moderate evidence-base.** |
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| **Self-Assessment Tool** | |  | |  | |  | |
| The district is asked to identify the school’s level of implementation for each of the talent, culture and climate, and operations indicators and record the level of implementation in the appropriate section of the School Plan. | | | | | | | |
| **TALENT** | | | | | | | |
| **Indicator** | **Below Standard** | | **Developing** | | **Proficient** | | **Exemplary** |
| **Instructional Practice** | Teacher effectiveness is inconsistent and highly variable from classroom to classroom. There are significant concerns about instruction. Staffing decisions do not reflect teacher effectiveness and student needs. | | Instructional quality is moderate; however, teacher effectiveness is variable from classroom to classroom. Staffing decisions do not always reflect teacher effectiveness and student needs. | | Most classes are led by effective educators, and instructional quality is strong. There are some systems in place to promote and develop teacher effectiveness and make appropriate staffing decisions. | | 100% of classes are led by deeply passionate and highly effective educators. There are strong systems in place to promote staff efficacy and make staffing decisions driven exclusively by student needs. |
| **Evaluation and Professional Culture** | There are significant concerns about staff professionalism. Staff come to school unprepared, and there is little sense of personal responsibility. There is a culture of low expectations; individuals are not accountable for their work. Few if any staff were formally evaluated according to the district’s state-approved educator evaluation plan. Instructional leaders do not provide regular feedback to staff. | | There are some concerns about professionalism. Some staff come to school unprepared. Some teachers feel responsible for their work. Some teachers were formally evaluated according to the district’s state-approved educator evaluation plan, but most were not. Leaders communicate some expectations for and feedback on performance, but do not consistently follow-up to see whether or not the feedback is acted upon. | | Most staff are prepared to start the school day on time with appropriate instructional materials ready to go. Most individuals feel responsible for their work. Most teachers were formally evaluated according to the district’s state-approved educator evaluation plan. Leaders provide feedback and hold individuals accountable for effort and results. | | 100% of staff are prepared to start the school day on time with appropriate instructional materials ready to go. The vast majority of staff feel deep personal responsibility to do their best work. All teachers were formally evaluated according to the district’s state-approved educator evaluation plan. Leaders conduct frequent informal evaluations and provide meaningful feedback. Individuals are held accountable for their performance. |
| **Recruitment and Retention Strategies** | The school and/or district lack systems to recruit and attract top talent. Retention of high-quality staff is a significant concern. The school lacks systems and strategies to retain top teachers and leaders. | | The school and/or district have components of a plan for recruitment and retention of quality educators (e.g., mentoring, induction). The plan is not fully developed or consistently implemented. | | The school and/or district have systems for strategic recruitment and retention. Efforts are made to match the most effective educators to the students with the greatest needs. Retention of high-quality teachers is high. | | The school and/or district effectively implement a long-term plan for recruitment and retention. Efforts are made to match the most effective educators to the students with the greatest needs. Deliberate, successful efforts are made to retain top talent. |
| **Professional Learning** | Professional Learning (PL) opportunities are infrequent, of inconsistent quality and relevance, and do not align to the CT Standards of Professional Learning. PL does not align to staff’s development areas and/or students’ needs. As a result, teachers struggle to implement PL strategies. There is no clear process to support or hold teachers accountable for the implementation of PL strategies. | | PL opportunities are provided; however, they are not always tightly aligned with student and adult learning needs. The quality of PL opportunities is inconsistent. PL opportunities do not always follow the CT Standards of Professional Learning. Sometimes, teachers report that PL improves their instructional practices. Teachers are not generally held accountable for implementing skills learned. | | The school offers targeted, job-embedded PL throughout the school year. PL is generally connected to student needs and staff growth areas identified through observations. PL opportunities follow the CT Standards for Professional Learning. Most teachers feel PL opportunities improve their classroom practices. Most teachers incorporate PL strategies into their daily instruction. | | The school consistently offers rich and meaningful PL opportunities that are aligned to student needs and staff growth areas identified through observations. PL opportunities follow CT Standards for Professional Learning. Teachers effectively translate PL strategies into their daily instruction. The school has a process for monitoring and supporting the implementation of PL strategies. |
