

**V.B.**

**CONNECTICUT STATE BOARD OF EDUCATION  
Hartford**

**TO BE PROPOSED:**

July 6, 2016

**RESOLVED**, That the State Board of Education, pursuant to Section 10-223h of the Connecticut General Statutes, approves the Turnaround Plan for Batcheller School in Winchester for the Commissioner's Network for a period of three years, subject to the conditions noted in the Commissioner's July 6, 2016, memorandum to the State Board of Education, and directs the Commissioner to take the necessary action, including, but not limited to, expending such funds as may be necessary to execute and implement the foregoing.

Approved by a vote of \_\_\_\_\_ this sixth day of July, Two Thousand Sixteen.

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:** July 6, 2016

**SUBJECT:** Commissioner's Network Turnaround Plan: Batcheller School

*Executive Summary*

**Introduction**

Section 10-223h of the Connecticut General Statutes (C.G.S.) establishes the Commissioner's Network to provide new resources and flexibilities to improve student achievement in a subset of the state's lowest-performing schools. The Network represents a commitment between local stakeholders and the Connecticut State Department of Education (CSDE) to empower teachers and leaders to implement research-based strategies in schools selected by the Commissioner to participate in the Network for a period of three years with the potential for a 1 or 2 one-year extension beyond the initial 3 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 Batcheller School. This will require efforts at the state and local levels to secure conditions that are conducive to scalable and sustainable reform.

**Background**

Pursuant to Section 305 of Public Act 15-5 of the June special sessions, schools under the jurisdiction of the school district for the town of Winchester must participate in the Commissioner's Network for the school years commencing July 1, 2016 to July 1, 2018. The Batcheller School is one such school. The Winchester Board of Education and the Winchester Education Association appointed members to serve on the school's Turnaround Committee, and the CSDE conducted an Operations and Instructional Audit. The Turnaround Committee developed the Turnaround Plan for Batcheller in accordance with C.G.S. § 10-223h(d).

## **Turnaround Plan for Batcheller School**

Batcheller School serves 235 Grade PreK-2 students. Sixty percent of its students are eligible for free or reduced-price meals. Twenty-five percent of the students are identified as students with disabilities, and .08 percent are English learners. Approximately 80 percent of the students are White, 6 percent are Hispanic and 2 percent are Black. Batcheller is one of two elementary schools in the WPS system.

The academic and nonacademic needs of the student population necessitate new and expanded strategies to enhance engagement and improve the quality of teaching and learning at Batcheller. Batcheller is embarking on a redesign model for the coming year that blends the recent work on revamping the Tier 1 model of classroom instruction into a competent instructional framework across all subject areas. This will be supported by a collaborative infrastructure that uniquely blends a model of school-based civic representative government with the infusion of the community strengths and partnerships in the areas of the arts and sciences. In this model, Batcheller will function as a self-sustaining miniature community complete with representative governments and social constructs such as business, philanthropy, and employment. This model will build from PreK-2 the civic knowledge and capacity to fully and effectively participate in a democracy. This initiative mirrors the model of government in the town of Winchester, with a storied history of civic development and a citizen government embodied by public vote on each element of town government. The incorporation of these values and practices into the school day encourages higher-order thinking on the part of the students, provides real world activities into which standards-based curricula can be applied, and increases the relevance of classroom instruction.

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

### ***Talent:***

- Partner with the Connecticut Science Center to support inquiry-based instruction;
- Implement a systematic instructional coaching model to support classroom instruction in collaboration with the Turnaround Office;
- Implement a systematic culture and climate coaching model to support teachers working with students and families;
- Provide support for special services staff to develop a comprehensive infrastructure for identified students;
- Provide intensive training to assist children with significant learning challenges under the Board Certified Behavior Analyst;
- Provide leadership coaching and development in collaboration with the Turnaround Office;

***Academics:***

- Implement a rigorous Common Core aligned curriculum that emphasizes the arts, civics and STEM;
- Integrate Dynamic Indicators of Basic Early Literacy Skills and Northwest Evaluation Association Measures of Academic Progress assessments;
- Implement intervention/acceleration instructional strategies to meet students' individual learning needs;
- Implement the Workshop Model for English language arts to complement the Common Core aligned curriculum;
- Implement a selected math program to complement the Common Core aligned curriculum;

***Culture and Climate:***

- Develop and enhance the implementation of tier one positive behavioral intervention and supports (PBIS)/Restorative Practices, and social emotional curriculum in collaboration with the Turnaround Office;
- Provide tier two and three behavior intervention supports for students;
- Increase family and community engagement;
- Open a school-based center with primary care, dental and mental health services;
- Develop effective transition plans for students entering more challenging school settings;

***Operations:***

- Restructure school schedule to maximize instructional time;
- Focus budgetary priorities based on Batcheller's individual needs;
- Schedule weekly grade-level team meetings for data analysis and collaborative planning;
- Employ regularly scheduled substitute staff to permit time for regular coaching reflections and grade level work.

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

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

Batcheller 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. Batcheller 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 Batcheller through site visits and targeted support based on the Turnaround Plan.

**Recommendation with Conditions**

I recommend that the Board approve the Turnaround Plan for Batcheller School, which would be subject to the successful completion of the following items:

1. By August 31, 2016, Winchester Public Schools 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. To the extent the Turnaround Committee or the CSDE Turnaround Office determines that plan amendment (s) would be advisable, the Receiver, on behalf of the Batcheller Turnaround Committee, shall submit plan amendments to the CSDE Turnaround Office, 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 Batcheller, including, but not limited to, developing a revised Turnaround Plan and/or exercising any and all authorities prescribed in C.G.S. 10-223h.
3. Batcheller 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. Batcheller School Audit Report resulting from the Operations and Instructional Audit conducted on December 22, 2015.
2. Turnaround Plan developed and agreed to by the Turnaround Committee.

Prepared by: \_\_\_\_\_  
Kaylan Ricciardi  
Education Consultant, Turnaround Office

Approved by: \_\_\_\_\_  
Desi Nesmith  
Chief Turnaround Officer

**Batcheller School**  
**Winchester, CT 06098**

July 6, 2016

# Committee Members

Cynthia Boyle, 3<sup>rd</sup> Grade Teacher

Jamie Duffy, Parent

Rosanne Field, 1<sup>st</sup> Grade Teacher

Debra Grainsky, Hinsdale School Principal

Suzanne Guglietta, Batcheller School Principal

Kelly Hicks-Early, Parent

Ruthann Horvay, Family Resource Director

Heather Riera, Instructional Coach

Pat Staszko, Acting Director of Programming and Curriculum  
Services

Sharon Young, 1<sup>st</sup> Grade Teacher

Rachel Welcome, Parent

# Batcheller School Demographics

235 Students, Grades Prek-2

142 Students with Free/Reduced Lunch

58 Students with Disabilities

19 English Learners

2.1% Black

5.5% Hispanic

80.9% White

11.5% Other

# How Batcheller will Benefit from Being Part of the Network

- Incorporate best practices and align with CCT
- Increase student achievement, particularly in early literacy and early numeracy
- Provide a safe school climate and wraparound services for families
- Utilize community resources to enrich students in civics, the arts and STEM
- Provide a framework for teachers to utilize for differentiation
- Provide interventions at all tier levels

# School Accountability Report



## Next Generation Accountability Report, 2014-15

Choose a District

Choose a School

Winchester School District	Batcheller Early Education Center_1620411
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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	N/A	75	0.0	0	0.0	67.9
1b.	ELA Performance Index – High Needs Students	N/A	75	0.0	0	0.0	56.7
1c.	Math Performance Index – All Students	N/A	75	0.0	0	0.0	59.3
1d.	Math Performance Index – High Needs Students	N/A	75	0.0	0	0.0	47.8
1e.	Science Performance Index – All Students	N/A	75	0.0	0	0.0	56.5
1f.	Science Performance Index – High Needs Students	N/A	75	0.0	0	0.0	45.9
4a.	Chronic Absenteeism – All Students	12.1%	<=5%	35.8	50	71.7	10.6%
4b.	Chronic Absenteeism – High Needs Students	15.4%	<=5%	29.2	50	58.5	17.3%
5	Preparation for CCR – % taking courses	N/A	75%	0.0	0	0.0	66.1%
6	Preparation for CCR – % passing exams	N/A	75%	0.0	0	0.0	37.3%
7	On-track to High School Graduation	N/A	94%	0.0	0	0.0	85.6%
8	4-year Graduation - All Students (2014 Cohort)	N/A	94%	0.0	0	0.0	87.0%
9	6-year Graduation - High Needs Students (2012 Cohort)	N/A	94%	0.0	0	0.0	77.6%
10	Postsecondary Entrance (Class of 2014)	N/A	75%	0.0	0	0.0	72.8%
11	Physical Fitness (estimated part rate) and (fitness rate)	N/A	N/A	75%	0.0	0.0	87.6% 51.0%
12	Arts Access	N/A	60%	0.0	0	0.0	45.7%
<b>Accountability Index</b>				<b>65.1</b>	<b>100</b>	<b>65.1</b>	

These statistics are the first results from 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 see the document titled Using Accountability Results to Guide Improvement.

