

School Improvement Grants

# Application for FY 2013 New Awards Competition

## Section 1003(g) of the Elementary and Secondary Education Act

Fiscal Year 2013

CFDA Number: 84.377A

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**State Name:** Connecticut



U.S. Department of Education  
Washington, D.C. 20202

OMB Number: 1810-0682  
Expiration Date: September 30, 2016

### Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 74 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is mandatory required to obtain or retain benefit and voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1810-0682. Note: Please do not return the completed FY 2013 School Improvement Grant application to this address.

## SCHOOL IMPROVEMENT GRANTS

### **Purpose of the Program**

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving five percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving five percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

### **ESEA Flexibility**

An SEA that has received ESEA flexibility no longer identifies Title I schools for improvement, corrective action, or restructuring; instead, it identifies priority schools, which are generally a State's lowest-achieving Title I schools. Accordingly, if it chooses, an SEA with an approved ESEA flexibility request may select the "**priority schools list waiver**" in Section H of the SEA application for SIG funds. This waiver permits the SEA to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools.

Through its approved ESEA flexibility request, an SEA has already received a waiver that permits its LEAs to apply for SIG funds to serve priority schools that are not otherwise eligible to receive SIG funds because they are not identified as Tier I, Tier II, or Tier III schools. The waiver offered in this application goes beyond this previously granted waiver to permit the SEA to actually use its priority schools list as its SIG list.

### **Availability of Funds**

The Consolidated and Further Continuing Appropriations Act, 2013, provided \$506 million for School Improvement Grants in fiscal year (FY) 2013.

FY 2013 SIG funds are available for obligation by SEAs and LEAs through September 30, 2015.

### **State and LEA Allocations**

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a SIG grant. The Department will allocate FY 2013 SIG funds in proportion to the funds received in FY 2013 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its SIG funds directly to LEAs in accordance with the final requirements (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

### **Consultation with the Committee of Practitioners**

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

# FY 2013 NEW AWARDS APPLICATION INSTRUCTIONS

This application is for use only by SEAs that will make new awards. New awards are defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2014–2015 school year. New three-year awards may be made with the FY 2013 funds or any unobligated SIG funds from previous competitions not already committed to grants made in earlier competitions.

The Department will require those SEAs that will use FY 2013 funds solely for continuation awards to submit a SIG application. However, those SEAs using FY 2013 funds solely for continuation purposes are only required to complete the Continuation Awards Only Application for FY 2013 School Improvement Grants Program located at the end of this application.

## SUBMISSION INFORMATION

### **Electronic Submission:**

The Department strongly prefers to receive an SEA's FY 2013 SIG application electronically. The application should be sent as a Microsoft Word document, **not** as a PDF.

The SEA should submit its FY 2013 application to [OESE.OST@ed.gov](mailto:OESE.OST@ed.gov).

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below under "Paper Submission."

### **Paper Submission:**

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Group Leader  
Office of School Turnaround  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3W320  
Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

### **Application Deadline**

Applications are due on or before November 15, 2013.

### **For Further Information**

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at [Carlas.Mccauley@ed.gov](mailto:Carlas.Mccauley@ed.gov).

APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: <b>Connecticut State Department of Education</b>	Applicant's Mailing Address: 165 Capitol Avenue Hartford, CT 06106
State Contact for the School Improvement Grant  Name: Michelle L. Rosado  Position and Office: Education Consultant, Turnaround Office  Contact's Mailing Address:  165 Capitol Avenue Hartford, CT 06106  Telephone: 860-713-6748  Fax: 860-713-7023  Email address: michelle.rosado@ct.gov	
Chief State School Officer (Printed Name): Stefan Pryor	Telephone: 860-713-6500
Signature of the Chief State School Officer:  X	Date:

The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.

## PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

### A. ELIGIBLE SCHOOLS

**Part 1 (Definition of Persistently Lowest-Achieving Schools):** Along with its list of Tier I, Tier II, and Tier III schools, the SEA must provide the definition that it used to develop this list of schools. If the SEA's definition of persistently lowest-achieving schools that it makes publicly available on its Web site is identical to the definition that it used to develop its list of Tier I, Tier II, and Tier III schools, it may provide a link to the page on its Web site where that definition is posted rather than providing the complete definition. If an SEA is requesting the priority schools list waiver, it need not provide this definition, as its methodology for identifying its priority schools has already been approved through its ESEA flexibility request.

**Part 2 (Eligible Schools List):** As part of its FY 2013 application an SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State or, if it is requesting the priority schools list waiver, of each priority school in the State. (A State's Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State's persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years.

**Directions:** SEAs that generate new lists should create this table in Excel using the format shown below. An example of the table has been provided for guidance.

Connecticut is *requesting a waiver* from the Department to allow LEAs to apply for SIG funds to implement SIG models in focus schools and priority (turnaround) schools. Please see lists of eligible schools on the attached link

**SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS**

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY (if applicable)	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE <sup>1</sup>

**EXAMPLE:**

**SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS**

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
LEA 1	##	HARRISON ES	##		X				
LEA 1	##	MADISON ES	##		X				
LEA 2	##	TAYLOR MS	##				X		X

**Part 3 (Terminated Awards):** All SEAs are required to list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed for the 2014-2015 school year. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds.

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
NA	NA	NA	NA
<b>TOTAL AMOUNT OF REMAINING FUNDS:</b>			

<sup>1</sup> “Newly Eligible” refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State’s lowest quintile of performance based on proficiency rates on State’s assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a “persistently lowest-achieving school” or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about “newly eligible schools,” please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

**B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA's application for a School Improvement Grant.**

**Part 1:** The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA's application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA's application and has selected an intervention for each school.

The CSDE will review the operations and instructional audit conducted for each school expressing an interest to apply for the SIG (see Appendix F in LEA Application). The identified needs will be considered for each school in selecting the model and writing the SIG plan to assist in meeting the school's identified needs. Three year student achievement goals in reading /language arts and mathematics will be set based on the analysis and in relation to past achievement. The LEA's ability to monitor the implementation of each school's intervention model will be assessed.

- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.

The CSDE will review how SIG funds are to be used to support the staffing and the organizational structure at the district and school level required to implement the selected intervention model. Consideration will be given to how SIG funds will provide adequate resources to:

- identify and train district- and school-level staff to fully implement the selected intervention model in each school;
- monitor each component of the selected intervention model for each school; and
- monitor the allocation of resources and funds to effectively implement the selected intervention model in each school.

The CSDE will require that school leadership participate in regularly scheduled meetings with the CSDE, including bi-weekly walkthroughs and monitoring visits.

- (3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA's application, as well as to support school improvement activities in Tier III schools in a State that is not requesting the priority schools list waiver, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

The CSDE will evaluate whether the LEA's budget is sufficient to cover the staffing costs and resources needed for the three-year period of implementation of the selected intervention model as well as pre-implementation activities, if applicable. The LEA's budget will be reviewed for sufficiency of funds for start-up costs, recruitment of additional staff, training of staff, etc. Costs for district-level activities designed to support implementation of the selected school intervention models in the priority schools will also be reviewed.

**Part 2:** The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEA's commitment to do the following:

- Design and implement interventions consistent with the final requirements;  
As part of the LEA application, the CSDE requires LEAs to address each of the intervention model requirements at the school level for each school. LEAs are required to provide information on district-level support that will be available to schools in order to implement the selected intervention model. In addition, LEAs are required to complete detailed information about the selected intervention model for each school to ensure accountability with the requirements. A reform model checklist, which incorporates the requirements of each of the four intervention models, has been provided at the end of the LEA application. The CSDE will carefully review the programmatic information provided and will also consider the reasonableness and adequacy of the LEA and school-level budget information to ensure that the LEAs' plans for the design and implementation of the selected interventions are consistent with the final requirements (see Appendices G and H in LEA Application).
- Recruit, screen, and select external providers, if applicable, to ensure their quality;

The CSDE will be involved in the process for selecting external partners or lead partners as part of the application process. This process will include a review of the RFQ, proposals and interviews of potential partners. The Commissioner of Education will be required to approve the partner before they are selected.

The CSDE will evaluate an external provider's capacity to provide effective services by examining:

- Provider history
- Demonstrated record of effectiveness in increasing academic achievement
- Subject area and grade level experience
- Experience providing services to students with disabilities and English language learners
- Liability insurance coverage
- Legal status
- Financial soundness

In addition, monitoring of approved external providers will be conducted annually by a team of CSDE and LEA staff.

- Align other resources with the interventions;

Within the LEA application, the CSDE has provided examples of other resources that could be aligned with SIG funds (e.g., Title I, Part A Regular and ARRA, Title II, Part A Teacher Quality, Title III, Part A English Language Acquisition, State Priority School District funds, State Alliance District Funds, State Commissioner's Network Funds). The CSDE will review the LEA's applications to ensure that there is alignment of SIG funds with ongoing school improvement efforts currently being supported with other federal and state resources.

- Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and,

The CSDE requires the LEA to address how it will modify its teacher or administrator contracts, practices or policies to enable its schools to implement the interventions fully and effectively. The CSDE will review the LEAs' responses including evidence of local board, administrator and teacher support to assess the LEAs commitment to making necessary changes in order to meet final requirements and assist in the successful implementation of the selected intervention models. The CSDE will also assess measures to grant flexibility to leadership or in the case of a restart model, full autonomy to a restart operator.

- Sustain the reforms after the funding period ends.

In the LEA application, the CSDE requires the LEA to address the sustainability of the reforms after the funding period ends. The CSDE will review the LEA responses for adequacy and reasonableness. Specifically, the CSDE will ensure that LEAs consider sustainability in their plans for extended time using such strategies as staggered teacher schedules. The CSDE will evaluate the level of commitment by the LEA for school reform measures.

**B-1. ADDITIONAL EVALUATION CRITERIA: In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA's budget and application:**

(1) How will the SEA review an LEA's proposed budget with respect to activities carried out during the pre-implementation period<sup>2</sup> to help an LEA prepare for full implementation in the following school year?

The CSDE will review each district's proposed budget with respect to activities carried out during the pre-implementation period to determine that the activities will enable the district to fully implement the selected SIG intervention model in fall 2014. Activities planned for pre-implementation must be aligned to the SIG intervention model and may include activities related to family and community engagement, staff, instructional programs, professional development and support, preparation for accountability measures and rigorous review of external providers.

(2) How will the SEA evaluate the LEA's proposed activities to be carried out during the pre-implementation period to determine whether they are allowable?

The CSDE will evaluate the district's proposed activities to be carried out during the pre-implementation to determine if they will enable the district to fully implement the selected SIG intervention model in fall 2014 and evaluate these using the SIG review guide included with the LEA application. Allowable activities must be aligned to the selected SIG intervention model and may include activities related to family and community engagement, staff, instructional programs, professional development and support, preparation for accountability measures and rigorous review of external providers. The CSDE will evaluate using the SIG review guide included with the LEA application if the activities specifically align to carrying out the reform model and are activities that will prepare the district/school in carrying out the reform model in the fall 2014. The CSDE will monitor the pre-implementation activities monthly through onsite visits with each district.

<sup>2</sup> "Pre-implementation" enables an LEA to prepare for full implementation of a school intervention model at the start of the 2014–2015 school year. For a full description of pre-implementation, please refer to section J of the SIG Guidance.

**C. TIMELINE: An SEA must describe its process and timeline for approving LEA applications.**

The CSDE will seek LEA applications for the SIG once Connecticut’s application has been approved by the U.S. Department of Education. Notice of the application will be sent to all eligible LEAs and posted on the CSDE Web site. LEAs will be given four weeks to complete the application. The CSDE will take two weeks to process and review all applications. It is anticipated that notice of grant awards and access to available funding will conclude by March 15, 2014 (pending federal approval).

<b>Process</b>	<b>Date</b>
Release preliminary information about SIG to LEAs	December, 2013
Hold meetings with eligible districts regarding SIG	January, 2014
Letter of Intent to apply due	January, 2014
Release SIG to LEAs	January, 2014
Operations and Instructional Audits	February, 2014
Bidder’s conference	January 16, 2014
SIG application due	March 7, 2014
Review SIG applications	March, 2014
Provide feedback to SIG applicants	March, 2014
Review revised SIG applications	March, 2014
Award SIG funding	March, 2014
Begin pre-implementation for intervention implementation	March 30, 2014
Begin intervention implementation	August 2014

**D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.**

(1) Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I and Tier II schools, or for its priority schools, as applicable, and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier I or Tier II schools, or one or more priority schools, in at LEA that is not meeting those goals and making progress on the leading indicators in section III of the final requirements.

The CSDE will assign a designee to each LEA that receives the SIG. The designee will review implementation of SIG interventions and monitor progress of the school in meeting the set goals in reading/language arts and mathematics. The designee will meet bi-weekly with the leadership team to monitor the implementation of the SIG plan, review data points and conduct a walk through. The school leadership will meet quarterly for focused data review sessions.

Areas of focus for data include but are not limited to:

- number of minutes within the school year;
- discipline incidents;

- truants;
- dropout rate;
- student attendance rate;
- scores on reading/language arts and in mathematics assessments, by grade, for the “all students” group, for each achievement quartile, and for each subgroup;
- number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes (high school only); and
- teacher attendance rate.

By reviewing the implementation of SIG interventions, monitoring student achievement progress and given consideration to the leading indicators, a determination with regard to the renewal of a SIG grant will be made. See Appendix G of the LEA application for more information on monitoring.

(2) Describe the SEA’s process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools. Not applicable. The CSDE is utilizing its approved list of focus and priority schools.

(3) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools, or the priority schools, as applicable, the LEA is approved to serve.

The CSDE will assign a designee to each LEA that receives the SIG. The designee will review implementation of SIG interventions and monitor progress of the school in meeting the set goals in reading/language arts and mathematics. The designee will meet bi-weekly with the leadership team to monitor the implementation of the SIG plan, review data points and conduct a walk through. The school leadership will meet quarterly for focused data review sessions.

Schools not implementing all aspects of the reform model will not be funded for the following year. See Appendix of the LEA application for more information on monitoring documents that are used.

(4) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

If the CSDE does not have sufficient SIG funds to serve all eligible schools for which each LEA applies, priority will be given based on:

- the number of priority schools in the district;
- the district’s history with school turnaround;

- how funds will be used to support the staffing and organization at the district level;
- how district- and school-level staff will be trained to fully and effectively implement the selected intervention model in each school;
- how the district will monitor each component of the selected intervention model for each school; and
- how the district will monitor the allocation of resources and funds to effectively implement the selected intervention model in each school.

Additionally, the CSDE will determine the level of funding that is required for school that is implementing a turnaround, restart, or transformation model based on identified need, capacity, and school size.

(5) Describe the criteria, if any, which the SEA intends to use to prioritize among Tier III schools. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.

Not applicable. The CSDE is utilizing its approved list of focus and priority schools.

(6) If the SEA intends to take over any Tier I or Tier II schools, or any priority schools, as applicable, identify those schools and indicate the school intervention model the SEA will implement in each school.

The CSDE does not intend to take over any priority schools or to provide services directly to any schools in the absence of a takeover.

(7) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, or for priority schools, as applicable, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA’s approval to have the SEA provide the services directly.

Not applicable. The CSDE is utilizing its approved list of focus and priority schools.

<sup>3</sup> If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

**E. ASSURANCES: The SEA must provide the assurances set forth below.**

By submitting this application, the SEA assures that it will do the following (check each box):

- Comply with the final requirements and ensure that each LEA carries out its responsibilities outlined in the final requirements.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school, or each priority school, as applicable, that the SEA approves the LEA to serve.
- Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.

If a Tier I or Tier II school, or priority school, as applicable, implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.

Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school or priority school, as applicable.

Report the specific school-level data required in section III of the final SIG requirements.

**F. SEA RESERVATION: The SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.**

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with any State-level funds it chooses to reserve from its School Improvement Grant allocation.

The SIG reservation is able to fund the salary of one CSDE consultant assigned to SIG to provide technical assistance and monitor schools.

**G. CONSULTATION WITH STAKEHOLDERS**

By checking this box, the SEA assures that it has consulted with its Committee of Practitioners regarding the information set forth in its application.

**H. WAIVERS: SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.**

Connecticut requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools or in its priority schools, as applicable.

**Waiver 1: Tier II waiver**

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2013 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not

made adequate yearly progress (AYP) for at least two consecutive years or are in the State's lowest quintile of performance based on proficiency rates on the State's assessments in reading/language arts and mathematics combined.