| **Leadership Effectiveness** | Leadership fails to convey a school mission or strategic direction. The school team is stuck in a fire-fighting or reactive mode, lacks school goals, and/or suffers from initiative fatigue. The school community questions whether the school can/will improve. | | The mission and strategic direction are not well communicated. A school improvement plan does not consistently guide daily activities and decision-making. The community generally understands the need for change, however actions are more often governed by the status quo. | | Leadership focuses on school mission and strategic direction with staff, students and families. The school is implementing a solid improvement plan and has a clear set of measurable goals. The plan may lack coherence and a strategy for sustainability. Leadership conveys urgency. | | Leadership focuses on school mission and strategic direction with staff, students and families. The school has a manageable set of goals and a clear set of strategies to achieve those goals. The plan is being implemented and monitored with fidelity. Leadership conveys deep urgency. |
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| **Instructional Leadership** | Few staff can articulate a common understanding of what excellent instruction looks like. Instructional leaders do not demonstrate a commitment to developing consistent and high-quality instructional practice schoolwide. | | Some staff can articulate a common understanding of what effective instruction looks like. School norms and expectations are enforced with limited consistency. Instructional leaders demonstrate some commitment to improving instructional practice school-wide. | | Most staff articulate a common understanding of what effective instruction looks like. School norms and expectations are consistently enforced. Instructional leaders consistently demonstrate a commitment to improving instructional practice school-wide. | | All staff articulates a common understanding of what effective instruction looks like. Educators relentlessly pursue excellent pedagogy. Instructional leaders have communicated and enforced high expectations school-wide. |
| **ACADEMICS** | | | | | | | |
| **Indicator** | **Below Standard** | | **Developing** | | **Proficient** | | **Exemplary** |
| **Academic Rigor\*[1]** | Most observed lessons are teacher led. Teachers rarely engage students in higher-order thinking. Most students demonstrate a surface-level understanding of concepts. Observed lessons are indicative of low expectations and little sense of urgency. | | Some observed lessons are somewhat student-centered, challenging and engaging. Teachers engage students in some higher-order thinking. Many students demonstrate only a surface-level understanding of concepts. Teachers demonstrate moderate expectations and some urgency. | | Observed lessons are appropriately accessible and challenging for most students. Teachers engage students in higher order thinking and students are pushed toward content mastery. Lessons begin to engage students as self-directed learners. Teachers communicate solid expectations. | | All observed lessons are appropriately accessible and challenging. Teachers push students, promoting academic risk-taking. Students are developing the capacity to engage in complex content and pose higher-level questions to the teacher and peers. Teachers promote high expectations. |
| **Student Engagement\*** | Few students are actively engaged and excited about their work. The majority of students are engaged in off-task behaviors and some are disruptive to their classmates. Few students are truly involved in the lessons. Observed lessons primarily appeal to one learning style. | | Some students exhibit moderate engagement but many are engaged in off-task behaviors. Some observed lessons appeal to multiple learning styles. Students are involved in the lessons but participation is more passive than active. Students are easily distracted from assigned tasks. | | Most students are engaged and exhibit on-task behaviors. The observed lessons appeal to multiple learning styles. Students are involved in the lesson but participation is, at times, more passive than active. A handful of students are easily distracted from the task at hand. | | All students are visibly engaged, ready to learn and on task. Students are clearly focused on learning in all classrooms. Students are actively engaged in the lessons and excited to participate in classroom dialogue and instruction. The lessons appeal to and seem to support all learning styles. |
| **Differentiation and Checking for Understanding\*** | Most teachers take a one-size-fits-all approach and struggle to differentiate their instruction to meet individual learning needs. There is no evidence around the use of data to inform instruction and minimal efforts to check for student understanding. | | Some teachers are differentiating at least part of the observed lessons; however, the practice is not consistent or widespread. There is some evidence of the use of student data to adapt the learning process. Some teachers use strategies to monitor understanding. | | Most teachers employ strategies to tier or differentiate instruction at various points in the lesson. Most teachers use data or checks for understanding to differentiate the learning process on the fly. Teachers take time to support students struggling to engage with the content. | | Teachers consistently and seamlessly differentiate instruction. Teachers use data and formal/informal strategies to gauge understanding, and differentiate the learning process accordingly. Teaching feels individualized to meet students’ unique needs. |
| **Curriculum and Instruction Aligned to Connecticut Core Standards** | The school lacks a rigorous, standards-based curriculum that is aligned to the Connecticut Core Standards (CCS) and/or the curriculum is not being implemented with fidelity. As a result, pacing is inconsistent. The percentage of students at or above goal on state assessments is more than 10 points below the state average. | | The school has curricula for some grades and content areas, some of which are rigorous, standards-based. Curricula are implemented with some fidelity. Teachers struggle with consistent pacing. The percentage of students at or above goal on state assessments is 6-10 points below the state average. | | Rigorous, standards-based curricula exist for almost all grade levels and content areas, and are being implemented consistently across classrooms. Teachers demonstrate consistent pacing. The percentage of students at or above goal on state assessments is within 5 percentage points of the state average. | | Rigorous, standards-based curricula exist for all grade levels and content areas. Curricula are aligned with the CCS and are being implemented with a high degree of fidelity throughout the school. The percentage of students at or above goal on state assessments meets or exceeds the state average. |
