



# SCHOOL IMPROVEMENT PLAN

## 2018-2019



Jeffrey Wihbey, Superintendent of Schools

Dr. Nikitoula Menounos, Assistant Superintendent of Schools



# Vision

To be the best technical high school system in the nation.

# Mission

The mission of the Connecticut Technical High School System is to provide a unique and rigorous high school learning environment that:

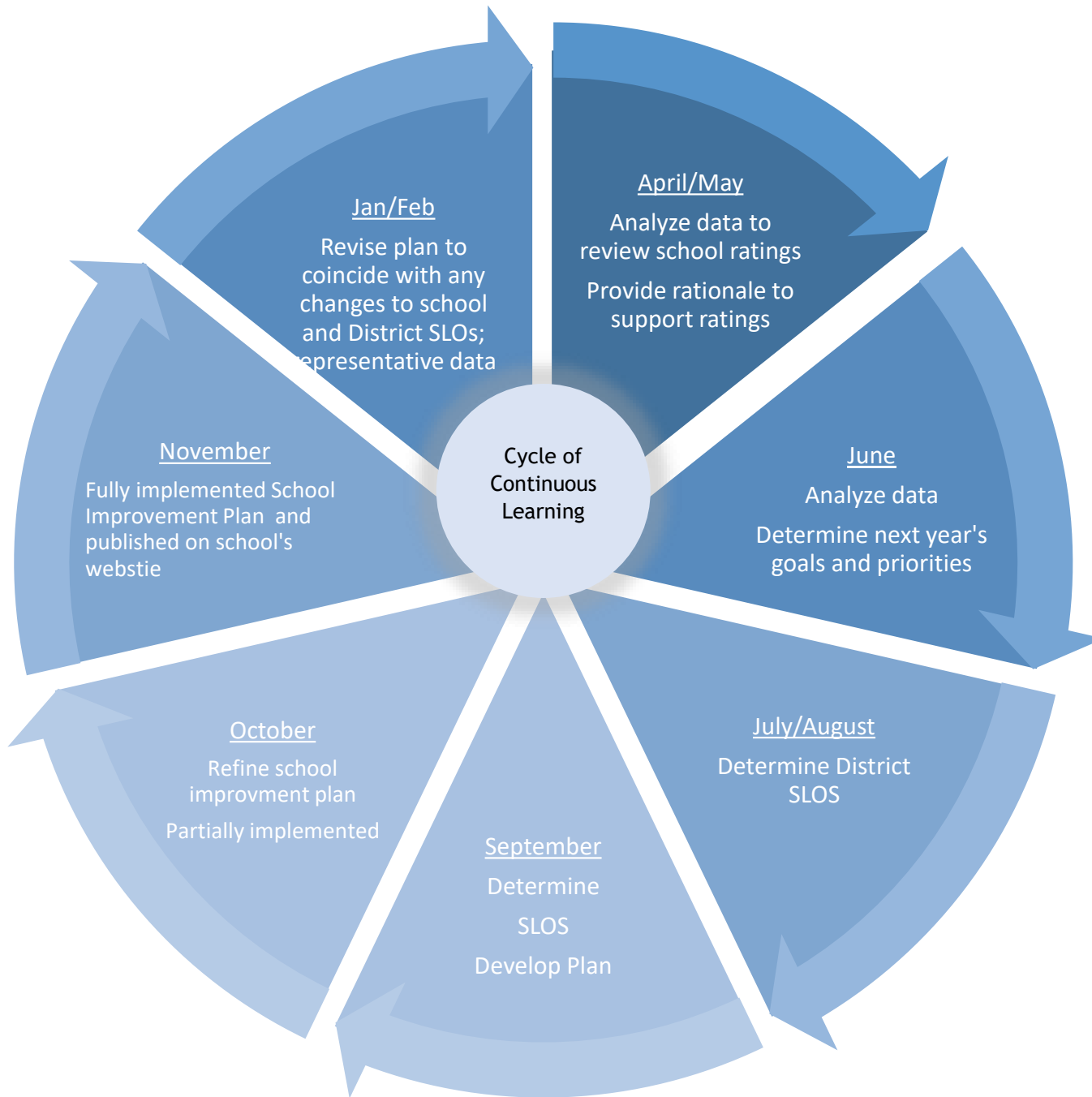
- ensures both student academic success, and trade/technology mastery and instills a zest for lifelong learning;
- prepares students for post-secondary education, including apprenticeships, and immediate productive employment; and
- responds to employers' and industries' current and emerging and changing global workforce needs and expectations through business/school partnerships.



