

V.C.

**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 Pearson 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: Pearson 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 Pearson 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 Pearson 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 Pearson in accordance with C.G.S. § 10-223h(d).

Turnaround Plan for Pearson School

Pearson School serves 328 Grade 3 through 6 students. Fifty-eight percent of its students are eligible for free or reduced-price meals. Sixteen percent of the students are identified as students with disabilities, and .06 percent are English learners. Approximately 72 percent of the students are White, 10 percent are Hispanic and 2 percent are Black. Pearson 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 Pearson. Pearson 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, Pearson 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 Grade 3 through Grade 6 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 Pearson 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 the 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 Pearson'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 Pearson 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.

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

Recommendation with Conditions

I recommend that the Board approve the Turnaround Plan for Pearson 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 Pearson 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 Pearson, 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. Pearson 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. Pearson School Audit Report resulting from the Operations and Instructional Audit conducted on January 22, 2016.
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

Pearson School
Winchester, CT 06098

July 6, 2016

Committee Members

- Mary DiMauro, Special Education Teacher
- Cassandra Murphy, School Psychologist
- Barbara Silverio, Pearson School Principal
- Kristine Smith, Parent
- Lori Snyder, 5th Grade Teacher
- Lisa Steeves, Parent
- Pat Staszko, District Curriculum and Program Director

Pearson School Demographics

328 students, Grades 3-6

189 Free/Reduced Lunch

54 Students with Disabilities

21 English Learners

2.1% Black

10% Hispanic

72% White

15.9% Other

How Pearson will Benefit from Being Part of the Network

- Incorporate best practice to improve the quality of instruction
- Increase student achievement
- Provide a safe and supportive school climate
- Utilize community resources and build community partnerships to engage, educate, and enrich students in Literacy, Arts, and STEM
- Increase home school communication and family engagement
- Provide an efficient and effective schedule for intervention services and instruction

School Accountability Report Pearson



Next Generation Accountability Report, 2014-15

Choose a District

Choose a School

Winchester School District	Pearson Middle School_1625111
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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	66.9	75	89.2	100	89.2	67.9
1b.	ELA Performance Index – High Needs Students	63.5	75	84.7	100	84.7	56.7
1c.	Math Performance Index – All Students	54.4	75	72.5	100	72.5	59.3
1d.	Math Performance Index – High Needs Students	51.0	75	68.0	100	68.0	47.8
1e.	Science Performance Index – All Students	51.1	75	68.1	100	68.1	56.5
1f.	Science Performance Index – High Needs Students	48.8	75	65.1	100	65.1	45.9
4a.	Chronic Absenteeism – All Students	5.7%	<=5%	48.6	50	97.2	10.6%
4b.	Chronic Absenteeism – High Needs Students	8.4%	<=5%	43.2	50	86.4	17.3%
5.	Preparation for CCR – % taking courses	N/A	75%			0.0	66.1%
6.	Preparation for CCR – % passing exams	N/A	75%			0.0	37.3%
7.	On-track to High School Graduation	N/A	94%			0.0	85.6%
8.	4-year Graduation - All Students (2014 Cohort)	N/A	94%				87.0%
9.	6-year Graduation - High Needs Students (2012 Cohort)	N/A	84%				77.6%
10.	Postsecondary Entrance (Class of 2014)	N/A	75%				72.8%
11.	Physical Fitness (estimated part rate) and (fitness rate)	89.3% 46.7%	75%	15.6	50	31.1	87.6% 51.0%
12.	Arts Access	N/A	60%			0.0	45.7%
	Accountability Index			554.9	750	74.0	

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	73.5	63.5	10.0	16.8	
Math Performance Index Gap	61.1	51.0	10.1	19.5	
Science Performance Index Gap	55.5	48.8	6.7	17.3	
Graduation Rate Gap (2012 Cohort)	N/A	N/A	N/A	N/A	N

** If the Non-high Needs Rate exceeds the ultimate target (73 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations. *** If the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Participation Rate	Rate
ELA – All Students	98.7%
ELA – High Needs Students	98.1%
Math – All Students	100.0%
Math – High Needs Students	100.0%
Science – All Students	100.0%
Science – High Needs Students	100.0%

School Accountability Report Hinsdale



Next Generation Accountability Report, 2014-15

Choose a District Choose a School

Winchester School District	Mary P. Hinsdale School_1620211
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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	65.3	75	87.1	100	87.1	67.9
1b.	ELA Performance Index – High Needs Students	61.8	75	82.3	100	82.3	56.7
1c.	Math Performance Index – All Students	57.9	75	77.2	100	77.2	59.3
1d.	Math Performance Index – High Needs Students	54.4	75	72.5	100	72.5	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	2.8%	<=5%	50.0	50	100.0	10.6%
4b.	Chronic Absenteeism – High Needs Students	3.6%	<=5%	50.0	50	100.0	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)	90.8% 24.1%	75%	16.0	50	32.1	87.6% 51.0%
12	Arts Access	N/A	60%	0.0	0	0.0	45.7%
Accountability Index				435.2	550	79.1	

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	72.8	61.8	11.1	16.8	
Math Performance Index Gap	65.1	54.4	10.7	19.5	
Science Performance Index Gap	N/A	N/A	N/A	17.3	
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	100.0%
ELA – High Needs Students	100.0%
Math – All Students	100.0%
Math – High Needs Students	100.0%
Science – All Students	N/A
Science – High Needs Students	N/A

Talent

Focused Professional Development according to staff needs such as:

- Ongoing collaboration with the CT Science Center
- Coaching Model Initiative to support teachers extended to Literacy, STEM, and Culture & Climate
- Development of Community of Practice Walkthroughs
- Develop expertise of special education teachers; implement best practice in special education service delivery

Academics

- Implement a Project/Inquiry-based Learning Model
- Improve the fidelity of the workshop model of instruction for literacy
- Implement a selected math program that aligns to district curriculum and Common Core State Standards
- Develop a collaborative grade level team approach to planning instruction
- Incorporate a 3 tiered intervention block into the school day
- Strengthen and improve the fidelity of reading and math interventions
- Develop special education programs and strengthen inclusion model

Data-Driven Instruction

Develop comprehensive ELA and Math assessment plan to include:

- assessment inventory and calendar
- standardized protocols and weekly meeting time for data analysis
- goal setting using data points and displays
- strategic intervention grouping
- designing instructional strategies based on formative assessment analysis

Culture and Climate

- Restructure Positive Behavior Intervention and Supports (PBIS)
- Life Space Crisis Intervention
- Implement support plans and interventions to support students and families around students in distress
- Implement Tier 1 Second Step and Anti-bullying curriculum
- School-based Health Center with primary care, dental, and mental health services
- Student Success Plans to support 6th - 7th grade transition
- Develop community partnerships for enrichment opportunities
- Develop and implement a student and family recognition system for positive student achievement and parent support

Operations

- Restructuring of school schedule to maximize instructional time
- Focused budgetary priorities based on Pearson School's individual needs
- Scheduled collaborative planning time for staff
- Efforts to beautify the school with student-centered art and decorations
- Expansion of the CHAMPS program for before-and-after-school enrichment opportunities
- Develop a school chorus
- Seek grant opportunities for capitol improvements, and outdoor instructional and recreational space

How Plan Supports Improved Student Outcomes

- Hands-on approach to learning – Inquiry based instructional model–aligned with Winchester Public Schools’ Common Core aligned curriculum
- Utilization of a “Coaching Model” to support teachers through model lessons, co-teaching, observations, walk-throughs, and debriefing sessions
- New positions including three instructional coaching positions to support students, staff and families
- Individualized instructional goals and interventions/enrichment opportunities to target students’ growth areas
- Increase in technology – access to the most up-to-date technology that enables students to engage in meaningful research

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



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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.