Assurance

The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State's lowest quintile of performance based on proficiency rates on the State's assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of "persistently lowest-achieving schools") that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

**Waiver 2: n-size waiver**

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2013 competition, waive the definition of "persistently lowest-achieving schools" in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the "all students" group in the grades assessed is less than [Please indicate number].

Assurance

The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its "minimum n." The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. The State will include its "minimum n" in its definition of "persistently lowest-achieving schools." In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

**Waiver 3: Priority schools list waiver**

In order to enable the State to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools that meet the definition of "priority schools" in the document titled *ESEA Flexibility* and that were identified in accordance with its approved request for ESEA flexibility, waive the school eligibility requirements in Section I.A.1 of the SIG final requirements.

Assurance

The State assures that its methodology for identifying priority schools, approved through its ESEA flexibility request, provides an acceptable

alternative methodology for identifying the State’s lowest-performing schools and thus is an appropriate replacement for the eligibility requirements and definition of persistently lowest-achieving schools in the SIG final requirements.

**Waiver 4: Period of availability of FY 2013 funds waiver**

**Note: This waiver only applies to FY 2013 funds for the purpose of making three-year awards to eligible LEAs.**

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2013 school improvement funds for the SEA and all of its LEAs to September 30, 2017.

**WAIVERS OF LEA REQUIREMENTS**

Connecticut does not request a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA’s application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, or Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State’s Tier I, Tier II, and Tier III schools.

**Waiver 5: School improvement timeline waiver**

**Note: An SEA that requested and received the school improvement timeline waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.**

**An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the requirement in section 1116(b) of the ESEA to identify schools for improvement through its approved ESEA flexibility request.**

**Schools that started implementation of a turnaround or restart model in the 2011-2012, 2012-2013, 2013-2014 school years cannot request this waiver to “start over” their school improvement timeline again.**

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2014–2015 school year to “start over” in the school improvement timeline.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in the 2014–2015 school year in a school that the

SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

**Waiver 6: Schoolwide program waiver**

**Note: An SEA that requested and received the schoolwide program waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.**

**An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the schoolwide poverty threshold through its approved ESEA flexibility request.**

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

**I. ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS**

The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

**PART II: LEA APPLICATION**

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs.

**LEA APPLICATION REQUIREMENTS**

The LEA application form that the SEA uses must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

**A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.**

An LEA must identify each Tier I, Tier II, and Tier III school, or each priority school, as applicable, the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school, or in each priority school, as applicable.

SCHOOL NAME	NCES ID #	PRIORITY (if applicable)	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II/PRIORITY ONLY)			
						turnaround	restart	closure	transformation

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

# School Improvement Grant 1003(g) Application | Winter 2014

Form Number: ED 704

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





## Connecticut State Department of Education

**Stefan Pryor**  
Commissioner of Education

### **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



**Connecticut State Department of Education  
School Improvement Grant (SIG) 1003(g)  
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## SIG APPLICATION INSTRUCTIONS

### A. Submission Instructions

Review and follow all directions carefully when completing the SIG application. The application **must be postmarked by March 7, 2014, at 4 p.m. (EST)**. The submission must include one original and three (3) additional hard copies. Districts must also provide an electronic submission either via e-mail or flash drive. Please note that all applications become the property of the Connecticut State Department of Education (CSDE) and are subject to disclosure pursuant to the Freedom of Information Act.

### B. Mailing and Delivery Information

<p><b>Mailing Address:</b></p> <p>Connecticut State Department of Education Turnaround Office P.O. Box 2219, Room 249 Hartford, CT 06145-2219 Attention: Michelle Rosado</p>	<p><b>Overnight Mailing and Hand Delivery:</b></p> <p>Connecticut State Department of Education Turnaround Office 165 Capitol Avenue, Room 249 Hartford, CT 06106 Attention: Michelle Rosado</p>
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### C. Timeline Summary

1. CSDE hosts Bidder's Conference.	January 16, 2014
2. Districts submit a letter of interest to the CSDE.	January 24, 2014
3. LEA conducts operations and instructional audits.	February 2014
4. LEAs submit SIG applications.	March 7, 2014
5. If requested by the CSDE, LEAs revise their SIG applications.	March 2014
6. CSDE awards SIG funds.	March 2014
7. SIG schools begin pre-implementation with support from the CSDE.	Spring 2014
8. SIG schools begin full implementation with support from the CSDE.	Summer 2014

### D. Questions

All questions regarding SIG should be directed to:

Michelle Rosado, Education Consultant  
Connecticut State Department of Education  
Telephone: 860-713-6748 | E-mail: [michelle.rosado@ct.gov](mailto:michelle.rosado@ct.gov)



## SIG OVERVIEW

### A. SIG Overview

The federal Title I School Improvement Grants (SIG) authorized under the Elementary and Secondary Education Act (ESEA) will provide states and districts the funds they need to leverage change and turn around chronically low-performing schools. For fiscal year 2013, Connecticut is eligible to receive approximately \$3.8 million in SIG funds, providing an opportunity to turn around the state's persistently lowest-achieving schools. SIG funds will be made available to districts in the form of competitive grants. Eligible schools served by SIG funds may receive a minimum of \$50,000 and a maximum of \$2 million a year. Federal guidance on the final requirements that govern the process that states must use to award SIG funds to eligible districts can be found at <http://www2.ed.gov/programs/sif/index.html>.

According to the federal requirements for the SIG, states must give priority in awarding SIG funds to districts that demonstrate the greatest need for the funds and the strongest commitment to use the funds to substantially raise the achievement of students attending the persistently lowest-achieving schools. Connecticut schools that are eligible to participate in the SIG program are schools that are designated as turnaround and focus schools under the ESEA waiver and have not been previously awarded SIG funds. Lists of these schools can be found at [http://www.sde.ct.gov/sde/lib/sde/pdf/evalresearch/accountability/2012-13\\_school\\_classification\\_summary.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/evalresearch/accountability/2012-13_school_classification_summary.pdf).

### B. SIG Plan

Schools within districts expressing an interest in applying for the SIG, must undergo an operations and instructional audit conducted by the CSDE. This audit will inform the selection of the SIG model as well as the creation of the SIG Plan. As the preeminent improvement plan for the school, the SIG Plan must: (a) describe a vision for the school; (b) address deficiencies identified in the operations and instructional audit; (c) select a SIG model; and (d) present a comprehensive set of transformative strategies for improving student academic achievement at the school aligned to one of the SIG models.

The SIG Plan must be informed by the following:

- Provide a data profile and needs analysis that is informed by the operations and instructional audit;
- Select a SIG model for the school, and explain how it will serve as a catalyst for school transformation; and
- Propose a three-year budget for the school that aligns all funding streams to the comprehensive SIG Plan.

### C. SIG Models

Schools applying for the SIG must choose one of four models to apply at the school: turnaround, restart, transformation, or closure. A description of each model follows.

**A. Turnaround model** – The district must implement a plan that does the following:

- (1) Replace the principal and grant the principal sufficient operational flexibility (including authority in determining staffing, calendars and time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
- (2) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students to:
  - a) Screen all existing staff and rehire no more than 50 percent, and
  - b) Select new staff;
- (3) Implement strategies providing staff with that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school, which may include the provision of:
  - a) Financial incentives,
  - b) Increased opportunities for promotion and career growth, and
  - c) More flexible work conditions;
- (4) Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- (5) Adopt a new governance structure, which may include, but is not limited to:
  - a) Requiring the school principal to report to a new "turnaround office" in the LEA or SEA,
  - b) Hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or
  - c) Enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
- (6) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with CSBE academic standards;
- (7) Promote the continuous use of student data (such as data from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- (8) Establish schedules and implement strategies that provide increased learning time; and
- (9) Provide appropriate social-emotional and community-oriented services and supports for students.

**B. Transformation Model-** The district must implement a plan that does the following:

*Develop and increase teacher and school leader effectiveness:*

- (1) Replace the principal who led the school prior to commencement of the transformation model;
- (2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that —
  - a) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
  - b) Are designed and developed with teacher and principal involvement;
- (3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove

those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

- (4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- (5) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model;

*Implement comprehensive instructional reform strategies:*

- (6) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- (7) Promote the continuous use of student data (such as from formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students;

*Increase learning time and create community-oriented schools:*

- (8) Establish schedules and strategies that provide increased learning time;
- (9) Provide ongoing mechanisms for family and community engagement;

*Provide operational flexibility and sustained support:*

- (10) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
- (11) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an Educational Management Organization (EMO)).

*The district may do the following:*

- (12) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of students in a transformation school.
- (13) Institute a system for measuring changes in instructional practices resulting from professional development.
- (14) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.
- (15) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.
- (16) Implement a schoolwide "response-to-intervention" model.
- (17) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content.

- (18) Use and integrate technology-based supports and interventions as part of the instructional program.
- (19) In secondary schools (optional)—
  - a) Increase rigor by offering opportunities for students to enroll in advanced coursework, early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
  - b) Improve student transition from middle to high school through summer transition programs or freshman academies;
  - c) Increase graduation rates through certain selected strategies which may include, for example, credit recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
  - d) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or to graduate.
- (20) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs.
- (21) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.
- (22) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.
- (23) Expand the school program to offer full-day kindergarten or pre-kindergarten.
- (24) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA.
- (25) Implement a per-pupil school-based budget formula that is weighted based on student needs.

### **C. Restart Model**

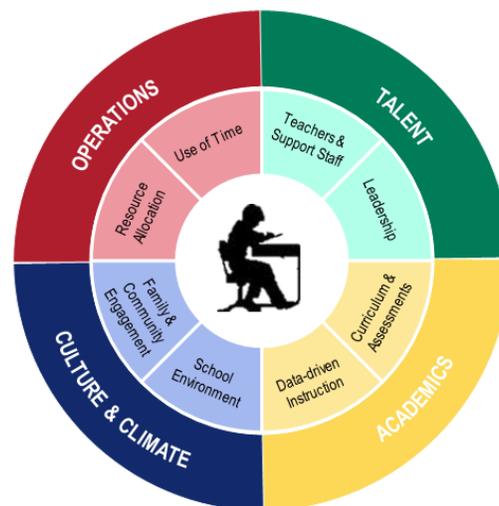
A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an EMO that has been selected through a rigorous review process. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

### **D. School Closure**

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

## D. CSDE Turnaround Framework

All SIG plans must outline comprehensive and transformative strategies in four domains identified by the CSDE’s Turnaround Office: (1) talent, (2) academics, (3) culture and climate, and (4) operations, while ensuring compliance with the requirements for the selected SIG reform model. The school must meet all of the requirements outlined under turnaround, restart, closure, or transformation (please see Appendix D), while also making targeted investments in reach of 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.

If provisions of the SIG plan alter the collective bargaining agreements applicable to the administrators and teachers employed by the local board of education, such provisions must be negotiated in accordance with existing contracts. Once SIG is awarded, SIG school leaders will work with the CSDE Turnaround Office, and/or other partners, to operationalize the SIG plan and monitor progress and results.



**Connecticut State Department of Education  
School Improvement Grant (SIG) 1003(g)  
Application Cover Page**

District (LEA):			
Contact Person:		Contact Title:	
Telephone:	Fax Number:	Email Address:	
Street Address:		City:	Zip Code:
Name of Superintendent:			
Signature of Superintendent:			Date:
Name of Board Chair:			
Signature of Board Chair:			Date:

**Directions:** Please identify in the chart below the eligible schools in your district for which you are submitting a SIG application, and identify the model selected for each school. ***LEAs pursuing the closure model need only complete this cover page the School Closure Application found on page 16.***

School Name:	Turnaround	Restart	Closure	Transformation
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## SIG Application Scoring Rubric

Overview:			Rating Key:
SIG applications will be evaluated using the criteria shown at right. Each section of the application, inclusive of Part I: LEA Strategy and Part II: School Plan, will be rated as 1 – Below Standard, 2 – Developing, 3 – Proficient, or 4 – Exemplary. Sections of the SIG application are weighted differently. Each section will be scored from 1 to 4 and multiplied by the factor indicated below. Plans can receive up to 100 possible points. SIG is a competitive grant; awards and award amounts will be based on the quality and transformative potential of the application.			<p><b>1 – Below Standard:</b> The response lacks meaningful detail, demonstrates a lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issues in concept and/or ability to meet the requirement in practice. Proposed strategies are not transformative in nature.</p> <p><b>2 – Developing:</b> The response lacks critical details in certain areas. The response requires additional information in order to be considered reasonably comprehensive and transformative, and to demonstrate a clear vision for the school.</p> <p><b>3 – Proficient:</b> The response indicates solid preparation and a grasp of the key issues, as demonstrated by a comprehensive and sufficiently transformative response. It provides a clear, realistic picture of how the school will operate. The response demonstrates the ability of the applicant to execute the vision described in the response.</p> <p><b>4 – Exemplary:</b> The response reflects a thorough understanding of key issues. The response indicates thorough preparation, and a clear and compelling picture of how the school will operate. The response demonstrates the readiness of the applicant to successfully execute the vision described in the response.</p>
Sections and Points Available:			
Part I: LEA Strategy	Weighting	Points Available	
1. LEA Capacity and Organizational Structure	x3	12	
2. Conditions for Success	x3	12	
3. Accountability and Monitoring	x2	8	
4. Budget and Budget Narrative	x1	4	
<b>LEA Strategy Subtotal:</b>		<b>36</b>	
Part II: School Plan	Weighting	Points Available	
1. Needs Analysis	x1	4	
2. Reform Model and Rationale	x3	12	
3. Overarching SMART Goals	x1	4	
4. Talent	x3	12	
5. Academics	x3	12	
6. Culture and Climate	x2	8	
7. Operations	x2	8	
8. Stakeholder Engagement	x1	4	
9. Implementation Timeline	x1	4	
<b>School Plan Subtotal:</b>		<b>68</b>	
<b>Total Points Available:</b>		<b>104</b>	



## Part I: LEA Strategy

**Directions:** Part I of the SIG application requires the district to describe its strategy and structure to support school turnaround efforts at the district level. Specifically, LEAs must describe central office capacity to support low-performing schools, conditions that will enable bold reform, ongoing monitoring and accountability structures, and a sustainable and thoughtful financial resourcing strategy. Please respond to the questions outlined below. Part I responses should not exceed 10 pages.

**Section 1: LEA Capacity and Organizational Structure.** The LEA must demonstrate that it has the capacity and an intentional organizational structure to support turnaround efforts in its lowest-performing schools.

- Describe the district’s strategy, theory of change, or approach as pertaining to school turnaround. Ensure alignment to the district’s Alliance District plan.
- Provide a clear overview of the LEA’s capacity and staffing structure to support its lowest-performing schools. Specially, describe the supports and technical assistance provided by the LEA to its low-performing schools.
- Describe the district’s readiness and capacity to support school turnaround, identifying organizational strengths and weaknesses.
- Identify external partners supporting turnaround efforts, if applicable.

**Section 2: Conditions for Success.** The LEA must secure optimal conditions and create policies and practices that enable school reform and provide site-based flexibility.

- Describe how schools will receive additional autonomy in exchange for increased accountability. Describe additional flexibilities in the areas of staffing, scheduling/calendaring, budgeting, and programming.
- Explain how the district will modify its practices and policies, if necessary, to allow for full implementation of the interventions outlined in the school and/or district plans.
- Submit relevant labor-management documentation, such as memoranda of understanding, election to work agreements, and/or thin contracts. Please note that such documentation is required.



**Section 3: Accountability and Monitoring Strategy.** The LEA must develop and implement tools and processes to create shared accountability for results at the school and district levels.

- Describe the district’s systems, tools, and processes to monitor the fidelity of plan implementation, and leading and lagging performance indicators.
- Explain how the district and school will use data to drive ongoing decision-making and create a culture of shared accountability for results.
- Identify annual performance goals (subject to CSDE approval) for the school(s) by completing Appendix A.

**Section 4: Budget and Budget Narrative.** The LEA must commit to thoughtful and strategic resourcing, including investments in high-yield activities and efforts to promote sustainability beyond the SIG grant.

- Describe the major expenditures associated with the SIG application. Justify each cost with the likely return on investment and impact on student achievement.
- Provide evidence that the district is thinking proactively about how to sustain reform activities, including by braiding together multiple funding streams.
- Ensure that the low-performing school will continue to receive all State and local funds it would receive in the absence of SIG, and that those resources are aligned to the SIG reform plan.
- Complete Appendix B, submitting a three-year SIG budget proposal.