# Leadership Practices

(Adapted from the CT Leader Evaluation and Support Rubric 2017)

- Performance Expectation Domain 1: Instructional Leadership
  - Indicator 1.1. Shared Vision, Mission and Goals
  - Indicator 1.2: Curriculum, Instruction and Assessment
  - Indicator 1.3: Continuous Improvement
  
- Performance Expectation Domain 2: Talent Management
  - Indicator 2.1. Recruitment, Selection and Retention
  - Indicator 2.2: Professional Learning
  - Indicator 2.3: Observation and Performance Evaluation
  
- Performance Expectation Domain 3: Organizational Systems
  - Indicator 3.1. Operational Management
  - Indicator 3.2: Resource Management
  
- Performance Expectation Domain 4: Culture and Climate
  - Indicator 4.1. Family, Community and Stakeholder Engagement
  - Indicator 4.2: School Culture and Climate
  - Equitable and Ethical Practice



# CTECS District

## Student Learning Objectives (SLOs)

### Goal 1: Social and Emotional Safety Improvement

- ✓ The percentage of students feeling as if there is an adult from whom they can get help will increase from 68% to 85% by the end of the 2018-2019 school year as measured by the 2019 Comprehensive School Climate follow-up survey .

### Goal 2: Chronic Absenteeism

- ✓ The percentage of students reported as Chronically Absent will decrease from 12.96% to 11.96% by the 2018-19 school year as measured by the Next Generation Accountability Report.

### Goal 3: Academic Goals

- ✓ SLO Goal 3A: District Academic Literacy SLO
  - By Spring of 2019 the district's low growth schools (Bullard-Havens, A.I. Prince, Eli Whitney) will maintain or increase their Fall SGP by 2 percentage points.
  - By Spring of 2019 the district's moderate schools (Abbott, Cheney, Ellis, E.C. Goodwin, Grasso, Kaynor, Norwich, O'Brien, Platt, Vinal, Wilcox, Windham, Oliver Wolcott and J.M. Wright) will maintain or increase their Fall SGP percent by 3 percentage points.
- ✓ SLO Goal 3B: District Academic Math SLO  
100% of the students will be successful in the MBL Model by keeping pace to graduate with at least 3 credits of math
- ✓ Goal 3C: District Academic Career Technology  
All CTE programs will meet the program specific competency skills checklist completion rate of 80% at a proficient (3) rating or higher by the end of the 2018-2019 school year

### Goal 4: Parent Participation

Parent Participation rate at the district level in completing the Parent School Connectedness Survey will increase by 10% from Spring 2018 to Spring 2019.

Name of School	Eli Whitney Technical High School
School Principal Name	Dr. Mary Moran
School Improvement Leadership Team Members List Name(s) and Program Assignment(s)	<ol style="list-style-type: none"><li>1. Mary Moran, Principal</li><li>2. Paul Bazzano, Assistant Principal</li><li>3. Tim Viens, Assistant Principal</li><li>4. Dan DelPiano, Related Education Department Head</li><li>5. Margaret Ortiz-Sanchez, General Education Department Head</li><li>6. Jeanne Willinsky, Director of Admissions and Counseling</li><li>7. Krista Miller, Special Education Department Head</li><li>8. Bob Martinchek, Graphics Department Head</li><li>9. Andy Derbyshire, MDET Department Head</li><li>10. Lalitha Kastirangan, English Teacher, Professional Development Chair</li><li>11. Natalie Willis, PE/Health Teacher, Attendance Officer</li><li>12. Mia Becton, School Social Worker</li></ol>

Professional Development Planning Team Members  
List Name(s) and Program Assignment(s)

