

School Improvement Grant 1003(g) Application | Cohort IV

Form Number: ED 704



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Connecticut State Department of Education SIG 1003(g) | Table of Contents

<u>SIG 1003(g) APPLICATION INSTRUCTIONS</u>	p. 2
<ul style="list-style-type: none"> A. Submission Instructions B. Timeline Summary C. Questions 		
<u>SIG 1003(g) OVERVIEW</u>	p. 3
<ul style="list-style-type: none"> A. SIG Overview B. SIG Models C. CSDE Turnaround Framework 		
<u>SIG 1003(g) APPLICATION</u>	p. 8
<ul style="list-style-type: none"> Cover Page Scoring Rubric Part I: LEA Strategy Part II: School Plan School Closure Application 		
<u>APPENDIX SECTION</u>	p. 18
<ul style="list-style-type: none"> A. Accountability Metrics and Performance Targets B. SIG 1003(g) Excel Budget Workbook Directions C. Implementation Timeline D. Statement of Assurances E. External Evaluation of Partners Form F. School Turnaround Rubric/Audit Tool 		

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Levy Gillespie
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SIG 1003(g) APPLICATION INSTRUCTIONS

A. Submission Instructions

Please review and follow all directions carefully when completing the School Improvement Grant (SIG) 100(g) application. All applications must be submitted by e-mail to SDEAllianceDistrict@ct.gov. **All applications must be received by 4:00 PM on Friday, April 24, 2015.** 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. Completed applications must consist of the following:

Component:	Required of:
<input type="checkbox"/> Application Cover Page	All applicants
<input type="checkbox"/> Application Part I: LEA Strategy (10-page limit)	All applicants
<input type="checkbox"/> Application Part II: School Plan (20-page limit)	All applicants
<input type="checkbox"/> School Closure Application (5-page limit)	“Closure” model applicants
<input type="checkbox"/> Excel Budget Workbook	All applicants
<input type="checkbox"/> Flexible Work Rules	All applicants
<input type="checkbox"/> Appendix A: Metrics and Performance Targets	All applicants
<input type="checkbox"/> Appendix C: Implementation Timeline	All applicants
<input type="checkbox"/> Appendix D: Statement of Assurances	All applicants
<input type="checkbox"/> Appendix E: External Evaluation of Partners Form	“Restart” or “Whole-School Reform” model applicants

B. Timeline Summary

1. Districts submit an expression of intent to the CSDE.	February 1, 2015
2. CSDE hosts a SIG 1003(g) informational webinar.	March 17, 2015
3. LEAs submit SIG applications.	April 24, 2015
4. CSDE conducts finalist site visits and may require additional documentation.	May 2015
5. CSDE awards SIG funds.	Anticipated May 2015
6. SIG schools begin planning or full implementation with support from CSDE.	Summer 2015

C. Questions

All questions regarding SIG should be directed to:

Michelle Rosado, Education Consultant, CSDE
Telephone: 860-713-6748 | E-mail: michelle.rosado@ct.gov



SIG 1003(g) OVERVIEW

A. SIG Overview

Title I 1003(g) School Improvement Grants (SIG) authorized under the Elementary and Secondary Education Act (ESEA) provide states and districts with funds to leverage change and turn around chronically underperforming schools. The CSDE anticipates identifying a fourth cohort of SIG schools through a competitive grant process. For this fourth cohort, Connecticut is eligible to receive approximately \$3.8 million in SIG funds. Successful SIG applicants may receive a minimum of \$50,000 and a maximum of \$2 million per year for up to five years. Federal guidance on the requirements that govern the SIG process that states must use to award SIG funds to eligible schools can be found here: <http://www2.ed.gov/programs/sif/index.html>.

The CSDE may make a SIG award to a local education agency (LEA) for **up to five years** for a particular school. The LEA may apply for **one optional planning year** for pre-implementation activities; **at least three full years of implementation** for full implementation of the selected intervention; and **up to two years for sustainability activities** related to sustaining reforms following at least three years of full intervention implementation. The LEA budget should address the entire grant period. An LEA may not receive more than five years of SIG funding for a particular school, and budgets for sustainability years cannot exceed \$50,000 per year.