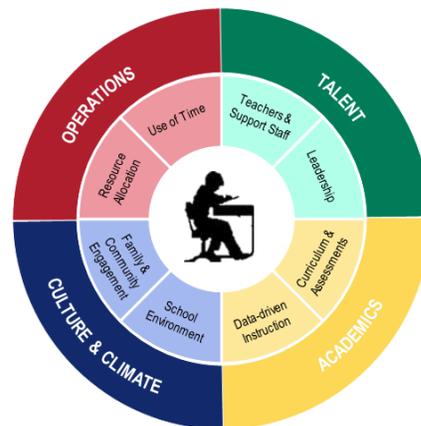
After the Commissioner initially selects a school to participate in the Commissioner's Network, the local board of education shall establish a Turnaround Committee pursuant to C.G.S. § 10-223h(b). Following the establishment of the Turnaround Committee, the CSDE shall conduct, in consultation with the 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.¹

¹ The CSDE is initiating the planning process for a fifth prospective cohort of Commissioner's Network schools, pending legislative authorization and the appropriation of 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:	Pearson School		
Turnaround Committee Chairperson: ²	Barbara Silverio, Principal		
Phone Number of Chairperson:	860-379-7588		
E-mail of Chairperson:	Barbara.silverio@winchesterschools.org		
Address of Chairperson:	Street Address:	2 Wetmore Avenue	
	City:	Winsted	Zip Code: 06098
Name of School Board Chairperson:	Robert Travaglini, Receiver		
Signature of School Board Chairperson: ³		Date:	
Name of Superintendent:	Robert Travaglini, Receiver		
Signature of Superintendent:		Date:	6-2-16

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

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

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:	
Staff commitment and collaboration	According to the Operations and Instructional Audit, staff and leadership report that staff are hardworking, committed and flexible despite frequent changes in leadership and focus.
Support for current leadership structure	According to teacher survey, 94 percent of teachers agreed with this statement: “I am professionally respected and supported by the school leadership team.” In addition, 94 percent agreed with this statement: “Administrators provide regular and actionable feedback to staff.”
Academics:	
Readers’ and Writers’ workshop model	According to the Operations and Instructional Audit, while school and district administration and staff report a lack of common curriculum, all support the implementation of the readers’ and writers’ methodologies for literacy instruction. According to the teacher survey, 81 percent of the teachers agreed with this 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.”
Assessment systems	The district has established a calendar which includes interim assessments three times a year using NWEA and SBAC and Running records for grades 3-6. According to the teacher survey, 100 percent of teachers agreed with this statement: “This school has a comprehensive assessment system to measure student progress, identify needed interventions, and provide teachers with data to inform instruction.”
Student engagement	The Operations and Instructional Audit team noted that most students were engaged in all classrooms. Students were involved in lessons, although participation was more passive than active. According to the teacher survey, 100 percent of teachers agreed with this statement: “Students are engaged in their classes.”

Strengths:	Data and Evidence:
Culture and Climate:	
Student attendance	District data indicates that chronic student absenteeism is 4 percent - a reduction from 5.7 percent the previous year. At the time of the Operations and Instructional Audit, suspensions and expulsions for the school were zero.
Schoolwide behavior system strategy	The Operations and Instructional Audit indicated that the school does have posted matrices regarding behavioral expectations and has a basic PBIS system in place.
Interpersonal relationships	During the Operations and Instructional Audit, students and staff were observed to be respectful to each other. Students reported enjoying coming to school and having at least one adult they can talk to. According to the teacher survey, 81 percent of teachers agreed with this statement, "Interactions between students and staff are positive and respectful."
Operations:	
Common planning time for teachers	The Operations and Instructional Audit indicated that teachers meet collaboratively in meetings twice weekly in addition to their personal prep time to analyze student data and collaborate in lesson design.
Routines and transitions	The Operations and Instructional Audit team observed protocols in action during transition times both into and out of school and between classes that were efficient and orderly.

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

Growth Areas:	Data, Evidence and Root Causes:
Talent:	
Instructional framework and practice	During the Operations and Instructional Audit, the quality of instruction was variable across classrooms. There was a low level of rigor observed in most settings and student participation was passive. The inconsistency between classrooms suggests the lack of a common vision of what effective classroom instruction looks like. The weekly team meetings lack strong protocols to assure that this time is used systematically to improve instructional practice.
Leadership consistency	The lack of consistent leadership at both the school and district level has led to the belief on the part of staff and parents that change is possible and that practices in the school reflect current best

Growth Areas:	Data, Evidence and Root Causes:
	practice. This was particularly acute in discussions about the education of children with special needs.
Academics:	
<p>Curriculum</p> <p>Academic rigor and differentiation</p> <p>Special populations</p>	<p>The Operations and Instructional Audit indicated the lack of common curriculum in any area. The workshop model in early implementation at the school suffered from a lack of basic materials.</p> <p>Observations during the Operations and Instructional Audit revealed teacher led instruction as the primary method of teaching. Student engagement was passive. In only one class was group learning observed. Questioning reflected primarily recall. Most differentiation resulted from paraeducators helping students answer independent work question.</p> <p>No consistent programming existed during the audit for servicing students with special learning needs. Training in this area according to special educators and paraprofessionals has been lacking for the past 7 years.</p>
Culture and Climate:	
<p>Behavior management plans</p> <p>Family engagement</p>	<p>Operations and Instructional Audit results indicated that the PBIS system in place was not implemented with fidelity across all staff and all settings. The school lacks a consistent tier 2 and 3 approach to students who struggle in school and for whom PBIS is not sufficient. According to the teacher survey, 60 percent of teachers at Pearson, and 47 percent at Hinsdale staff going to Pearson, agreed with this statement: “Student behavior is under control in classes and common spaces.” District administration expressed the absence of wraparound services for children and their families to address often urgent and chronic needs for basic and mental health services.</p> <p>The Operations and Instructional Audit indicated that while the school does provide events to invite families into school, participation in these events is limited. There are no formal or effective informal structures at Pearson to engage families in their children’s education or in school management. According to the teacher survey, 40 percent of teachers agreed with this statement, “Families are engaged in the school.”</p>
Operations:	
<p>Resourcing</p>	<p>Operations and Instructional Audit results indicated a fundamental lack of basic resources for classroom instruction, interventions and special populations. The principal indicated a lack of coherent curriculum in all areas aligned to common core and out of date text materials and inoperable technology.</p>

Growth Areas:	Data, Evidence and Root Causes:
Facility maintenance and upgrades	The Operations and Instructional Audit team noted necessary maintenance and upgrades in multiple areas: a dysfunctional HVAC system compensated for with open windows, restroom facilities that are inoperable, inadequate electricity supply and unattractive classrooms.
Use of instructional time	The Operations and Instructional Audit team observed in the younger grades that significant time was spent doing independent silent reading with no apparent instructional focus. During intervention times, the students not pulled for intervention remained in classrooms without any apparent direction or focus.