| **Support for Special Populations** | The school is inadequately meeting the needs of its high-needs students. Individualized Education Program (IEP) goals are not regularly met. Least Restrictive Environment (LRE) is not fully considered when making placements. The school lacks appropriate interventions and supports for Multilingual Learners (MLs). There are significant achievement gaps between subgroups and non-identified students as measured by state assessments, and no evidence of progress. | | The school typically meets the needs of its high-needs students. Most special education students meet their IEP goals, but LRE is not always considered when making placement determinations. The school typically meets the needs of its MLs, and attempts to track progress and set content and language mastery goals. There are significant gaps between subgroups and non-identified students as measured by state assessments and marginal progress over time. | | The school consistently meets the needs of its high-needs students. Special education students regularly meet their IEP goals and LRE is a critical factor in placement determinations. The school meets the needs, tracks progress, and sets content and language mastery goals for all MLs. There are small gaps between subgroups and non-identified students as measured by state assessments, and some signs of progress toward closing the gaps. | | The school is successfully closing the achievement gap for its high-needs students. General and special education teachers work collaboratively to support students. The school tracks the effectiveness of language acquisition instructional strategies and adjusts programming accordingly. There is no achievement gap between subgroups and non-identified students as measured by state assessments. |
| **Assessment Systems and Data Culture** | The school lacks a comprehensive assessment system (including summative and benchmark assessments). Teachers rarely collect, analyze and/or discuss data. The school lacks or fails to implement Multi-Tiered Systems of Support (MTSS) protocols linking data to interventions. | | The school has some consistent assessments; however, there are major gaps in certain grades and content areas. There are some efforts to collect and use data. MTSS systems and processes are somewhat present. | | The school implements a clear system of benchmark assessments. Some teachers are developing familiarity with regularly using formative assessments to differentiate instruction. The school has emerging processes in place to use the data to inform student support interventions. | | Teachers consistently administer assessments throughout the year. Assessments are standards-based and provide real-time data. Teachers embed formative assessments in their daily lessons. The school has strong processes to collect, analyze and use data to inform interventions. |

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| **CULTURE AND CLIMATE** | | | | |
| **Indicator** | **Below Standard** | **Developing** | **Proficient** | **Exemplary** |
| **School Environment** | The school fails to create a welcoming and stimulating learning environment. Communal spaces and classrooms may be unkempt, rundown, unsafe or sterile. Many classrooms are neither warm nor inviting and lack intellectual stimulation. Little to no student work or data is displayed to help convey a sense of pride and high expectations. | The school struggles to provide a welcoming environment conducive to high-quality teaching and learning. Large sections of the school are not clean, bright, welcoming or reflective of student work. Though the school has some data and student work displayed, efforts to brand the school and convey high expectations are very minimal. Sections of the school need significant attention. | The school generally provides a welcoming learning environment. Most of the facility is in good repair and conducive to teaching and learning. Most classrooms and common spaces are bright and clean, displaying data and student work; however, some sections lack visual stimulation. The school has made an effort to foster school identity through branding and consistent messaging in classrooms and communal spaces. | The school provides a welcoming and stimulating learning environment. Common spaces and classrooms are bright, clean, welcoming, and conducive to high-quality teaching and learning. Data and student work are visible and present throughout the school, inspiring students and teachers to do their best work. There is clear branding and consistent messaging throughout the school, promoting school identity and pride. |
| **Student Attendance** | The school has few, if any, strategies to increase attendance. Average daily attendance is less than or equal to 88% and/or chronic absenteeism is greater than 20%. | The school has some strategies to increase attendance. Average daily attendance is between 88% and 93% and/or chronic absenteeism is greater than 15% and less than 20%. | The school has multiple, effective strategies to increase attendance*.* Average daily attendance is between 94% and 97% and/or chronic absenteeism is between 10% and 15%. | The school implements effective strategies to increase attendance and on-time arrival. Average daily attendance is greater than 97% and chronic absenteeism is less than or equal to 10%. |