## Part II: School Plan

**Directions:** Part II of the SIG application provides a template for the school reform plan. Complete Part II for each district school for which the LEA is submitting a SIG application. Provide a comprehensive, bold, and transformative plan to dramatically improve student achievement. Identify school needs and opportunities, and use this analysis to inform the selection of a reform model: turnaround, restart, closure, or transformation. Articulate strategies to advance school performance in the areas of talent, academics, culture and climate, and operations, while meeting all of the requirements under the selected reform model (please complete the appropriate checklist in Appendix D). Part II responses should not exceed 20 pages.

**Section 1: Needs Analysis.** The school must provide a thorough needs analysis informed by the operations and instructional audit.

- Summarize the school’s greatest strengths as identified in the operations and instructional audit.
- Summarize and provide a root cause analysis for the school’s most significant growth areas as identified in the audit. Provide specific data points to support the analysis.

**Section 2: Reform Model and Rationale.** The school must pursue a reform model – turnaround, restart, closure, or transformation – that best aligns to the needs of the school community.

- Select a reform model and provide a strong rationale, referencing the needs of the school.
- Explain why the other three models are not feasible or likely generate the desired level of impact.

Turnaround

Restart

Closure

Transformation

**Section 3: Overarching SMART Goals.** Successful and sustainable turnaround requires a focused approach on the school’s most pressing needs and challenges. Please reflect upon school data and the audit to identify a manageable set of priorities to guide the school’s turnaround efforts. Develop three SMART goals for the turnaround process that are **Specific, Measurable, Attainable, Results-oriented** and **Time-bound**. Ensure alignment to Appendix A performance targets.

Goal #1:

- Specific
- Measurable
- Attainable
- Results-oriented
- Time-bound



Goal #2:	<input type="checkbox"/> Specific <input type="checkbox"/> Measurable <input type="checkbox"/> Attainable <input type="checkbox"/> Results-oriented <input type="checkbox"/> Time-bound
Goal #3:	<input type="checkbox"/> Specific <input type="checkbox"/> Measurable <input type="checkbox"/> Attainable <input type="checkbox"/> Results-oriented <input type="checkbox"/> Time-bound
<b>Section 4: Talent.</b> The school must employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff. <ul style="list-style-type: none"><li>• Explain how the district and school will cultivate a professional learning environment to attract, support, develop, and retain high-quality teachers.</li><li>• Explain how administrators will have the ability to staff the school based exclusively on student and programmatic needs.</li><li>• Describe how teachers will be evaluated on an annual basis to inform professional development offerings and staffing decisions.</li><li>• 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.</li><li>• Explain how administrators will be evaluated on an annual basis to inform leadership staffing decisions. Describe ongoing supports and coaching opportunities for school leadership.</li></ul>	
<b>Section 5: Academics.</b> The school must design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels. <ul style="list-style-type: none"><li>• 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.</li><li>• Describe the school's early literacy strategy, including targeted interventions.</li><li>• 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.</li><li>• Describe ongoing professional development opportunities to build staff capacity around the collection, analysis, and use of data to drive and differentiate instruction.</li></ul>	



**Section 6: Culture and Climate.** The school must foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.

- Describe the school’s behavior management system and strategies to shape a positive school culture.
- Explain how the school will promote strong family and community connections to support academic achievement.

**Section 7: Operations.** The school must create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources

- Propose the length of the school day and year for students, and describe how the proposed schedule will maximize instructional time on task.
- 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.

**Section 8: Stakeholder Engagement.** Please describe stakeholder engagement throughout the turnaround planning process. Provide evidence that school and district personnel, School Governance Council members, parents, students and community members were engaged in the planning process and/or are aware the contents of this plan.

**Section 9: Implementation Timeline.** Using Appendix C, summarize key strategies presented in this reform plan in the areas of talent, academics, culture and climate, and operations. Identify when each strategy will occur by year and semester.



## School Closure Application

**Directions:** Complete this section only if the LEA is applying for school closure as the reform model for a school. LEAs submitting an application for school closure may skip Parts I and II of the application and need only submit the cover page (page 9) and answers to the questions outlined below. School Closure Applications should not exceed 5 pages.

**Section 1: Organizational Capacity.** The LEA must identify senior leadership responsible for overseeing and coordinating the school closure. Describe how the individual(s)/structure identified will provide an effective and seamless implementation of the closure model. Describe the process and timeline for the school closure.

**Section 2: Model Rationale.** The LEA must provide a strong rationale for the selection of the closure model. Explain why this model is feasible and the best course of action for the school community.

**Section 3: Community Engagement.** The LEA must provide strong evidence around current and future plans to communicate and collaborate with all members of the school community – families, school staff, community members, and students – throughout the closure process.

**Section 4: School Options.** The LEA must provide clear options to enroll students currently enrolled in the school proposed for closure in higher-achieving schools that are within reasonable geographic proximity.



## Modifications and Annual Renewal

The CSDE must evaluate annually if the district is eligible to have their SIG application renewed. The Commissioner or his designee may, on the basis of such review, address with district and school leadership a lack of sufficient progress or other implementation issues at the school. If the school 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, developing a revised SIG Plan and/or selecting an alternate reform model.

Additionally, the schools must demonstrate progress with regard to the following indicators:

- SPI;
- Number of minutes within the school year;
- Discipline incidents;
- Truants;
- Dropout rate;
- Student attendance rate;
- Progress on student assessments;
- Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes (high school only); and
- Teacher attendance rate.



## APPENDIX A: ACCOUNTABILITY METRICS AND PERFORMANCE TARGETS

SIG 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 note that “Performance Targets” are subject to approval by the CSDE.

Performance Indicators	Baseline and Historic Data			Performance Targets		
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Student enrollment						
Number of minutes in the school year						
Average daily attendance rate						
Chronic absenteeism rate						
Number of in-school suspensions						
Number of out-of-school suspensions						
Number of expulsions						
Dropout rate						
School Performance Index (SPI)						
Percent at/above goal in Reading CMT - Grade 3						
Percent at/above goal in Reading CMT - Grade 4						
Percent at/above goal in Reading CMT - Grade 5						
Percent at/above goal in Reading CMT - Grade 6						
Percent at/above goal in Reading CMT - Grade 7						
Percent at/above goal in Reading CMT - Grade 8						
Percent at/above goal in Reading CAPT - Grade 10						
Percent at/above goal in Math CMT - Grade 3						
Percent at/above goal in Math CMT - Grade 4						
Percent at/above goal in Math CMT - Grade 5						
Percent at/above goal in Math CMT - Grade 6						



Performance Indicators	Baseline and Historic Data			Performance Targets		
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent at/above goal in Math CMT - Grade 7						
Percent at/above goal in Math CMT - Grade 8						
Percent at/above goal in Math CAPT - Grade 10						
Number of students completing advanced coursework (e.g., AP, IB), early-college high schools, or dual enrollment classes (HS only)						
Teacher attendance rate						
Percent of teachers rated “Exemplary” as a proportion of the total numbers of teachers employed at the school						
Percent of teachers rated “Proficient” as a proportion of the total numbers of teachers employed at the school						
Percent of teachers rated “Developing” as a proportion of the total numbers of teachers employed at the school						
Percent of teachers rated “Below Standard” as a proportion of the total numbers of teachers employed at the school						

## APPENDIX B: SIG BUDGET

**Directions:** Using the Excel workbook provided, please create a budget proposal outlining new costs associated with the SIG Turnaround Plan and leveraging all available funding sources. The budget proposal and aligned budget narrative must indicate the amount of SIG funds requested by the district to:

- Implement the selected model (turnaround, restart, closure, or transformation) in each school the district commits to serve;
- Conduct district-level activities designed to support implementation of the selected school intervention models;
- Conduct pre-implementation activities during the 2013-14 school year; and
- Support school improvement activities, at the school or district level, for schools the district commits to serve over the three-year period.

The budget request for each school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. Any funding for activities during the pre-implementation period (2013-14 school year) may be included in the “Part 0” budget workbook tab. A district may request funds for district-level activities that will support the implementation of school intervention models. Include not less than \$50,000 per year or more than \$2 million per year for each school the district commits to serve. Schools selecting the closure model will only be funded for one year, not to exceed \$50,000.

SIG funds may not be used to supplant federal and non-federal funds, but only to supplement funding provided to SIG schools. In particular, a district must continue to provide all funds that would have been provided to the school in the absence of SIG funds. This requirement applies to all funding related to full implementation, including pre-implementation activities.

### Excel Workbook Instructions:

- **Budget Cover Page:** Please enter the school and district name on the cover sheet. The remaining cells summarizing the entire budget workbook will be auto-generated as you complete the SIG proposal. Do not enter cost information on the cover page.
- **Parts 0-III: SIG Pre-Implementation and Years 1-3 Budget Proposals:** Please insert information pertaining to the proposed SIG 1003(g) budget for the school. The budget should reflect all new expenditures contained in the school 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, federal allocations such as Title I, Alliance District grant, Priority School District grant, and/or other grants. Please categorize proposed expenditures by Uniform Charts of Accounts (UCOA) codes (see the table on the next page). 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 SIG Plan by identifying the page of the plan that describes the corresponding strategy. The budget proposal will be evaluated for strategic alignment and anticipated impact as awards are determined by the CSDE.

- Part IV: Low-Performing Schools Bond Request:** Public Act 12-189 § 9(e)(3) and Public Act 13-239 § 32(g)(3) authorize “grants-in-aid to assist targeted local and regional school districts for alterations, repairs, improvements, technology and equipment in low-performing schools.” Accordingly, the district may submit a bond request for up to \$500,000.00 by completing the final tab in the budget workbook. The bond request must support capital improvements and technological investments at the school. Also, the request must outline and provide a cost basis for all proposed bond investments. Please note that while the Commissioner will review the bond request for reasonableness and strategic alignment to the school plan, the bond request will ultimately be considered for approval by the State Bond Commission.

Please code all expenditures in accordance with the state’s Uniform Charts of Accounts as summarized below.

<b>CODE:</b>	<b>OBJECT:</b>
100	<b>PERSONNEL SERVICES – SALARIES.</b> Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personnel services rendered while on the payroll of the grantees.
200	<b>PERSONNEL SERVICES – EMPLOYEE BENEFITS.</b> Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personnel services.
300	<b>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.</b> Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, technical assistance support organizations, school management partners, etc.
400	<b>PURCHASED PROPERTY SERVICES.</b> Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.
500	<b>OTHER PURCHASED SERVICES.</b> Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.
600	<b>SUPPLIES.</b> Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.
700	<b>PROPERTY.</b> Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.
800	<b>OTHER OBJECTS.</b> (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.
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### APPENDIX C: IMPLEMENTATION TIMELINE

Strategy:	Year 1		Year 2		Year 3	
	S1	S2	S1	S2	S1	S2
<b>TALENT:</b>						
<b>ACADEMICS:</b>						
<b>CULTURE AND CLIMATE:</b>						
<b>OPERATIONS:</b>						

## APPENDIX D: REFORM MODEL CHECKLIST

Transformation Model Requirements:	Please Check:
<b>Describe how you will develop and increase teacher and school leader effectiveness by:</b>	
1. Replacing the principal who led the school prior to commencement of the transformation model.	
2. Using rigorous, transparent, and equitable evaluation systems for teachers and principals that: <ul style="list-style-type: none"> <li>• Take into account data on student growth as a significant factor, as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</li> <li>• Are designed and developed with teacher and principal involvement.</li> </ul>	
3. Identifying and rewarding school leaders, teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identifying and removing those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	
4. Providing staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	
5. Implementing such strategies as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in a transformation model.	
<b>Describe how you plan to implement comprehensive instructional reform strategies by:</b>	
1. Using data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with CSBE academic standards.	
2. Promoting the continuous use of student data (such as from formative, interim and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.	
<b>Describe how you plan to increase learning time and create community-oriented schools by:</b>	
1. Establishing schedules and strategies that provide increased learning time.	
2. Providing ongoing mechanisms for family and community engagement.	

<b>Describe your plans to provide operational flexibility and sustained support by:</b>	
1. Giving the school sufficient operational flexibility (such as staffing, calendars/time and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	
2. Ensuring that the school receives ongoing, intensive technical assistance and related support from the district, the CSDE or a designated external lead partner organization.	

<b>Turnaround Model Requirements:</b>	<b>Please Check:</b>
1. Describe how you will replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	
2. Describe in detail how you will use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent and select new staff.	
3. Describe how you will implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in the turnaround school.	
4. Describe how you will provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	
5. Describe how you will adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the district, hire a "turnaround leader," who reports directly to the superintendent or chief academic officer, or enter into a multi-year contract with the district to obtain added flexibility in exchange for greater accountability.	
6. Describe how you will use data to identify and implement an instructional program that is research based and vertically aligned from one grade to the next as well as aligned with state academic standards.	
7. Describe how you will promote the continuous use of student data (such as from formative, interim and summative assessments) to inform and differentiate	

instruction in order to meet the academic needs of individual students.	
8. Specify how you will establish schedules and implement strategies that provide increased learning time.	
9. Describe how you will provide appropriate social-emotional and community-oriented services and supports for students.	
<b>Restart Model Requirements:</b>	<b>Please Check:</b>
<p>1. Describe the rigorous review process you will use to select a restart operator for a school to be converted or closed and reopened under a charter school operator, a CMO or an EMO.</p> <p>Note: The CSDE will be involved in the process for selecting external partners or lead partners as part of the application process. This process will include a review of the RFQ, proposals and interviews of potential partners. The Commissioner of Education shall approve the restart operator before it is notified of its selection.</p>	
2. Explain the process for enrolling, within the grades it serves, any former student who wishes to attend the new school.	
3. Provide the contract or agreement terms and provisions you will use to hold the charter school operator, CMO or EMO accountable for complying with the final SIG requirements.	
4. Complete and submit the Evaluation of External Partners Document, Appendix F.	

<b>Closure Model Requirements:</b>	<b>Please Check:</b>
1. Explain how you will enroll students who attended the closed school in other schools in the district that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.	
2. Explain how you will ensure that costs associated with closing a school will only be paid for with SIG funds, if they are reasonable and necessary in accordance with federal guidance.	

**APPENDIX E: STATEMENT OF ASSURANCES**

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
STANDARD STATEMENT OF ASSURANCES  
GRANT PROGRAMS

**PROJECT TITLE:** School Improvement Grant (1003g)  
\_\_\_\_\_

**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 activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- C. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the CSDE;
- D. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- E. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- F. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the CSDE, including information relating to the project records and access thereto as the CSDE may find necessary;
- G. The CSDE reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- H. 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;

- I. 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;
- J. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the CSDE any moneys not expended in accordance with the approved program/operation budget as determined by the audit;
- K. As per federal requirements:
  - (1) Use its School Improvement Grant to implement fully and effectively an intervention in each priority of focus school, that the LEA commits to serve consistent with the final requirements;
  - (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each priority or focus school, that it serves with school improvement funds;
  - (3) If it implements a restart model in a priority or focus school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
  - (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
  - (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and,
  - (6) Report to the SEA the school-level data required under section III of the final requirements.

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

1) 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:

- i. "Commission" means the Commission on Human Rights and Opportunities;
- ii. "Contract" and “contract” include any extension or modification of the Contract or contract;
- iii. "Contractor" and “contractor” include any successors or assigns of the Contractor or contractor;
- iv. "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;

- v. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- vi. "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;
- vii. "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- viii. "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;
- ix. "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
- x. "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, mental retardation, 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, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to

any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

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

M. The grant award is subject to approval of the CSDE and availability of state or federal funds.

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

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

Superintendent Signature:

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Name: *(typed)*

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Title: *(typed)*

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Date:

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	What total percentage of the organization’s revenue would be derived from providing services for SIG? _____%.
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**Part II: Partner Services**

<p><b>Description of Service Model and Approach</b></p> <p>Please describe the partner’s model and approach to school turnaround, including detailed descriptions of the services and capacity-building the organization provides to support schools in raising student performance and closing achievement gaps. Please include the organization’s strategies to address the responsibilities of a Lead Partner. Specifically, how would the organization operationalize and support work in each of the following areas:</p> <ul style="list-style-type: none"> <li>• <b>Talent:</b> Establish systems to recruit, identify, develop, support, and retain excellent leaders, teachers, and support staff. Provide ongoing professional development informed by teacher and student needs and aligned to school programming.</li> <li>• <b>Academics:</b> Design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels. Create, monitor, and/or support the implementation of a rigorous, Common Core-aligned curriculum. Develop a robust assessment system aligned to next-generation assessments. Cultivate instructional strategies that promote student engagement, rigor, differentiation, 21<sup>st</sup> century skill development, and data-driven instruction. Promote the analysis and use of data to inform instruction and decision-making. Create strong systems and processes to allow for the collection, analysis, and ongoing use of data to drive timely interventions.</li> <li>• <b>Culture and Climate:</b> Promote a positive and safe learning environment that supports high-quality teaching and learning. Create a culture of high expectations for students and staff. Engage families and the community as partners in the educational process, and coordinate services through a comprehensive wraparound strategy.</li> <li>• <b>Operations:</b> Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources. Effectively manage the change process while maintaining efficient school operations, including school scheduling, budgeting, and staff management. Assume the management, administration, or governance of the school for the duration of the turnaround period. Expand instructional time and/or maximize time on task. Explore innovative strategies to increase instructional time. Increase and effectively use staff collaborative planning time.</li> </ul>
<p><b>Experience Managing and Collaborating on School Turnaround</b></p> <p>Please describe and provide examples of the organization’s experience serving as a turnaround operator and/or managing low-performing schools, including examples of how the organization has worked collaboratively with other partners to achieve desired outcomes in schools.</p>

Please include:

- A list of schools and/or districts that the organization has supported and data that provide evidence of the effectiveness of the interventions; please reference student achievement data, if/where possible
- A summary of key goals and how success was measured in similar engagements
- Provide the name and contact information for one reference in a school and/or district in which the organization has operated in a similar capacity
- Provide the name and contact information for one reference for a school and/or district partner that the organization has collaborated with in a similar capacity

**Staffing Model**

Please provide an overview of the organization’s staffing model and a short narrative detailing the roles of key staff involved in the proposed turnaround partnership. Please outline who would be embedded in the school on a daily/weekly basis.