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 outlined in Connecticut's flexibility application to the U.S. Department of Education and formally approved by the USED in August 2015.

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

\*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	N/A
ELA – High Needs Students	N/A
Math – All Students	N/A
Math – High Needs Students	N/A
Science – All Students	N/A
Science – High Needs Students	N/A

# Talent

- Ongoing support from the Connecticut Science Center in inquiry
- Coaching Model Initiative to support teachers extended to Literacy, STEM, and Culture & Climate
- Development of Community of Practice Walkthroughs
- Support for special services staff to develop a comprehensive infrastructure for identified students
- Intensive training to assist children with significant learning challenges under the Board Certified Behavior Analyst

# Academics

## Implementation of Project/Inquiry-based Learning Model

- Establish comprehensive and CCS aligned instruction, using the workshop model in ELA
- Implemented a selected math program that aligns to district curriculum and CCS
- Targeted differentiation, interventions, and acceleration at all tier levels to support students' learning
- Establish standards-based STEM, civics and arts instruction
- Develop a collaborative grade-level team approach for planning instruction
- Vertical alignment of curriculum across grade levels
- Data driven instruction when planning for instruction

# Culture and Climate

- Restructure Positive Behavioral Intervention and Supports (PBIS)
- Implementation of Life Space Crisis Intervention
- Develop and implement support plans and interventions for students and families in distress
- Implement social-emotional curriculum in the tier 1 setting
- Embed principles of democracy into classroom operations
- Open a school-based center with primary care, dental and mental health services
- Conduct family surveys
- Begin the year with a published calendar of school-based events for the year

# Operations

- Restructuring of school schedule to maximize instructional time
- Focused budgetary priorities based on Batcheller School's individual needs
- School-wide data team to review vertical trends and align cross grade efforts
- Weekly grade-level team meetings for data analysis and collaborative planning
- Grade-level teachers to integrate with specials teachers to design lessons.
- Improve information sharing between the interventionists and classroom teachers
- Employ a regularly scheduled substitute staff
- Expansion of the CHAMPS program

# How Plan Supports Improved Student Outcomes

- Hands-on approach– Inquiry-based instructional model– aligned with CCS aligned curriculum
- Three new coaching positions to support students, staff and families
- “Coaching Model” to support teachers through model lessons, co-teaching, observations, walkthroughs, and debriefing sessions
- Individualized interventions/enrichment opportunities to target students’ growth areas
- Increase in technology – access to the most up to date technology to enable students in meaningful research
- Redesign of special education to comprehensively serve the needs of that population

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

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

Date Issued: April 2016

Dr. Dianna R. Wentzell  
Commissioner of Education  
Connecticut State Department of Education  
165 Capitol Avenue | Hartford, CT 06106  
[www.sde.ct.gov](http://www.sde.ct.gov)





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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  
 25 Industrial Park Road | Middletown, CT 06457 | 860-807-2071

## PART I: COMMISSIONER'S NETWORK OVERVIEW

### A. Network Overview

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

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

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

- authorizes the Commissioner to establish, within available appropriations, a Commissioner's Network of schools to improve student academic achievement in low-performing schools;
- authorizes the Commissioner to select not more than 25 schools in any single school year that have been classified as a category four school or a category five school pursuant to section 10-223e to participate in the Network; and
- provides that the Commissioner may select not more than five schools in any single school year from a single school district to participate in the Network.

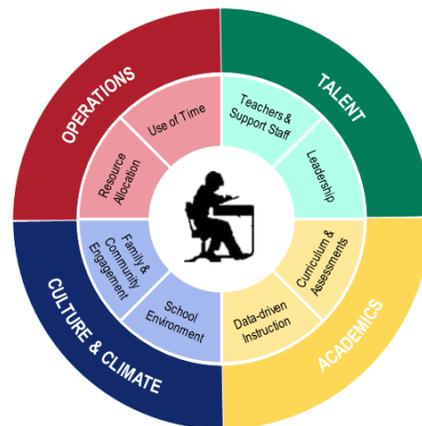
After the Commissioner initially selects a school to participate in the Commissioner's Network, the local board of education shall establish a Turnaround Committee pursuant to C.G.S. § 10-223h(b). Following the establishment of the Turnaround Committee, the CSDE shall conduct, in consultation with the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

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<sup>1</sup> The CSDE is initiating the planning process for a fifth prospective cohort of Commissioner's 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 will:



1. Provide a rigorous needs analysis informed by the operations and instructional audit.
2. Identify an evidence-based turnaround model, aligned to school needs and growth areas.
3. Provide robust strategies to secure, support, develop, evaluate, and retain top talent.
4. Summarize the school’s academic model, including curricula, assessments, and data-driven instruction.
5. Outline a comprehensive approach to build a positive school culture and climate.
6. Develop operational structures to effectively utilize time and resources.

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

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

1. School bell schedule.
2. School calendar.
3. Annual assessment calendar.
4. Staff evaluation schedule.
5. Professional development calendar.
6. Scientific Research-Based Interventions | processes and protocols.
7. School organizational chart.
8. Curricular materials (e.g., lesson plan template, unit plans, pacing guides).
9. School budget.
10. Discipline policy.
11. Calendar of family and community engagement opportunities.

## 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 Commissioner to provide updates on elements of the draft Turnaround Plan as it evolves and receive formative feedback. Please be prepared to share draft Turnaround Plan components prior to these meetings.

### B. Timeline Summary

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

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

### C. Freedom of Information Act

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

### D. Questions

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

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

## PART III: COMMISSIONER’S NETWORK TURNAROUND PLAN

### Section 1: Cover Page

Name of School District:	Winchester Public Schools		
Name of School:	Batcheller School		
Turnaround Committee Chairperson: <sup>2</sup>	Debra Grainsky, Principal		
Phone Number of Chairperson:	860-379-5423		
E-mail of Chairperson:	Debra.grainsky@winchesterschools.org		
Address of Chairperson:	Street Address:	201 Pratt Street	
	City:	Winsted	Zip Code: 06098
Name of School Board Chairperson:	Robert Travaglini, Receiver		
Signature of School Board Chairperson: <sup>3</sup>		Date:	
Name of Superintendent:	Robert Travaglini, Receiver		
Signature of Superintendent:		Date:	6-2-16

<sup>2</sup> Pursuant to C.G.S. § 10-223h(b)(1), the superintendent, or his or her designee, shall serve as the chairperson of the Turnaround Committee.

<sup>3</sup> By signing this cover page, the chairperson of the local board of education affirms that the board has established the Turnaround Committee in accordance with C.G.S. § 10-223h(b), and that the superintendent has informed the board of the content of the Turnaround Plan.

## Section 2: Turnaround Model

### 2.1. NEEDS AND ROOT CAUSE ANALYSIS

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

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

Strengths:	Data and Evidence:
Talent:	
<b>Staff commitment</b>	According to the Operations and Instructional Audit, staff and teachers described the staff’s commitment to the school, students and families and agreed that staff are willing to collaborate in the best interests of children.
<b>Support for current leadership structure</b>	According to the Operations and Instructional Audit, a structure for school leadership is in place including the principal and three grade level teacher leaders. According to the teacher survey, 90 percent of teachers agreed with this statement: “I feel respected and supported by the school leadership team.”
Academics:	
<b>Readers’ and Writers’ workshop model</b>	According to the Operations and Instructional Audit, the staff and leadership firmly support the workshop model in which they received initial training last school year and the base for tier one classroom instruction.
<b>The district has established an assessment calendar with grade appropriate assessments, regular data meetings, and early efforts to use data to inform instruction</b>	The Operations and Instructional Audit reflected the presence of a district calendar with assessments three times each year. According to the teacher survey, 80% of the teachers agreed with this statement: “Teachers use student assessment data and checks for understanding to differentiate instruction.”
Culture and Climate:	
<b>There is a PBIS structure in place in the school</b>	SERC school-wide fidelity inventory indicated that 100 percent of staff and 90 percent of students could recite the school-wide expectations; school-wide visual prompts were seen throughout the building; lesson plans for teaching expectations were evident; a dedicated team of staff meet to discuss PBIS and are committed to improving practice and outcomes.  According to the teacher survey 80 percent of teachers agreed with this statement: “Interactions between staff and students are positive and respectful.”

<b>Strengths:</b>	<b>Data and Evidence:</b>
<b>Chronic absenteeism, and suspensions/expulsions</b>	According to the Operations and Instructional Audit, chronic absenteeism rate is 4 percent; suspensions and expulsion are 0.
Operations:	
<b>There is daily common planning time for teachers and a twice weekly additional grade level meeting times</b>	The Operations and Instructional Audit verified the planning time structure and the weekly minutes of instruction were adequate (385 minutes per day).
<b>Adequate instructional time is established in the schedule</b>	According to the teacher survey, 90 percent of teachers agreed with this statement: "Teachers are adept at managing and maximizing instructional time within the classroom."