| **Student Behavior** | A school-wide behavior management plan may exist but there is little evidence of implementation. Student misbehavior is a significant challenge and creates regular distractions. Disciplinary approaches appear to be inconsistent; students and staff do not have a common understanding of behavioral expectations. Discipline is mostly punitive. The rate of suspensions/expulsions as a proportion of student enrollment is greater than 20% (total # of incidents/total enrollment). | A schoolwide behavior management plan is in place and there are some signs of implementation. Student misbehavior is a challenge and creates frequent disruptions. There may be confusion among students and staff regarding behavioral expectations. Discipline is mostly punitive and there is inconsistent reinforcement of desired behaviors. The rate of suspensions/expulsions as a proportion of student enrollment is between 15% and 20%. | A school-wide behavior management plan is in place and effectively implemented most of the time. Student behavior is under control. Misbehavior is infrequent with periodic distractions to instruction. Most students behave in a calm and respectful manner. Students and staff have a common understanding of the behavior policy. There is positive reinforcement of desired behaviors. The suspension/expulsion rate is between 10% and 14%. | A school-wide behavior management plan is consistently and effectively implemented. All students behave in a calm, orderly and respectful manner throughout the school day. Classroom distractions are minimal, and immediately and appropriately addressed. Rewards and consequences are clear and appropriate, and are consistently applied across the school. The suspension/expulsion rate is less than or equal to 10%. |
| **Interpersonal Interactions** | There is a weak sense of community. The quality and types of student, adult and student/adult interactions raise concerns. There are signs of divisiveness or hostility among students and with staff. There are minimal signs of connections between students and staff; interactions are largely transactional or triggered when students are off task. | There is a moderate sense of community. Students are somewhat respectful toward one another and adults. There are some concerns around climate and tone. There is some teasing and divisiveness; however, it does not define school culture. Communication between students and staff is somewhat positive. There are some connections between students and staff. | There is a good overall sense of community. Students are generally respectful toward one another and adults. Interactions are mostly positive. There is minimal teasing and divisiveness. Communication between students and staff is generally positive and respectful. There are signs of connections between students and staff. Most staff seem invested in their students. | There is a strong sense of community. Students are respectful and courteous of one another and adults. Student interactions are overwhelmingly positive and polite. The school is an inclusive and welcoming environment. Student/Adult interactions are positive and respectful, demonstrating strong relationships. Staff seems invested in the well-being and development of students. |
| **Family and Community Engagement** | The school offers infrequent opportunities to involve parents in the school community. Family involvement is minimal. Teachers rarely reach out to families regarding their child’s academic progress. | The school offers several family events throughout the year. Roughly half of families participate in school activities. More than half of all teachers reach out to families regarding their child’s academic progress. | The school offers periodic, meaningful opportunities for parents/families to engage in student’s education. Most families participate in school activities. Most educators communicate regularly with families. | The school frequently engages parents/family as partners in student’s education. Almost all families participate in school activities. Nearly all educators communicate with families on a regular basis. |
| **Community Partners and Wraparound Strategy** | The school offers inadequate supports to address students’ nonacademic needs. There are limited wraparound services. The school makes little or no effort to engage community partners to expand services offered throughout the school. | The school offers some support to address students’ nonacademic needs through wraparound services. Community and partner engagement is spotty and event-specific. | The school offers a range of wraparound services to address students’ nonacademic needs. The school has several sustained community partnerships. | The school has a clear process for evaluating students’ needs and connecting students to appropriate wraparound services. The school has sustained community partnerships to help address student needs. |

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| **OPERATIONS** | | | | | | | |
| **Indicator** | **Below Standard** | | **Developing** | | **Proficient** | | **Exemplary** |
| **Adequate Instructional Time** | [There is not enough time in the school schedule to appropriately meet students’ academic needs. There is a significant amount of wasted time in the school calendar and daily schedule. The schedule includes ≤ 5 hours of instruction per day, and ≤ 60 minutes of English/language arts (ELA) time.[2]](file:///C:\\Users\\mcrawford\\OD\\Connecticut\\Opportunity%20District%20SIG%20grant\\Annotated%20%202017-18_OpportunityDistrictSIG1003Application_7_2_2018.xls" \l "RANGE!A38) | | Students would benefit from increased instructional and/or intervention time. The school calendar and daily schedule could be improved to increase time on task. The schedule includes > 5 and ≤ 5.5 hours of instruction per day, and > 60 and ≤ 90 minutes of ELA time. | | The school has taken steps to increase instructional time on task through extended learning opportunities. The school calendar and daily schedule are well constructed. The schedule includes > 5.5 and ≤ 6 hours of instruction per day, and > 90 and ≤ 120 minutes of ELA time. | | The school has multiple extended learning opportunities available to students. The school implements a thoughtful and strategic school calendar and daily schedule. The schedule includes > 6 hours of instruction per day, and > 120 minutes of ELA time. |