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 designated as Turnaround and Focus schools under the ESEA waiver. A complete list of schools by classification can be found here: http://www.sde.ct.gov/sde/lib/sde/pdf/evalresearch/accountability/2012-13_school_classification_summary.pdf.

B. SIG Models

Schools applying for SIG must select one of six reform models to apply at the school: turnaround, restart, early learning, whole-school reform, transformation, or closure. The selected reform model must address school needs and growth areas uncovered by data. School plans and budgets must align to the selected reform model. 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 State Education Agency (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 Connecticut State Board of Education 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.
- (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.
- (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. Early Learning Model – The district must implement a plan that:

- (1) Offers full day kindergarten.
- (2) Establishes or expand high-quality preschool program.
- (3) Provide educators, including preschool teachers, with joint planning time.
- (4) Implement additional requirements that are the same as the transformational model; however, this model does not require increased learning time.

D. Whole-School Reform Model – The district must implement a plan that:

- (1) Is implemented in partnership with a whole-school reform model developer.
- (2) Improves student academic achievement or attainment.
- (3) Is implemented for all students in a school.
- (4) Addresses school leadership.
- (5) Addresses teaching and Learning in at least one full academic content area.
- (6) Addresses student non-academic support
- (7) Addresses family and community engagement
- (8) Is evidence-based with at least one study meeting What Works Clearinghouse evidence standards, and statically favorable impact on academic achievement or attainment.

The CSDE must approve the selection of the evidence-based model to ensure that the whole-school reform model developer meets the definition and that there is evidence supporting that the model includes a sample population or setting similar to the one on the school to be served.

E. Restart Model

Under restart, 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.

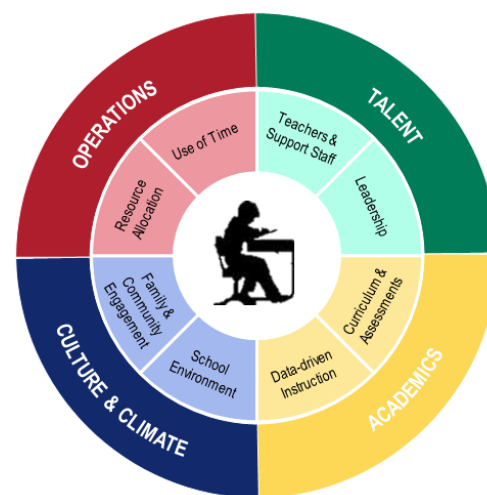
F. School Closure

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.

C. 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 for the selected reform model, while also making targeted investments in the following areas:

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



If the SIG plan impacts elements of 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.



Connecticut State Department of Education SIG 1003(g) | Application Cover Page

District (LEA):		
Contact Person:		Contact Title:
Telephone:	Fax Number:	E-mail 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	Early Learning	Whole-School Reform	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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SIG Application Scoring Rubric

Overview:			Rating Key:
<p>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 120 possible points. SIG is a competitive grant; awards and award amounts will be based on the quality and transformative potential of the application.</p>			<p>1 – Below Standard: 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>2 – Developing: 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>3 – Proficient: 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>4 – Exemplary: 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	x2	8	
5. Reform Sustainability	x1	4	
LEA Strategy Subtotal:		44	
Part II: School Plan	Weighting	Points Available	
1. Needs Analysis (including Appendix G: Audit Tool)	x2	8	
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	x3	12	
7. Operations	x2	8	
8. Stakeholder Engagement	x1	4	
9. Implementation Timeline	x1	4	
School Plan Subtotal:		76	
Total Points Available:		120	



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 and/or election to work agreements. 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 the Excel budget workbook, submitting a three- to five-year SIG budget proposal. Funding requests must be at least \$50,000 per year and should be proportional to the proposed activities. Funding must be used to supplement and not supplant local or other non-federal expenditures.



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. 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. Part II responses should not exceed 20 pages.