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

<b>Growth Areas:</b>	<b>Data, Evidence and Root Causes:</b>
Talent:	
<b>Turnover of school and district leadership</b>	The Operations and Instructional Audit identified that the regular turnover of school and district leadership over many years has led to a failure of the school to maintain initiative efforts or to create sustainable change.
<b>The quality of instruction was variable across classrooms and teams</b>	Classes observed were largely teacher-led and without rigor. Classes especially in kindergarten reflected poor student engagement with some select students disruptive of learning without effective intervention. According to the teacher survey, 30 percent of teachers agreed with this statement: "Instructional quality is consistently high at this school." In addition, 40 percent agreed with this statement: "There is a common vision of what effective instruction looks like at this school."
Academics:	
<b>There is an absence of a standard curriculum in all curricular areas</b>	The Operations and Instructional Audit identified the absence of a coherent, aligned curriculum in all areas in the school. There was also noted to be a shortage of texts to support the curriculum; there is an absence of a phonics curriculum.
<b>Classrooms were largely undifferentiated, absent rigor, questioning was recall level, and engagement was passive</b>	According to the Operations and Instructional Audit, in the observed classes, none of the teachers were using higher level questions or rigor. Only one classroom in Kindergarten and one classroom in first grade showed evidence of differentiation on observation. Although teacher survey indicates this as an area of relative strength, this perception was not supported by observation during the audit.

Growth Areas:	Data, Evidence and Root Causes:
<p><b>The quality of instruction for ELL students and students with special needs</b></p>	<p>According to the teacher survey, 44 percent of teachers agreed with this statement: “This school adequately meets the needs of its special education and ELL students. All support staff reported during the Operations and Instructional Audit, that specialists are often deflected to other duties when the school need arises impacting consistency. Support is often assigned to specific students rendering effectiveness limited. Common planning time for the specialists and the grade level staff has not been built into the schedule. The absence of high quality SRBI strategies has led to unacceptably high identification rates for students.</p>
<p>Culture and Climate:</p>	
<p><b>Teachers lack confidence in implementing tier two and three PBIS interventions and a lack of fidelity of plan implementation</b></p> <p><b>The school lacks a strong climate management plan</b></p> <p><b>Family engagement</b></p>	<p>According to the Operations and Instructional Audit, there is no school-wide approach to managing climate, prevention of or addressing management of disruptive behaviors. According to the teacher survey, 10 percent of the teachers agreed with this statement: “The school implements an effective school-wide behavior management system.” In addition, 20 percent of teachers agreed with this statement: “Rules, procedures and routines are clear and consistently followed by the school community.”</p> <p>Engagement focuses only on school events where participation is limited. There is no formal family engagement plan focusing on high impact strategies for engaging families and impacting student learning. The Operations and Instructional Audit team noted that most activities are not designed to educate parents or engage their efforts in working with students.</p>
<p>Operations:</p>	
<p><b>Grade level team meetings, while scheduled and held twice weekly, lack the structures to make the use of that time effective for meaningful data analysis and instructional planning</b></p> <p><b>Staff roles are undefined and the absence of structures around tiered instruction and effective behavior management strategies has led staff to perceive a shortage of adult support in the school</b></p> <p><b>Resources for classrooms and special instruction is lacking</b></p>	<p>The Operations and Instructional Audit indicated that while a structure existed that outlined the purpose of these meetings, the principals and staff indicated the need for the design of meeting protocols and decision making rubrics.</p> <p>The Operations and Instructional Audit team was unable to reconcile the numbers of school staff assigned to this school of 150 children with the perception of staff that additional staff members were required.</p> <p>The Operations and Instructional Audit noted that there are inadequate texts, program materials, computer technology in classrooms, for students or for district management purposes.</p>

Growth Areas:	Data, Evidence and Root Causes:
<b>The facility requires significant maintenance and repair</b>	The Operations and Instructional Audit team noted that facility maintenance is lacking. There are areas of the building in such disrepair that some rooms are not accessible for use and basic heating and cooling systems are inefficient and wasteful. According to the teacher survey, 20 percent of the teachers agreed with this statement: "The school environment is conducive to teaching and learning."

## 2.2. ACCOUNTABILITY METRICS AND PERFORMANCE TARGETS

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

Performance Indicators	Baseline/Historic		Current	Performance Targets		
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Student enrollment	276	261	229	231		
Average daily attendance rate	No data	No data	90.16%			
Chronic absenteeism rate	9.05%	7.28%	7.0%			
In-school suspensions as a proportion of enrollment	0	1	0			
Out-of-school suspensions as a proportion of enrollment	0	3	0			
School Accountability Index			65.1			
Number of teachers rated "Exemplary" as a proportion of total teachers employed at the school		4 of 29				
Number of teachers rated "Proficient" as a proportion of total teachers employed at the school		25 of 29				
Number of teachers rated "Developing" as a proportion of total teachers employed at the school		0				
Number of teachers rated "Below Standard" as a proportion of total teachers employed at the school		0				

### 2.3. TURNAROUND MODEL

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

In accordance with C.G.S. Section 10-223h(d) section E, Batcheller School is embarking on a redesign model for the coming year that blends the recent work on revamping the Tier one model of classroom instruction into a competent instructional framework across all subject areas. This will be supported by a collaborative infrastructure that uniquely blends a model of school-based civic representative government with the infusion of the community strengths and partnerships in the areas of the arts and sciences. The Winchester Public Schools is calling this approach *Community Collaborative Model for Education*. Based on Hinsdale Elementary School closing, Batcheller will start the 2016-17 school year adding grade 2 and becoming a school educating students in grades preK through 2. In this model, Batcheller School will function as a self-sustaining miniature community complete with representative governments and social constructs such as business, philanthropy, and employment. This model will build from pre-K through grade 2 the civic knowledge and capacity to fully and effectively participate in a democracy. This initiative mirrors the model of government in the town of Winchester, with a storied history of civic development and a citizen government embodied by public vote on each element of town government. The incorporation of these values and practices into the school day encourages higher order thinking on the part of the students, provides real world activities into which standards-based curricula can be applied, and increases the relevance of classroom instruction. Additionally, Winchester sits in the northwest corner of the State, and is a natural partner to myriad community based arts, civics and science centers and professionals. This model proposes to design reciprocal relationships with the community entities to both bring local expertise into the instructional day. This will expand school-based teaching and learning in the often neglected areas of civics, science and the arts, and expand the school walls to integrate student learning into practical community based sites and activities. The areas described in each section below further articulate how this model will be reflected in each of the four core components of this application.

## Section 3: Talent

### 3.1. TEACHERS

**Instructions:** Using the space provided:

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

#### **RETENTION STRATEGIES:**

The school will establish structures to support teachers in remaining at Batcheller School including that teachers with less than 4 years of experience will be assigned a mentor from the teaching staff within the building. All teachers will be assigned to grade level teams. Specials teachers will be assigned as a distinct team. Each team will be provided with one period per week for common planning and data analysis in addition to personal preparation time. The school will design and offer off-hours professional development to teachers to address differentiated training needs among the teaching staff. Staff will receive stipends to attend this off-hours work.

#### **PROFESSIONAL DEVELOPMENT:**

The school will engage in the following professional development to support the development of teachers. All teachers will be provided with embedded coaching and professional development in the areas of Readers and Writers Workshop to continue the seed work that was initiated through work with Teachers College. The district will contract with an outside provider(s) with expertise in developing a framework in all areas of curriculum to assist the coaches in each of the focus areas in further developing effective professional coaching practices. Additionally, all staff will be trained in the principles and practice of Life Space Crisis Intervention and the Conflict Cycle to assure common language and practices across all school settings in de-escalation strategies, and providing cognitive therapy to students with chronic stress and dysfunctional school behaviors. Staff will engage in a full week summer institute to launch the training from the Connecticut Science Center in designing state-of-the-art instruction, curriculum and material support for all children grades preK-2.

The school, in partnership with the Turnaround Office, will continue to develop its capacity for meaningful embedded instructional coaching for teachers. Batcheller will develop a community of practice in which teachers and school administrators participate in classroom walkthroughs on a regular basis, using a walkthrough tool rubric to guide toward a common, cohesive implementation of best practices, a positive and inspiring climate and culture, and effective school and classroom operations.

Batcheller School will establish strategies and protocols to better implement services for children needing specialized instruction including professional development in effective inclusion models, partnerships between special educators and classroom teachers, integration of data and tracking on tier three and special education outcomes, development of specialized programs to address children with specific learning challenges, and enhancing the accuracy, relevance and compliance of special education protocols and plans. A core group of staff members has received intensive training this year in working with children with significant

learning challenges. This team will receive the continuing support of the Board Certified Behavior Analyst as it pilots its implementation of this intensive learning structure for children in the coming year.

**EVALUATION:**

The school will fully implement the SEED model evaluation plan for all teaching staff. The State of Connecticut Department of Education defines this model as follows: Connecticut’s System for Educator Evaluation and Development (SEED) is a model evaluation and support system that is aligned to the [Connecticut Guidelines for Educator Evaluation](#) (Core Requirements), which were adopted by the Performance Evaluation Advisory Council (PEAC) in 2012 and revised in 2014, and inform implementation of a model teacher and administrator evaluation and support system which was piloted in 2012-13 school year.