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	315	310	327	324		
Average daily attendance rate	No data	No data	95.91%			
Chronic absenteeism rate	5.40%	3.85%	4.60%			
In-school suspensions as a proportion of enrollment	5/315	12/310	8/327			
Out-of-school suspensions as a proportion of enrollment	0/315	2/310	4/327			
School Accountability Index			74.0			
Grade 3 ELA Smarter Balanced Assessment-“Meets or Exceeds Achievement Level”	N/A	46%				
Grade 4 ELA Smarter Balanced Assessment-“Meets or Exceeds Achievement Level”	N/A	31%				
Grade 5 ELA Smarter Balanced Assessment-“Meets or Exceeds Achievement Level”	N/A	46%				
Grade 3 Math Smarter Balanced Assessment-“Meets or Exceeds Achievement Level”	N/A	54%				
Grade 4 Math Smarter Balanced Assessment-“Meets or Exceeds Achievement Level”	N/A	23%				
Grade 5 Math Smarter Balanced Assessment-“Meets or Exceeds Achievement Level”	N/A	18%				
Grade 5 Science Connecticut Mastery Test-“At/Above Proficiency”		85.20%	76.10%			
Number of teachers rated “Exemplary” as a proportion of total teachers employed at the school		1 of 27				
Number of teachers rated “Proficient” as a proportion of total teachers employed at the school		26 of 27				
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, Pearson 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, Pearson will start the 2016-17 school year adding grades 3 and 4 and becoming a school educating students in grade 3-6. In this model, Pearson 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 Grade 3 through Grade 6 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 Pearson 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 3 through 6.

The school, in partnership with the Turnaround Office, will continue to develop its capacity for meaningful embedded instructional coaching for teachers. Pearson 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.

Pearson 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:

Pearson 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 Pearson.

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' and 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 Pearson 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 Pearson 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 school 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: Pearson School is adopting the Workshop model of instruction as its foundation for the instruction in the area of literacy. Pearson 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 3-6. They are working this school year to align the curriculum for literacy for grades 3-6 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, Pearson will continue to develop grades 3-6 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: Pearson, in conjunction with Batcheller 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, Pearson will have completed the work of drafting the grades 3-6 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 literacy at Pearson currently include strategies such as Leveled Literacy Intervention and individual work on phonemic awareness, and the school is looking to incorporate Words Their Way. Work needs to occur in using data to drive the decisions as to the appropriate interventions for each student. The school is looking to systematize interventions in the area of math – looking initially at Do The Math, Kahn Academy acceleration and ST 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:

The district currently uses the NWEA assessment three times each year in grades 3-6 to define progress and will be expanding its assessment to include NWEA from grade K-6. Pearson currently uses NWEA to assess progress, analyze instruction and design intervention strategies. Pearson also uses Running Records to assess the performance of its students in literacy.

INTERVENTION:

For the coming school year, every student at Pearson 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. The principal is currently collaborating with 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. This

protocol will include an assessment inventory, and assessment calendar for both ELA and Math with dates for interim assessment, 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. Additionally, the school will implement RTI Direct to provide the structure to implement and monitor the SRBI process with fidelity and timeliness and to track student progress data.

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:

Pearson school has adopted a PBIS system as its Tier one climate and culture platform. It has also introduced the Second Step curriculum and an anti-bullying curriculum. Tier two supports have included a Check in/Check out system and the use of “behavior charts”.

PLANNED ENHANCEMENTS:

Pearson will implement the following enhancements to improve the culture in the school and to design a true three-tiered system of education and response to students experiencing distress at school:

DEVELOPMENT AND ENHANCEMENT OF TIER ONE STRATEGIES:

In the first year of implementation, the school PBIS committee will design a plan to reboot its PBIS framework including revising positive recognition and consequent rubrics to ensure fidelity to the plan across settings and faculty. In addition, Pearson, 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 coaches 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.

INSTRUCTIONAL PROGRAMS:

The school will design a system to implement Second Step and the anti-bullying curriculum with all students. The staff will also participate in professional development on effective anti-bullying procedures and teaching at the start of the school year offered by the State Department of Education. The school will establish a daily advisory period into its reframed schedule to permit the implementation of these curricula with fidelity and sufficient frequency to be effective.

TIER TWO AND THREE INTERVENTIONS:

A team of staff from Pearson has been trained and certified in Life Space Crisis Intervention this spring. The team will turnkey this training to all staff (certified and non-certified) to begin to develop a consistent, student-centered, instructional approach to helping students manage their emotions and actions in positive ways in school. Additionally, the school will implement a universal screening instrument (Behavioral and Emotional Screening System – BESS) in September of the 2017-18 school year to all students to help proactively identify students in distress and design support plans and interventions. And finally, the school will partner with a third party health provider to provide primary health care at Pearson School for the coming year. In addition to primary medical and dental services, the provider will provide students and their families with clinical and medical intervention to address acute and chronic mental health issues.

TRANSITION:

Pearson will work with the elementary school and the middle/high school to develop effective transition plans for all students making changes to older and more challenging school settings. As a part of this work, teachers, under the direction of the guidance counselor, will develop and implement Student Success Plans for all grade 6 students. All staff will be accountable for the proper implementation of these plans. Additionally, the school will explore establishing a student-student mentorship program to link older students with younger 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.

PARTNERSHIPS:

The school will continue to develop its capacity to offer, through effective scheduling and community Northwestern partnerships, opportunities for all students to engage in creative team work in the arts, the sciences, civics and athletics, including unified opportunities for maximum participation by students with disabilities. Partnerships currently include: Northwestern Connecticut Community College, the Warner Theatre, The American Mural Project, the Connecticut Science Center, the afterschool CHAMPS program, and the Connecticut Center for School Change. Pearson will also continue to partner with the Winchester Police Department using the DARE framework to build relationships between youth and law enforcement, and to provide education on peer pressure, drug awareness and resistance. The school will formalize its relationship with the Warner Theatre to enhance its arts offerings to students focusing in the areas of theatre and dance. Pearson will engage in a three-year collaboration with the Connecticut Science Center to engage teachers in implementing an inquiry model of learning focused in the sciences and branching to all content areas. The school will formalize its relationship with the Northwestern Connecticut Community College to work with professors and college students in mutually beneficial activities that support student hands-on learning focused in science and engineering. Finally, the school will continue its collaboration with The American Mural Project to foster participation in the visual arts.

FAMILY ENGAGEMENT:

Pearson School, through the district initiative, will continue its relationship with the Connecticut Center for School Change to provide parent leadership training to additional cohorts of parents. The school will develop a structure to engage these parents both in the education of their own children, and in the leadership and management of the school community.

In order to help the school develop a better understanding of the best strategies for engaging parents in the education community of their children, the school will design and implement a parent survey for all families at the start of the school year for the purpose of gathering relevant information on effective ways to

communicate with parents and to generate ideas for meaningful involvement of parents that moves beyond passive participation at events. The school also commits itself to designing and implementing a student and family recognition system that intentionally celebrates positive achievements and accomplishments of children and their families in support of the school community.

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.

Pearson School is not proposing to change the length of the school day for students for the coming year. Students will continue to have a 6.5 hour school day and a 181 day school year. Staff will work 186 days. However, the school will redesign its school day schedule to achieve the following:

- A morning advisory period each day not to exceed 20 minutes.
- A unified intervention/acceleration block each day for all classrooms to provide targeted intervention and acceleration for every student.
- A voluntary extension of the school day to permit all students to engage in enrichment opportunities offered through the school's existing after-school program (CHAMPS) and expanded through the development of community partnerships as described above in the arts, sciences, civics and athletics. The school will determine the effective days and times and fund a late bus to permit all students to access afterschool clubs, activities and support.
- Permit the addition of a 5th special, and a rotating special each week to expand opportunities for instruction in the arts including the development of a school chorus.
- The school will seek grant or bonding capital improvement monies to create outdoor instructional and recreation space developmentally appropriate for all students at Pearson School.
- 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:
Talent:		
1. CT Science Center training in Inquiry	Leadership Team	August 2016 through SY 18
2. Life Space Crisis Intervention	Leadership Team	Winter 2016 through SY 18
3. Implementation of Instructional Coaching Model	Coaches and Instructional Leaders	August 2016 through SY 18
4. Workshop Model Development	Instructional Leadership Team	August 2016 through SY 18
5. LEAD CT Training	Principal	July 2016 through SY 17
6. Training on working with special needs students	Director of Student Services	Winter 2016 through SY 18
7. Tier 2 and 3 Interventions	Instructional Leadership Team	August 2016 through SY 18
Academics:		
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, 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
Culture and Climate		
1. Rebooting of PBIS	Climate Coach, Principal, 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 coach, 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. Implementation of Second Step	Certified Staff and Principal	September 2016 through SY 18
5. Implementation of School Climate Improvement Plan	Principal and all staff	August 2016 through SY 18
6. Implementation of Tier 2 and 3 interventions	Principal and all staff	August 2016 through SY 18
7. Implementation of Student Success Plans for grade 6	Clinical staff, certified staff, principal	November 2016 through SY 18
8. Implementation of School Screening for all students	Clinical staff, certified staff, principal	September 2016 and annually
9. Form partnerships with community agencies to support development of the arts, sciences, civics and athletics	Instructional Leadership Team	September 2016
10. Continue partnership with Connecticut Center for School Change for parent training	Principal and District Leadership team	August 2016 through SY 18
11. Establish school-based health clinic to provide medical, dental and mental health services	Principal and District Leadership	August 2016 through SY 18
Operations:		
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 Advisory period	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. Establishing building-based substitutes to provide opportunity for extended collaboration and planning by grade level teams	Principal	August 2016 and ongoing