<p>Section 1: Needs Analysis. The school must provide a thorough needs analysis informed by the school audit.</p> <ul style="list-style-type: none"> • Summarize the school’s greatest strengths as identified through the audit process. • 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. • Reference Appendix F: School Turnaround Rubric when evaluating school systems and performance. 		
<p>Section 2: Reform Model and Rationale. The school must pursue a reform model – turnaround, restart, early learning, whole-school reform, closure, or transformation – that best aligns to the needs of the school community. Schools must participate in SIG for up to five years, including three required implementation years, a pre-implementation year (optional), and up to two sustainment years (optional). Select a model:</p>		
<input type="checkbox"/> Turnaround	<input type="checkbox"/> Restart	<input type="checkbox"/> Closure
<input type="checkbox"/> Early Learning	<input type="checkbox"/> Whole-School Reform	<input type="checkbox"/> Transformation
<p>Provide a strong rationale, referencing school needs. Explain why other models are not feasible/likely generating the desired impact.</p>		
<p>Select between 3-5 years for planning, implementation, and/or sustainability.</p>		<p>Indicate the school year during with each phase will occur (e.g., 2015-16). Insert “N/A” for phases not selected by the school.</p>
<input type="checkbox"/> Pre-implementation (optional)		
<input checked="" type="checkbox"/> Year 1 Implementation (required)		
<input checked="" type="checkbox"/> Year 2 Implementation (required)		
<input checked="" type="checkbox"/> Year 3 Implementation (required)		
<input type="checkbox"/> Sustainability Year 1 (optional)		
<input type="checkbox"/> Sustainability Year 2 (optional)		

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:

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

Goal #3:

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

Section 4: Talent. The school must employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.

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

Section 5: Academics. The school must design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.

- Describe the school’s academic program and instructional philosophy, including alignment to the

Common Core and transition to next-generation assessments.

- Describe the school’s early literacy strategy, including targeted interventions.
- 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.
- Describe ongoing professional development opportunities to build staff capacity around the collection, analysis, and use of data to drive and differentiate instruction.

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.



[Empty response area for Section 8]

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.

[Empty response area for Section 8]

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.

[Empty response area for Section 9]



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 8) 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/her 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:

- School performance index/Classification;
- Number of minutes within the school year;
- Discipline incidents;
- Truants;
- Dropout rate;
- Student attendance rate;
- Student chronic absenteeism 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 is measured against the leading and lagging indicators identified in the chart below. 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		
	2012-13	2013-14	2014-15 YTD	2015-16	2016-17	2017-18
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)						
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 1003(g) EXCEL BUDGET WORKBOOK DIRECTIONS

Directions: Using the Excel budget workbook provided, please create a budget proposal outlining new costs associated with the SIG School Plan and leveraging all available funding sources. The budget proposal and aligned budget narrative must indicate the amount of SIG 1003(g) funds requested by the district to:

- Implement the selected model (turnaround, restart, closure, early learning, whole-school reform or transformation) in each school the district commits to serve;
- Conduct district-level activities designed to support implementation of the selected reform models;
- Implement a full pre-implementation year during 2015-16 (optional); implement three full years of implementation; and/or implementation up to two full years of sustainment (optional).
- Support school improvement activities, at the school or district level, for schools the district commits to serve over the five-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 up to five years. 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.

The CSDE may make a SIG award to an LEA for **up to five years** for a particular school. The LEA may apply for **one optional planning year** for pre-implementation activities; **at least three full years of implementation** for full implementation of the selected intervention; and **up to two years for sustainability activities** related to sustaining reforms following at least three years of full intervention implementation. The LEA budget should address the entire grant period. An LEA may not receive more than five years of SIG funding for a particular school, and budgets for sustainability years cannot exceed \$50,000 per year.

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 budget proposal. Do not enter cost information on the cover page.
- **Planning Year Budget (Optional); Year 1-3 Budgets (Required); Year 4-5 Sustainability Budgets (Optional):** Please insert information pertaining to the proposed SIG 1003(g) budget for the school for up to five years of fund (i.e., complete up to five tabs). 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 proposed SIG 1003(g) investment; (d) list alternate funding sources, if applicable; and (e) show the amount covered by alternate sources. The budget proposal will be evaluated for strategic alignment and anticipated impact.