The SEED model was informed by research, including the Gates Foundation's [Measures of Effective Teaching \(MET\)](#) study. The MET study and other research have consistently found that no school-level factor matters more to student success than high-quality teachers. To support teachers, we need to clearly define effective practice, provide strong leadership, develop systems/practices that give accurate, useful information about strengths and development areas, and provide opportunities for growth and recognition throughout the career continuum. Connecticut's new evaluation and support system is designed to fairly and accurately evaluate teacher and school leader performance in order to help strengthen practice to improve student learning.

### 3.2. ADMINISTRATORS

**Instructions:** Using the space provided:

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

#### **A COACHING MODEL OF LEADERSHIP:**

Batcheller School proposes to adopt a leadership model in the coming year that creates a team of leaders composed of the principal and instructional coaches in four areas of focus: literacy, math, science and technology, and climate and culture. This team will collaborate to provide embedded instructional leadership in each of these critical areas to provide ongoing training to staff in effective instruction and classroom practices. This team will also provide daily support to the principal in operating the school in the most efficient methods to maximize the instructional day. This will require the addition of three full-time coaching positions to complement the current literacy coach position at Batcheller.

The role of the instructional coaches:

- A full-time math coach to provide leadership in continuing to improve instructional practice to establish, supervise and provide leadership in creating an effective system of intervention and to provide embedded support and training to classroom teachers in implementing an identified math program for a model of tier one differentiated classroom instruction.
- A full-time literacy coach to provide leadership in continuing to improve instructional practice; to establish, supervise and provide leadership in creating an effective system of intervention; and to provide embedded support and training to classroom teachers in implementing the Readers/Writers Workshop model for tier one differentiated classroom instruction.
- A full-time science and technology coach to provide leadership in the area of understanding and implementing creative, age-appropriate instruction in the use of technology for effective teaching and learning. The staff at Batcheller have had very limited availability of current, appropriate technology for use by either staff or students. The coach will provide intensive support to the principal in leading the efforts to embed technology as a meaningful part of instruction throughout the day. This coach will also become the leader in working with the Connecticut Science Center in forming an effective science curriculum, equipping the school with relevant educational materials and supplies, and in assisting teachers in designing state-of-the-art models of classroom instruction in the sciences for every grade.
- A full-time climate and culture coach to assist the principal in providing leadership in the area of school and student health. This coach will have responsibility for further developing the Life Space Crisis Intervention model, will assist staff in implementing the PBIS model with fidelity and vigor, and will assist the principal in integrating community partners and agencies in forming reciprocal relationships with the school community and in laying the foundation work for a civic democratic society within the school community.

#### **LEADERSHIP DEVELOPMENT:**

The Batcheller Principal will participate in LEAD CT, the Principal Leadership Evaluation and Development program to further develop skills in providing instructional leadership and effective management to implement the changes necessary to create a high functioning learning environment. The LEAD program is summarized by the Connecticut State Department of Education as follows:

The Turnaround Principal Program provides intensive support to principals serving in low-achieving schools. Principals participate in an intensive eight day summer institute and a monthly turnaround principal community of practice. Principals receive additional support through high-quality executive coaching and participation in a network of principals serving students and families in low-performing schools. The program focuses on core turnaround leadership competencies: Improving the academic program, fostering a positive academic culture, managing human capital, and driving a strategic improvement process. The Turnaround Principal Program is designed to accomplish the following objectives: develop exceptional school leaders, fostering instructional leadership and unique turnaround competencies; support principals in operationalizing school turnaround plans, leading to dramatic gains in student achievement; increase the number and effectiveness of leadership tools, strategies and practices principals have available to enhance school and student performance; and foster a statewide support network for leaders of turnaround schools.

**EVALUATION:**

The principal of the school will be assessed using the Winchester Public Schools Administrator’s Evaluation Plan which was approved by the state as an appropriate protocol this year.

## Section 4: Academics

### 4.1. CURRICULUM AND ASSESSMENTS

**Instructions:** Using the space provided:

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

**ENGLISH LANGUAGE ARTS WORKSHOP MODEL:** Batcheller School is adopting the Workshop model of instruction as its foundation for the instruction in the area of literacy. Batcheller will also seek the support from a contracted consultant for further ELA curriculum development. The staff will be entering their third year of development in using the Workshop model as the platform for literacy in grades K-2. They are working this school year to align the curriculum for literacy for grades K-2 to conform to the Common Core State Standards and to reflect the Workshop model of instruction. Throughout the 2016-17 school year, with the support a contracted consultant, Batcheller will continue to develop grades K-2 ELA curriculum that adopts the Workshop model for instruction and conforms to Common Core expectations for a pilot implementation in the 2016-17 school year.

**MATHEMATICS INSTRUCTION:** Batcheller, in conjunction with Pearson School, will convene a committee to explore a math program to support the Common Core aligned curriculum that will be developed in the summer of 2016, and throughout the 2016-17 school year, with the support from a contracted consultant. By the end of the 2016-17 school year, Batcheller will have completed the work of drafting the grades K-2 math curriculum that conforms to Common Core expectations, and complements the selected math program for a pilot implementation in the 2016-17 school year.

**CONNECTICUT SCIENCE CENTER PARTNERSHIP:** Beginning in the summer of 2016, staff will be trained through a partnership with the Connecticut Science Center (CSC) on embedding the Inquiry model across the areas of science and social studies. Over the course of the next three years, staff will receive ongoing coaching and support from the CSC to define standards-based science curriculum, implement the inquiry model with fidelity, and design and implement effective formative assessments. This series is made up of three week-long workshops: Introduction to Inquiry, Classroom Applications, and Formative Assessments. This professional development experience employs the strategy of immersive learning. By learning about inquiry through inquiry and reflection, the teachers will develop a common and deeper understanding of inquiry-based teaching and learning that enables them to help their students engage more fully in learning.

**INTERVENTIONS:** Targeted interventions in early literacy at Batcheller currently include strategies such as Leveled Literacy Intervention, individual work on phonological and phonemic awareness, Foundations, Road to the Code and Road for Reading, and Unique Learning. Work needs to occur in using data to drive the decisions as to the appropriate area and methodology for interventions in literacy for each student. Batcheller is looking to systematize interventions in the area of math – looking initially at Dream Box Learning, Do The Math and ST Math. The school currently uses DIBELS Next for literacy intervention and in the coming year will expand this option for intervention in math.

#### 4.2. DATA-DRIVEN INSTRUCTION

**Instructions:** Using the space provided:

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

#### **ASSESSMENTS:**

Currently, Batcheller uses running records and DIBELS to assess the performance of children in literacy and DIBELS Math to assess progress in math. The school will be expanding its assessment structure to align with the grade 3-6 school (Pearson School), and will be using NWEA to assess progress, analyze instruction and design intervention strategies.

#### **INTERVENTIONS:**

For the coming school year, every student at Batcheller will receive targeted, individually designed intervention/acceleration. In order to accomplish this, the school will incorporate into its instructional day an intervention/acceleration block that will permit differentiated supports to foster growth regardless of baseline performance. The system will adopt a growth model of data collection to assure that each student benefits from targeted intervention/acceleration and demonstrates improved performance.

The school intends to build into its schedule a weekly team meeting (in addition to personal prep time for teachers) for the purposes of standardizing protocols for analyzing data and collaboratively planning instruction. These teams will be responsible for designing SMART goals and designing intervention/acceleration plans for students. The principal is currently engaged with a consultant from the

Turnaround Office in looking at the effective practices around data use and designing standard protocols for use in the school and district next year. These protocols will include an assessment inventory, an assessment calendar for both ELA and math with dates for interim assessments, goal setting and strategic intervention grouping, defining data outputs with key data points and data displays, and defining formative assessment strategies to inform instruction and monitor progress.

## Section 5: Culture and Climate

### 5.1. SCHOOL ENVIRONMENT AND CULTURE

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

#### **CURRENT STRATEGIES:**

Batcheller school currently employs PBIS as its base Tier one strategy for improving climate, culture and student learning. Additionally, a team of staff have been certified in Life Space Crisis Intervention and will be training all staff in its principles.

#### **PLANNED ENHANCEMENTS:**

Batcheller School will implement the following enhancements to improve the culture in the school and to design a true three-tiered system of education and intervention for students experiencing distress at school.

#### **DEVELOPMENT AND ENHANCEMENT OF TIER ONE STRATEGIES:**

In the first year of implementation, the school will conduct an intensive reboot of its PBIS system, looking toward fidelity and intensity of implementation across all faculty and staff. The PBIS Team will meet monthly to assess the fidelity of implementation and effectiveness. The school will provide professional development to parents and engaged community agencies in the principles of PBIS at this site to encourage cross setting language and practices. In addition, Batcheller, in partnership with the Turnaround Office, will work to strengthen Tier one practices, and learn the foundation concepts of managing school climate within the framework of the Restorative Practices model. Over the course of the first year, the Turnaround Office will work with the principal and the climate and culture coach to analyze their current practices and lay the foundation for the coming year. In the second year, the school will enter into a full year-long process of training all school members in Basic and Advanced Climate and Basic Restorative Practices.