**Cost Information**

Please provide an overview of the costs associated with your model.

Please include:

- A detailed menu of services, including the intensity of services (e.g., duration and staffing) and associated costs for each service. Acceptable costs could include staffing, programs, supplies, subcontracts with vendors to provide supplemental services, operations, overhead, etc.
- What is the cost structure (e.g., per pupil, per school)?
- Which costs are variable versus fixed?

**Authority and Accountability**

Partners assume authority in exchange for heightened accountability. Please describe the partner’s decision-making authority, including around staffing, scheduling, programming, and budgets. Likewise,

explain the accountability structure between the partner and the district. What are the partner's specific performance targets?

**Part III: Partner Role and Responsibilities**

The chart below summarizes the core responsibilities of a Lead Partner. Lead Partners must provide these services directly or by integrating services provided by Supporting Partners and/or the district central office. Please indicate the role of the partner(s) below.

Responsibility	Lead Partner	Supporting Partner	District Support Requested
<b>1. Academics:</b>			
1.1. Curriculum and academic programming			
1.2. CCSS alignment			
1.3. Instructional strategies and monitoring			
1.4. Assessment systems			
1.5. Supports for special populations			
1.6. Data infrastructure/systems			
1.7. Data capacity-building			
1.8. Program evaluation			
<b>2. Talent:</b>			
2.1. Recruitment/Talent pipelines			
2.2. Leadership development and coaching			
2.3. Professional development			
2.4. Educator evaluation			
2.5. Retention and growth strategies			
<b>3. Culture and Climate:</b>			

3.1. School environment			
3.2. Student attendance			
3.3. Behavior management			
3.4. Culture/Change management			
3.5. Family engagement			
3.6. Community/Partner engagement and alignment			
3.7. Physical, health, mental, and social-emotional support services			
3.8. Communications and media relations			
<b>4. Operations:</b>			
4.1. Staff and student scheduling			
4.2. Coordination of services with the district central office			
4.3. Budgeting and financial management			
4.4. Development and grants management			
4.5. Compliance reporting			
4.6. Extended learning time			
4.7. Faculty/Staff common planning time			

**APPENDIX G: WALKTHROUGH TOOL**  
**SIG Bi-Weekly Walkthrough Tool**

**Directions:** Complete the following walkthrough protocol, capturing notes from Network school site visits and classroom observations. Provide a snapshot of performance in key areas aligned to climate, academics, and operations. For each indicator, evaluate the school and/or classroom as: 1 – below standard, 2 – developing, 3 – proficient, 4 – exemplary, or N/A – unable to observe. Provide notes and evidence, as appropriate.

School Walkthrough Information:		Key Data Points:	Today:	YTD:
School Name:		Student attendance:		
Observer(s):		Teacher attendance:		
Date:		In-school suspensions:		
Time in/Time out:		Out-of-school suspensions:		
School-wide Observations:		Indicators:	Rating (1 – 4):	
		School environment – Main entrance:		
		School environment – Hallways and common spaces:		
		Transitions and routines – Morning arrival/Dismissal:		
		Transitions and routines – Between classes:		
		Interpersonal interactions:		
Classroom Observations:		Indicators:	Rating (1 – 4):	
Classroom 1 Grade/Content Area:		Student engagement:		
		Use of time:		
		Classroom learning environment:		
		Student behavior:		
		Differentiation and checking for understanding:		
		Academic rigor:		
Classroom 2 Grade/Content Area:		Student engagement:		
		Use of time:		
		Classroom learning environment:		
		Student behavior:		
		Differentiation and checking for understanding:		
		Academic rigor:		
Classroom 3 Grade/Content Area:		Student engagement:		
		Use of time:		
		Classroom learning environment:		
		Student behavior:		
		Differentiation and checking for understanding:		

		Academic rigor:	
Classroom 4 Grade/Content Area:		Student engagement:	
		Use of time:	
		Classroom learning environment:	
		Student behavior:	
		Differentiation and checking for understanding:	
		Academic rigor:	
Classroom 5 Grade/Content Area:		Student engagement:	
		Use of time:	
		Classroom learning environment:	
		Student behavior:	
		Differentiation and checking for understanding:	
		Academic rigor:	
<b>Turnaround Plan Status Update:</b>			
Current Priority:			
Progress:	Barriers and Challenges:	Next Steps:	
<b>Action Items and Follow-up Activities:</b>			
Action:	Owner:	Deadline:	
1.			
2.			

3.		
4.		
5.		

## APPENDIX H: WALKTHROUGH RUBRIC

School-wide Walkthrough Rubric:				
Indicator	1 – Below Standard	2 – Developing	3 – Proficient	4 – Exemplary
1. School Environment	<ul style="list-style-type: none"> <li><input type="checkbox"/> Unkempt, rundown, or unsafe school facilities</li> <li><input type="checkbox"/> Uninspiring, unwelcoming, or sterile learning environment</li> <li><input type="checkbox"/> Little to no school branding or sense of school pride and identity</li> <li><input type="checkbox"/> Little to no evidence of data or student work</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Unkempt, rundown, or unsafe facilities in certain sections of the school</li> <li><input type="checkbox"/> Somewhat inspiring and welcoming learning environment</li> <li><input type="checkbox"/> Minimal school branding</li> <li><input type="checkbox"/> Some evidence of data or student work in certain locations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Bright, clean, and well-kept facilities in most sections of the school</li> <li><input type="checkbox"/> Welcoming and inspiring learning environment in parts of the school</li> <li><input type="checkbox"/> Some school branding and sense of pride and identity</li> <li><input type="checkbox"/> Some data and student work displayed throughout the school</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Bright, clean, and well-kept facilities throughout the school</li> <li><input type="checkbox"/> Inspiring learning environment conducive to high-quality instruction</li> <li><input type="checkbox"/> Clear school branding and consistent messaging</li> <li><input type="checkbox"/> Data and student work displayed effectively throughout the school</li> </ul>
2. Transitions and Routines	<ul style="list-style-type: none"> <li><input type="checkbox"/> Chaotic and disorderly environment leading to concerns about student and adult safety</li> <li><input type="checkbox"/> High noise level during transitions</li> <li><input type="checkbox"/> Little to no evidence of systems and routines</li> <li><input type="checkbox"/> Little to no adult presence and redirection of disruptive behaviors</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Somewhat chaotic and disorderly environment in certain locations and during certain times of day leading to some concerns about safety</li> <li><input type="checkbox"/> Moderate noise level</li> <li><input type="checkbox"/> Minimal evidence of systems and routines</li> <li><input type="checkbox"/> Some adult presence</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Calm and orderly environment in most locations and during most of the school day</li> <li><input type="checkbox"/> Some noise during transition times</li> <li><input type="checkbox"/> Somewhat clear rules and evidence of systems and routines</li> <li><input type="checkbox"/> Moderate adult presence to reinforce norms and behavioral expectations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Calm and orderly environment throughout the school</li> <li><input type="checkbox"/> Minimal noise level during transitions</li> <li><input type="checkbox"/> Clear, consistent, and evident rules and routines, with largely unspoken and institutionalized systems and procedures</li> <li><input type="checkbox"/> Strong adult presence</li> </ul>
3. Interpersonal Interactions	<ul style="list-style-type: none"> <li><input type="checkbox"/> Weak sense of community</li> <li><input type="checkbox"/> Disrespectful interactions between students and students/adults</li> <li><input type="checkbox"/> Signs of divisiveness or hostility</li> <li><input type="checkbox"/> Minimal connections between students and staff, with interactions that are largely transactional or triggered when students are off task</li> <li><input type="checkbox"/> Concerns about staff professionalism</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Moderate sense of community</li> <li><input type="checkbox"/> Students are somewhat respectful toward one another and adults</li> <li><input type="checkbox"/> Some divisiveness; however, it does not define school culture</li> <li><input type="checkbox"/> Somewhat positive interactions between students and staff</li> <li><input type="checkbox"/> Some concerns about staff professionalism</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Good overall sense of community</li> <li><input type="checkbox"/> Students are generally respectful toward one another and adults</li> <li><input type="checkbox"/> Mostly positive rapport with minimal teasing and divisiveness</li> <li><input type="checkbox"/> Some connections between students and staff, with most staff seeming invested in their students</li> <li><input type="checkbox"/> Solid staff professionalism</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Strong sense of community</li> <li><input type="checkbox"/> Students are respectful and supportive of one another and adults</li> <li><input type="checkbox"/> Positive and supportive rapport with an inclusive climate</li> <li><input type="checkbox"/> Strong connections between staff and students, with an investment in student wellbeing and development</li> <li><input type="checkbox"/> High degree of staff</li> </ul>

				professionalism
<b>Classroom Observation Rubric:</b>				
<i>Indicator</i>	<b>1 – Below Standard</b>	<b>2 – Developing</b>	<b>3 – Proficient</b>	<b>4 – Exemplary</b>
1. Student Engagement	<ul style="list-style-type: none"> <li><input type="checkbox"/> Few students are engaged and excited about their work</li> <li><input type="checkbox"/> Most students are engaged in off-task behaviors</li> <li><input type="checkbox"/> Lesson primarily appeals to one learning style</li> <li><input type="checkbox"/> Few students are actively involved in the lesson</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some students exhibit moderate engagement</li> <li><input type="checkbox"/> Many students are engaged in off-task behaviors</li> <li><input type="checkbox"/> Some strategies to address multiple learning styles</li> <li><input type="checkbox"/> Students are involved in the lesson, but participation is mostly passive</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Most students are engaged and exhibit good behavior</li> <li><input type="checkbox"/> Most students are on task</li> <li><input type="checkbox"/> Strategies for multiple learning styles</li> <li><input type="checkbox"/> Students are involved in the lesson, but participation is, at times, more passive than active</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All students are visibly engaged and ready to learn</li> <li><input type="checkbox"/> All students are on task</li> <li><input type="checkbox"/> Lesson appeals to and supports diverse learning styles</li> <li><input type="checkbox"/> Students are actively engaged in the lesson, participating in classroom dialogue and instruction</li> </ul>
2. Use of Time	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ineffective use of time by students and staff due to misbehavior and/or poor scheduling and transitions</li> <li><input type="checkbox"/> Many students need reminders and redirection to stay on task or transition to new tasks</li> <li><input type="checkbox"/> Teacher struggles with lesson pacing</li> <li><input type="checkbox"/> Use of class time is not constructive</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Somewhat effective use of time by students and staff</li> <li><input type="checkbox"/> Missed opportunities to maximize instructional time</li> <li><input type="checkbox"/> Some students need redirection</li> <li><input type="checkbox"/> Somewhat well-paced lesson</li> <li><input type="checkbox"/> Teacher could be more thoughtful in the use of class time</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Effective use of time with minimal downtime for students and staff</li> <li><input type="checkbox"/> Few students require redirection; most students transition quickly to work when prompted by the teacher</li> <li><input type="checkbox"/> Well-paced and planned lesson</li> <li><input type="checkbox"/> Teacher is adept at managing and using class time</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Optimal use of class time by students and staff with little to no downtime</li> <li><input type="checkbox"/> Students stay on task and transition promptly to new tasks with minimal cues and reminders from the teacher</li> <li><input type="checkbox"/> Excellent lesson pacing and design</li> <li><input type="checkbox"/> Teacher meticulously uses every moment of class time</li> </ul>
<b>Classroom Observation Rubric (continued):</b>				
<i>Indicator</i>	<b>1 – Below Standard</b>	<b>2 – Developing</b>	<b>3 – Proficient</b>	<b>4 – Exemplary</b>
3. Classroom Learning Environment	<ul style="list-style-type: none"> <li><input type="checkbox"/> Classroom is disorganized and neither warm nor inviting</li> <li><input type="checkbox"/> Classroom lacks visual stimulation to support teaching and learning</li> <li><input type="checkbox"/> Physical layout is preventative of effective teaching and learning</li> <li><input type="checkbox"/> Lack of systems and routines</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Classroom environment is not entirely inviting</li> <li><input type="checkbox"/> Limited visual stimulation to support teaching and learning</li> <li><input type="checkbox"/> Classroom may be unkempt, disorganized, and/or poorly arranged</li> <li><input type="checkbox"/> Systems and routines are only somewhat evident and effective</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Clean and visually stimulating classroom with an inviting learning environment</li> <li><input type="checkbox"/> Layout could be organized in a more thoughtful and intentional manner</li> <li><input type="checkbox"/> Some systems and routines to promote classroom efficiency and student engagement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Clean, inviting, and welcoming classroom that supports excellent teaching and learning through carefully selected visual stimuli</li> <li><input type="checkbox"/> Thoughtful and intentional layout and seating arrangement</li> <li><input type="checkbox"/> Strong systems and routines that promote efficiently and engagement</li> </ul>
4. Student	<ul style="list-style-type: none"> <li><input type="checkbox"/> Significant student misbehavior,</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Misbehavior by some is a</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student behavior is under control with</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student behavior is calm, orderly,</li> </ul>

Behavior	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrating lack of teacher control</li> <li><input type="checkbox"/> Frequent misbehavior disrupts teaching and learning</li> <li><input type="checkbox"/> Inadequate or ineffective adult responses to misbehavior with inconsistent disciplinary approaches</li> <li><input type="checkbox"/> Lack of a shared understanding of behavioral expectations</li> <li><input type="checkbox"/> Mostly punitive discipline</li> </ul>	<ul style="list-style-type: none"> <li>challenge, suggesting lack of teacher control</li> <li><input type="checkbox"/> Misbehavior periodically disrupts teaching and learning</li> <li><input type="checkbox"/> Inconsistent responses to misbehavior</li> <li><input type="checkbox"/> Some confusion among students and staff about behavioral expectations</li> <li><input type="checkbox"/> Primarily punitive discipline; inconsistent use of positive reinforcements</li> </ul>	<ul style="list-style-type: none"> <li>most students behaving in a calm and respectful manner</li> <li><input type="checkbox"/> Infrequent behavioral incidents</li> <li><input type="checkbox"/> Teacher is quick to respond to misbehavior in an effective and consistent manner</li> <li><input type="checkbox"/> Somewhat shared understanding of the discipline policy</li> <li><input type="checkbox"/> Some use of positive reinforcements</li> </ul>	<ul style="list-style-type: none"> <li>and respectful</li> <li><input type="checkbox"/> Classroom disruptions are infrequent and minimal</li> <li><input type="checkbox"/> Teacher immediately and consistently addresses any misbehavior</li> <li><input type="checkbox"/> Clear behavioral norms and expectations</li> <li><input type="checkbox"/> Clear, consistent, and appropriate rewards and consequences</li> </ul>
5. Differentiation and Checking for Understanding	<ul style="list-style-type: none"> <li><input type="checkbox"/> One-size-fits-all instructional approach with no obvious signs of differentiation</li> <li><input type="checkbox"/> Little to no evidence around the use of data to inform instruction</li> <li><input type="checkbox"/> Minimal efforts to check for student understanding (e.g., infrequent pauses, wait time, or student questioning)</li> <li><input type="checkbox"/> Disconnect between student understanding and the pace/content of the lesson</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some efforts to differentiate instruction based on individual learning needs, but strategies are not seamless throughout the lesson</li> <li><input type="checkbox"/> Some evidence around the use of data to scaffold and adapt instruction</li> <li><input type="checkbox"/> Limited use of strategies to monitor student understanding</li> <li><input type="checkbox"/> Some students may struggle, and teacher does not address their learning needs in real time</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher employs strategies to tier or scaffold instruction at various points in his/her lesson based on individual learning needs</li> <li><input type="checkbox"/> Evidence to suggest the use of data to adapt instruction</li> <li><input type="checkbox"/> Regular checks for understanding to gauge comprehension and modify instruction on the fly</li> <li><input type="checkbox"/> Identification of and supports for those students who may struggle to engage with the content</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher consistently and seamlessly differentiates instruction</li> <li><input type="checkbox"/> Strong evidence to suggest the use of data to adapt instruction</li> <li><input type="checkbox"/> Regular monitoring of student understanding, and use of formal and informal strategies to gauge understanding and modify instruction</li> <li><input type="checkbox"/> Tight feedback loop between monitoring and instruction where teaching feels individualized to meet students' unique learning needs</li> </ul>
6. Academic Rigor	<ul style="list-style-type: none"> <li><input type="checkbox"/> Weak alignment between the lesson and students' developmental levels</li> <li><input type="checkbox"/> Teacher rarely engages students in higher-order thinking</li> <li><input type="checkbox"/> Most students demonstrate only a</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson is not accessible and/or challenging enough for most students</li> <li><input type="checkbox"/> Teacher engages students in some higher-order thinking</li> <li><input type="checkbox"/> Many students</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson is appropriately accessible and challenging for most students</li> <li><input type="checkbox"/> Teacher engages students in higher-order thinking throughout the</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson is appropriately accessible and challenging for all students</li> <li><input type="checkbox"/> Teacher engages students in higher-order thinking and</li> </ul>

