DISTRICT IMPROVEMENT PLAN
2020 - 2021

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*Page numbers will change as school plans are inserted.

Vision

To be the best technical education and career system in the United States.

Mission

The mission of the Connecticut Technical Education and Career System is to provide a world-class, unique, and rigorous high school learning environment for high school students and adult learners that:

- Ensures both student academic success, and career technical education mastery, as well as promotes enthusiasm for lifelong learning;

- Prepares students for post-secondary education, including apprenticeships, and immediate productive employment;

- Engages regional, state, national, and international employers and industries in a vibrant collaboration to respond to current, emerging, and changing global workforce needs and expectations; and

- Pursues and participates in global partnerships that provide CTECS students with international experience and experience.

Using a growth mindset to develop graduates that are

work ready, college ready, job ready, career path ready!

Goals of the Strategic Operating Plan

✓ **Goal 1**: Culture, Climate, Instruction

Cultivate and sustain safe, effective, collaborative schools for staff and students.

✓ **Goal 2**: Industry Alignment and Collaboration

Collaborate with key regional employers to enhance and expand a coordinated statewide effort to develop curriculum, career pathways, and experiential opportunities that cultivate highly employable, workforce ready students; respond to industry needs; and prioritize economic development.

✓ **Goal 3**: Access and Opportunities

Partner and strengthen relationships with K-12 school districts and colleges to create a clearly articulated career and technical education pathways and opportunities for a broader set of students and adult learners.

✓ **Goal 4**: Systems of Excellence

Redesign CTECS operational model to facilitate flexibility, innovation, and responsive education, to achieve success as a new independent agency.

✓ **Goal 5**: Human Capital

Recruit, hire, develop, and retain a diverse and high-quality CTECS workforce.

Cycle of Continuous Learning

April/May
Analyze data to review school ratings

Provide rationale to support ratings

June
Analyze data

Determine next year's goals and priorities

July/August
Determine District SLOS

September
Determine SLOS

Develop Plan

October
Refine school improvment plan

Partially implemented

November
Fully implemented School Improvement Plan and published on school's webstie

Jan/Feb
Revise plan to coincide with any changes to school and District SLOs; representative data

CTECS District
Student Learning Objectives (SLOs)

Goal 1: Climate Goal

- ✓ **Goal 1**: The District will improve the ranking by students in the category of social and civic learning from a 9 to a 7 as measured by the spring 2021 National School Climate Center Survey.
    - o Emotional responsibility
    - o Personal responsibility
    - o Conflict Resolution
    - o Ethical Decision Making
    - o Self-Reflection
    - o Effective Listening
    - o Empathy

Goal 2: Absenteeism Goal

- ✓ **Goal 2A**: By Spring of 2021 the overall CTECS district teacher absence will decrease by 5% in comparison to the 2018-2019 school year.

- ✓ **Goal 2B**: Chronic Absenteeism for 2020 – 2021 will decrease by 2% in comparison to 2018 – 2019.

Goal 3: Academic Goals

Goal 3A: District Academic Literacy SLO

✓ **Goal 3A1**: By Spring of 2021, 50% of CTECS Students will be at or above the 50th percentile on STAR Reading.

✓ **Goal 3A2**: By Spring 2021, the percentage of CTECS students in the class of 2022 meeting or exceeding the Evidence-Based Reading and Writing (ERW) Benchmark will increase from 43% (Fall 2019 PSAT, Benchmark 430) to 55% (Spring 2021 CT School Day SAT, Benchmark 480).

Goal 3B: District Academic Math SLO

✓ **Goal 3B1**: **90%** of the grade 9 students will earn at least one credit of math prior to entering grade 10.

✓ **Goal 3B2**: By Spring of 2021, 50% of the Grade 11 students who earned credit in a higher-level algebra course (Advanced Algebra or Honors Algebra II) will meet or exceed the math benchmark on the Spring SAT.

✓ **Goal 3B3**: The average SAT score for the Spring 2021 administration of SAT to grade 11 will be 5% higher than the average 2019 PSAT score for the same cohort.

Goal 3C: District Academic Science SLO

✓ **Goal 3C1:** 100% of grade 11 CTECS students (class of 2022) will participate in the NGSS assessment in the spring of 2021.

✓ **Goal 3C2:** 11th grade students (class of 2022) reaching goal (level 3) and advanced (level 4) will increase from 30.8% (2019) to 50% in 2021 (there was no assessment in 2020).

✓ **Goal 3C3:** FOCUS schools (A. I. Prince Technical High School and Eli Whitney Technical High School) increase the percentage of grade 11 students scoring Goal or higher on the 2021 NGSS to meet or exceed the percentage of students scoring Goal or higher in their largest sending district.