#### **TIER TWO AND THREE INTERVENTIONS:**

The school certified team will train all staff in the underlying principles of Life Space Crisis Intervention focusing particularly on breaking the conflict cycle. Trained staff will employ the strategies of this framework as the foundation Tier two approach for students who are in crisis or struggling in the school setting. The school will also participate in the partnership with the school-based health clinic organization beginning work in the district next year to provide medical, dental, and tier three clinical and medical mental health intervention with students.

## 5.2. FAMILY AND COMMUNITY ENGAGEMENT

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

### **FAMILY ENGAGEMENT:**

Batcheller School is committed to a number of strategies to enhance the quality of its involvement with families. The school will conduct a family survey at the start of the school year. The purpose of the survey will be to determine ways that families value in terms of participation in the education of their children, events and strategies that meet their logistical needs for participation, and to find talents, skills and connections that could be introduced into the school environment to support instruction. Batcheller will also reconstitute the Climate and Culture Committee for the purposes of: setting the calendar of school-based events for the year at the start of the school year and publicize that calendar, designing strategies to recognize the effort that families extend on behalf of their children and the school, and organizing team support strategies within the school to foster collaboration among staff members.

Batcheller School is fortunate to have a school-based Family Resource Center on site. The leadership team will work to enhance collaboration with center to engage teachers and school staff in effective outreach and service to families. They will together design strategies to extend engagement and collaboration with families outside of the structure and constraints of the school day and building. The district is currently engaged with the Connecticut Center for School Change in conducting training for parents on effective engagement and school leadership. Batcheller will create in the coming year a structure to formally engage these parents in ongoing governance and decision making at the school.

### **COMMUNITY ENGAGEMENT:**

In order to strengthen community connections, Batcheller will focus in the coming year with community organizations to enhance arts and science instruction in the school. The staff will embark on a three year collaborative relationship with the Connecticut Science Center (CSC) to develop the expertise with all staff in conducting inquiry-based instruction, in enhancing the quality of science instruction at all grade levels, and in designing relevant and rigorous science curriculum for pre-K through grade 2 students. Batcheller will embark on a collaborative reciprocal relationship with the Northwestern Connecticut Community College to bring school and college based initiatives in science and engineering the students. This work will complement and expand on the work with the CSC. The school will formalize a collaborative relationship with the Warner Theatre to develop the mediums of dance and theatre to expand depth of instruction in the arts and provide multimedia supports to core instruction in literacy and mathematics. Batcheller will continue a collaborative relationship with The American Mural Project to further develop student experiences with visual arts. Finally, the school is looking to expand the participation in the after school CHAMPS program to provide structured extra-curricular experiences in the arts and sciences.

## Section 6: Operations

### 6.1. SCHEDULE AND USE OF TIME

**Instructions:** Using the space provided:

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

Batcheller School is not proposing to change the length of time or the length of the school year through this plan. The school will maintain a 6.5 hour school day for students, and a 181 day school year for students with 186 days for staff. Batcheller School will focus on designing a school day schedule for the coming year that:

- Maintains a committed time allotment to literacy and math while adding a daily intervention/acceleration block for all students.
- Continues a time once weekly for grade level teams to conduct data analysis and collaborative planning.
- Structures a class meeting opportunity in each classroom around effective protocols for delivering instruction in climate and culture and beginning to embed principles of democracy into classroom operations.
- Provides a mechanism for grade level teachers to integrate with specials teachers to design mutually supportive lesson designs.
- Improves mechanisms for information sharing between the intervention providers and the classroom teachers to closely align intervention with core curriculum.
- The school will also create a system for employing regular substitute staff to permit time for coaching reflections and individual work to occur during the day with the least disruption to student learning.

### 6.2. BUDGET PROPOSAL

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

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

1. **Budget Cover Page:** Please enter the school name on the cover sheet. The remaining cells summarizing the entire budget workbook will be auto-generated as you complete the Network proposal, bond request, and Wraparound Grant proposal; do not enter cost information on the cover page.
2. **Part I: Commissioner’s Network Year 1 Budget Proposal:** Please insert information pertaining to the proposed Commissioner’s Network budget for the school. The budget should reflect all new expenditures contained in the Turnaround Plan and show the proposed funding source(s) for each new cost. Possible funding sources include, but are not limited to, the school’s local operating budget, the federal budget, the Alliance District grant, the Priority School District grant, the Commissioner’s Network grant, and/or other grants. Please categorize proposed expenditures by Uniform Charts of Accounts codes (see Appendix B). For each expenditure, provide the following information in the appropriate columns: (a) label the position/service/item; (b) provide cost information and/or a budget justification (e.g., summary of the expense, # of units, cost per unit, etc.); (c) enter the total cost; (d) list all funding sources; and (e) show how the investment is strategically aligned to the Turnaround Plan by identifying

the section of the plan that describes the corresponding strategy. The budget proposal will be evaluated for strategic alignment and anticipated impact as the award amount is determined by the CSDE after the State Board of Education approves the Turnaround Plan. When adding personnel through the Commissioner's Network Grant, please use the following formula for all salaries and benefits built into the plan.

- Year 1:** 75 percent paid through Commissioners Network funding/25 percent paid through alternative funding
- Year 2:** 50 percent paid through Commissioners Network funding/50 percent paid through alternative funding
- Year 3:** 25 percent paid through Commissioners Network funding/75 percent paid through alternative funding

## Section 7: Initial Implementation Timeline

**Instructions:** Using the project planning template provided below, develop an initial implementation timeline for the school during the 2016-17 school year. Please note the school leadership team, once identified, will be empowered to modify and/or expand upon the initial timeline below. Please create a timeline aligned to the contents of this Turnaround Plan, identifying:

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

Activity:	Owner:	Timeline:
<b>Talent:</b>		
1. Assignment of mentor teachers	Principal	August 2016
2. CT Science Center training in inquiry	Leadership Team	August 2016 through SY 18
3. Life Space Crisis Intervention	Leadership Team	Winter 2016 through SY 18
4. Implementation of Instructional Coaching Model	Coaches and Instructional Leaders	August 2016 through SY 18
5. Workshop Model Development	Instructional Leadership Team	August 2016 through SY 18
6. LEAD CT Training	Principal	July 2016 through SY 17
7. Training on working with students with special needs	Director of Student Services	Winter 2016 through SY 18
8. Tier 2 and 3 Interventions	Instructional Leadership Team	August 2016 through SY 18
<b>Academics:</b>		
1. Workshop Model implementation	Instructional leadership team and certified staff	August 2016 through SY 18
2. Implementation of Common Core aligned curriculum in ELA and Math	Instructional leadership team and certified staff	August 2016 through SY 18
3. Implementation of Tier 2 and 3 interventions and accelerations for all students	Instructional leadership team and certified staff	August 2016 through SY 18
4. Implementation of NWEA assessments across grades K-6	Instructional leadership team and certified staff	August 2016 through SY 18
5. Implementation of specially designed programming for students with special learning needs	Director of Student Services, Instructional leadership team and certified staff	August 2016 through SY 18
<b>Culture and Climate</b>		
1. Rebooting PBIS	Climate Coach, Principal and all staff	September 2016 and ongoing
2. Introduction to climate improvement planning and Restorative Practices framework of a school climate improvement plan	Principal and climate coac, all staff	August 2016 through SY 18

3. Implementation of a School Climate Improvement plan	Principal and all staff	August 2017 through SY 18
4. Schoolwide implementation of LSCI practices	Principal and all staff	August 2016 through SY 18
5. Implementation of Tier 2 and 3 interventions	Principal and all staff	August 2016 through SY 18
6. Form partnerships with community agencies to support development of the arts, sciences, and civics	Instructional leadership team	September 2016
7. Continue partnership with Connecticut Center for School Change for parent training	Principal and District Leadership Team	August 2016 through SY 18
8. Establish school-based health clinic to provide medical, dental and mental health services	Principal and District Leadership team	August 2016 through SY 18
<b>Operations:</b>		
1. Implementation of a unified intervention and acceleration block for all students	Principal and Instructional Leadership Team	August 2016 through SY 18
2. Implementation of a morning meeting in each classroom	All certified staff	August 2016 through SY 18
3. Implementation of one block per week for data analysis and collaborative team planning	Principal and all certified staff	August 2016 through SY 18
4. Establish building-based substitutes to provide opportunity for expanded collaboration and planning by grade level.	Principal	August 2016 through SY 18

## Section 8: Modifications

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

## PART IV: APPENDIX SECTION

### Appendix A: Turnaround Committee Signatures Page

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

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

\_\_\_\_\_  
Signature of Superintendent, Non-Voting Chair

\_\_\_\_\_  
Date

Rob Travaglini

\_\_\_\_\_  
Name of Superintendent (*typed*)