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

Kristine Smith

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

Mary DiMauro

Name of Union-appointed Teacher (*typed*)

Signature of Union-appointed Teacher

Lori Snyder

Name of Union-appointed Teacher (*typed*)

Date

Signature of Union-appointed Parent

Lisa Steeves

Name of Union-appointed Parent (*typed*)

Date

Signature of Commissioner of Education

Dr. Dianna R. Wentzell

Name of Commissioner of Education (*typed*)

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

Appendix C: Statement of Assurances

STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE:

THE APPLICANT:

HEREBY ASSURES THAT:

(insert Agency/School/CBO Name)

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

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

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

References in this section to “contract” shall mean this grant agreement and to “contractor” shall mean the Grantee.

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

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

- (7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- (8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- (9) "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and
- (10) "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

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

(b)

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

the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

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

56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.

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

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

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

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

Receiver Signature:

Name: *(typed)*

Title: *(typed)*

Date:

Commissioner's Network Operations and Instructional Audit Report

Pearson School
Winchester Public Schools
January 22, 2015



Turnaround Office
State Department of Education
165 Capitol Avenue
Hartford, CT 06106
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 Pearson School 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 January 22, 2016 the Connecticut State Department of Education (CSDE) conducted, in consultation with the board of education, the Pearson School Governance Council, and the Turnaround Committee, an operations and instructional audit of the school in accordance with C.G.S. § 10-223h(c). The purpose of this report is to present the findings of the audit.

Commissioner's Network Overview

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

Pearson School serves 151 grade 5 through grade 6 students. The school is located in Winsted. Approximately 77 percent of the students are white. Approximately 6 percent of students are black, and 16 percent are Hispanic. Approximately 20 percent of the students are identified as needing special education services, and 5 percent are English language learners. Sixty percent of the students in the school are eligible for free or reduced-price meals. While Pearson students in grade 6 met the state average for percentage of students at or above goal in reading on the Smarter Balanced Assessment, the school fell well below the state average students at or above goal in mathematics. Pearson and the Winchester Public Schools have experienced significant leadership transitions in recent years. The current principal is in her second year at Pearson, having previously served as an English/Language Arts consultant for four years and elementary teacher for ten years in another district.

School Data Profile

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

Enrollment Data (2014 15):			
Grades:	5-6	5-Yr Enrollment Trend:	-20.1%
Student Enrollment:	172	Mobility Rate:	<i>Currently Not Available</i>
Personnel Data (2014 15):			
# of Administrators:	1	% of Teachers "Below Standard":	0
# of Teachers:	15	% of Teachers "Developing":	0
# of Support Staff:	7	% of Teachers "Proficient":	100
# of Psychologists:	0.5	% of Teachers "Exemplary":	0
# of Social Workers:	0	3-yr Teacher Retention Rate:	<i>Currently Not Available</i>
School Day Per Year (2015 16):			
Total # of Student Days Per Year:	181	Instructional Minutes/Day:	360
Total # of Teacher Days Per Year:	186	Extended Day Program?	No
Student Demographic Breakdown (2015 16):			
% Black:	6.4%	% Male:	46.2%
% Hispanic:	15.8%	% Female:	53.8%
% White:	76.6%	% ELL:	5.3%
% Other:	4.1%	% Special Education:	19.9%
% F/R Meals:	60.2%	% Eligible for HUSKY Plan, Part A:	<i>Currently Not Available</i>
School Climate Data:	2011 2012	2012 2013	2013 2014
Student Attendance Rate:	95.0%	97.6%	95.7%
			2014 2015
			96.9%

Chronic Absenteeism Rate:	11.1%	1.2%	5.4%	5.7%
Total # of ISS/OSS/Expulsions:	0/0/0	14/22/0	5/0/0	7/1/0
Teacher Attendance Rate:	<i>Currently Not Available</i>	98.1%	97.3%	97.8%
School Performance Index:	2011 2012	2012 2013	2013 2014	2013 2014
SPI:	77.3	76.4	N/A	N/A
CMT at or above Goal:	2011 2012	2012 2013	2013 14	2014 15
Grade 5 – Reading	65.0%	69.0%	N/A	N/A
Grade 5 – Math	57.8%	51.2%	N/A	N/A
SBAC at or above Goal:	2011 2012	2012 2013	2013 14	2014 15
Grade 5 - Reading	N/A	N/A	N/A	46.5%
Grade 5 - Math	N/A	N/A	N/A	18.1%
Grade 6 - Reading	N/A	N/A	N/A	55.6%
Grade 6 - Math	N/A	N/A	N/A	28.0%

Part III: Audit Findings

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

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

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

1	Below Standard
2	Developing
3	Proficient
4	Exemplary

Talent

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

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

Summary of Strengths:

- Staff Commitment and Collaboration:** The Pearson School staff and school leadership reported the school's staff are hardworking, flexible, collaborative and committed to the school and district despite frequent changes in leadership and programming. Teachers and school leaders reported teachers collaborate within grade level teams and across grade levels. Grade-level team meetings include special education teachers and staff. According to school leaders, a common vision for English/Language Arts instruction began in 2014-15 with staff commitment to implement Reader's and Writer's Workshop strategies learned through professional development provided by Teacher's College. Teachers and school leaders recognized that the small size of the school allows for ease of successful collaboration. Teachers more recently added to the Pearson staff reported they felt welcomed and supported by colleagues.
- Support for Current Leadership Structure:** A structure of school leadership is in place, including the school principal along with a literacy coach, school counselor, school psychologist, and two grade-level lead teachers who facilitate grade-level team meetings and provide support for teachers. Teacher leaders reported they feel supported by the school principal, reporting that the principal recognizes how hard the staff works, honors their ideas for instruction, and is honest about whether an idea can be implemented in the school. On the teacher survey, 94 percent of teachers (N=15) agreed or strongly agreed that they "feel respected and supported by the school leadership team", and 88 percent of teachers (N=14) agreed or strongly agreed that "school leadership effectively communicates a clear vision for the school." Additionally, 94 percent of teachers (N=15) agreed or strongly agreed that "administrators provide regular and actionable feedback to staff." Parents reported noticing a positive shift in focus during this school year, with one parent noting that her children are happy to be in school this year and are displaying pride for their school for the first time.