1. Mary Moran, Principal
2. Paul Bazzano, Assistant Principal
3. Lalitha Kastirangan, English Teacher, Professional Development Chair
4. Aimee Correa, Hairdressing Department Chair, Marzano trained
5. Bob Martinchek, Graphics Department Head, Marzano trained
6. Steve Marks, Math Teacher, Marzano trained
7. Dan DelPiano, Related Education Department Head
8. Margaret Ortiz-Sanchez, General Education Department Head

## Writing Goals:

Each goal must be written as SMART goal

- ✓ Specific
- ✓ Measurable
- ✓ Achievable
- ✓ Relevant
- ✓ Time-bound



## School Climate Goal

Domain #: Interpersonal Relationships

Indicator(s): 7 (Social Support - Adults) and 8 (Social Support - Students)

SMART Goal #1: As a building, we will work to increase student and teachers sense of social and emotional security and increase student to student, teacher to teacher, student to teacher, and teacher to student respect as indicated by positive ratings on the NSCC Spring 2019 survey.

	Strategy 1	Strategy 2	Strategy 3
September	Marzano strategies: Building Relationships element 38 (Using Verbal and No-Verbal behaviors that indicate affection for Students) and Implementing Rules and Procedures (various elements).	Execute connectedness activity to determine which students may be in need of a positive adult connection in the building.	With consultation from JoAnne Frieberg, utilize a variety of staff activities and information sessions to form a common foundation and knowledge level.
January			
March			

- ✓ At a minimum, at least one of your strategies should include specific professional development activities.
- ✓ Remember, you will need to select Scientifically Research-Based strategies.
- ✓ Strategies can be found at [NSCC](#) website or recommended in your CCSI school report.

## Absenteeism Chronic

✓ SMART Goal #2: Decrease chronic absenteeism for 2018 - 2019 by 2% from 2017 - 2018.

	<b>Strategy 1</b>	<b>Strategy 2</b>	<b>Strategy 3</b>
<b>September</b>	<ul style="list-style-type: none"> <li>• Classify all identified students by intervention level.</li> <li>• Implement monthly chronic absenteeism meetings to review all cases.</li> <li>• Use “Whole Child” graphic organizer for discussion of all students with poor attendance for 2017-2018 (and ongoing) to determine root cause of attendance problem.</li> <li>• Develop improvement plans for all students with poor attendance for 2017-2018.</li> </ul>	Develop and deliver parent communication about the importance of attendance.	Conduct small group sessions (in trade) to discuss attendance with students and engage trade instructors in a discussion about the importance of attendance with their students.

January			
March			

- ✓ At a minimum, at least one of your strategies should include specific professional development activities
- ✓ Use strategies outlined in the tiered intervention model

## Academic Learning Objective(s)

Choose Math, Literacy, or CTE: Literacy

SMART Goal #3a: (Literacy) By June 2019, 50% (293 students/586 students) of the students in grades 9-12 will meet or exceed their projected end of year growth as measured by the STAR assessment and illustrated by the EOY Benchmark Cut Score Document and/or STAR Individual Diagnostic Reports. 40% of students below grade level will show growth as measured by Scale Score.

	Strategy 1	Strategy 2	Strategy3
September	Implementing Rules and Procedures by providing 20 minutes of daily AR reading that is monitored with an AR reading log.	Direct instruction in annotation/close reading of complex texts to check for understanding (via paraphrase, summary, and/or the identification and interpretation of relevant text evidence). (Relates to Marzano’s Building Relationships and Communicating High Expectations and also provides a focus on differentiation and improvement of reading comprehension.)	Increased communication and collaboration between all academic and/or trade instructors and support staff (SpEd, EL) to identify and promote strategies that support students’ growth in literacy skills, specifically comprehension, interpretation, and analysis. Strategies may include (but are not limited to): <ul style="list-style-type: none"> <li>• Word Walls</li> <li>• Proficiency Scales</li> <li>• Explicit Direct Instruction</li> <li>• “My Access” support</li> </ul> EL teachers are receiving PD related to EDI and other resources necessary to support students in the classroom including Gizmos, NGSS, assistive technology, and ALEKS.