\_\_\_\_\_  
Signature of Board of Education-appointed Parent

\_\_\_\_\_  
Date

Kelly Hicks-Early

\_\_\_\_\_  
Name of Board of Education-appointed Parent (*typed*)

\_\_\_\_\_  
Signature of Board of Education-appointed Administrator

\_\_\_\_\_  
Date

Patricia Staszko, Acting Director of Programming and Curriculum Services

\_\_\_\_\_  
Name of Board of Education-appointed Administrator (*typed*)

\_\_\_\_\_  
Signature of Union-appointed Teacher

\_\_\_\_\_  
Date

Cynthia Boyle

\_\_\_\_\_  
Name of Union-appointed Teacher (*typed*)

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Signature of Union-appointed Teacher

Rosanne Field

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Name of Union-appointed Teacher (*typed*)

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Date

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Signature of Union-appointed Parent

Jamie Duffy

---

Name of Union-appointed Parent (*typed*)

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Date

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Signature of Commissioner of Education

Dr. Dianna R. Wentzell

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Name of Commissioner of Education (*typed*)

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Date

## 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	<b>PERSONNEL SERVICES – SALARIES.</b> 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	<b>PERSONNEL SERVICES – EMPLOYEE BENEFITS.</b> 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	<b>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.</b> 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	<b>PURCHASED PROPERTY SERVICES.</b> 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	<b>OTHER PURCHASED SERVICES.</b> 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	<b>SUPPLIES.</b> 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	<b>PROPERTY.</b> 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	<b>OTHER OBJECTS. (Miscellaneous Expenditures)</b> Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.

**Appendix C: Statement of Assurances**

**STATEMENT OF ASSURANCES**

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
STANDARD STATEMENT OF ASSURANCES  
GRANT PROGRAMS

**PROJECT TITLE:**

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**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.

Receiver Signature:

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Name: *(typed)*

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Title: *(typed)*

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Date:

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# Commissioner's Network Operations and Instructional Audit Report

Batcheller Early Childhood  
Center  
Winchester Public Schools  
December 22, 2015



Turnaround Office  
State Department of Education  
165 Capitol Avenue  
Hartford, CT 06106  
[www.sde.ct.gov](http://www.sde.ct.gov)



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## Part I: Introduction

In accordance with Sec. 302 of June Special Session Public Act 15-5, Winchester Public Schools came under state receivership, and a chief executive officer was appointed by the Commissioner of Education on August 1, 2015. In July 1, 2015, the Commissioner initially selected Batcheller Early Childhood Center to participate in the Commissioner's Network, pending legislative authority to extend and expand the Commissioner's Network to include a fifth cohort of schools and approval of the school's turnaround plan by the State Board of Education. Pursuant to C.G.S. § 10-223h(b), the Winchester Board of Education established the Turnaround Committee. On December 22, 2015, the Connecticut State Department of Education (CSDE) conducted, in consultation with the board of education, the Batcheller Early Childhood Center Governance Council, and the Turnaround Committee, an operations and instructional audit of the school in accordance with C.G.S. § 10-223h(c). The purpose of this report is to present the findings of the audit.

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### Commissioner's Network Overview

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

Network schools make targeted investments in the following areas:

- **Talent:** Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.
- **Academics:** Design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.
- **Culture and Climate:** Foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.
- **Operations:** Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

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

---

## **Operations and Instructional Audit Overview**

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

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

---

## **Audit Process and Methodology**

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

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

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

## Part II: School Information

Batcheller Early Childhood Center (BECC) serves 151 PreK through grade 1 students. The PreK program is held in half day, morning and afternoon sessions. In addition, both Head Start and School Readiness programming are housed within the school. The school is located in Winsted. Approximately 86 percent of the students are white. Approximately 2 percent of students are black, and 3 percent are Hispanic. Twenty-three percent of the students are identified as needing special education services, and 6 percent are English language learners. Sixty-seven percent of the students in the school are eligible for free or reduced-price meals. Student achievement at BECC is well below national benchmarks set by the district- and state-approved early literacy assessments. BECC and the Winchester Public Schools have experienced significant leadership transitions in recent years. The current principal is in her first year at BECC, having previously served as a special education teacher in another district.

### School Data Profile

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

Enrollment Data (2014 15):				
Grades:	PreK-1	5-Yr Enrollment Trend:	-23.4%	
Student Enrollment:	154	Mobility Rate:	Currently Not Available	
Personnel Data (2014 15):				
# of Administrators:	1	% of Teachers "Below Standard":	0	
# of Teachers:	18	% of Teachers "Developing":	0	
# of Support Staff:	10	% of Teachers "Proficient":	100	
# of Psychologists:	1	% of Teachers "Exemplary":	0	
# of Social Workers:	1	3-yr Teacher Retention Rate:	Currently Not Available	
School Day Per Year (2015 16):				
Total # of Student Days Per Year:	181	Instructional Minutes/Day:	355	
Total # of Teacher Days Per Year:	186	Extended Day Program?	No	
Student Demographic Breakdown (2015 16):				
% Black:	0.7%	% Male:	59.3%	
% Hispanic:	0.6%	% Female:	40.7%	
% White:	88.0%	% ELL:	4.7%	
% Other:	0.6%	% Special Education:	20.0%	
% F/R Meals:	66.7%	% Eligible for HUSKY Plan, Part A:	Currently Not Available	
School Climate Data:	2011 2012	2012 2013	2013 2014	2014 2015
Student Attendance Rate:	94.5%	94.8%	95.2%	94.8%

Chronic Absenteeism Rate:	14.7%	7.9%	10.6%	12.1%
Total # of ISS/OSS/Expulsions:	0/0/0	2/4/0	0/0/0	1/3/0
Teacher Attendance Rate:	<i>Currently Not Available</i>	97.8%	96.7%	96.4%
<b>School Performance Index:</b>	<b>2011 2012</b>	<b>2012 2013</b>	<b>2013 2014</b>	<b>2013 2014</b>
SPI:	N/A	N/A	N/A	N/A

## Part III: Audit Findings

Part III of the Audit Report provides a summative analysis of audit findings in the areas of talent, academics, culture and climate, and operations.

Domain:	Indicators:	1	2	3	4
1. <b>Talent:</b> Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.	1.1. Instructional practice	✓			
	1.2. Evaluation and professional culture		✓		
	1.3. Recruitment and retention strategies	✓			
	1.4. Professional development	✓			
	1.5. Leadership effectiveness	✓			
	1.6. Instructional leadership		✓		
2. <b>Academics:</b> Design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.	2.1. Academic rigor*	✓			
	2.2. Student engagement*	✓			
	2.3. Differentiation*	✓			
	2.4. Curriculum and instruction aligned to CCSS	✓			
	2.5. Supports for special populations		✓		
	2.6. Assessment system and data culture		✓		
3. <b>Culture and Climate:</b> Foster a positive learning environment supporting high-quality teaching and learning, and engages families and the community as partners in the educational process.	3.1. School environment		✓		
	3.2. Student attendance			✓	
	3.3. Student behavior	✓			
	3.4. Interpersonal interactions		✓		
	3.5. Family engagement	✓			
	3.6. Community partners and wraparound strategy		✓		
4. <b>Operations:</b> Create systems and processes promoting organizational efficiency and effectiveness, including through the use of time and financial resources.	4.1. Adequate instructional time			✓	
	4.2. Use of instructional time*	✓			
	4.3. Use of staff time		✓		
	4.4. Routines and transitions	✓			
	4.5. Financial management	✓			

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

1	Below Standard
2	Developing
3	Proficient
4	Exemplary

## Talent

The following section provides quantitative and qualitative evidence to support the cumulative ratings provided in the chart on Page 8 and repeated below.

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

### Summary of Strengths:

- Staff Commitment:** BECC faculty and staff demonstrated a culture of professionalism. Teachers and administrators described the school’s collaborative professional environment and supportive staff as strengths. Teachers new to the school indicated they feel supported by colleagues. Teachers and leaders explained that BECC experiences minimal staff turnover. This is particularly important as BECC has invested in its staff through targeted professional development focused on Reader’s and Writer’s Workshop. Staff and school/district leadership commented on the staff’s commitment to the school and its students and families and agreed that staff are dedicated and willing to collaborate and support one another. The school principal indicated that teachers extend their work day as needed, to accommodate meetings with parents. While the staff commitment to BECC is evident, it is difficult to reconcile the lack of consistent behavioral management and supports for students with special needs.
- Support for Current Leadership Structure:** A structure of school leadership is in place, including the school principal and three grade-level teacher leaders who facilitate grade-level team meetings and provide support for teachers. Teacher leaders also serve in the administrative role when the principal is absent from the building. On the teacher survey, 90 percent of teachers (N=9) agreed or strongly agreed that they “feel respected and supported by the school leadership team”, and 70 percent of teachers (N=7) agreed or strongly agreed that “school leadership effectively communicates a clear vision for the school.” The school principal described specific school needs she identified in her first months in the position and identified specific actions she has taken to overcome these needs, including development of a school safety plan, development of academic levels based on grade level assessments for use with SRBI systems, implementation of a behavior de-escalation room, and improvement of student and teacher access to technology for instructional practice.