Summary of Growth Areas:

- **Instructional Practice:** The quality of instruction was variable across classrooms and grade-level teams. In the observed classrooms, most students were engaged in classroom activities; however, the audit team recognized that most engagement was observed as passive rather than active engagement. While the audit team observed students transitioning quickly from activity to activity, the assignments were primarily independent practice with worksheets. The auditors observed teacher-led classrooms with low levels of rigor and no evidence of differentiation beyond para-educators assisting students with special needs. The principal reported she has observed variable instructional abilities during formal and informal evaluations, also reporting that, as a result of her focus on improving efficiency and explicitness of instruction, instruction has become more structured with efficient use of instructional time. Additionally, while auditors observed low levels of rigor throughout the building, 100 percent of teachers (N=16) agreed that “teachers at this school engage students in higher-order thinking and push them toward content mastery.” This inconsistency between perception and what was observed indicates a lack of a common vision for what effective instruction looks like. It is important to note that teacher leaders reported that implementation of the Reader’s and Writers’ Workshop has supported execution of a common vision for reading and writing instruction. Teachers and school leadership did, however, mention a lack of common curriculum and texts to support Readers and Writers Workshop model embraced by the school staff. Students also reported the need for additional leveled reading books in the classrooms and in the media center, especially those at the highest reading levels. The contrast between audit team observations and the fact that 100 percent of Pearson 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 systems.
- **Professional Learning Strategy and Instructional Framework:** Pearson 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. Effective protocols for review of school and student data are not established for grade-level team meetings, PBIS meetings, or SRBI meetings. The principal reported that while the school has effective means for collecting data through running records and interim assessments, grade-level teams examine data collected only three times annually for the purpose of grouping students for intervention. Protocols do not currently exist requiring grade-level teams to use data to guide daily instruction, although there is some evidence, while not structured or required, of teachers working together to improve instruction. For example, mathematics teachers work together to find ways to implement the Reader’s and Writer’s Workshop models into mathematics instruction. On the teacher survey, only 66 percent of teachers (N=9) agreed or strongly agreed that “teachers have enough time to work with each other to develop instructional materials, review student data, and improve instruction.” No systematic coaching model focused on improvement of instructional practice is currently in place. The principal reported that 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.

- **Tier I Academic and Behavior Instruction and Tiers II and III Intervention Supports:** As mentioned previously, the school principal reported the need for training and support in the development of more effective data teams 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 and to identify a menu of research-based intervention options which are not currently in place at Pearson. The principal reported that while interventions have been beneficial, the school struggles to find time for Tier III interventions without pulling students from core content instruction. On the teacher survey, only 69 percent of teachers (N=11) agreed or strongly agreed that “the school implements an effective school-wide behavior management system” and, 44 percent of teachers (N=7) disagreed or strongly agreed that “rules, procedures, and routines are clear and consistently followed by the school community.” School leadership team members reported that teachers have had a lot of training on Positive Behavioral Interventions and Supports (PBIS), but teachers aren’t implementing Tier I supports effectively because they struggle to find time because they feel there is more urgent need to use classroom instructional time for instruction of academic content. A recent School-Wide PBIS Tiered Fidelity Inventory, conducted by the State Education Resource Center (SERC), recommended the school create process for Tier II and III administration, add evidence-based practices at Tier II and seek assistance to boost content knowledge and assistance with respect to defining and implementing evidence-based Tier II interventions.
- **Leadership Consistency:** The lack of consistency in leadership over the past several years at both the school and the district has led to an overall belief on the part of teachers and parents that school improvement is possible. Parents recognized that the multiple program changes resulting from district leadership changes causes the inability of teachers to stay current in instructional practice. One parent suggested that during the transition of the district to state receivership, the district and school leadership team should hold frequent “state of the school and district” meetings to inform parents of changes taking place. Both teachers and parents expressed concerns that students with special needs are not receiving adequate attention because the district has experienced multiple changes in special education leadership. The district and school also 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.

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 or found evidence of implementation of workshop methodologies in most classrooms. Teacher leaders reported that mathematics teachers are supporting the implementation of Readers’ and Writer’s Workshop by adapting strategies for use in their mathematics classrooms. Teachers reported having previously received a great deal of professional development through the Teachers College. District leadership supports sustaining Reader’s and Writer’s Workshop frameworks but indicated a 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.
- Assessment Systems:** The district has established a district-wide assessment calendar which includes interim assessments during fall (narrative writing on demand for K-6; NWEA Reading and Mathematics for grades 3-6; and, Fountas and Pinnell Running Records/leveling for K-6), winter (NWEA Reading and Mathematics for grades 3-6 and Fountas and Pinnell Running Records/leveling K-6), and spring (SBAC for grades 3-6; NWEA Reading and Mathematics for grades 3-6; and, Fountas and Pinnell Running Records/Leveling).
- Student engagement:** The audit team observed that most students were engaged in all classrooms, exhibiting on-task behaviors. Auditors noted the establishment of clear routines for classroom transitions. Any noted student distraction from the task at hand was primarily a result of the audit team members visiting the classrooms. Students were involved in lessons, but participation was more passive than active. On the teacher survey, 100 percent of teachers (N=16) agreed or strongly agreed that “students are engaged in their classes.”

Summary of Growth Areas:

- **Curriculum:** District leadership, school leadership and teachers all identified a lack of common curriculum as an area of growth at Pearson. Teachers and students report a shortage of text to support the workshop model currently in place. The audit team examined current curriculum maps, noting that the maps are restricted to an outline of units that do not support Tier I instruction aligned to the Connecticut Common Core. Parents don't feel the school's academic program adequately prepares students for the Gilbert School. District leadership reported a sense of urgency to purchase curriculum rather than allowing teachers the time to develop curriculum. According to district leadership, curriculum will be adopted at the beginning of 2016 with implementation supported by a strong coaching model.
- **Active Student Engagement, Academic Rigor, and Differentiation and checking for understanding:** As mentioned, 100 percent of teachers (N=16) agreed that: "students are engaged in their classes." However, observations conducted by the audit team revealed teacher-led instruction as the predominant mode of instruction, and student engagement was predominantly passive in nature. In some classrooms, auditors observed that students needing assistance did not receive it, and students reported that at times teachers do not notice they need help on assignments. In only one of the observed classrooms, the teacher used small-group strategies to encourage student-to-student discourse. Teacher questioning and independent assignments required students to answer basic procedural or recall questions. Eighty-one percent of teachers (N=13) 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 grade 5 class attempting to provide students with differentiated activities as a part of Tier I instruction. Most differentiation appeared to be a result of para-educators assisting students in completion of independent assignments.
- **Special Populations:** Pearson's principal reported that only some Individualized Education Plans (IEP) goals are met. The district's director of programs stated that no consistent program exists for special education. Teacher leaders reported that the two special education teachers carry large caseloads with 25 students each and are also required to provide support for students in a district program for autistic students. Teacher leaders also reported the need to use para-educators more effectively and noted that the para-educators and teachers need specialized training for working with the many traumatized students enrolled in Pearson School. Support staff, school leadership, and district leadership agreed that special education teachers, social workers and psychologists have not received training in over seven years due to a lack of district-leadership for special education. Teachers did report the use of Fountas & Pinnell Leveled Literacy Intervention System (LLI) beginning in 2015-16 has improved support for students needing Tier II supports. Parents of students with special needs did feel teachers know how to assist their children. The school's principal reported that clarification is needed for transition of special education students to the Gilbert School, including clarification of vision and understanding of expectations the Gilbert School has for Pearson's special education 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:

- Student Attendance, Chronic Absenteeism and Suspensions/Expulsions:** The Pearson School attendance rate was 96.9 percent in 2014-15 and year-to-date is 86.6% percent. The school's year-to-date chronic absenteeism rate is 4 percent, compared to 5.7 percent in 2014-15. The school's 2015-16 year-to-date rate of students with one or more in-school suspensions/out-of-school suspensions/expulsions is zero percent.
- Interpersonal Relationships:** Students were observed to be respectful toward one another and toward adults. Students reported enjoying coming to school because they have friends at school and some teachers make learning fun. Students reported they have adults at the school they can talk to and that the principal cares about them.