	<p>surface-level understanding of concepts</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Predominately teacher-led lesson</li> <li><input type="checkbox"/> Minimal student discourse</li> <li><input type="checkbox"/> Lesson is indicative of low expectations and little sense of urgency</li> </ul>	<p>demonstrate only a surface-level understanding of concepts</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Somewhat student-centered approach to the lesson</li> <li><input type="checkbox"/> Limited student discourse</li> <li><input type="checkbox"/> Teacher demonstrates moderate expectations and some urgency</li> </ul>	<p>lesson</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher pushes students towards content mastery and the application of skills, allowing students to engage as active, self-directed learners</li> <li><input type="checkbox"/> Appropriate instructional format for content (e.g., small group, lecture)</li> <li><input type="checkbox"/> Strong student discourse</li> <li><input type="checkbox"/> Teacher communicates high expectations and urgency</li> </ul>	<p>promotes academic risk-taking</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students are engaging in complex content, demonstrate a solid understanding of concepts, and pose higher-level questions to the class</li> <li><input type="checkbox"/> Purposeful instructional format</li> <li><input type="checkbox"/> High-quality student discourse</li> <li><input type="checkbox"/> Teacher promotes high expectations and strong sense of urgency</li> </ul>
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## APPENDIX I: OPERATIONS AND INSTRUCTIONAL AUDIT TOOL

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### **SIG 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.

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### **Audit Process and Methodology**

The operations and instructional audit involves three phases: Phase I – pre-audit data collection, document review, and survey administration; Phase II – one-day site visit inclusive of school and classroom observations and meetings with school, district, and community stakeholders; and, Phase III – post-audit reporting process. Audits are conducted by impartial and experienced educators who produce unbiased and objective reports supporting school planning and transformation efforts. The audit report identifies areas for school improvement; however, 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: Audit Structure

Part II of the Audit Toolkit provides a detailed overview of the audit process.

### Summary of Pre-Audit, Site Visit, and Post-Audit Activities

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

- I. Pre-Audit Data Collection and Document Review:** In accordance with C.G.S. § 10-223h(c), the CSDE requests data and artifacts to analyze school and district systems, performance trends, and past improvement efforts. Auditors review the data and documentation prior to the site visit. The CSDE also collaborates with school and district leaders to administer a teacher survey.

Timeframe:	Activities:
~2 weeks prior to site visit	District receives guidance from the CSDE on formation of Turnaround Committee and begins to identify members
~2 weeks prior to site visit	CSDE identifies date for one-day site visit and sends data request to district point of contact
~2 weeks prior to site visit	CSDE provides district/school leadership with a teacher survey to be conducted prior to site visit
~1.5 weeks prior to site visit	CSDE staff work with school/district staff to construct specific schedule for site visit
~1 week prior to site visit	District/School submits data; auditors receive detailed schedule and review artifacts from data request

- II. One-Day Site Visit:** A team of two auditors conduct a one-day site visit to observe the school and meet with members of the school community. During the site visit, auditors conduct interviews and focus groups with a representative group of school and community stakeholders, including school administrators, staff members, students, family members, community partners, and members of the School Governance Council, and district central office. Auditors also conduct a school walkthrough and observe classrooms.

- III. Completion of Audit Report:** The auditors synthesize and use all available data to generate the operations and instructional audit report, identifying strengths and growth areas surrounding talent, academics, culture and climate, and operations. The auditor team collaborates to complete one report.

Timeframe:	Activities:
~3 business days after site visit	Auditors submit completed audit report to the CSDE
~5 business days after site visit	CSDE provides draft report to district leadership for fact-checking

## Sample Site Visit Schedule

The CSDE Turnaround Office schedules and coordinates all logistics for the one-day school site visit. Auditors receive a copy of the site visit schedule at least one week prior to the site visit. All site visits include the following:

- School tour and observations of common spaces and transitions;
- Classroom walkthroughs;
- Observations of morning arrivals, the lunch period, and dismissals;
- Interviews with school and district leadership; and
- Focus groups with teachers, students, parents, community members, the School Governance Council, the Turnaround Committee, and district leadership.

The following chart provides a sample site visit schedule:

Time:	Activity:
7:30 am - 8:00 am	Observations of morning arrivals and school tour
8:00 am - 9:00 am	Principal interview
9:05 am - 10:05 am	4-5 classroom observations
10:10 am - 10:50 am	Teacher focus group
10:55 am - 11:30 am	Student focus group
11:30 am - 11:45 pm	Lunchtime/Cafeteria observations
11:50 am – 12:30 pm	Teacher focus group
12:35 pm – 1:00 pm	Lunch break
1:00 pm - 1:30 pm	2-3 classroom observations
1:35 pm - 2:15 pm	Leadership team/Assistant Principal interview
2:20 pm – 3:00 pm	Parent and community focus group
3:00 pm - 3:15 pm	Observations of dismissal
3:20 pm - 4:00 pm	School Governance Council focus group
4:15 pm - 5:00 pm	Interview with district leadership

## Audit Domains and Sub-Indicators

The audit results in an evaluation of the school according to the sub-indicators listed below for the four domains of talent, academics, culture and climate, and operations (see Appendix F for the complete rubric).

<b>1. Talent:</b> Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.				
<b>Sub-Indicators:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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				
<b>2. Academics:</b> Design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.				
2.1. Academic rigor*				
2.2. Student engagement*				
2.3. Differentiation*				
2.4. Curriculum and instruction aligned to CCSS				
2.5. Supports for special populations				
2.6. Assessment system and data culture				
<b>3. Culture and Climate:</b> Foster a positive learning environment that supports 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				
<b>4. Operations:</b> Create systems and processes that promote 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 will be based largely on a composite or average score generated from all classroom observations.

<b>1</b>	Below Standard
<b>2</b>	Developing
<b>3</b>	Proficient
<b>4</b>	Exemplary

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## Part III: Pre-Audit Activities

The operations and instructional audit uses a variety of primary and secondary data to inform the final report. The audit relies heavily on quantitative and qualitative data, allowing for an objective and evidence-based assessment of the school. Auditors use data collected through the data request and site visit to substantiate evaluative findings.

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### Data Request and Surveys

Two weeks prior to the site visit, the CSDE Turnaround Office will send a request to the school for data and artifacts in each of the four domain areas. Districts and schools are expected to provide the requested information – and any other documentation deemed relevant – at least one week prior to the site visit. Additionally, the CSDE provides an online teacher survey to be administered prior to the site visit (see Appendix B). The district/school is responsible for administering the survey and ensuring a high response rate. The CSDE will provide survey results to the auditors as soon as they are available.

A sample of the data and artifact request is included below.

#### MEMORANDUM

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<b>TO:</b>	Name of District Point of Contact, Title, District
<b>FROM:</b>	Morgan Barth, Division Director, CSDE Turnaround Office
<b>SUBJECT:</b>	Data Request for Commissioner’s Network Operations and Instructional Audit
<b>DATE:</b>	Month Day, Year

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The operations and instructional audit provides a comprehensive assessment of the school to support and inform efforts to dramatically improve student achievement. In consultation with the local board of education, the School Governance Council, impartial and experienced educators conduct the audits and produce reports supporting school planning and transformation efforts.

The purpose of this memo is to confirm the date of the site visit and request information and artifacts needed prior to the visit. The site visit for the audit has been scheduled for [SCHOOL NAME] on [DATE]. The audit involves three phases of data collection and review:

- I. Pre-Audit Data and Document Collection and Survey:** The CSDE requests data and artifacts to analyze school and district systems, performance trends, and past improvement efforts (see additional details below/attached). Auditors review the data and documentation prior to the site visit. The school/district must also administer an online survey to its certified teaching staff. School and district leaders must work to achieve a high and representative response rate by the date of the site visit.
- II. One-Day Site Visit:** A team of auditors conduct a site visit to observe the school and meet with members of the school community. During the site visit, auditors conduct interviews and focus groups with a representative group of school and community stakeholders, including school

administrators, staff members, students, family members, community partners, members of the School Governance Council, and district central office. Auditors also conduct school walkthroughs and observe classrooms.

- III. **Completion of Audit Report:** The auditors synthesize and use all available data to generate the operations and instructional audit report, which identifies strengths and growth areas surrounding talent, academics, culture and climate, and operations.

As part of Phase I of the audit process, **please submit the requested data and documents by [INSERT DATE]**. Attachment A provides a list of artifacts requested. Please submit all relevant materials electronically, organized in the four categories indicated in Attachment A. We understand and anticipate that some of these materials may be outdated and/or may not exist; please simply indicate that in your response. Please return the checklist with notations when you submit the data request. Attachment B identifies quantitative data needed prior to the site visit. Please complete Attachment B to provide these critical data points.

The teacher survey can be found at [INSERT LINK]. **Please email this survey link to all certified teaching staff at the school for completion by the date of the site visit.** Please communicate to the teachers that the survey is optional and completely anonymous; participation is strongly encouraged and will inform school planning efforts.

Please email the documents identified in Attachment A with the checklist and completed Attachment B by [INSERT DATE]. Please contact CSDE staff via the email address provided with any questions regarding the data requestor survey. Thank you for your timely response to this request.

## ATTACHMENT A: ARTIFACT REQUEST CHECKLIST

Domain:	Data/Document/Artifact:	Notes:
Talent	<ul style="list-style-type: none"> <li><input type="checkbox"/> School organizational chart</li> <li><input type="checkbox"/> Educator evaluation plan/calendar</li> <li><input type="checkbox"/> Professional development calendar</li> <li><input type="checkbox"/> Staff evaluation data</li> <li><input type="checkbox"/> Teacher retention information</li> <li><input type="checkbox"/> Procedures and tools for informal walkthroughs and observations</li> <li><input type="checkbox"/> Staff policy manual</li> <li><input type="checkbox"/> Current School Improvement Plan</li> </ul>	
Academics	<ul style="list-style-type: none"> <li><input type="checkbox"/> SRBI protocols and tools</li> <li><input type="checkbox"/> List of curricula by grade level/content area (e.g., purchased, homegrown)</li> <li><input type="checkbox"/> Assessment calendar and list of assessments by grade level/content area</li> <li><input type="checkbox"/> School lesson/unit plan template</li> <li><input type="checkbox"/> Sample curricular materials (e.g., lesson/unit plan, pacing guide)</li> <li><input type="checkbox"/> Data team meeting agendas</li> </ul>	
Culture and Climate	<ul style="list-style-type: none"> <li><input type="checkbox"/> Behavior/Discipline policy</li> <li><input type="checkbox"/> Parent handbook</li> <li><input type="checkbox"/> Family/Community engagement event calendar</li> <li><input type="checkbox"/> PTA meeting schedule and participation rate</li> <li><input type="checkbox"/> Safe School Climate Plan</li> </ul>	
Operations	<ul style="list-style-type: none"> <li><input type="checkbox"/> School calendar and daily bell schedule</li> <li><input type="checkbox"/> Sample common planning time/PLC and staff meeting agendas</li> <li><input type="checkbox"/> Description of current extended day program (if applicable)</li> <li><input type="checkbox"/> Audit/Reviews performed in past 5 years</li> <li><input type="checkbox"/> School budget for current and prior year</li> <li><input type="checkbox"/> Awarded school grant applications</li> <li><input type="checkbox"/> School map</li> </ul>	

## ATTACHMENT B: SCHOOL DATA PROFILE

Enrollment Data (2013-14):				
Grades:		5-Yr Enrollment Trend:		
Student Enrollment:		Mobility Rate:		
Personnel Data (2013-14):				
# of Administrators:		% of Teachers "Below Standard":		
# of Teachers:		% of Teachers "Developing":		
# of Support Staff:		% of Teachers "Proficient":		
# of Psychologists:		% of Teachers "Exemplary":		
# of Social Workers:		3-yr Teacher Retention Rate:		
School Day Per Year (2013-14):				
Total # of Student Days Per Year:		Instructional Minutes/Day:		
Total # of Teacher Days Per Year:		Extended Day Program?	Yes	No
Student Demographic Breakdown (2013-14):				
% Black:		% Male:		
% Hispanic:		% Female:		
% White:		% ELL:		
% Other:		% Special Education:		
% F/R Meals:		% Eligible for HUSKY Plan, Part A:		
School Climate Data:	2009-2010	2010-2011	2011-2012	2012-2013
Student Attendance Rate:				
Chronic Absenteeism Rate:				
Total # of ISS/OSS/Expulsions:				
Teacher Attendance Rate:				
Graduation Rate (HS only):				
School Performance Index:	2009-2010	2010-2011	2011-2012	2012-2013
SPI:				
CMT at or above Goal:	2009-2010	2010-2011	2011-2012	2012-2013
Grade 3 – Reading				
Grade 5 – Reading				
Grade 8 – Reading				
Grade 3 – Math				
Grade 5 – Math				
Grade 8 – Math				

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## **Preparation for the Audit**

Auditors are expected to review school data and documentation generated as a result of the data request prior to the site visit. Auditors receive a detailed site visit schedule from CSDE staff at least one week prior to the site visit. Audits are conducted by a team of at least two auditors.

Auditors should print and bring copies of the following to the site visit:

- Site visit schedule
- School map
- Audit Toolkit
- At least 5 copies of classroom observation note-taking template (see Appendix E)
- At least 8 copies of focus group and interview note-taking template (see Appendix D)

## Part IV: School Site Visit

Auditors spend one day on site observing classrooms, touring the school, and meeting with representative stakeholders for focus group and interview conversations. The Appendix Section contains materials for auditors to reference and use during the school site visit, including:

- **Interview and focus group protocols** for school administrators, teachers, family and community members, students, and district central office staff, providing a recommended set of questions aligned to the four domain areas. Auditors are encouraged to adapt and modify the line of questioning in response to school data and documentation.
- **Interview and focus group note-taking template** allowing auditors to write down strengths and growth areas aligned to the four domain areas.
- **Classroom walkthrough note-taking template** allowing auditors to make notations on the four sub-indicators that will be assessed largely on an average of all classroom walkthrough observations (along with information gleaned from interviews and surveys).
- **Rubric** that defines each of the sub-indicators for each of the four rating categories: “1 - Below Standard,” “2 - Developing,” “3 - Proficient,” and “4 - Exemplary.” The rubric provides a consistent tool and set of standards for the audit, promoting inter-rater reliability.

### Site Visit Data Collection

Auditors are encouraged to focus each activity on the areas outlined below so as to maximize information collection during the site visit.