## Summary of Growth Areas:

- **Leadership Consistency:** Although the new principal has generally been held in high regard throughout her initial four months at BECC, the inconsistency in leadership over the past several years at both the school and district has led to an overall lack of belief on the part of the teachers that the school and district can focus on continuous improvement. Teachers reported the loss of many programs with each appointment of new district or school leadership. The district and school had a difficult time finding data required for completion of Part II: School Information, School Data Profile for this audit report due to ineffective data management systems under previous school and district leaders.
- **Instructional practice:** The quality of instruction was variable across classrooms and grade-level teams. In the observed classrooms, auditors saw primarily teacher-led lessons with low levels of rigor, differentiation, and student engagement. In several instances, particularly at the kindergarten level, auditors observed students with clear behavioral issues isolated from whole-class or small-group activities with limited or no adult interaction or support. Teachers and school leadership admit that student behavior issues interfere with teaching and learning, especially at the kindergarten level. The audit team observed the presence of additional adult support for students with special needs in all grade one classrooms and no additional adult support in kindergarten classrooms. Teachers and school leadership mention the lack of common curriculum and texts to support Readers and Writers Workshop model embraced by the school staff. On the teacher survey, 70 percent of teachers (N=7) disagreed or strongly disagreed that “instructional quality is consistently high at this school,” and only 40 percent (N=4) of teachers agreed or strongly agreed that “there is a common vision of what effective instruction looks like at the school.” Additionally, while auditors observed low levels of rigor throughout the building, 89 percent of teachers (N=8) agreed that “teachers at this school engage students in higher-order thinking and push them toward content mastery.” This disparity between perception and what was observed indicates a lack of a common vision for what effective instruction looks like.
- **Professional Learning Strategy:** BECC has emerging structures to facilitate professional learning and instructional coaching through weekly grade-level meetings which lack a systematic approach to improvement of instructional practice. Common protocols are not established for grade-level team meetings, PBIS meetings, or SRBI meetings. On the teacher survey, only 40 percent of teachers (N=4) agreed or strongly agreed that “teachers have enough time to work with each other to develop instructional materials, review student data, and improve instruction.” While grade one teachers use common planning time to plan common lessons and to examine evidence of effectiveness, kindergarten teachers use common planning time to focus primarily on student behaviors. The school currently has two PBIS coaches who make presentations at staff meetings and serve as support to staff. There is currently no system of PBIS coaching in place to support instructional practice. Likewise, no systematic coaching model focused on improvement of instructional practice is currently in place. Teacher leaders reported they often are unable to provide instructional support to teachers due to lack of adequate time. On the teacher survey, only 40 percent of teachers (N=4) agreed with the statement: “The professional development I have received in the past year has improved my professional practice and allowed me to better meet the needs of my students.” Teachers indicated the need for more differentiated professional development based on individual learning needs of

the teaching staff. Professional development since August 2015 has been led by the Robert Travaglini, the district's newly state-appointed chief executive officer, and has focused on foundations of lesson design and socio-emotional learning. Mr. Travaglini recognized the need for developing multi-tiered systems of support and building the capacity of staff to successfully implement strategies learned in professional development. On the teacher survey, 50 percent of teachers (N=5) agreed or strongly agreed that "administrators provide regular and actionable feedback to staff." The contrast between reported needs for professional development and the fact that 100 percent of BECC teachers are rated "proficient" on the district's teacher evaluation system may indicate a need to strengthen training and calibration of district and school leadership teacher evaluation. The school principal admitted that while training has taken place to improve teacher evaluation, current district changes have caused improvement of teacher evaluation to be a less important focus.

- **Common Vision for Tier I Academic and Behavior Instruction and Tiers II and III Intervention Supports:** The audit team discovered a lack of common vision for both Tier I academic instruction and intervention supports for Tier II and Tier III students and Tiers I, II and III behavior strategies and supports. Teachers and support staff reported a lack of structure specific to SRBI, suggesting a general framework exists without clear definitions and responsibilities. The school reported that at the spring 2015 administration of DIBELS Reading, 44 percent of students were deemed at risk or some risk, based on DIBELS benchmarks. At the winter 2015 assessment of DIBELS Math, only 6 percent of kindergarten and 12 percent of grade one students were at low risk. The school principal also reported the need for training and support in the development of more effective data team and SRBI team protocols for the monitoring of student growth and to inform instruction for a high-performing learning environment. With these large numbers of students at risk in both reading and mathematics, it is important for the school to develop and implement strong SRBI protocols for identifying students who need assistance along with a menu of research-based intervention options. School staff were also unable to clearly articulate a common understanding of their own role in student learning and support or the roles of support staff in the school's SRBI protocols. It is unclear to teachers whether special education teachers, when they push into classrooms, are able to work with students not specifically identified with an IEP. The audit team was unable to determine how implementation of PBIS or SRBI is evaluated. Teachers reported a lack of confidence in dealing with student behaviors that escalate, specifically not knowing what to do or to whom to turn for assistance. Time for academic interventions is built into the school schedule. Tier II students are scheduled to receive 30 minutes of intervention two to three times weekly, and Tier III students are scheduled to receive 30 minutes of intervention daily. Teachers report a lack of fidelity to SRBI plan implementation because interventionists are often pulled from duty to serve as substitute teachers. The current school schedule does not allow paraprofessionals and special education team members to attend team meetings for common planning. Even though the school's support staff, including the school's psychologist and social worker, totals 12 and appears adequate for a school population of 151 students even with a 23 percent of students requiring special education assistance, school administration and staff reported the need for additional personnel resources to sufficiently support Tier I students.

## Academics

The following section provides quantitative and qualitative evidence to support the cumulative ratings provided in the chart on Page 8 and repeated below.

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

### Summary of Strengths:

- Reader's and Writer's Workshop:** While school and district administration and staff report a lack of common curriculum, the teaching staff, school administration and district administration support the implementation of Reader's and Writer's Workshop methodologies for literacy instruction. The audit team observed implementation of workshop methodologies in kindergarten and grade one classrooms. Teachers reported having received a great deal of professional development through the Teachers College. District leadership supports sustaining Reader's and Writer's Workshop frameworks but indicated lack of funding to continue Teacher College training to support strengthened implementation. Instead, the district wishes to implement a coaching model beginning in spring 2016.
- Grade One Assessment Systems and Data Culture:** The district has established a district-wide assessment calendar which includes interim assessments during fall (narrative writing on demand for K-6; DIBELS Reading and Math for K-2; Fountas and Pinnell Running Records/leveling for K-6), winter (DIBELS Reading and Math for K-2; Fountas and Pinnell Running Records/leveling K-2), and spring (DIBELS Reading and Math for K-2; Fountas and Pinnell Running Records/Leveling). Efforts to collect and use data to inform instruction are consistently used by the grade one teacher team. Grade one teachers work to create and refine common formative assessments, and grade-level meetings focus on assessment and instruction. Each grade one teacher sends weekly newsletters home to parents.

### Summary of Growth Areas:

- Curriculum:** District leadership, school leadership and teachers all identified a lack of common curriculum as an area of growth at BECC. Teachers reported that the constant leadership transitions and the school and district levels have resulted in many curricular program changes over the years with no consistent curriculum in place for reading or mathematics. Teachers

report a shortage of text to support the workshop model currently in place. Curriculum maps are limited and resources connecting to the Connecticut Core standards are not consistently available. Teachers report a need for a K-1 phonics program, specifically one that supports Tier I instruction. Curriculum for handwriting has been eliminated. District leadership reported a sense of urgency to purchase curriculum rather than allowing teachers the time to develop curriculum. Curriculum will be adopted at the beginning of 2016 with implementation supported with a strong coaching model.

- **Active Student Engagement, Academic Rigor, and Differentiation:** Seventy percent of teachers (N=7) agreed that: “students are engaged in their classes.” However, in the seven observed classrooms, in six classrooms instruction was teacher-led, and student engagement was variable. In all kindergarten classrooms, auditors observed students isolated from the rest of the class and not engaged in academic work. In only one of the observed classrooms, the teacher used “talk and turn” strategies to encourage student-to-student discourse. In the observed classrooms, none of the teachers were using high-order Depth of Knowledge question stems during whole-group instruction. Small group and independent assignments required students to answer basic procedural or recall questions. Eighty percent of teachers agreed or strongly agreed that “teachers at this school use student assessment data and checks for understanding to differentiate instruction.” However, auditors observed only one kindergarten class and one grade one class attempting to provide students with differentiated activities.
- **Special Populations:** Teachers expressed concerns regarding the quality of academic programming and support services for students with disabilities. As noted previously, the SRBI system of supports has been described by teachers as a general framework. On the teacher survey, only 44 percent of teachers (N=4) agreed that “this school adequately meets the needs of its special education and ELL students.” Support staff and district leadership agreed that special education teacher, social workers and psychologists have not received training in over seven years due to a lack of district-leadership for special education. School leadership and teachers reported that the school’s paraprofessionals are all assigned to provide services to students with special needs but are often pulled from duties to provide substitute coverage when teachers are absent from school. Because support staff do not meet with grade-level teams and because the school lacks strong SRBI strategies for identification of students, teachers are unable to easily collaborate with support staff to gain Tier I support or to assist in the identification of special needs students.