- Low-Performing Schools Bond Request:** Public Act 13-239 § 32(g)(3) authorizes “grants-in-aid to assist targeted local and regional school districts for alterations, repairs, improvements, technology and equipment in low-performing schools” to address physical barriers to maintaining and achieving quality facilities and 21st century school environments. Schools may complete the final tab, requesting up to \$500,000 in bond funding. Low-performing schools bond funding may not be requested for projects eligible for the State School Construction Grant Program, including, but not limited to: new construction, portable classrooms, roof replacements, or projects with a primary purpose of ensuring code compliance. Proposed projects may not supplant standard operating expenses. The awarding of bond funding is contingent upon the availability of funds and approval by the CSDE and the State Bond Commission. Funding cannot replace previously and separately allocated, approved, and funded projects.

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

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



APPENDIX C: IMPLEMENTATION TIMELINE

Planning/Pre-Implementation Year (Optional)	
Strategies:	Progress Metrics:
1.	
2.	
3.	
4.	
5.	

Year 1 Implementation	
Strategies:	Progress Metrics:
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Year 2 Implementation	
Strategies:	Progress Metrics:
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	



Year 3 Implementation	
Strategies:	Progress Metrics:
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Sustainment Year 1 (Optional)	
Strategies:	Progress Metrics:
1.	
2.	
3.	
4.	
5.	

Sustainment Year 2 (Optional)	
Strategies:	Progress Metrics:
1.	
2.	
3.	
4.	
5.	



APPENDIX D: STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES | GRANT PROGRAMS

PROJECT TITLE: School Improvement Grant (SIG) 1003(g)

THE APPLICANT: _____ **HEREBY ASSURES THAT:**

(insert Agency/School/CBO Name)

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



K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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

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

- 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 Connecticut State Department of Education and availability of state or federal funds.
- N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the



Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

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

Superintendent Signature: _____

Name: *(typed)* _____

Title: *(typed)* _____

Date: _____



APPENDIX E: EVALUATION OF EXTERNAL PARTNERS

Part I: Partner Profile and Contact Information

Organization Legal Name:	Organization Street Address:
CEO/President Name:	CEO/President Contact Information:
Contact Person Name/Title:	Contact Person Contact Information:
Type of Provider:	Grade-Level Experience (Check all that apply):
<input type="checkbox"/> For-profit <input type="checkbox"/> Non-profit <input type="checkbox"/> Business (public or private) <input type="checkbox"/> Sole Proprietorship <input type="checkbox"/> Limited Liability Corporation <input type="checkbox"/> General or Limited Partnership <input type="checkbox"/> Community-Based Organization <input type="checkbox"/> Regional Educational Service Center (RESC) <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> Other (specify): _____	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle/Junior High <input type="checkbox"/> High
	Expertise with Student Populations:
	<input type="checkbox"/> English language learners <input type="checkbox"/> Students with disabilities <input type="checkbox"/> Over-aged, under-credited students <input type="checkbox"/> Other (specify): _____
Financial/Legal Information:	
<ol style="list-style-type: none"> 1. Please include a copy of the organization's current certificate of commercial general liability insurance (Declaration page). 2. Please include a statement from the insurance carrier with dates of coverage on the insurance company's letterhead indicating that the entity has commercial general liability insurance coverage in the state of Connecticut. 3. Is the organization insured in Connecticut? <input type="checkbox"/> Yes <input type="checkbox"/> No 4. Please attach a copy of the document that formally acknowledges the entity's legal status to conduct business in Connecticut. Select one form of verification submitted by the organization: <ul style="list-style-type: none"> <input type="checkbox"/> Certificate of legal existence (<u>Connecticut Secretary of the State's</u>) <input type="checkbox"/> Certificate of Authority (out of state applicants) <input type="checkbox"/> 501C3 (non-profit organizations) 5. Please attach a copy of one of the following documents: Articles of Incorporation; Partnership Agreement; and/or Sole Proprietorship. 	