Summary of Growth Areas:

- Behavior Management Plan:** The school lacks a strong behavior management plan which focuses on a systematic approach to management of behaviors displayed by the many students who come to the school having suffered traumatic life events. The principal reports that teacher teams approach behavior and students' socio-emotional concerns during team meetings, but confidentiality issues related to the severe nature of some student's personal needs impacts the ability of teacher teams to adequately discuss specific student needs and actions to assist students and families. The district's chief executive officer is working to implement a multi-tiered approach to support families to replace the current crisis management approach. He has begun to negotiate assistance from local mental health agencies to provide assistance beginning in 2016-17. On the teacher survey, only 69 percent of teachers (N=11) agreed that "the school implements an effective school-wide behavior management system." Only 56 percent of teachers (N=9) agreed that "rules, procedures, and routines are clear and consistently followed by the school community." Teacher leaders report there is mixed effectiveness of discipline

supports resulting from unclear protocols for discipline. Only 69 percent of teachers (N=11) 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, teacher leaders reported they are not confident they have been properly trained to handle many of the student behaviors they are continuing to work on protocols for behavior supports. Teachers reported the SWISS program to report discipline data and analysis is no longer available to the school.

- **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 Pearson 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 monthly newsletters, a living wax museum day, Halloween dinner sponsored by the afterschool program, one writing celebration by grade per year, and a school music concert. The audit team noted that most of the activities are not designed 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. On the teacher survey, only 44 percent of teachers agreed or strongly agreed that “families are engaged in the school.” 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. The district has also just recently begun Parents Seeking Excellence in Education, a parent committee that meets monthly to provide input to district.
- **Staff and Family Commitment for Change:** Despite staff commitment and support for school leadership, noted previously, teachers reported a frustration resulting from frequent loss of programming as district and school leadership have changed. Teachers specifically reported a difficulty in writing their Student Learning Objectives (SLO’s) because data sets they use to track results changes from year to year. Teachers specifically mentioned frustration over the loss of the SWIS program to track student behavior data. Parents agreed that frequent changes in leadership has negatively impacted the ability of teachers to implement consistent academic programming and recognized that the community has not always supported expenditure of monies to support professional development for teachers. Parents reported the need for more communication and transparency in order to build the trust of the school community.

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 twice weekly to analyze data while students participate in art, band or intervention classes.
- **Adequate Instructional Time Established:** The school's schedule provides 360 minutes of instruction per day. Total daily allocation of time spent on literacy (reading and writing) in grade 5 is 165 minutes and 90 minutes in grade 6. Total time spent allocated for mathematics instruction is 60 minutes in grade 5 and 45 minutes in grade 6.

Summary of Growth Areas:

- **Resourcing:** District leadership, school administration, teachers, and support staff reported a lack of adequate and appropriate resources for classroom instruction, interventions, and special populations. The school principal reported the most urgent challenge is the lack of clear curriculum aligned to the Connecticut Common Core and professional development focused on assisting teachers in developing effective frameworks for instruction and differentiation. Teachers reported the need for additional text resources and supplies to adequately implement Reader's and Writer's workshop models. Social studies textbooks are outdated. The mathematics interventionist reported that *Do the Math* resources must be shared with two other district schools and is not aligned to current mathematics curriculum for grade 6. Interventionist and regular education staff reported that ineffective scheduling for interventions results in some students missing academic instruction. Staff reported a lack of resources to fully implement Scientifically Research-Based Interventions (SRBI) strategies. Teacher and school leadership report the loss of data reporting systems that allow them to more easily track student achievement and behavior data. The audit team observed only a few teachers using technology to engage students. Teachers reported technology (computers and Smartboards) has not been maintained and is not usable in classroom instruction. Teachers reported the need for playground equipment since many behavior problems occur during recess when students have no play equipment. Students reported the art room lacks sufficient supplies. 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's HVAC systems do not work efficiently. Teachers reported the need to open classroom windows in order to get relief from the heating system which causes overheated classrooms. Teachers also reported classrooms with only two electric outlets which does not support use of laptop computers in the classroom. Teachers and students reported slow or non-existent WIFI connections in classrooms. Students reported bathroom stall doors that don't lock, bathroom sinks that don't work, and no warm water in bathroom sinks for hand-washing. Students also reported disrepair in the school's art room.

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

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

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

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

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

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

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

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

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

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

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

Commissioner's Network Operations and Instructional Audit Report

Hinsdale Elementary School
December 21, 2015



Turnaround Office
State Department of Education
165 Capitol Avenue
Hartford, CT 06106
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 Hinsdale Elementary School 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 21, 2015, the Connecticut State Department of Education (CSDE) conducted, in consultation with the board of education, the Hinsdale Elementary School's Governance Council, and the Turnaround Committee, an operations and instructional audit of the school in accordance with C.G.S. § 10-223h(c). The purpose of this report is to present the findings of the audit.

Commissioner's Network Overview

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

Hinsdale Elementary School serves 234 students in grades 2 through 4. Approximately 72 percent of the students are White and 8 percent of the students are Hispanic. Sixteen percent are identified as needing special education services and 8 percent are English language learners. Fifty-three percent of students are eligible for free and reduced-priced meals. Hinsdale is one of three elementary schools in the Winchester Public School system. The Batcheller Early Learning Center services grades preschool through 1, and the Pearson School services grades 5 and 6. Hinsdale's instructional day is 405 minutes, with a 90 minute literacy block and a 60 minute math block each day. Hinsdale has experienced significant leadership transitions throughout the past 20 years. The current building leader has been in this position for 3 years, which has been a significant amount of time for this school.

School Data Profile

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

Enrollment Data (2015 16):				
Grades:	2, 3 & 4	5-Yr Enrollment Trend:	-13.2%	
Student Enrollment:	234	Mobility Rate:	Currently Not Available	
Personnel Data (2015 16):				
# of Administrators:	1	% of Teachers "Below Standard":	0	
# of Teachers:	17 -1.0 FTE 8- .5 FTE	% of Teachers "Developing":	0	
# of Support Staff:	2-1.0 FTE	% of Teachers "Proficient":	97%	
# of Psychologists:	.5 FTE	% of Teachers "Exemplary":	3%	
# 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:	405	
Total # of Teacher Days Per Year:	186	Extended Day Program?	No	
Student Demographic Breakdown (2015 16):				
% Black:	2.9%	% Male:	56.1%	
% Hispanic:	15.2%	% Female:	43.9%	
% White:	76.4%	% ELL:	7.6%	
% Other:	5.5%	% Special Education:	15.6%	
% F/R Meals:	48.9%	% Eligible for HUSKY Plan:	Currently Not Available	
School Climate Data:	2011 2012	2012 2013	2013 2014	2014 2015
Student Attendance Rate:	95.1%	96.4%	96.3%	96.4%
Chronic Absenteeism Rate:	8.6%	5.7%	4.5%	2.8%

Total # of ISS/OSS/Expulsions:	0/0/0	3/3/0	0/0/0	5/1/0
Teacher Attendance Rate:	<i>Currently Not Available</i>	94.7%	95.6%	94.7%
School Performance Index:	2011 2012	2012 2013	2013 2014	2014 2015
SPI:	75.6	67.3	N/A	N/A
CMT At or Above Proficient:	2011 2012	2012 2013	2013 2014	2014 2015
Grade 3 – Reading	80.3%	63.9%	N/A	N/A
Grade 3 – Math	87.8%	76%	N/A	N/A
Grade 4 – Reading	79.5%	73%	N/A	N/A
Grade 4 – Math	78.8%	77.2%	N/A	N/A
SBAC At or Above Proficient:	2011 2012	2012 2013	2013 2014	2014 2015
Grade 3 - Reading	N/A	N/A	N/A	46%
Grade 3 - Math	N/A	N/A	N/A	54%
Grade 4 - Reading	N/A	N/A	N/A	31%
Grade 4 - Math	N/A	N/A	N/A	23%