## Culture and Climate

The following section provides quantitative and qualitative evidence to support the cumulative ratings provided in the chart on Page 8 and repeated below.

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

### Summary of Strengths:

- PBIS Structures:** A school-wide PBIS Tiered Fidelity Inventory was conducted at BECC by the State Education Resource Center (SERC) on December 2, 2015. Some highlights included: (1) 100 percent of staff and 90 percent of students interviewed fluently recited the three school-wide expectations, and setting-specific visual prompts were evident throughout the building; (2) lesson plans and procedures for teaching expectations were evident; and, (3) a dedicated team of staff meet to discuss PBIS and are committed to improving practices to maximize outcomes. PBIS team members reported that they are meeting regularly to revise the school's PBIS plan based on recommendations from SERC.
- Wraparound Services:** The school has fostered a positive partnership with community organizations, including a community health center and Central Connecticut State University family therapy, which provide wraparound services to students and families. A parent's room provides resources and services to parents, especially services to assist with student behaviors. The Owl's Nest, a room which focuses on de-escalation, was opened in October 2015 and shows promise as an emerging strategy. The school principal reported the Owl's Nest has been beneficial for students, and she plans to improve the room to include additional sensory elements.
- Student Attendance, Chronic Absenteeism and Suspensions/Expulsions:** The BECC attendance rate year-to-date is 86.6% percent. The school's year-to-date chronic absenteeism rate is 4 percent. The school's year-to-date rate of students with one or more in-school suspensions/out-of-school suspensions/expulsions is zero percent.

### Summary of Growth Areas:

- Behavior Management Plan:** The school lacks a strong behavior management plan which focuses on a systematic approach to classroom management, prevention of disruptive

behaviors, and management of disruptive behaviors. On the teacher survey, only 10 percent of teachers (N=1) agreed that “the school implements an effective school-wide behavior management system.” Only 20 percent of teachers (N=2) agreed that “rules, procedures, and routines are clear and consistently followed by the school community.” Only 20 percent of teachers (N=2) agreed that the school environment is conducive to high-quality teaching and learning.” No teachers (N=10) agreed that “student behavior is under control in classes and common spaces.” In contrast, however, 80 percent (N=8) of teachers agreed or strongly agreed that “interactions between students and staff are positive and respectful.” In spite of the school staff having had three years of training with PBIS, teachers reported they are not confident they have been properly trained to handle many of the student behaviors. Teachers reported they complete office discipline referral reports but do not see follow-through. One teacher reported the staff is often “running on crisis mode.” The school principal reported she does not feel the school has enough support and resources to address the student behaviors they are experiencing. The school principal also reported she needs training in the development of intensive behavior supports, including a stronger framework and resources in which to operate more successfully. The audit team found it difficult to pinpoint the actual number of incidents or percentage of students who are causing the most difficulties for the teachers. Teachers reported the SWISS program to report discipline data and analysis is no longer available to the school. The school principal estimated that around 10 percent of the school’s students are causing the most behaviors issues, and approximately four to ten students are seen regularly in the office on a daily basis. District and school leadership, as well as teachers, reported that many BECC students enter the school with trauma. District and school leadership reported a need for improved family engagement to assist with student behaviors. The school’s principal expressed a need for training focused on restorative justice with improved PBIS systems. The district and school have made some efforts to improve student behavior, including district-wide professional development beginning in August 2015 focused on both lesson design foundations and socio-emotional teaching and learning. District leadership reported plans to bring trauma coaches to work with teachers and school leaders. Family conferences held in December focused on gathering information about students’ families and family dynamics.

- **Family Engagement:** While the school does provide school events focused on engaging families, no formal family engagement plan focused on high-impact transformational strategies to impact student learning exists for BECC and participation in school events is limited. The district has one Parent Teacher Organization (PTO) which serves all three of the district’s school and meets monthly. Attendance at PTO meetings during 2015 has not been impressive: September 2015, 12 parents, 7 staff, and 2 administrators; October 2015, 8 parents, 1 staff, and 2 administrators; and, November 2015, 13 parents, 13 staff, 4 administrators and 2 board of education members. Parent engagement activities in 2015-16 have included kindergarten and grade one orientations, harvest parade with costumes, pajama day assembly with sing-along, parent conferences, and weekly grade one teacher newsletters. Teachers report that family event planning usually begins with an idea from a grade-level team meeting and vertical grade-level team collaboration is not common. The audit team noted that most of the activities are not designed to build personal connections and increase mutual understandings or to help parents understand what skills their children are learning and how they are doing in class, or due to limited participation are not of high-impact. As noted, district and school leadership reported a need for improved family engagement. The district is beginning a partnership with the Connecticut Center for

School Change for professional development and capacity building with the intended outcome being a family engagement plan.

- Staff Collaboration for Change:** Despite staff commitment and support for school leadership, noted previously, teachers reported a hesitancy to embrace implementation of recent district-wide and school initiatives. Teachers reported they are willing and want to do what is right for students, but they feel the district and school leadership has not asked teachers about the issues they face and are not using the talents of the current staff. The audit team noted a lack of common understanding with the school staff of roles, responsibilities, and expectations of grade-level teams and school-wide teams. Teachers also report they feel the BECC is currently operating as two schools within one school since no opportunities for vertical collaboration are available.

## Operations

The following section provides quantitative and qualitative evidence to support the cumulative ratings provided in the chart on Page 8 and repeated below.

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

### Summary of Strengths:

- Common Planning Time for Teachers:** Teachers reported they meet collaboratively in grade-level teams once weekly, with the third team meeting each month set aside to analyze data. SRBI meetings are held weekly by grade level for 30 minutes.
- Adequate Instructional Time Established:** The school's schedule provides 385 minutes of instructional minutes per day. Total daily allocation of time spent on literacy (reading and writing) in kindergarten is 140 minutes and 105 minutes in grade one. Total time spent allocated for mathematics instruction is 45 minutes in kindergarten and 60 minutes in grade one.

### Summary of Growth Areas:

- Staff Roles/Responsibilities and Use of Staff Time:** The audit team was unable to reconcile the number of adults assigned to work at BECC with the need staff expressed for additional personnel resources to assist in the management of student behaviors. The school reported an

administrative, teaching and support staff (social worker, psychologist, nurse, paraprofessionals, interventionists, service providers, family resource center) totaling 38 with additional adult staff totaling 8 (custodians, kitchen staff, secretary, typist). It became apparent to the audit team that the school lacks a systematic approach to behavior management, as previously noted, largely because staff members don't have a clear understanding or definition of roles and responsibilities. When asked about their responsibilities and roles, teachers were unable to provide clear definitions. Teachers were also unable to define the roles of support personnel and were not clear about SRBI tiers and strategies. While providing teachers with common planning time is a school strength, no clear protocols or expectations for actions to improve instruction have been established for grade-level team meetings. The grade one team has been able to focus on creating common formative assessments and has been analyzing student work. Teacher leaders do prepare agendas and minutes are distributed to team members. Teachers also receive 30 minutes of independent planning time daily.

- **Resourcing:** District leadership, school administration, teachers, and support staff reported a lack of adequate and appropriate resources for classroom instruction, interventions, and special populations. Teachers cited scheduling issues which keep special education teachers, paraprofessionals and interventionists from co-planning and data review. Teachers reported the need for additional text resources and supplies to adequately implement Reader's and Writer's workshop models as well as the need for handwriting and phonics curriculum. The school lacks personnel resources to serve as substitutes since special education interventionists and paraprofessionals are often pulled from support duties when teachers are absent. Staff reported a lack of resources to fully implement SRBI strategies. Teacher leaders report they lack sufficient time to provide coaching to grade-level team members. Teacher and school leadership report the loss of data reporting systems that allow them to more easily track student achievement and behavior data. The district's newly state-appointed chief executive officer is aware of constraints of the current financial situation in Winchester Public Schools and currently focused on working with town officials to make strategic budget decisions and to invest in high-yield, research-based initiatives aligned to student needs.
- **Facility Maintenance and Upgrades:** The audit team observed the need for some building upgrades and maintenance. The school administrator reported recent problems with mold in parts of the building. While these problems have been addressed, the school administrator reported there are still parts of the building which are not accessible for use by students or teachers. The school's new Owl's Nest de-escalation room is void of furnishings that would provide optimum care for students. Currently, the room is an empty classroom with floor mats on one side of the room. The school's HVAC systems do not work efficiently. On the day of the audit visit, teachers had to open classroom windows in order to get relief from the heating system which created overheated classrooms.

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The audit team would like to express its sincere appreciation to the Batcheller community for all of its hospitality on the day of the site visit. We appreciate the openness and transparency demonstrated by members of the school community. There is a willingness and desire on the part of staff, parents, students, and community members to improve the school.

## Appendix A: Operations and Instructional Audit Rubric

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

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

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

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

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

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

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

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

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

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

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