6. Criteria for approval: (1) positive net assets and (2) current assets exceed current liabilities. Please include the organization's most current accrual balance sheet, such as audited financial statements or personal financial statements.

7. What total percentage of the organization's revenue would be derived from providing services for SIG? _____percent.

Part II: Partner Services

Description of Model and Approach

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. Specifically, how would the organization operationalize and support work in each of the areas of talent, academics, culture and climate, and operations.

Experience in School Turnaround

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.

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.
- Provide the name and contact information for two references in a school and/or district in which the organization has operated 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.

Cost Information

Please provide an overview of the costs associated with the model/partnership, including:

- 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

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?

APPENDIX F: SCHOOL TURNAROUND RUBRIC/AUDIT TOOL

TALENT				
Indicator	Below Standard	Developing	Proficient	Exemplary
1.1. Instructional Practice	Teacher effectiveness is inconsistent and highly variable from classroom to classroom. There are significant concerns about instruction. Staffing decisions do not reflect teacher effectiveness and student needs.	Instructional quality is moderate; however, teacher effectiveness is variable from classroom to classroom. Staffing decisions do not always reflect teacher effectiveness and student needs.	Most classes are led by effective educators, and instructional quality is strong. There are some systems in place to promote and develop teacher effectiveness and make appropriate staffing decisions.	100% of classes are led by deeply passionate and highly effective educators. There are strong systems in place to promote staff efficacy and make staffing decisions driven exclusively by student needs.
1.2. Evaluation and Professional Culture	There are significant concerns about staff professionalism. Staff come to school unprepared, and there is little sense of personal responsibility. There is a culture of low expectations; individuals are not accountable for their work. Evaluations are infrequent, and few if any staff were formally evaluated 3 or more times. 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, 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 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. Leaders conduct frequent informal evaluations and provide meaningful feedback. Individuals are held accountable for their performance.
1.3. Recruitment and Retention Strategies	The school and/or district lack systems to recruit and attract top talent. Retention of high-quality staff is a significant concern. The school lacks systems and strategies to retain top teachers and leaders.	The school and/or district have components of a plan for recruitment and retention of quality educators (e.g., mentoring, induction). The plan is not fully developed or consistently implemented.	The school and/or district have systems for strategic recruitment and retention. Efforts are made to match the most effective educators to the students with the greatest needs. Retention of high-quality teachers is high.	The school and/or district effectively implement a long-term plan for recruitment and retention. Efforts are made to match the most effective educators to the students with the greatest needs. Deliberate, successful efforts are made to retain top talent.
1.4. Professional Development	Professional Development (PD) opportunities are infrequent and/or of inconsistent quality and relevance. PD does not align to staff's development areas and/or students' needs. As a result, teachers struggle to implement PD strategies. There is no clear process to support or hold teachers accountable for the implementation of PD strategies.	PD opportunities are provided; however, they are not always tightly aligned with student and adult learning needs. The quality of PD opportunities is inconsistent. Sometimes, teachers report that PD improves their instructional practices. Teachers are not generally held accountable for implementing skills learned through PD.	The school offers targeted, job-embedded PD throughout the school year. PD is generally connected to student needs and staff growth areas identified through observations. Most teachers feel PD opportunities help them improve their classroom practices. Most teachers are able to translate and incorporate PD strategies into their daily instruction.	The school consistently offers rich and meaningful PD opportunities that are aligned to student needs and staff growth areas identified through observations. Teachers effectively translate PD strategies into their daily instruction. The school has a process for monitoring and supporting the implementation of PD strategies.
1.5. Leadership Effectiveness	Leadership fails to convey a school mission or strategic direction. The school team is stuck in a fire-fighting or reactive mode, lacks school goals,	The mission and strategic direction are not well communicated. A school improvement plan does not consistently guide daily activities and	Leadership focuses on school mission and strategic direction with staff, students, and families. The school is implementing a solid improvement	Leadership focuses on school mission and strategic direction with staff, students, and families. The school has a manageable set of goals and a clear