January			
March			

Sub Goal #3b: (Math) By June 2019, (119 of 133) 90% of the class of 2020 will have earned 2 or more credits in math. 137 of 153 (90%) of the class of 2021 will be on pace to graduate with 3 or more credits of math based on the District’s minimum pacing guidelines for math by June 2019. 189 of 189 (100%) of the class of 2022 will be on pace as defined by the requirements set forth by the District’s pacing guidelines.

	Strategy 1	Strategy 2	Strategy 3
September	Making explicit connections between content and real world applications and/or student interests. (Relates to Marzano’s Building Relationships and Implementing Rules and Procedures.)	Provide professional development to School Counselors and other support staff in ALEKS and MBL that enables them to monitor student progress and pace, communicate with parents, and track SRBI as needed. Students will work in their appropriate Knowledge Space as determined by ALEKS. ALEKS uses research based algorithms to determine the “Knowledge State” of a student. ( <a href="https://www.aleks.com/about_aleks/publications_kst">https://www.aleks.com/about_aleks/publications_kst</a> )	Utilize strategies to engender more positive motivation from students to complete work in ALEKS. Explore Marzano engagement strategies, specifically: <ul style="list-style-type: none"> <li>• Motivating and Inspiring Students</li> <li>• Noticing When Students are Not Engaged</li> </ul> (Additionally relates to Marzano’s Communicating High Expectations.)
January			
March			

Sub Goal #3c: (Career) All CTE programs will meet the program specific competency skills checklist completion rate of 80% at a proficient (3) rating or higher by the end of the 2018-2019 school year.

	Strategy 1	Strategy 2	Strategy 3
September	Develop Scales as needed and use with students with respect to Skills Checklist (if not already in place, develop for non-negotiable skills).	Making explicit connections through peer mentoring and production work projects.	Differentiation and scaffolding of projects by allowing students to either demonstrate competence in different ways or have students play different roles while completing group projects.
January			
March			

## Parent Participation

SMART Goal 4: Parent Participation rate at the district level in completing the Parent School Connectedness Survey will increase by 10% from Spring 2018 to Spring 2019.

	Strategy 1	Strategy 2	Strategy 3
September	Parent survey will be deployed in the spring and strategies will be utilized as the deployment date approaches.		
January			
March			

- ✓ At a minimum, at least one of your strategies should include specific professional development  
Utilize resources from NSCC website or your CCSI school report.

## School Audit Results

Using the results from your school audit review and performance rating(s) please determine specific growth areas you plan to address in Year 1, Year 2 and Year 3.

	Year 1 Strategies	Year 2 Strategies	Year 3 Strategies
<p>Growth Area (s) Domain: Culture and Climate Indicator: Student Attendance</p>	<ul style="list-style-type: none"> <li>• Individual plans</li> <li>• Parent communication</li> <li>• Small group student communication</li> <li>• Monthly meetings</li> <li>• “Whole Student” graphic organizer</li> <li>• PD to staff regarding chronic absenteeism and credit denial.</li> </ul>		
<p>Growth Area (s) Domain: Talent Indicator: Leadership Effectiveness</p>	<ul style="list-style-type: none"> <li>• Archive all Leadership Team meeting minutes on P drive</li> <li>• Weekly Leadership Team Meeting</li> <li>• Weekly Admin Meeting</li> <li>• Monthly Improvement Planning meetings with written follow-up</li> </ul>		



- Monthly Student Attendance meetings
- Provide monthly forum for TEAM participants and other staff new to the building.
- Continue Core Smart Collaboration meetings monthly with diverse groups of teachers.

Growth Area (s)  
 Domain: Operations  
 Indicator: Use of Instructional Time

- Determine requirements for full implementation of blended learning in math and implement those that are currently feasible.
- During scheduling, ensure that all logistical requirements for blended learning are included for full implementation 2019-2020.
- Deploy special services staff in a manner that provides the most support in regular

	education classrooms possible.		
Growth Area (s) Domain: Academics Indicator: Assessment System and Data Culture	<ul style="list-style-type: none"> <li>• Mandatory written improvement plans with measurement and evidence collected in numerous areas related to the State report card and School Improvement.</li> <li>• Monthly meetings to review plans and progress with written follow-up.</li> </ul>		

✓ At a minimum, at least one of your strategies should include specific professional development.