Part III: Audit Findings

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

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

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

1	Below Standard
2	Developing
3	Proficient
4	Exemplary

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

Summary of Strengths:

- Support from Leadership:** This is the third school-year that the current principal of Hinsdale has been in place. The staff and parents expressed that they feel supported by the principal, and the consistency in leadership has been beneficial to the school community. According to the teacher's survey, 89 percent of teachers agree with this statement: "Administrators provides regular and actionable feedback to staff."
- Committed Staff/Staff Retention:** Teachers and the principal explained that Hinsdale experiences minimal staff turnover. This is particularly important as Hinsdale invests in staff through targeted professional development, seeks to create teams and a sense of community. Staff members consistently commented on the staff's commitment to the school and its students. In the event of a vacancy, the principal has the authority to identify and hire new staff with district central office approval.
- Emerging Embedded Coaching:** Hinsdale has one school-based instructional coach supporting English language arts and the implementation of Literacy How strategies. Although there is a need for the development of a systematic coaching model that is aligned with professional development, teachers expressed appreciation for the support they are receiving. Eighty-nine percent of the teachers agreed with this statement: "I am professionally respected and supported by the school leadership team."

Summary of Growth Areas:

- Professional Development:** As noted, Hinsdale has emerging structures to facilitate professional development and implement an instructional coaching model. On the teacher survey, 55 percent of teachers agreed with the statement: "The professional development I received in the past year has improved my professional practice and allowed me to better meet the needs of my students." The professional development takes place twice a month on "short day" Wednesdays. This year, most of the professional development has focused on the implementation of Literacy How strategies and lesson design.
- Leadership Transitions:** This is the third school-year that the current principal has been the building leader at Hinsdale. Prior to that, principals and district leadership were known to stay for about a year before leaving the district. Teachers agreed that most leaders "use Winchester as a stepping stone on their résumé," before moving onto something else. This has caused frequent leadership

transitions at both the school and district-level. The entire school community also stated the frequent leadership turnover has consistently caused the starting of new initiatives without proper planning or professional development for such initiatives.

- Instructional Practice:** The quality of instruction was inconsistent across classrooms and teams. In the observed classrooms, auditors saw primarily teacher-led lessons with low levels of rigor, differentiation and student engagement. In several instances, the content did not appear age appropriate and lesson pacing failed to maximize instructional time. Given student performance levels on the NWEA MAP assessment and Smarter Balanced Assessment Consortium (SBAC), there is a demonstrable need to focus on instruction.

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/Writer’s Workshop Model:** The staff consistently cited the positive impact the implementation of the Reader’s/Writer’s Workshop Model has had on student achievement in both reading and writing. Although all staff members agreed that more professional development and planning time is needed to implement the workshop model more effectively, they feel that students want to read and write more, engagement has increased and achievement levels have increased for all students.
- SRBI Meeting Protocol:** The entire school community agreed that SRBI meeting protocols are in place and working more effectively than they have before. The SRBI team meets once per week and focuses on two students at each weekly meeting. Teachers are provided coverage by unified arts teachers to attend these weekly SRBI meetings. As a result of the SRBI meeting process, interventions began much sooner than they have in past years. The school team also agreed that further attention is needed to strengthen the SRBI process. The staff also reported that grade level and school-wide data teams are an area in need of additional attention.
- Assessment System:** The district implemented the NWEA MAP assessment in grades 3 and 4 at Hinsdale for both math and literacy. Grade 2 uses the DIBELS assessment for literacy and Amplify for math. These assessments provide administrators, teachers, families and students with data on student progress in math and reading. Teachers and leaders expressed the assessments were both reliable and valid and more support is needed on the use of the data and how it impacts instruction. Teachers also expressed the need to have common assessment across the grade-levels. On the teacher survey, 74 percent of the teachers agreed with the statement: “This school has a

comprehensive assessment system to measure student progress, identify needed interventions, and provide teachers with data to inform instruction.”

Summary of Growth Areas:

- **Supports for Special Populations:** At Hinsdale, special education teachers are assigned to specific grade levels, and strictly follow a pull out model of support. A correlation between the services delivered and the needs of the students were not evident to the auditors. A coherent service model was not evident to the auditors. Out of the 234 students at Hinsdale, approximately 16 percent are identified as special education students, and 8 percent are identified as English language learners.
- **Curriculum and Instruction Aligned to Common Core Standards:** All focus groups emphasized the need for curricula that is aligned to common core state standards. When asked about curriculum, staff members strictly cited the programs they are using and the units of study in the Teacher’s College for Reader’s/Writer’s Workshop framework.
- **Differentiation and Rigor:** In the observed classrooms, all the lessons were teacher-led; however, none of the teachers were using higher-order DOK question stems. Some lesson and assignments did not appear developmentally or age appropriate. Rigor and differentiation were lacking in most classrooms. Students cited getting bored easily during class because once they were finished with their assigned task, there isn’t much for them to do, or they just chose a worksheet to complete. District and school leadership, and the leadership team agreed that differentiation and rigor varies from classroom to classroom. Interestingly, on the teacher survey, 63 percent of teachers agreed with the statement: “Instructional quality is consistently high at this school.” This suggests a potential mismatch between teacher perceptions and actual instructional quality.
- **Interventions:** Hinsdale currently has two literacy interventionists and one math interventionist. Each interventionist has a daily schedule to support a pull out model, but two times per week the interventionists are pulled for SRBI and data team meetings, preventing them from meeting with students. The auditors also noted confusion between tier II and tier III interventions. Although tier II interventions are a part of the instructional day for classroom teachers, the auditors did not observe any evidence of tier II occurring in the classrooms. Interviews with staff members indicated that there was not a common understanding of which resources were appropriate for tier II versus tier III intervention.
- **Active Student Engagement:** In the classrooms observed, students’ behavior was compliment during activities; however, meaningful student engagement was lacking. Auditors observed student discourse in one classroom while other students were not engaged with some students talking. During the student focus group, when asked to describe a typical lesson, student’s explained it as usually “just reading by myself at my desk.”

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:

- School-wide Behavior Management Strategy:** Hinsdale uses the Positive Behavior Intervention Support (PBIS) model to incent and reward positive behaviors. Students spoke enthusiastically about the “Grainsky Grams” awards system that is awarded by the school principal to promote positive behaviors. In each classroom, a behavior matrix is posted to demonstrate school-wide behavior expectations in each setting of the classroom and school. Staff and students alike have seemed to buy-in to this behavior management strategy. More attention may be needed to address tier I implementation of PBIS as 52 percent of teachers agreed with this statement: “The school implements an effective school-wide behavior management system.” The auditors did not observe any evidence of tier II or tier III behavior intervention strategies.
- Student Attendance and Chronic Absenteeism:** Though administrators expressed inconsistent reporting of attendance data in the past, Hinsdale has made progress in increasing average daily student attendance and decreasing chronic absenteeism. Hinsdale’s 2015-16 year-to-date average daily student attendance rate is 96 percent. Hinsdale employs several strategies to promote student attendance including: phone calls home and a school committee focused on attendance.