Activity:	Domain Focus Areas:			
	Talent	Academics	Culture and Climate	Operations
School leadership interviews	X	X	X	X
District leadership interview	X	X		X
Teacher focus groups	X	X	X	X
Student focus group	X	X	X	
Parent/Community/SGC/ focus group	X	X	X	
School walkthrough			X	X
Classroom observations	X	X	X	X

# Part V: Post-Audit Activities

## Audit Report Instructions

Auditors collaboratively complete one audit report for the school. Auditors use the audit report template, populating the following information:

- **Part II:** One-to-two paragraphs to provide school and community context to accompany the school data profile
- **Part III:** Summary rubric, and strengths and growth areas for each of the four domains

Part III provides the core audit findings. Auditors use the rubric to evaluate the school for each of the sub-indicators, rating the school as “1 - Below Standard,” “2 - Developing,” “3 - Proficient,” and “4 - Exemplary.” Ratings for the sub-indicators should be informed by school data, artifacts, interviews/focus groups, survey results, and observations from the site visit. Note that the ratings for sub-indicators 2.1 - Academic Rigor, 2.2 - Student Engagement, 2.3 - Differentiation, and 4.2 - Use of Instructional Time are based heavily on classroom walkthroughs.

Auditors will also identify several strengths and growth areas for talent, academics, culture and climate, and operations. When possible, auditors should justify strengths and growth areas by citing specific data.

Indicator	TALENT			
	Below Standard	Developing	Proficient	Exemplary
<b>Instructional Practice</b>	Instruction is inconsistent and highly variable from classroom to classroom. There are significant concerns about instructional quality. Staffing decisions do not reflect teacher effectiveness and student needs.	Instructional practice is organized and consistent with school vision and strategic direction in some classrooms, but instructional practice is variable from classroom to classroom. Staffing decisions do not always reflect teacher effectiveness and make appropriate decisions.	Instructional practice is organized and consistent with school vision and strategic direction in most classrooms. There are some systems in place to promote and develop teacher effectiveness and make appropriate decisions.	Instructional practice is organized and consistent with school vision and strategic direction in 100% of the classrooms. There are strong systems in place to promote staff efficacy and make staffing decisions driven by student needs.
<b>Evaluation and Professional Culture</b>	There are significant concerns about staff professionalism. Staff come to school unprepared and there is little sense of personal responsibility. There is a culture of low expectations. Individuals are not accountable for their work. Evaluations are infrequent and 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. Leaders communicate some expectations for and feedback on performance, but do not consistently and hold individuals accountable for lack of 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. Leaders typically provide feedback, and hold individuals accountable for lack of 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. Leaders conduct frequent evaluation and provide meaningful feedback, and individuals are held accountable for their performance.
<b>Recruitment and Retention Strategies</b>	The school lacks a plan for recruitment and retention of high-quality staff. Retention of high-quality staff is a significant concern. The school lacks systems and strategies to retain top teachers and leaders.	The school has a plan for recruitment and retention of quality educators (e.g., mentoring, induction). The plan is not fully developed or consistently implemented.	The school has a plan for 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 has a long-term plan for recruitment and retention. Efforts are made to match the most effective educators to the students with the greatest needs. Deliberate, successful efforts are made to retain top talent.
<b>Professional Development</b>	Professional Development (PD) opportunities are infrequent and/or inconsistent in quality and relevance. PD does not align with staff development areas and/or students' needs. As a result, teachers struggle to implement PD strategies. There is no clear process to support or hold teachers accountable for the implementation of PD strategies.	PD opportunities are provided; however, they are not always tightly aligned with student and adult learning needs. The quality of PD opportunities is inconsistent. Sometimes, teachers report that PD improves their instructional practices. Teachers are not generally held accountable for implementing skills learned through PD.	The school offers targeted, job-embedded PD throughout the school year. PD is generally connected to student needs and staff growth areas identified through observations. Most teachers feel PD opportunities help them improve their classroom practices. Most teachers are able to translate and incorporate PD strategies into their daily instruction.	The school consistently offers rich and meaningful PD opportunities that are aligned to student needs and staff growth areas identified through observations. Teachers effectively translate PD strategies into their daily instruction. The school has a process for monitoring and supporting the implementation of PD strategies.
<b>Leadership Effectiveness</b>	Leadership fails to convey a school mission or strategic direction. The school team is stuck in a fire-fighting or reactive mode. Individual goals and/or staff suffer from initiative fatigue.	The mission and strategic direction are not well communicated. A school improvement plan does not consistently guide daily activities and decision-making. The community	Leadership focuses on school mission and strategic direction with staff, students, and families. The school is implementing solid improvement plans and has a clear set of measurable	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

<b>1. Talent:</b> Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.				
<i>Sub-indicators:</i>				
1.1. Instructional practice	1	2	3	4
1.2. Evaluation and professional culture				
1.3. Recruitment and retention strategies				
1.4. Professional development				
1.5. Leadership effectiveness				
1.6. Instructional leadership				
<b>2. Academics:</b> Design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.				
2.1. Academic rigor*				
2.2. Student engagement*				
2.3. Differentiation*				
2.4. Implementation of standards-based curricula				
2.5. Supports for special populations				
2.6. Assessment system and data culture				
<b>3. Culture and Climate:</b> Foster a positive learning environment that supports 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				
<b>4. Operations:</b> Create systems and processes that promote 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 will be based on a composite or average score generated from all classroom observations.

## Timeline for Completion

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## Part VI: Appendix Section

### Table of Contents

- A. Auditor Code of Conduct
- B. Teacher Survey Tool
- C. Interview and Focus Group Protocols
  - a. School Administrator
  - b. Teachers
  - c. Family, Community, School Governance Council, Turnaround Committee
  - d. Students
  - e. District Central Office
- D. Interview and Focus Group Note-taking Template
- E. Classroom Observation Note-taking Template and Observation Rubric with “Look-fors”
- F. Operations and Instructional Audit Rubric

## Appendix A: Auditor Code of Conduct

To ensure that the operations and instructional audit is implemented with fidelity and integrity, auditors are expected to sign and adhere to the following agreement:

As an auditor, I agree to be impartial, responsible, and trustworthy.

**Impartial:** I will not show any favoritism, bias, or self-interest in my work. My decisions will be based on accurate and relevant information. I will work with integrity, treating everyone with courtesy and respect. I will be objective in the way I manage my work, ensuring I am fair, consistent, and transparent in what I do. The work I do will not be influenced by bias, personal beliefs, or commitments. Findings will be based on information gathered in an open, responsible, and ethical manner, and judgments will be based on robust evidence.

**Responsible:** I will ensure I am a prepared, engaged, and reflective member of the audit team. I will diligently prepare for school visits. I am committed to minimizing any stress associated with the process. I will treat the evidence and information we collect with care and use it only for its intended purpose. I will submit reports in a timely manner.

**Trustworthy:** I will act with the best interests and well-being of students and staff in mind. I will report honestly and fairly, ensuring that assessments and judgments accurately and reliably reflect what the school does. I will work to the best of my abilities to demonstrate respect for the taxpayers who fund this critical work. I will communicate clearly, frankly, and sensitively in order to improve practice and further development. I will respect individual confidentiality by not attributing comments to any single person and, instead, noting general trends.

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Name (Printed)

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Signature

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Date

## Appendix B: Teacher Survey

Prior to the site visit, the CSDE will work with school and district staff to administer a teacher survey. The chart below demonstrates how survey questions support the analysis aligned to the audit rubric and sub-indicators.

Domains and Sub-indicators:	Aligned Survey Questions
<b>1. Talent:</b> Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.	
1.1. Instructional practice	3, 16
1.2. Evaluation and professional culture	5
1.3. Recruitment and retention strategies	
1.4. Professional development	6
1.5. Leadership effectiveness	1
1.6. Instructional leadership	2, 4
<b>2. Academics:</b> Design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.	
2.1. Academic rigor*	15
2.2. Student engagement*	17
2.3. Differentiation*	14
2.4. Curriculum and instruction aligned to CCSS	
2.5. Supports for special populations	13
2.6. Assessment system and data culture	7
<b>3. Culture and Climate:</b> Foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.	
3.1 School environment	8
3.2 Student attendance	
3.3 Student behavior	9, 18
3.4 Interpersonal interactions	19
3.5 Family engagement	12
3.6 Community partners and wraparound strategy	
<b>4 Operations:</b> Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.	
4.1. Adequate instructional time	
4.2. Use of instructional time*	11
4.3. Use of staff time	20
4.4. Routines and transitions	10
4.5. Financial management	

## Teacher Survey

### Overview and Instructions:

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Dear Teacher,

[SCHOOL NAME] has been initially selected for possible participation in the Commissioner's Network based on several factors, including [DISTRICT's] submission of an *Expression of Interest Form*. The Commissioner's Network is a statewide network of schools committed to dramatically improving student achievement through bold and innovative reforms. Participation in the Network offers new resources and authorities to empower teachers and school leaders to implement research-based strategies.

Schools initially selected for the Network participate in an operations and instructional audit to inform planning processes. The purpose of the audit is to identify school strengths and growth areas in talent, academics, culture and climate, and operations. As part of the audit process, we survey teachers and collect data and artifacts to analyze school and district systems, performance trends, and past improvement efforts. Such analysis helps us to prepare for a one-day audit site visit to your school. Thus, we would greatly appreciate it if you would take a few moments to complete this survey. Please note that survey responses are completely anonymous. The survey is voluntary, but we hope that you will respond; your voice is important!

Thank you,

The Connecticut State Department of Education

### Survey Questions:

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**Directions:** For each of the statements listed below, indicate your level of agreement (SA = strongly agree, A = agree, D = disagree, SD = strongly disagree). Read each statement carefully before responding.

	SA	A	D	SD
1. School leadership effectively communicates a clear vision for this school.				
2. There is a common vision of what effective instruction looks like at this school.				
3. Instructional quality is consistently high at this school.				
4. Administrators provide regular and actionable feedback to staff.				
5. I am professionally respected and supported by the school leadership team.				

	SA	A	D	SD
6. 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.				
7. This school has a comprehensive assessment system to measure student progress, identify needed interventions, and provide teachers with data to inform instruction.				
8. The school environment is conducive to high-quality teaching and learning.				
9. The school implements an effective school-wide behavior management system.				
10. Rules, procedures, and routines are clear and consistently followed by the school community.				
11. The school schedule and calendar maximize instructional time.				
12. Families are engaged in the school.				
13. This school adequately meets the needs of its special education and ELL students.				
14. Teachers at this school use student assessment data and checks for understanding to differentiate instruction.				
15. Teachers at this school engage students in higher-order thinking and push them toward content mastery.				
16. Teachers are adept at managing and maximizing instructional time within the classroom.				
17. Students are engaged in their classes.				
18. Student behavior is under control in classes and common spaces.				
19. Interactions between students and staff are positive and respectful.				
20. Teachers have enough time to work with each other to develop instructional materials, review student data, and improve instruction.				

## Appendix C: Interview and Focus Group Protocols

### School Administrator Interview Protocol

<b>Talent:</b> Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.	<b>Indicator:</b>
1. Overall, how would you characterize the quality of instruction at [SCHOOL]? How do you set and maintain high expectations regarding instructional practice?	1.1.
2. How would you describe the professional culture among the staff? How do you convey expectations and hold your staff accountable?	1.2.
3. Explain the process for administering formal and informal evaluations. How are evaluations conducted and by whom? How frequently? How do educators typically receive feedback?	
4. What is the staffing and placement process for teachers in the district? To what extent does principal preference and staff seniority influence staffing decisions?	1.3
5. What strategies does the district/school employ to recruit and retain top talent? Is finding and retaining high-quality teachers a challenge?	
6. What is the school's professional development (PD) schedule? How are the PD topics identified? To what extent is PD school-defined vs. district-led? How does the school monitor fidelity and implementation of strategies presented during PD?	1.4
7. Does the school have a compelling mission, clear goals, and an overall strategic direction? How are they communicated to staff and the community?	1.5
8. To what extent is there a common vision of what effective instruction looks like? What is this vision?	1.6
<b>Academics:</b> Design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.	
9. What steps has the school taken to increase academic rigor while ensuring alignment to Common Core State Standards (CCSS)?	2.1
10. In general, how would you describe student engagement at [SCHOOL]? What measures are taken to increase student engagement?	2.2
11. How do staff members use data to drive instruction? How do teachers check for student understanding and alter instruction based on student needs? To what extent does differentiated instruction take place?	2.3
12. How do school leaders monitor instruction and the implementation of CCSS-aligned curricula?	2.4
13. What special education settings are offered at [SCHOOL]? ELL settings? How well does the school meet the needs of special education and ELL students?	2.5
14. Describe the school's assessment system (incl. formative, benchmark, and summative assessments). How do staff access real-time data? What systems and processes are in place for staff to receive data? How does the school use assessment data?	2.6
15. Describe the school's implementation of SRBI. How does the school provide additional supports and academic interventions to struggling students?	
16. Describe teacher and student access to technology inside and outside of the classroom.	Additional Questions

17. What resources does the school have for gifted and talented students? 18. What programs are available to support education in the music and arts? 19. Describe the school's physical education program.	
<b>Culture and Climate:</b> Foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.	
20. How would you characterize the culture and climate at [SCHOOL]? What systems and practices are in place to promote a welcoming and stimulating learning environment?	3.1
21. How does the school promote a culture of high expectations for all students?	
22. What structures are in place to increase student attendance and incentivize students to come to school on-time and ready to learn? What policies are in place if a student is absent?	3.2
23. How would you describe student behavior at the school? Describe the school's behavior management system. How does the school use reinforcements to promote positive behaviors? How does the school promote consistent implementation of the behavior system?	3.3
24. What strategies or systems are in place to support the development of strong student-adult relationships?	3.4
25. What are some of the different ways in which families are involved in the school and their child's academic development?	3.5
26. How does the school support students' or families' health, wellness, or social-emotional needs? Do community partners contribute to this effort? How?	3.6
27. Does the school have a Safe School Climate Plan? What programs/interventions are in place to intervene when there is an instance of bullying (peer mediation, peer mentors, etc.)?	Additional Questions
<b>Operations:</b> Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.	
28. Describe the school's calendar and daily schedule. What type of scheduling/programming autonomy do you have? How does the school seek to maximize instructional time in how the year and day are scheduled?	4.1
29. Does the school currently operate any before/afterschool or summer programs? Are these programs open to all students or how are students identified for participation? Is the focus of these programs academic instruction, enrichment activities, or a combination of both?	
30. What practices are in place to maximize instructional time and prevent unnecessary disruptions within classrooms? (If an elementary or K-8 school: Do teachers have discretion over how to schedule instructional time?)	4.2
31. How much time is allotted throughout the week for teachers to plan collaboratively? Is there time for both vertical and horizontal planning? What guidelines are provided to ensure this time is used effectively and who facilitates this time?	4.3
32. What routines and procedures does the school have in place to help create a smooth and orderly environment for students and staff? To what extent are these procedures and routines consistently followed?	4.4

33. What authority do you have over the school budget? What authorities do you have over curricula materials, technology, or supplies?	4.5
34. Are there any governance, legal, operational, staffing or resource constraints that should be addressed, modified, or removed to facilitate the school's efforts to improve?	

**GENERAL QUESTIONS FOR SCHOOL STAFF (ADMINISTRATORS AND TEACHERS):**

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- What are the school's most significant areas for growth? In what areas would you like to see the school improve over the next three months? Over the next three years?
- What are the school's greatest strengths or assets? Which school initiatives or programs would you like to see grow over the next year?
- Where would you like more support, flexibility, or autonomy from the district or state? Why?