TALENT				
Indicator	Below Standard	Developing	Proficient	Exemplary
	and/or suffers from initiative fatigue. The school community questions whether the school can/will improve.	decision-making. The community generally understands the need for change, however actions are more often governed by the status quo.	plan and has a clear set of measurable goals. The plan may lack coherence and a strategy for sustainability. Leadership conveys urgency.	set of strategies to achieve those goals. The plan is being implemented and monitored with fidelity. Leadership conveys deep urgency.
1.6. Instructional Leadership	Few staff can articulate a common understanding of what excellent instruction looks like. School norms and expectations are not clear. Instructional leaders do not demonstrate a commitment to developing consistent and high-quality instructional practice school-wide.	Some staff can articulate a common understanding of what effective instruction looks like. School norms and expectations are enforced with limited consistency. Instructional leaders demonstrate some commitment to improving instructional practice school-wide.	Most staff articulates a common understanding of what effective instruction looks like. School norms and expectations are consistently enforced. Instructional leaders consistently demonstrate a commitment to improving instructional practice school-wide.	All staff articulates a common understanding of what effective instruction looks like. Educators relentlessly pursue excellent pedagogy. Instructional leaders have communicated and enforced high expectations school-wide.

ACADEMICS				
Indicator	Below Standard	Developing	Proficient	Exemplary
2.1. Academic Rigor*¹	Most observed lessons are teacher-led and whole group. Teachers rarely engage students in higher-order thinking. Most students demonstrate a surface-level understanding of concepts. Observed lessons are indicative of low expectations and little sense of urgency.	Some observed lessons are somewhat student-centered, challenging and engaging. Teachers engage students in some higher-order thinking. Many students demonstrate only a surface-level understanding of concepts. Teachers demonstrate moderate expectations and some urgency.	Observed lessons are appropriately accessible and challenging for most students. Teachers engage students in higher-order thinking, and students are pushed toward content mastery. Lessons begin to engage students as self-directed learners. Teachers communicate solid expectations.	All observed lessons are appropriately accessible and challenging. Teachers push students, promoting academic risk-taking. Students are developing the capacity to engage in complex content and pose higher-level questions to the teacher and peers. Teachers promote high expectations.
2.2. Student Engagement*	Few students are actively engaged and excited about their work. The majority of students are engaged in off-task behaviors and some are disruptive to their classmates. Observed lessons primarily appeal to one learning style. Few students are truly involved in the lessons.	Some students exhibit moderate engagement, but many are engaged in off-task behaviors. Some observed lessons appeal to multiple learning styles. Students are involved in the lessons, but participation is more passive than active. Students are easily distracted from assigned tasks.	Most students are engaged and exhibit on-task behaviors. The observed lessons appeal to multiple learning styles. Students are involved in the lesson, but participation is, at times, more passive than active. A handful of students are easily distracted from the task at hand.	All students are visibly engaged, ready to learn, and on task. Students are clearly focused on learning in all classrooms. The lessons appeal to and seem to support all learning styles. Students are actively engaged in the lessons and excited to participate in classroom dialogue and instruction.
2.3. Differentiation and Checking for Understanding*	Most teachers take a one-size-fits-all approach and struggle to differentiate their instruction to meet individual learning needs. There is no evidence around the use of data to inform instruction and minimal efforts to check for student understanding.	Some teachers are differentiating at least part of the observed lessons; however, the practice is not consistent or widespread. There is some evidence of the use of student data to adapt the learning process. Some teachers use strategies to monitor	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	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

¹ Ratings for the four sub-indicators marked with an asterisk (*) should be based largely on classroom observations.