## Appendix A: School Audit Tool

**Directions:** Using the rubrics that follow, evaluate school systems and performance in each of the following domain areas: (1) talent; (2) academics; (3) culture and climate; and (4) operations. Use longitudinal quantitative and qualitative data to inform evaluations in each category. Diagnostic findings should inform the school improvement planning process, helping school and district leaders to prioritize specific growth areas and design aligned interventions.

1. <b>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	2	3	4
1.1. Instructional practice		X		
1.2. Evaluation and professional culture			X	
1.3. Recruitment and retention strategies	X			
1.4. Professional development		X		
1.5. Leadership effectiveness		X		
1.6. Instructional leadership		X		
2. <b>Academics:</b> Design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.				
2.1. Academic rigor		X		
2.2. Student engagement		X		
2.3. Differentiation		X		
2.4. Curriculum and instruction aligned to CCSS	X			
2.5. Supports for special populations		X		
2.6. Assessment system and data culture			X	
3. <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.				
3.1. School environment			X	
3.2. Student attendance		X		
3.3. Student behavior		X		
3.4. Interpersonal interactions		X		
3.5. Family engagement	X			
3.6. Community partners and wraparound strategy		X		
4. <b>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		X		
4.2. Use of instructional time		X		
4.3. Use of staff time		X		
4.4. Routines and transitions		X		
4.5. Financial management		X		

1	Below Standard
2	Developing
3	Proficient
4	Exemplary

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## School 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 non-tenured staff were formally evaluated 3 or more times in 2018-19. 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. Non-tenured teachers were formally evaluated at least 3 times in 2018-19, 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 non-tenured teachers were formally evaluated at least 3 times in 2018-19 in alignment with CTECS 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 non-tenured teachers were formally evaluated at least 3 times in 2018-19. Leaders conduct frequent informal evaluations and provide meaningful feedback. Individuals are held accountable for their performance.
<b>1.3. Recruitment and Retention Strategies</b>	The school and/or district lack systems to recruit and attract top talent. Retention of high-quality staff is a significant concern. The school lacks systems and strategies to retain top teachers and leaders.	The school and/or district have components of a plan for recruitment and retention of quality educators (e.g., mentoring, induction). The plan is not fully developed or consistently implemented.	The school and/or district have systems for strategic recruitment and retention. Efforts are made to match the most effective educators to the students with the greatest needs. Retention of high-quality teachers is high.	The school and/or district effectively implement a long-term plan for recruitment and retention. Efforts are made to match the most effective educators to the students with the greatest needs. Deliberate, successful efforts are made to retain top talent.
<b>1.4. Professional Development</b>	Professional Development (PD) opportunities are infrequent and/or of inconsistent quality and relevance. PD does not align to staff's development areas and/or students' needs. As a result, teachers struggle to implement PD strategies. There is no clear process to support or hold teachers accountable for the implementation of PD strategies.	PD opportunities are provided; however, they are not always tightly aligned with student and adult learning needs. The quality of PD opportunities is inconsistent. Sometimes, teachers report that PD improves their instructional practices. Teachers are not generally held accountable for implementing skills learned through PD.	The school offers targeted, job-embedded PD throughout the school year. PD is generally connected to student needs and staff growth areas identified through observations. Most teachers feel PD opportunities help them improve their classroom practices. Most teachers are able to translate and incorporate PD strategies into their daily instruction.	The school consistently offers rich and meaningful PD opportunities that are aligned to student needs and staff growth areas identified through observations. Teachers effectively translate PD strategies into their daily instruction. The school has a process for monitoring and supporting the implementation of PD strategies.
<b>1.5. Leadership Effectiveness</b>	Leadership fails to convey a school mission or strategic direction. The school team is stuck in a fire-fighting or reactive mode, lacks school goals, and/or suffers from initiative fatigue. The school community questions whether the school can/will improve.	The mission and strategic direction are not well communicated. A school improvement plan does not consistently guide daily activities and decision-making. The community generally understands the need for change, however actions are more often governed by the status quo.	Leadership focuses on school mission and strategic direction with staff, students, and families. The school is implementing a solid improvement plan and has a clear set of measurable goals. The plan may lack coherence and a strategy for sustainability. Leadership conveys urgency.	Leadership focuses on school mission and strategic direction with staff, students, and families. The school has a manageable set of goals and a clear set of strategies to achieve those goals. The plan is being implemented and monitored with fidelity. Leadership conveys deep urgency.