## Teacher Focus Group Protocol

<b>Talent:</b> Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.	<b>Indicator:</b>
1. Overall, how would you characterize the quality of instruction at [SCHOOL]? Are there high expectations regarding instructional practice? What helps support these expectations?	1.1
2. Describe the performance evaluation process at the school. How often have you received formal and informal evaluations? How do teachers typically receive feedback?	1.2
3. How would you describe the culture among the staff? To what extent do staff hold high expectations for students and for themselves?	1.3
4. How are new or developing teachers supported by school leaders? How well does the school work to retain highly-effective staff?	1.4
5. What types of PD do you receive? How often? How well does PD align to your professional growth goals?	1.5
6. How do school leaders and/or instructional coaches support teacher growth and implementation of strategies presented during PD?	1.6
7. How would you describe the school's mission and strategic direction? How is this conveyed to staff, students, and families? Do you feel there is a sense of urgency around improving the school?	1.6
8. To what extent is there a common vision of what effective instruction looks like? What is this vision? What are the instructional norms and expectations across all classrooms (e.g., workshop model or other lesson style, pacing guides, lesson planning templates, objective posting)?	1.6
<b>Academics:</b> Design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.	
9. What steps has the school taken to increase academic rigor while ensuring alignment to Common Core State Standards (CCSS)? How do you engage students in higher order thinking?	2.1
10. In general, how would you describe student engagement at [SCHOOL]? What measures are taken to increase student engagement?	2.2
11. How do teachers use data and checks for student understanding to alter instruction based on student needs? To what extent does differentiated instruction take place? What strategies do you use for differentiation?	2.3
12. What supports are available to teachers around the rollout of new CCSS-aligned curricula? How is curriculum implementation monitored across classrooms?	2.4
13. What special education settings are offered at [SCHOOL]? ELL settings? How well does the school meet the needs of special education and ELL students?	2.5
14. Describe the school's assessment system (incl. formative, benchmark, and summative assessments)? How do staff access real-time data?	2.6
15. Describe the school's implementation of SRBI. How does the school provide additional supports and academic interventions to struggling students?	2.6

16. What resources does the school have for gifted and talented students? 17. What programs are available to support education in the music and arts? 18. Describe the school's physical education program.	Additional Questions
<b>Culture and Climate:</b> Foster a positive learning environment that supports high-quality teaching and learning and engages families and the community as partners in the educational process.	
19. How would you characterize the culture and climate at [SCHOOL]? What systems and practices are in place to promote a welcoming and stimulating learning environment?	3.1
20. How does the school promote a culture of high expectations for all students?	
21. What structures are in place to increase student attendance and incentivize students to come to school on-time and ready to learn? What policies are in place if a student is absent?	3.2
22. How would you describe student behavior at the school? Describe the school's behavior management system. How consistently is it used? What supports do teachers receive around classroom behavior management?	3.3
23. What strategies or systems are in place to support the development of strong student-adult relationships?	3.4
24. What are some of the different ways in which families are involved in the school and their child's academic development?	3.5
<b>Operations:</b> Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.	
25. How does the school seek to maximize instructional time in how the year and day are scheduled? What practices are in place to maximize instructional time throughout the school day and prevent unnecessary disruptions?	4.1
26. What strategies do you use to maximize instructional time within the classroom?	4.2
27. How much time is allotted throughout the week for teachers to plan collaboratively? Is there time for both vertical and horizontal planning? What guidelines are provided to ensure this time is used effectively and who facilitates this time?	4.3
28. What routines and procedures does the school have in place to help create a smooth and orderly environment for students and staff? To what extent are these procedures and routines consistently followed?	4.4
29. Describe teacher and student access to technology inside and outside of the classroom.	4.5

**GENERAL QUESTIONS FOR SCHOOL STAFF (ADMINISTRATORS AND TEACHERS):**

- What are the school's most significant areas for growth? In what areas would you like to see the school improve over the next three months? Over the next three years?
- What are the school's greatest strengths or assets? Which school initiatives or programs would you like to see grow over the next year?
- Where would you like more support, flexibility, or autonomy from the district or state? Why?

## Family/Community/School Governance Council Focus Group Protocol

<b>Talent:</b> Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.	<b>Indicator:</b>
1. Overall, how would you characterize the quality of instruction at [SCHOOL]?	1.1
2. How would you describe the culture among the staff? To what extent do staff hold high expectations for students and for themselves?	1.2
3. Describe interactions between school leaders/teachers and families and with the community.	1.5
4. How would you describe the school's mission and strategic direction? How is this conveyed to students and families?	
5. Do you feel there is a sense of urgency around improving the school? What steps do you see staff taking to make improvements?	
<b>Academics:</b> Design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.	
6. How would you characterize the academic program at [SCHOOL]? Are students appropriately challenged?	2.1
7. In general, how would you describe student engagement at [SCHOOL]? What measures are taken to increase student engagement?	2.2
8. How does the school engage families and the community in advancing students' academic achievement? Are there opportunities for families to get information and support on how to assist their children in improving their academic achievement?	2.4
9. How does the school provide additional supports and academic interventions for high-needs and/or struggling students?	2.5
<b>Culture and Climate:</b> Foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.	
10. How would you characterize the culture and climate at [SCHOOL]? To what extent do you feel the school provides a welcoming and stimulating learning environment?	3.1
11. Does the school promote a culture of high expectations for all students? What actions/strategies have staff undertaken to convey expectations to students and families?	
12. What structures are in place to increase student attendance and incentivize students to come to school on time and ready to learn? What policies are in place if a student is absent?	3.2
13. How would you describe student behavior at this school?	3.3
14. What are the school's expectations for student behavior? How do these expectations get conveyed to students and families? How might students get rewarded or acknowledged for positive behaviors and actions?	
15. What strategies or systems are in place to support the development of strong student-adult relationships? [Does your child feel connections with school staff?]	3.4
16. What are some of the different ways in which families are involved in the school?	3.5
17. Are there any opportunities to provide families with information or support on how to assist their children in improving academic achievement?	

18. What modes of communication does the school use to reach families and community members? To what extent is family-school communication teacher-driven versus school-wide? Do you feel comfortable reaching out to a teacher or staff member?	
19. How does the school support students/families' health, wellness, or social-emotional needs? 20. What are some of the different ways in which community partners are involved in the school?	3.6

**GENERAL:**

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- What are the school's most significant areas for growth? In what areas would you like to see the school improve over the next three months? Over the next three years?
- What are the school's greatest strengths or assets? Which school initiatives or programs would you like to see grow over the next year?

## Student Focus Group Protocol

<b>Talent:</b> Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.	<b>Indicator:</b>
1. How often do you see school leaders in your classrooms/around the school?	1.5
<b>Academics:</b> Design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.	
2. During the average day, what do you do in class (e.g., listen to lectures, individual work, group work, etc.)?	2.1
3. Do you know what you need to do and/or learn in order to get good grades? Do you have to try hard to get good grades in school?	
4. What are your personal goals in school?	
5. How often do you get bored in class? How does your teacher make sure that all students are engaged in the lesson?	2.2
6. Are you proud of your work at school? How do you know when you've successfully learned something and/or turned in really good work to your teacher?	2.3
7. Do your teachers notice if you and/or classmates are having trouble understanding something? If you and/or classmates are behind or don't understand something, how does your teacher help you and/or your classmates catch up?	
<b>Culture and Climate:</b> Foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.	
8. Do you enjoy coming to school? Why or why not?	3.1
9. Do your teachers and staff believe you can and will do well? How do they show you this?	
10. Do you think it is important to come to school each day? Do you try to get to school on time?	3.2
11. Do students follow classroom or school rules? What happens if a student misbehaves? Are there rewards for good behavior?	3.3
12. Do teachers and staff members at the school know and care about you? How do you know?	3.4
13. If you're having problems at home, is there someone that you can talk to at school? Who?	
14. How do students at this school treat one another? Are students friendly to each other?	
15. How often do you see students teasing or bullying one another? What happens if a student teases another student?	
16. How often do parents or families come to school? For what sorts of events/reasons?	3.5
17. How often do your teachers communicate with your family? Do your family members know what you are learning about in school? Are they able to help you with your homework?	
<b>Operations:</b> Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.	

18. How much downtime do you have during the school day?	4.2
19. What are the procedures for how students and classes are supposed to line up at the beginning of the day, end of day dismissal, and to get into the cafeteria and recess? How do you learn what you are expected to do?	4.4

**GENERAL:**

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- If you were principal for the day, what is one thing you would change or improve at the school?

## District Central Office Interviews

<b>Talent:</b> Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.	<b>Indicator:</b>
1. Overall, how would you characterize teacher effectiveness at the school?	1.1
2. How would you characterize the implementation of formal and informal evaluations at the school? What support does the district provide to school administrators around conducting performance evaluations?	1.2
3. Describe the staff hiring process. To what extent are school leaders involved in staffing decisions? To what extent are low-performing schools prioritized in the hiring process?	1.3
4. What supports are in place for developing teachers? How does the school/district work to retain top performers?	
5. Describe the district's approach to PD. To what extent is PD centralized vs. site-based? What is the process to ensure that PD is aligned to staff develop areas?	1.4
6. Overall, how would you characterize the level and quality of leadership at the school?	1.5
<b>Academics:</b> Design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.	
7. How would you characterize the academic program at [SCHOOL], including the level of rigor and student engagement?	2.1 2.2
8. What authorities do building administrators have in the areas of curriculum selection and implementation? Does the district take a centralized or decentralized approach to academics?	2.4
9. How well does the school meet the needs of its special education, ELL, and gifted populations?	2.5
10. Describe the school's implementation of SRBI, including comprehensive assessments and the use of data to apply timely interventions.	2.6
11. What programs are available to support education in the music and arts?	Additional Questions
12. Describe the school's physical education program.	
<b>Culture and Climate:</b> Foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.	
13. How would you characterize the culture and climate at [SCHOOL]?	3.1
14. What structures are in place to increase student attendance and incentivize students to come to school on-time and ready to learn? What policies are in place if a student is absent?	3.2
15. How would you describe student behavior at the school? Describe the school's behavior management system. What supports do teachers receive around classroom behavior management?	3.3
16. How would you characterize family and community engagement at [SCHOOL]?	3.5 3.6
<b>Operations:</b> Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.	

17. Describe the district’s approach to scheduling. What level of flexibility do school leaders have in designing their calendar/bell schedule?	4.1
18. What authority do principals have over the school budget? How does the district prioritize the needs of its low-performing schools? How well is the principal able to manage his/her budget? 19. Are there any governance, legal, operational, staffing, or resource constraints that have contributed to the lack of student academic performance at the school and that should be addressed, modified, or removed for this school to improve student academic performance? 20. In your view, why have prior school improvement plans not improved student academic performance at this school? 21. In your view, how will becoming a Commissioner’s Network school make a difference in the school’s efforts to improve student outcomes?	4.5 and general management questions

**GENERAL:**

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- What are the school’s most significant areas for growth? In what areas would you like to see the school improve over the next three months? Over the next three years?
- What are the school’s greatest strengths or assets? Which school initiatives or programs would you like to see grow over the next year?

## Appendix D: Interview and Focus Group Note-taking Template

	Strengths	Areas for Growth
Talent		
Academics		
Culture and Climate		
Operations		

## Appendix E: Classroom Observation Note-taking Template

Grade Level:		Content Area:			
Type:	( ) General Ed. ( ) Special Ed. ( ) ELL/ESL ( ) Other:				
Portion of Lesson Viewed:	( ) Beginning ( ) Middle ( ) End				
Sub-indicator:	1	2	3	4	Notes:
Academic Rigor					
Student Engagement					
Differentiation					
Use of Instructional Time					

Grade Level:		Content Area:			
Type:	( ) General Ed. ( ) Special Ed. ( ) ELL/ESL ( ) Other:				
Portion of Lesson Viewed:	( ) Beginning ( ) Middle ( ) End				
Sub-indicator:	1	2	3	4	Notes:
Academic Rigor					
Student Engagement					
Differentiation					
Use of Instructional Time					

## Classroom Observation Rubric with “Look-Fors”

<b>Classroom Walkthrough Rubric:</b>				
Indicator	1 – Below Standard	2 – Developing	3 – Proficient	4 – Exemplary
7. Student Engagement	<ul style="list-style-type: none"> <li><input type="checkbox"/> Few students are engaged and excited about their work</li> <li><input type="checkbox"/> Most students are engaged in off-task behaviors</li> <li><input type="checkbox"/> Lesson primarily appeals to one learning style</li> <li><input type="checkbox"/> Few students are actively involved in the lesson</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some students exhibit moderate engagement</li> <li><input type="checkbox"/> Many students are engaged in off-task behaviors</li> <li><input type="checkbox"/> Some strategies to address multiple learning styles</li> <li><input type="checkbox"/> Students are involved in the lesson, but participation is mostly passive</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Most students are engaged and exhibit good behavior</li> <li><input type="checkbox"/> Most students are on task</li> <li><input type="checkbox"/> Strategies for multiple learning styles</li> <li><input type="checkbox"/> Students are involved in the lesson, but participation is, at times, more passive than active</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All students are visibly engaged and ready to learn</li> <li><input type="checkbox"/> All students are on task</li> <li><input type="checkbox"/> Lesson appeals to and supports diverse learning styles</li> <li><input type="checkbox"/> Students are actively engaged in the lesson, participating in classroom dialogue and instruction</li> </ul>
8. Use of Time	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ineffective use of time by students and staff due to misbehavior and/or poor scheduling and transitions</li> <li><input type="checkbox"/> Many students need reminders and redirection to stay on task or transition to new tasks</li> <li><input type="checkbox"/> Teacher struggles with lesson pacing</li> <li><input type="checkbox"/> Use of class time is not constructive</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Somewhat effective use of time by students and staff</li> <li><input type="checkbox"/> Missed opportunities to maximize instructional time</li> <li><input type="checkbox"/> Some students need redirection</li> <li><input type="checkbox"/> Somewhat well-paced lesson</li> <li><input type="checkbox"/> Teacher could be more thoughtful in the use of class time</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Effective use of time with minimal downtime for students and staff</li> <li><input type="checkbox"/> Few students require redirection; most students transition quickly to work when prompted by the teacher</li> <li><input type="checkbox"/> Well-paced and planned lesson</li> <li><input type="checkbox"/> Teacher is adept at managing and using class time</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Optimal use of class time by students and staff with little to no downtime</li> <li><input type="checkbox"/> Students stay on task and transition promptly to new tasks with minimal cues and reminders from the teacher</li> <li><input type="checkbox"/> Excellent lesson pacing and design</li> <li><input type="checkbox"/> Teacher meticulously uses every moment of class time</li> </ul>
9. Differentiation and Checking for Understanding	<ul style="list-style-type: none"> <li><input type="checkbox"/> One-size-fits-all instructional approach with no obvious signs of differentiation</li> <li><input type="checkbox"/> Little to no evidence around the use of data to inform instruction</li> <li><input type="checkbox"/> Minimal efforts to check for student understanding (e.g., infrequent pauses, wait time, or student questioning)</li> <li><input type="checkbox"/> Disconnect between student understanding and the pace/content of the lesson</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some efforts to differentiate instruction based on individual learning needs, but strategies are not seamless throughout the lesson</li> <li><input type="checkbox"/> Some evidence around the use of data to scaffold and adapt instruction</li> <li><input type="checkbox"/> Limited use of strategies to monitor student understanding</li> <li><input type="checkbox"/> Some students may struggle, and teacher does not address their learning needs in real time</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher employs strategies to tier or scaffold instruction at various points in his/her lesson based on individual learning needs</li> <li><input type="checkbox"/> Evidence to suggest the use of data to adapt instruction</li> <li><input type="checkbox"/> Regular checks for understanding to gauge comprehension and modify instruction on the fly</li> <li><input type="checkbox"/> Identification of and supports for those students who may struggle to engage with the content</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher consistently and seamlessly differentiates instruction</li> <li><input type="checkbox"/> Strong evidence to suggest the use of data to adapt instruction</li> <li><input type="checkbox"/> Regular monitoring of student understanding, and use of formal and informal strategies to gauge understanding and modify instruction</li> <li><input type="checkbox"/> Tight feedback loop between monitoring and instruction where teaching feels individualized to meet students' unique learning needs</li> </ul>
10. Academic Rigor	<ul style="list-style-type: none"> <li><input type="checkbox"/> Weak alignment between the lesson and students' developmental levels</li> <li><input type="checkbox"/> Teacher rarely engages students in higher-order thinking</li> <li><input type="checkbox"/> Most students demonstrate only a</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson is not accessible and/or challenging enough for most students</li> <li><input type="checkbox"/> Teacher engages students in some higher-order thinking</li> <li><input type="checkbox"/> Many students demonstrate only a</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson is appropriately accessible and challenging for most students</li> <li><input type="checkbox"/> Teacher engages students in higher-order thinking throughout the lesson</li> <li><input type="checkbox"/> Teacher pushes</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson is appropriately accessible and challenging for all students</li> <li><input type="checkbox"/> Teacher engages students in higher-order thinking and promotes academic risk-taking</li> </ul>

	<p>surface-level understanding of concepts</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Predominately teacher-led lesson</li> <li><input type="checkbox"/> Minimal student discourse</li> <li><input type="checkbox"/> Lesson is indicative of low expectations and little sense of urgency</li> </ul>	<p>surface-level understanding of concepts</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Somewhat student-centered approach to the lesson</li> <li><input type="checkbox"/> Limited student discourse</li> <li><input type="checkbox"/> Teacher demonstrates moderate expectations and some urgency</li> </ul>	<p>students towards content mastery and the application of skills, allowing students to engage as active, self-directed learners</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Appropriate instructional format for content (e.g., small group, lecture)</li> <li><input type="checkbox"/> Strong student discourse</li> <li><input type="checkbox"/> Teacher communicates high expectations and urgency</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students are engaging in complex content, demonstrate a solid understanding of concepts, and pose higher-level questions to the class</li> <li><input type="checkbox"/> Purposeful instructional format</li> <li><input type="checkbox"/> High-quality student discourse</li> <li><input type="checkbox"/> Teacher promotes high expectations and strong sense of urgency</li> </ul>
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## Appendix F: Operations and Instructional Audit Rubric