Summary of Growth Areas:

- School Environment:** The school building is an older building and in great need of upgrades. Students and staff members felt uncomfortable with going upstairs onto the second floor of the building. There have been cited concerns around air quality and the growth of mold throughout the building. The auditors noted that upon entering the building, visitors must be “buzzed in” to gain access to the building. However, visitors must walk down a long hallway before arriving at the office without staff supervision. Fifty eight percent of teachers agreed with this statement: “The school environment is conducive to high-quality teaching and learning.
- Community Partners and Wraparound Strategy:** The teachers and principal were unable to clearly identify how the school supports students’ and families’ social/emotional and health/wellness needs. District administration cited the need to form partnerships with the local community groups to support wraparound services for both students’ and families’ to support social/emotional and health/wellness needs. District administration expressed to the auditors that making connections with community partners is in progress.

- Family and Community Engagement:** To date, Hinsdale does not have a family resource center or clinic for students and families, and staff members were not clear on what community partners were available to recommend to families in need. Fifty-three percent of teachers agreed with this statement: “Families are engaged in the school.” The family and community members in the focus group feel they know what’s going on in the school strictly because they are there on a regular basis. They also stated that student misbehavior is taking away from their child’s education, and there was no consistent method of communication between the school and home.

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:

- Adequate Instructional Time:** The daily bell schedule runs from 8:45 a.m. until 3:05 p.m. totaling 405 of instructional minutes per day. The master schedule allows for a 90 minute literacy block, and a 60 minute math block (55 minutes in second grade) each day, as well as intervention blocks to provide both tier II and tier III interventions. District and school leadership noted that more work needs to be done around the implementation of intervention strategies through the school-day.
- Routines and Transitions:** The principal and school staff have established systems, protocols, and procedures to support smooth school operations. Morning arrivals, transitions between classes, lunch, and dismissals were relatively calm and orderly during the audit site visit. Students and staff demonstrated respect toward one another.
- Class Sizes:** Each grade 2 through 4 classroom at Hinsdale has 17 to 23 students. This allows for adequate space and resources for instruction.

Summary of Growth Areas:

- Use of Staff Time:** Staff have common planning time daily for 40 minutes, and two days per week they are provided coverage to attend SRBI and data team meetings. Every other Wednesday is a half day professional development day for teachers. The principal was unable to describe what occurs during teacher’s daily common planning time. Teachers felt being pulled out of class for SRBI and data team meetings took time away from instruction. When asked about professional development, 55 percent of teachers agreed with this statement: “The professional development that I have received in the past year has improved my professional practice and allowed me to better meet the needs of my students.” Teachers were not able to communicate the professional development goals for the year or the vision for Wednesday professional development sessions. Teachers discussed that previous years professional development had been planned on short notice and district goals has not been communicated to the staff.

- **Financial Management:** At the start of the 2015-16 school-year, Winchester Public Schools faced a serious financial deficit. This has impacted the programming and budgetary needs of Hinsdale Elementary School.
- **Use of Instructional Time:** The auditors observed classrooms in grades 2 through 4. When observing Reader's/Writer's Workshop, the auditors noted students sitting in rows and reading independently for an extended amount of time. Students were able to express how they pick a book at their independent level, and how they use their classroom library. Students were not expected to answer text dependent questions, and did not meet for small group instruction during the workshop time. The auditors observed teachers meeting independently with students to read. During intervention time in second grade, students were pulled out of the room, and there did not seem to be a system in place for students who remained in the classroom to receive intervention or acceleration.
- **Instructional Resources and Technology:** Teachers described a shortage of critical instructional supplies and educational technology. For example, teachers cited the need for books to support the implementation of Reader's/Writer's Workshop more effectively. Teachers, parents, and administrators also commented on insufficient technology. The auditors noted that each classroom had a smart board and one teacher computer, but no student computers. The staff mentioned each classroom has one iPad, there is one lab top cart with 23 computers, and 23 computers in the library.

The audit team would like to express its sincere appreciation to the Hinsdale 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
1.1. Instructional Practice	Teacher effectiveness is inconsistent and highly variable from classroom to classroom. There are significant concerns about instruction. Staffing decisions do not reflect teacher effectiveness and student needs.	Instructional quality is moderate; however, teacher effectiveness is variable from classroom to classroom. Staffing decisions do not always reflect teacher effectiveness and student needs.	Most classes are led by effective educators, and instructional quality is strong. There are some systems in place to promote and develop teacher effectiveness and make appropriate staffing decisions.	100% of classes are led by deeply passionate and highly effective educators. There are strong systems in place to promote staff efficacy and make staffing decisions driven exclusively by student needs.
1.2. Evaluation and Professional Culture	There are significant concerns about staff professionalism. Staff come to school unprepared, and there is little sense of personal responsibility. There is a culture of low expectations; individuals are not accountable for their work. Evaluations are infrequent, and few if any staff were formally evaluated 3 or more times in the previous year. Instructional leaders do not provide regular feedback to staff.	There are some concerns about professionalism. Some staff come to school unprepared. Some teachers feel responsible for their work. Some teachers were formally evaluated at least 3 times in the previous year, but most were not. Leaders communicate some expectations for and feedback on performance, but do not consistently follow-up to see whether or not the feedback is acted upon.	The school is a professional work environment. Most staff are prepared to start the school-day on time with appropriate instructional materials ready to go. Most individuals feel responsible for their work. Most teachers were formally evaluated at least 3 times in the previous year in alignment with SEED expectations. Leaders provide feedback and hold individuals accountable for effort and results.	100% of staff are prepared to start the school day on time with appropriate instructional materials ready to go. The vast majority of staff feel deep personal responsibility to do their best work. All teachers were formally evaluated at least 3 times in the previous year. Leaders conduct frequent informal evaluations and provide meaningful feedback. Individuals are held accountable for their performance.
1.3. Recruitment and Retention Strategies	The school and/or district lack systems to recruit and attract top talent. Retention of high-quality staff is a significant concern. The school lacks systems and strategies to retain top teachers and leaders.	The school and/or district have components of a plan for recruitment and retention of quality educators (e.g., mentoring, induction). The plan is not fully developed or consistently implemented.	The school and/or district have systems for strategic recruitment and retention. Efforts are made to match the most effective educators to the students with the greatest needs. Retention of high-quality teachers is high.	The school and/or district effectively implement a long-term plan for recruitment and retention. Efforts are made to match the most effective educators to the students with the greatest needs. Deliberate, successful efforts are made to retain top talent.
1.4. Professional Development	Professional Development (PD) opportunities are infrequent and/or of inconsistent quality and relevance. The 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 the PD strategies.	The 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. The PD is generally connected to student needs and staff growth areas identified through observations. Most teachers feel PD opportunities help them improve their classroom practices. Most teachers are able to translate and incorporate PD strategies into their daily instruction.	The school consistently offers rich and meaningful PD opportunities that are aligned to student needs and staff growth areas identified through observations. Teachers effectively translate PD strategies into their daily instruction. The school has a process for monitoring and supporting the implementation of PD strategies.
1.5. Leadership Effectiveness	Leadership fails to convey a school mission or strategic direction. The school team is stuck in a fire-fighting or reactive mode, lacks school goals, and/or suffers from initiative fatigue. The school community questions whether the school can/will improve.	The mission and strategic direction are not well communicated. A school improvement plan does not consistently guide daily activities and decision-making. The community generally understands the need for change; however, actions are more often governed by the status quo.	Leadership focuses on school mission and strategic direction with staff, students, and families. The school is implementing a solid improvement plan and has a clear set of measurable goals. The plan may lack coherence and a strategy for sustainability. Leadership conveys urgency.	Leadership focuses on school mission and strategic direction with staff, students, and families. The school has a manageable set of goals and a clear set of strategies to achieve those goals. The plan is being implemented and monitored with fidelity. Leadership conveys deep urgency.

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

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

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

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

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

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

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

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

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

OPERATIONS				
Indicator	Below Standard	Developing	Proficient	Exemplary
	leaders successfully advocating for school resource needs.	effectively 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.