**TALENT**

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

**ACADEMICS**

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

<sup>1</sup> Ratings for the four sub-indicators marked with an asterisk (\*) should be based largely on classroom observations.  
School Improvement 2018-2019

ACADEMICS				
Indicator	Below Standard	Developing	Proficient	Exemplary
<b>Aligned to Common Core State Standards</b>	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.	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.	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.	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 Systems and Data Culture</b>	The school lacks a comprehensive assessment system (including summative and benchmark assessments). Teachers rarely collect, analyze, and/or discuss data. The school lacks or fails to implement SRBI protocols linking data to interventions.	The school has some consistent assessments; however, there are major gaps in certain grades and content areas. There are some efforts to collect and use data. SRBI systems and processes are somewhat present.	The school implements a clear system of benchmark assessments. Some teachers are developing familiarity with regularly using formative assessments to differentiate instruction. The school has emerging processes in place to use the data to inform interventions.	Teachers consistently administer assessments throughout the year. Assessments are standards-based and provide real-time data. Teachers embed formative assessments in their daily lessons. The school has strong processes to collect, analyze, and use data to inform interventions.

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

**CULTURE AND CLIMATE**

<b>Indicator</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>3.2. Student Attendance</b>	The school has few, if any, strategies to increase attendance. Average daily attendance is ≤ 88% and/or chronic absenteeism is > 20%.	The school has some strategies to increase attendance. Average daily attendance is between 89% and 93% 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 ≤ 10%.
<b>3.3. Student Behavior</b>	A school-wide behavior management plan may exist, but there is little evidence of implementation. Student misbehavior is a significant challenge and creates regular distractions. Disciplinary approaches appear to be inconsistent; students and staff do not have a common understanding of behavioral expectations. Discipline is mostly punitive. The rate of suspensions/expulsions as a proportion of student enrollment is greater than 20% (total # 2018-19 incidents/total enrollment).	A school-wide behavior management plan is in place, and there are some signs of implementation. Student misbehavior is a challenge and creates frequent disruptions. There may be confusion among students and staff regarding behavioral expectations. Discipline is primarily punitive, and there is inconsistent reinforcement of desired behaviors. The rate of suspensions/expulsions as a proportion of student enrollment is between 15% and 20%.	A school-wide behavior management plan is in place and effectively implemented most of the time. Student behavior is under control. Misbehavior is infrequent, with periodic distractions to instruction. Most students behave in a calm and respectful manner. Students and staff have a common understanding of the behavior policy. There is positive reinforcement of desired behaviors. The suspension/expulsion rate is between 10% and 14%.	A school-wide behavior management plan is consistently and effectively implemented. All students behave in a calm, orderly, and respectful manner throughout the school day. Classroom distractions are minimal, and immediately and appropriately addressed. Rewards and consequences are clear and appropriate, and are consistently applied across the school. The suspension/expulsion rate is < 10%.
<b>3.4. Interpersonal Interactions</b>	There is a weak sense of community. The quality and types of student, adult, and student/adult interactions raise concerns. There are signs of divisiveness or hostility among students and with staff. There are minimal signs of connections between students and staff; interactions are largely transactional or triggered when students are off task.	There is a moderate sense of community. Students are somewhat respectful toward one another and adults. There is some teasing and divisiveness; however, it does not define school culture. Communication between students and staff is somewhat positive. There are some connections between students and staff.	There is a good overall sense of community. Students are generally respectful toward one another and adults. Interactions are mostly positive. There is minimal teasing and divisiveness. Communication between students and staff is generally positive and respectful. There are signs of connections between students and staff. Most staff seem invested in their students.	There is a strong sense of community. Students are respectful and courteous of one another and adults. Student interactions are overwhelmingly positive and polite. The school has an inclusive and welcoming environment. Student/adult interactions are positive and respectful, demonstrating strong relationships. Staff seems invested in the well-being and development of students.
<b>3.5. Family and Community Engagement</b>	The school offers infrequent opportunities to involve parents in the school community. Family involvement is minimal. Teachers rarely reach out to families regarding their child's academic progress.	The school offers several family events throughout the year. Roughly half of families participate in school activities. More than half of all teachers reach out to families regarding their child's academic progress.	The school offers periodic, meaningful opportunities for parents/families to engage in student's education. Most families participate in school activities. Most educators communicate regularly with families.	The school frequently engages parents/family as partners in student's education. Almost all families participate in school activities. Nearly all educators communicate with families on a regular basis.
<b>3.6. Community Partners and Wraparound Strategy</b>	The school offers inadequate supports to address students' nonacademic needs. There are limited wraparound services. The school makes little or no effort to engage community partners to	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