TALENT				
Indicator	Below Standard	Developing	Proficient	Exemplary
<b>1.1. Instructional Practice</b>	Teacher effectiveness is inconsistent and highly variable from classroom to classroom. There are significant concerns about instruction. Staffing decisions do not reflect teacher effectiveness and student needs.	Instructional quality is moderate; however, teacher effectiveness is variable from classroom to classroom. Staffing decisions do not always reflect teacher effectiveness and student needs.	Most classes are led by effective educators, and instructional quality is strong. There are some systems in place to promote and develop teacher effectiveness and make appropriate staffing decisions.	100% of classes are led by deeply passionate and highly effective educators. There are strong systems in place to promote staff efficacy and make staffing decisions driven exclusively by student needs.
<b>1.2. Evaluation and Professional Culture</b>	There are significant concerns about staff professionalism. Staff come to school unprepared, and there is little sense of personal responsibility. There is a culture of low expectations; individuals are not accountable for their work. Evaluations are infrequent, and few if any staff were formally evaluated 3 or more times in 2012-13. 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 2012-13, 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 2012-13 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 2012-13. Leaders conduct frequent informal evaluations and provide meaningful feedback. Individuals are held accountable for their performance.
<b>1.3. Recruitment and Retention Strategies</b>	The school and/or district lack systems to recruit and attract top talent. Retention of high-quality staff is a significant concern. The school lacks systems and strategies to retain top teachers and leaders.	The school and/or district have components of a plan for recruitment and retention of quality educators (e.g., mentoring, induction). The plan is not fully developed or consistently implemented.	The school and/or district have systems for strategic recruitment and retention. Efforts are made to match the most effective educators to the students with the greatest needs. Retention of high-quality teachers is high.	The school and/or district effectively implement a long-term plan for recruitment and retention. Efforts are made to match the most effective educators to the students with the greatest needs. Deliberate, successful efforts are made to retain top talent.
<b>1.4. Professional Development</b>	Professional Development (PD) opportunities are infrequent and/or of inconsistent quality and relevance. PD does not align to staff's development areas and/or students' needs. As a result, teachers struggle to implement PD strategies. There is no clear process to support or hold teachers accountable for the	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	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	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

TALENT				
Indicator	Below Standard	Developing	Proficient	Exemplary
	implementation of PD strategies.	learned through PD.	instruction.	strategies.
<b>1.5. Leadership Effectiveness</b>	Leadership fails to convey a school mission or strategic direction. The school team is stuck in a fire-fighting or reactive mode, lacks school goals, and/or suffers from initiative fatigue. The school community questions whether the school can/will improve.	The mission and strategic direction are not well communicated. A school improvement plan does not consistently guide daily activities and decision-making. The community generally understands the need for change, however actions are more often governed by the status quo.	Leadership focuses on school mission and strategic direction with staff, students, and families. The school is implementing a solid improvement plan and has a clear set of measurable goals. The plan may lack coherence and a strategy for sustainability. Leadership conveys urgency.	Leadership focuses on school mission and strategic direction with staff, students, and families. The school has a manageable set of goals and a clear set of strategies to achieve those goals. The plan is being implemented and monitored with fidelity. Leadership conveys deep urgency.
<b>1.6. Instructional Leadership</b>	Few staff can articulate a common understanding of what excellent instruction looks like. School norms and expectations are not clear. Instructional leaders do not demonstrate a commitment to developing consistent and high-quality instructional practice school-wide.	Some staff can articulate a common understanding of what effective instruction looks like. School norms and expectations are enforced with limited consistency. Instructional leaders demonstrate some commitment to improving instructional practice school-wide.	Most staff articulates a common understanding of what effective instruction looks like. School norms and expectations are consistently enforced. Instructional leaders consistently demonstrate a commitment to improving instructional practice school-wide.	All staff articulates a common understanding of what effective instruction looks like. Educators relentlessly pursue excellent pedagogy. Instructional leaders have communicated and enforced high expectations school-wide.

ACADEMICS				
Indicator	Below Standard	Developing	Proficient	Exemplary
<b>2.1. Academic Rigor*<sup>1</sup></b>	Most observed lessons are teacher-led and whole group. Teachers rarely engage students in higher-order thinking. Most students demonstrate a surface-level understanding of concepts. Observed lessons are indicative of low expectations and little sense of urgency.	Some observed lessons are somewhat student-centered, challenging and engaging. Teachers engage students in some higher-order thinking. Many students demonstrate only a surface-level understanding of concepts. Teachers demonstrate moderate expectations and some urgency.	Observed lessons are appropriately accessible and challenging for most students. Teachers engage students in higher-order thinking, and students are pushed toward content mastery. Lessons begin to engage students as self-directed learners. Teachers communicate solid expectations.	All observed lessons are appropriately accessible and challenging. Teachers push students, promoting academic risk-taking. Students are developing the capacity to engage in complex content and pose higher-level questions to the teacher and peers. Teachers promote high expectations.
<b>2.2. Student Engagement*<sup>1</sup></b>	Few students are actively engaged and excited about their work. The majority of students are engaged in off-task behaviors and some are disruptive to	Some students exhibit moderate engagement, but many are engaged in off-task behaviors. Some observed lessons appeal to multiple learning styles. Students	Most students are engaged and exhibit on-task behaviors. The observed lessons appeal to multiple learning styles. Students are involved in the lesson,	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

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

ACADEMICS				
Indicator	Below Standard	Developing	Proficient	Exemplary
	their classmates. Observed lessons primarily appeal to one learning style. Few students are truly involved in the lessons.	are involved in the lessons, but participation is more passive than active. Students are easily distracted from assigned tasks.	but participation is, at times, more passive than active. A handful of students are easily distracted from the task at hand.	support all learning styles. Students are actively engaged in the lessons and excited to participate in classroom dialogue and instruction.
<b>2.3. Differentiation and Checking for Understanding*</b>	Most teachers take a one-size-fits-all approach and struggle to differentiate their instruction to meet individual learning needs. There is no evidence around the use of data to inform instruction and minimal efforts to check for student understanding.	Some teachers are differentiating at least part of the observed lessons; however, the practice is not consistent or widespread. There is some evidence of the use of student data to adapt the learning process. Some teachers use strategies to monitor understanding.	Most teachers employ strategies to tier or differentiate instruction at various points in the lesson. Most teachers use data or checks for understanding to differentiate the learning process on the fly. Teachers take time to support students struggling to engage with the content.	Teachers consistently and seamlessly differentiate instruction. Teachers use data and formal/informal strategies to gauge understanding, and differentiate the learning process accordingly. Tight feedback loop between monitoring efforts and instruction.
<b>2.4. Curriculum and Instruction Aligned to Common Core State Standards</b>	The school lacks a rigorous, standards-based curriculum that is aligned to the Common Core State Standards (CCSS) and/or the curriculum is not being implemented with fidelity. As a result, pacing is inconsistent. The percentage of students at or above goal on state assessments is > 10 points below the state average.	The school has curricula for some grades and content areas, some of which are rigorous, standards-based. Curricula are implemented with some fidelity. Teachers struggle with consistent pacing. The percentage of students at or above goal on state assessments is 6-10 points below the state average.	Rigorous, standards-based curricula exist for almost all grade levels and content areas, and are being implemented consistently across classrooms. Teachers demonstrate consistent pacing. The percentage of students at or above goal on state assessments is within 5 percentage points of the state average.	Rigorous, standards-based curricula exist for all grade levels and content areas. Curricula are aligned with the CCSS and are being implemented with a high degree of fidelity throughout the school. The percentage of students at or above goal on state assessments meets or exceeds the state average.
<b>2.5. Support for Special Populations</b>	The school is inadequately meeting the needs of its high-needs students. IEP goals are not regularly met. Least Restrictive Environment (LRE) is not fully considered when making placements. The school lacks appropriate interventions and supports for ELLs. There are significant achievement gaps between subgroups and non-identified students as measured by state assessments, and no evidence of progress.	The school typically meets the needs of its high-needs students. Most special education students meet their IEP goals, but LRE is not always considered when making placement determinations. The school typically meets the needs of its ELLs, and attempts to track progress and set content and language mastery goals. There are significant gaps between subgroups and non-identified students as measured by state assessments and marginal progress over time.	The school consistently meets the needs of its high-needs students. Special education students regularly meet their IEP goals and LRE is a critical factor in placement determinations. The school meets the needs, tracks progress, and sets content and language mastery goals for all ELLs. There are small gaps between subgroups and non-identified students as measured by state assessments, and some signs of progress toward closing the gaps.	The school is successfully closing the achievement gap for its high-needs students. General and special education teachers work collaboratively to support students. The school tracks the effectiveness of language acquisition instructional strategies and adjusts programming accordingly. There is no achievement gap between subgroups and non-identified students as measured by state assessments.
<b>2.6. Assessment</b>	The school lacks a	The school has some	The school implements a	Teachers consistently

ACADEMICS				
Indicator	Below Standard	Developing	Proficient	Exemplary
<b>Systems and Data Culture</b>	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.	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.	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.	administer assessments throughout the year. Assessments are standards-based and provide real-time data. Teachers embed formative assessments in their daily lessons. The school has strong processes to collect, analyze, and use data to inform interventions.

CULTURE AND CLIMATE				
Indicator	Below Standard	Developing	Proficient	Exemplary
<b>3.1. School Environment</b>	The school fails to create a welcoming and stimulating learning environment. Communal spaces and classrooms may be unkempt, rundown, unsafe, or sterile. Many classrooms are neither warm nor inviting and lack intellectual stimulation. Little to no student work or data is displayed to help convey a sense of pride and high expectations.	The school struggles to provide a welcoming environment conducive to high-quality teaching and learning. Large sections of the school are not clean, bright, welcoming, or reflective of student work. Though the school has some data and student work displayed, efforts to brand the school and convey high expectations are very minimal. Sections of the school need significant attention.	The school generally provides a welcoming learning environment. Most of the facility is in good repair and conducive to teaching and learning. Most classrooms and common spaces are bright and clean, displaying data and student work; however, some sections lack visual stimulation. The school has made an effort to foster school identity through branding and consistent messaging in classrooms and communal spaces.	The school provides a welcoming and stimulating learning environment. Common spaces and classrooms are bright, clean, welcoming, and conducive to high-quality teaching and learning. Data and student work are visible and present throughout the school, inspiring students and teachers to do their best work. There is clear branding and consistent messaging throughout the school, promoting school identity and pride.
<b>3.2. Student Attendance</b>	The school has few, if any, strategies to increase attendance. Average daily attendance is $\leq 88\%$ and/or chronic absenteeism is $> 20\%$ .	The school has some strategies to increase attendance. Average daily attendance is between 89% and 93% and/or chronic absenteeism is between 16% and 20%.	The school has multiple, effective strategies to increase attendance. Average daily attendance is between 94% and 97% and/or chronic absenteeism is between 11% and 15%.	The school implements effective strategies to increase attendance and on-time arrival. Average daily attendance is $> 97\%$ and chronic absenteeism is $\leq 10\%$ .
<b>3.3. Student Behavior</b>	A school-wide behavior management plan may exist, but there is little evidence of implementation. Student misbehavior is a significant challenge and creates regular distractions. Disciplinary approaches appear to be inconsistent; students and staff do not have a common understanding	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	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	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

<b>CULTURE AND CLIMATE</b>				
<b>Indicator</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
	of behavioral expectations. Discipline is mostly punitive. The rate of suspensions/expulsions as a proportion of student enrollment is greater than 20% (total # 2012-13 incidents/total enrollment).	inconsistent reinforcement of desired behaviors. The rate of suspensions/expulsions as a proportion of student enrollment is between 15% and 20%.	understanding of the behavior policy. There is positive reinforcement of desired behaviors. The suspension/expulsion rate is between 10% and 14%.	addressed. Rewards and consequences are clear and appropriate, and are consistently applied across the school. The suspension/expulsion rate is < 10%.
<b>3.4. Interpersonal Interactions</b>	There is a weak sense of community. The quality and types of student, adult, and student/adult interactions raise concerns. There are signs of divisiveness or hostility among students and with staff. There are minimal signs of connections between students and staff; interactions are largely transactional or triggered when students are off task.	There is a moderate sense of community. Students are somewhat respectful toward one another and adults. There is some teasing and divisiveness; however, it does not define school culture. Communication between students and staff is somewhat positive. There are some connections between students and staff.	There is a good overall sense of community. Students are generally respectful toward one another and adults. Interactions are mostly positive. There is minimal teasing and divisiveness. Communication between students and staff is generally positive and respectful. There are signs of connections between students and staff. Most staff seem invested in their students.	There is a strong sense of community. Students are respectful and courteous of one another and adults. Student interactions are overwhelmingly positive and polite. The school has an inclusive and welcoming environment. Student/adult interactions are positive and respectful, demonstrating strong relationships. Staff seems invested in the well-being and development of students.
<b>3.5. Family and Community Engagement</b>	The school offers infrequent opportunities to involve parents in the school community. Family involvement is minimal. Teachers rarely reach out to families regarding their child's academic progress.	The school offers several family events throughout the year. Roughly half of families participate in school activities. More than half of all teachers reach out to families regarding their child's academic progress.	The school offers periodic, meaningful opportunities for parents/families to engage in student's education. Most families participate in school activities. Most educators communicate regularly with families.	The school frequently engages parents/family as partners in student's education. Almost all families participate in school activities. Nearly all educators communicate with families on a regular basis.
<b>3.6. Community Partners and Wraparound Strategy</b>	The school offers inadequate supports to address students' nonacademic needs. There are limited wraparound services. The school makes little or no effort to engage community partners to expand services offered through the school.	The school offers some support to address students' nonacademic needs through wraparound services. Community and partner engagement is spotty and event-specific.	The school offers a range of wraparound services to address students' nonacademic needs. The school has several sustained community partnerships.	The school has a clear process for evaluating students' needs and connecting students to appropriate wraparound services. The school has sustained community partnerships to help address student needs.

<b>OPERATIONS</b>				
<b>Indicator</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>a. Adequate Instruction</b>	There is not enough time in the school schedule to appropriately meet	Students would benefit from increased instructional and/or	The school has taken steps to increase instructional time on task	The school has multiple extended learning opportunities available

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

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

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

OPERATIONS				
Indicator	Below Standard	Developing	Proficient	Exemplary
<b>Management</b>	do not make sound budgetary decisions based on student need and projected impact. Budget decisions are largely governed by past practice and do not account for sustainability. There is little to no evidence around school and/or district leaders successfully advocating for school resource needs.	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 advocate for school needs or pursue additional resources.	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. School/district leaders effectively advocate for school needs and pursue additional resources.	engage in strategic budgeting. The school and district invest in high-yield, research-based initiatives aligned to student needs and school goals. There is a clear sustainability plan for all major expenditures. School/district leaders effectively advocate for school needs, and build strategic relationships to pursue needed resources.



500: Other Purchased Services				
Services	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$		-

600: Supplies				
Item	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$		-

700: Property				
Item	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$		-

800: Other Objects				
Item	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$		-



600: Supplies				
Item	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$		-

700: Property				
Item	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$		-

800: Other Objects				
Item	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$		-



### SIG 1003(g) Year 2 Budget Proposal

School: \_\_\_\_\_

District: \_\_\_\_\_

100: Personnel Services - Salaries				
Position	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$	-	

200: Personnel Services - Benefits				
Position	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$	-	

300: Purchased Professional and Technical Services				
Services	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$	-	

400: Purchased Property Services				
Services	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$	-	

500: Other Purchased Services				
Services	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$	-	

600: Supplies				
Item	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$		-

700: Property				
Item	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$		-

800: Other Objects				
Item	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$		-



600: Supplies				
Item	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$		-

700: Property				
Item	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$		-

800: Other Objects				
Item	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$		-



## Low-Performing Schools Bond Request

School: \_\_\_\_\_

District: \_\_\_\_\_

Item #	Description	Amount
1		\$0.00
2		\$0.00
3		\$0.00
4		\$0.00
5		\$0.00
6		\$0.00
7		\$0.00
8		\$0.00
9		\$0.00
10		\$0.00
11		\$0.00
12		\$0.00
13		\$0.00
14		\$0.00
15		\$0.00
<b>Total:</b>		<b>\$0.00</b>