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

CULTURE AND CLIMATE				
Indicator	Below Standard	Developing	Proficient	Exemplary
3.1. School Environment	The school fails to create a welcoming and stimulating learning environment. Communal spaces and classrooms may be unkempt, rundown, unsafe, or sterile. Many classrooms are neither warm nor inviting and lack intellectual	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	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,	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

CULTURE AND CLIMATE				
Indicator	Below Standard	Developing	Proficient	Exemplary
	stimulation. Little to no student work or data is displayed to help convey a sense of pride and high expectations.	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.	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.	visible and present throughout the school, inspiring students and teachers to do their best work. There is clear branding and consistent messaging throughout the school, promoting school identity and pride.
3.2. Student Attendance	The school has few, if any, strategies to increase attendance. Average daily attendance is $\leq 88\%$ 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 $\leq 10\%$.
3.3. Student Behavior	A school-wide behavior management plan may exist, but there is little evidence of implementation. Student misbehavior is a significant challenge and creates regular distractions. Disciplinary approaches appear to be inconsistent; students and staff do not have a common understanding of behavioral expectations. Discipline is mostly punitive. The rate of suspensions/expulsions as a proportion of student enrollment is greater than 20% (total # yearly incidents/total enrollment).	A school-wide behavior management plan is in place, and there are some signs of implementation. Student misbehavior is a challenge and creates frequent disruptions. There may be confusion among students and staff regarding behavioral expectations. Discipline is primarily punitive, and there is inconsistent reinforcement of desired behaviors. The rate of suspensions/expulsions as a proportion of student enrollment is between 15% and 20% .	A school-wide behavior management plan is in place and effectively implemented most of the time. Student behavior is under control. Misbehavior is infrequent, with periodic distractions to instruction. Most students behave in a calm and respectful manner. Students and staff have a common understanding of the behavior policy. There is positive reinforcement of desired behaviors. The suspension/expulsion rate is between 10% and 14% .	A school-wide behavior management plan is consistently and effectively implemented. All students behave in a calm, orderly, and respectful manner throughout the school day. Classroom distractions are minimal, and immediately and appropriately addressed. Rewards and consequences are clear and appropriate, and are consistently applied across the school. The suspension/expulsion rate is $< 10\%$.
3.4. Interpersonal Interactions	There is a weak sense of community. The quality and types of student, adult, and student/adult interactions raise concerns. There are signs of divisiveness or hostility among students and with staff. There are minimal signs of connections between students and staff; interactions are largely transactional or triggered when students are off task.	There is a moderate sense of community. Students are somewhat respectful toward one another and adults. There is some teasing and divisiveness; however, it does not define school culture. Communication between students and staff is somewhat positive. There are some connections between students and staff.	There is a good overall sense of community. Students are generally respectful toward one another and adults. Interactions are mostly positive. There is minimal teasing and divisiveness. Communication between students and staff is generally positive and respectful. There are signs of connections between students and staff. Most staff seem invested in their students.	There is a strong sense of community. Students are respectful and courteous of one another and adults. Student interactions are overwhelmingly positive and polite. The school has an inclusive and welcoming environment. Student/adult interactions are positive and respectful, demonstrating strong relationships. Staff seems invested in the well-being and development of students.
3.5. Family and Community Engagement	The school offers infrequent opportunities to involve parents in the school community. Family involvement is minimal. Teachers rarely reach out to families regarding	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	The school offers periodic, meaningful opportunities for parents/families to engage in student's education. Most families participate in school activities. Most educators communicate	The school frequently engages parents/family as partners in student's education. Almost all families participate in school activities. Nearly all educators communicate with

CULTURE AND CLIMATE				
Indicator	Below Standard	Developing	Proficient	Exemplary
	their child's academic progress.	academic progress.	regularly with families.	families on a regular basis.
3.6. Community Partners and Wraparound Strategy	The school offers inadequate supports to address students' nonacademic needs. There are limited wraparound services. The school makes little or no effort to engage community partners to expand services offered through the school.	The school offers some support to address students' nonacademic needs through wraparound services. Community and partner engagement is spotty and event-specific.	The school offers a range of wraparound services to address students' nonacademic needs. The school has several sustained community partnerships.	The school has a clear process for evaluating students' needs and connecting students to appropriate wraparound services. The school has sustained community partnerships to help address student needs.