| **Use of Instructional Time\*** | Staff and students use time ineffectively. Misused instructional time results from misbehavior, poor scheduling and inefficient transitions. There are missed opportunities to maximize time on task. Observed teachers struggle with pacing and fail to use class time in a constructive manner. | | Staff and student use of time is somewhat effective. Some students are off task and there are missed opportunities to maximize instructional time. Lesson schedules are moderately well planned, paced and executed. Teachers could be more skilled and/or methodical in the use of class time. | | Most staff and students use time well. A handful of students require redirection; however, the majority of students transition quickly to academic work when prompted by the teacher. There is minimal downtime. Lessons are well planned, paced and executed. Teachers are adept at managing and using class time. | | Staff and students maximize their use of time. There is no downtime. Transitions are smooth and efficient. Teachers meticulously use every moment of class time to prioritize instructional time on task. Students transition promptly to academic work with minimal cues and reminders from teachers. |
| **Use of Staff Time** | Educators lack adequate and/or recurring professional development and/or common planning time. Common planning time is currently disorganized and the time is not used effectively. As a result, staff members are unable to develop and/or share practices on a regular basis. | | Most academic teams have common planning periods (less than 1 hour/week); however, the school has failed to secure vertical and horizontal planning. Collaborative planning time is used at a basic level (e.g., organization of resources or topics not directly related to classroom instruction). | | All academic teams have common planning periods (1-2 hours/week) and they are seldom interrupted by non-instructional tasks. Staff members use this time to discuss instructional strategies, discuss student work, develop curricular resources, and use data to adjust instruction. | | All educators have weekly common planning time for vertical and horizontal planning (more than 2 hours/week). Common planning periods are tightly protected and only interrupted by emergencies. The school has established tight protocols to ensure that common planning time is used effectively. |
| **Routines and Transitions** | The school is chaotic and disorderly. The safety of students and staff is a concern. The school lacks critical systems and routines. Movement of students is chaotic and noisy with little adult intervention. Adults are not present during transitions; therefore, there is very little direction. | | The school is somewhat chaotic and/or disorderly, particularly in certain locations and during certain times of day. Some staff make an effort to maintain procedures and routines; however, staff presence is also an issue and redirection of misbehavior is lacking. | | The school environment is calm and orderly in most locations and during most of the day. Rules and procedures are fairly clear, consistent and evident. Routines seem somewhat apparent and institutionalized. Adults are present to reinforce norms. | | The school environment is calm and orderly. Rules and procedures are clear, specific, consistent, and evident. Routines are largely unspoken and institutionalized. Adults are consistently present to reinforce norms. |
| **Financial Management** | The school and/or district do not make sound budgetary decisions based on student need and projected impact. Budget decisions are largely governed by past practice and do not account for sustainability. There is little to no evidence around school and/or district leaders successfully advocating for school resource needs. | | Budget decisions are sometimes focused on factors unrelated to student needs and school goals. A number of expenditures and initiatives lack a plan for sustainability beyond the current school year. School/district leaders do not effectively advocate for school needs or pursue additional resources. | | The school/or district have emerging strategic budgeting practices. The school and/district have begun to repurpose funds to align expenditures more closely with school goals and student needs. Sustainability may pose a concern. School/District leaders effectively advocate for school needs and pursue additional resources. | | The school and district engage in strategic budgeting. The school and district invest in high-yield, research-based initiatives aligned to student needs and school goals. There is a clear sustainability plan for all major expenditures. School/District leaders effectively advocate for school needs, and build strategic relationships to pursue needed resources. |
| **Note:** The rubrics draw from the CSDE’s School Quality Review and Network Walkthrough Tool and the Mass Insight Educations’ School Readiness Assessment. | | | | | | | |
| [[1] Ratings for indicators the four sub- marked with an asterisk (\*) are largely based on a composite or average score generated from all classroom observations.](file:///C:\\Users\\mcrawford\\OD\\Connecticut\\Opportunity%20District%20SIG%20grant\\Annotated%20%202017-18_OpportunityDistrictSIG1003Application_7_2_2018.xls" \l "RANGE!A15) | | | | | | | |
| [[2] The total amount of ELA instructional time per day at the secondary level can include reading- and/or writing-intensive coursework.](file:///C:\\Users\\mcrawford\\OD\\Connecticut\\Opportunity%20District%20SIG%20grant\\Annotated%20%202017-18_OpportunityDistrictSIG1003Application_7_2_2018.xls" \l "RANGE!B31) | | | | | | | |
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