CULTURE AND CLIMATE				
Indicator	Below Standard	Developing	Proficient	Exemplary
	expand services offered through the school.			partnerships to help address student needs.

OPERATIONS				
Indicator	Below Standard	Developing	Proficient	Exemplary
<b>4.1. Adequate Instructional Time</b>	There is not enough time in the school schedule to appropriately meet students' academic needs. There is a significant amount of wasted time in the school calendar and daily schedule. The schedule includes $\leq 5$ hours of instruction per day, and $\leq 60$ minutes of ELA time. <sup>2</sup>	Students would benefit from increased instructional and/or intervention time. The school calendar and daily schedule could be improved to increase time on task. The schedule includes $> 5$ and $\leq 5.5$ hours of instruction per day, and $> 60$ and $\leq 90$ 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 $\leq 6$ hours of instruction per day, and $> 90$ and $\leq 120$ minutes of ELA time.	The school has multiple extended learning opportunities available to students. The school implements a thoughtful and strategic school calendar and daily schedule. The schedule includes $> 6$ hours of instruction per day, and $> 120$ minutes of ELA time.
<b>4.2. Use of Instructional Time*</b>	Staff and students use time ineffectively. Misused instructional time results from misbehavior, poor scheduling, and inefficient transitions. There are missed opportunities to maximize time on task. Observed teachers struggle with pacing and fail to use class time in a constructive manner.	Staff and student use of time is somewhat effective. Some students are off task and there are missed opportunities to maximize instructional time. Lesson schedules are moderately well planned, paced, and executed. Teachers could be more skilled and/or methodical in the use of class time.	Most staff and students use time well. A handful of students require redirection; however, the majority of students transition quickly to academic work when prompted by the teacher. There is minimal downtime. Lessons are well planned, paced, and executed. Teachers are adept at managing and using class time.	Staff and students maximize their use of time. There is no downtime. Transitions are smooth and efficient. Students transition promptly to academic work with minimal cues and reminders from teachers. Teachers meticulously use every moment of class time to prioritize instructional time on task.
<b>4.3. Use of Staff Time</b>	Educators lack adequate and/or recurring professional development and/or common planning time. Common planning time is currently disorganized and the time is not used effectively. As a result, staff members are unable to develop and/or share practices on a regular basis.	Most academic teams have common planning periods (less than 1 hour/week); however, the school has failed to secure vertical and horizontal planning. Collaborative planning time is used at a basic level (e.g., organization of resources or topics not directly related to classroom instruction).	All academic teams have common planning periods (1-2 hours/week) and they are seldom interrupted by non-instructional tasks. Staff members use this time to discuss instructional strategies, discuss student work, develop curricular resources, and use data to adjust instruction.	All educators have weekly common planning time for vertical and horizontal planning (more than 2 hours/week). Common planning periods are tightly protected and only interrupted by emergencies. The school has established tight protocols to ensure that common planning time is used effectively.
<b>4.4. Routines and Transitions</b>	The school is chaotic and disorderly. The safety of students and staff is a concern. The school lacks critical systems and routines. Movement of students is chaotic and noisy with little adult intervention. Adults are not present during transitions; therefore, there is very little 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.

<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. School Improvement 2018-2019

<b>OPERATIONS</b>				
<b>Indicator</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>4.5. Financial Management</b>	The school and/or district do not make sound budgetary decisions based on student need and projected impact. Budget decisions are largely governed by past practice and do not account for sustainability. There is little to no evidence around school and/or district 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.