OPERATIONS				
Indicator	Below Standard	Developing	Proficient	Exemplary
4.1. Adequate Instructional Time	There is not enough time in the school schedule to appropriately meet students' academic needs. There is a significant amount of wasted time in the school calendar and daily schedule. The schedule includes ≤ 5 hours of instruction per day, and ≤ 60 minutes of ELA time. ²	Students would benefit from increased instructional and/or intervention time. The school calendar and daily schedule could be improved to increase time on task. The schedule includes > 5 and ≤ 5.5 hours of instruction per day, and > 60 and ≤ 90 minutes of ELA time.	The school has taken steps to increase instructional time on task through extended learning opportunities. The school calendar and daily schedule are well constructed. The schedule includes > 5.5 and ≤ 6 hours of instruction per day, and > 90 and ≤ 120 minutes of ELA time.	The school has multiple extended learning opportunities available to students. The school implements a thoughtful and strategic school calendar and daily schedule. The schedule includes > 6 hours of instruction per day, and > 120 minutes of ELA time.
4.2. Use of Instructional Time*	Staff and students use time ineffectively. Misused instructional time results from misbehavior, poor scheduling, and inefficient transitions. There are missed opportunities to maximize time on task. Observed teachers struggle with pacing and fail to use class time in a constructive manner.	Staff and student use of time is somewhat effective. Some students are off task and there are missed opportunities to maximize instructional time. Lesson schedules are moderately well planned, paced, and executed. Teachers could be more skilled and/or methodical in the use of class time.	Most staff and students use time well. A handful of students require redirection; however, the majority of students transition quickly to academic work when prompted by the teacher. There is minimal downtime. Lessons are well planned, paced, and executed. Teachers are adept at managing and using class time.	Staff and students maximize their use of time. There is no downtime. Transitions are smooth and efficient. Students transition promptly to academic work with minimal cues and reminders from teachers. Teachers meticulously use every moment of class time to prioritize instructional time on task.
4.3. Use of Staff Time	Educators lack adequate and/or recurring professional development and/or common planning time. Common planning time is currently disorganized and the time is not used effectively. As a result, staff members are unable to develop and/or share practices on a regular basis.	Most academic teams have common planning periods (less than 1 hour/week); however, the school has failed to secure vertical and horizontal planning. Collaborative planning time is used at a basic level (e.g., organization of resources or topics not directly related to classroom	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

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

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

OPERATIONS				
Indicator	Below Standard	Developing	Proficient	Exemplary
		instruction).		is used effectively.
4.4. Routines and Transitions	The school is chaotic and disorderly. The safety of students and staff is a concern. The school lacks critical systems and routines. Movement of students is chaotic and noisy with little adult intervention. Adults are not present during transitions; therefore, there is very little re-direction.	The school is somewhat chaotic and/or disorderly, particularly in certain locations and during certain times of day. Some staff make an effort to maintain procedures and routines; however, staff presence is minimal and redirection of misbehavior is lacking.	The school environment is calm and orderly in most locations and during most of the day. Rules and procedures are fairly clear, consistent, and evident. Routines seem somewhat apparent and institutionalized. Adults are present to reinforce norms.	The school environment is calm and orderly. Rules and procedures are clear, specific, consistent, and evident. Routines are largely unspoken and institutionalized. Adults are consistently present to reinforce norms.
4.5. Financial Management	The school and/or district do not make sound budgetary decisions based on student need and projected impact. Budget decisions are largely governed by past practice and do not account for sustainability. There is little to no evidence around school and/or district leaders successfully advocating for school resource needs.	Budget decisions are sometimes focused on factors unrelated to student needs and school goals. A number of expenditures and initiatives lack a plan for sustainability beyond the current school year. School and/or district leaders do not effectively advocate for school needs or pursue additional resources.	The school and/or district have emerging strategic budgeting practices. The school and/or district have begun to repurpose funds to align expenditures more closely with school goals and student needs. Sustainability may pose a concern. School/district leaders effectively advocate for school needs and pursue additional resources.	The school and district engage in strategic budgeting. The school and district invest in high-yield, research-based initiatives aligned to student needs and school goals. There is a clear sustainability plan for all major expenditures. School/district leaders effectively advocate for school needs, and build strategic relationships to pursue needed resources.