Title I Schools: NGSS Performance Compared to LEA Spring 2019

Title I Schools	% Goal or above 2019	% Goal or above – Largest sending district 2019	% Goal or above – weighted average of all sending districts 2019	Sending Districts
Bullard-Havens	12.3	17.1 (Bridgeport)	18.8	**Bridgeport (92%),** Fairfield, Milford, Naugatuck, Norwalk, Seymour, Shelton, Stratford, Trumbull, Waterbury, West Haven
E. C. Goodwin	23.2	16.6 (New Britain)	27.7	Berlin, **Bristol(23%),** Cromwell, East Hartford, Farmington, Hartford, Meriden, Middletown, **New Britain (58%),** Newington, Plainville, Southington, West Hartford, Wethersfield
Prince **FOCUS**	13.2	21.6 (Hartford)	26.1	Bloomfield, Bristol, Colchester, East Hartford, East Windsor, Enfield, Granby, **Hartford (70%),** Manchester, Meriden, Middletown, New Britain, Newington, Simsbury, Stafford, Tolland, Torrington, Vernon, Waterbury, West Hartford, Wethersfield, Windsor, Windsor Locks
Eli Whitney **FOCUS**	9.5	17.2 (New Haven)	22.4	Branford, Bridgeport, East Haven, **Hamden (18%),** Meriden, Middletown, **New Haven (63%),** North Branford, North Haven, Seymour, Stamford, Wallingford, Waterbury, West Haven
Wright	26.4	33.3 (Stamford)	33.8	Bridgeport, Darien, East Windsor, Fairfield, Greenwich, **Norwalk (14%), Stamford (78%),** Stratford, Westport

Goal 3D: District Academic Physical Education SLO

✓ **Goal 3D1**: Grade 10 CTECS students will increase scores to at or above the Health Standard on the Connecticut Physical Fitness Assessment (CPFA) from 44% to 48% as measured by FitnessGram® Assessment by the end of the 2020 – 2021 school year.

✓ **Goal 3D2**: Grade 10 CTECS students will improve their upper body strength by increasing 90° push-up scores to at or above the Health Standard on the Connecticut Physical Fitness Assessment (CPFA) from 73% to 77% as measured by FitnessGram® Assessment by the end of the 2020 – 2021 school year.

✓ **Goal 3D3**: Grade 10 CTECS students will improve their cardiovascular endurance by increasing Progressive Aerobic Cardiovascular Endurance Run (PACER) scores at or above the Health Standard on the Connecticut Physical Fitness Assessment (CPFA) from 51% to 56% as measured by FitnessGram® Assessment by the end of the 2020 – 2021 school year.

Goal 3E: District Academic English Proficiency Growth SLO

✓ **Goal 3E1:** By 2021, CTECS English Learners' average percent target achieved for Literacy (Reading and Writing) will be 55% or higher as measured by the LAS Links assessment.

✓ **Goal 3E2:** By Spring 2021, CTECS English Learners' average percent target achieved for Oral (Speaking and Listening) will be 60% or higher as measured by the LAS Links assessment.

✓ **Goal 3E3:** By Spring 2021, 75% of the CTECS English Learners will show growth on the Literacy (Reading and Writing) and Oral (Speaking and Listening) target areas of the LAS Links assessment as measured by the scale score.

Goal 4: Career Technology Goal

✓ **Goal 4A:** By Spring of 2021, all CTE programs will increase Work Based Learning participation by 20%.

✓ **Goal 4B:** All CTECS students grades 10 – 12 will earn at least one industry credential as evidenced by PowerSchool records in 2020 – 2021.

Goal 5: Parent Participation Goal

✓ **Goal 5:** Parent Participation rate at the district level on the spring 2021 National School Climate Center Survey will reach attainment at 40% by Spring of 2021.

School Improvement Plan

Name of School	JM Wright Technical High School
School Principal Name	Phyllis Bartoli
School Improvement Leadership Team Members List Name(s) and Program Assignment(s)	1. Brian Gilbert, Assistant Principal 2. Madrine Straker, Counseling Department Head 3. Justin Cosell, Dean of Students 4. Marianne Nunez, General Education Department Head 5. David Awwad, Related Department Head 6. Christopher Calbo, Special Education Department Head
Professional Development Planning Team Members List Name(s) and Program Assignment(s)	1. Phyllis Bartoli, Principal 2.Tonia Vitti, Health Technologies Department Head 3.Bian Colantonio, Social Studies Instructor

Plan requirements

1. Identified area(s) of need that are supported by School Audit rubric. Attach Audit rubric.
2. Goals that are broken into a 3-year plan.
3. School Climate goal that uses the CSCI.
4. Goal for student attendance if Chronic Absenteeism is 10% or more.

5. References to and analysis of locally generated data (STAR, Walk Through data, ALEKS data, etc.) and State level data (SPI, SAT, PSAT, LASLinks, etc.) in your analysis. Attach all analyses that support your goals.

School Audit Goal

Area of Need #1_____

SMART Goal #1_____

Data Analysis School Audit Goal

Provide a brief explanation of the data analysis used to derive this goal (attach data analysis to this plan):

Action Plan School Audit Goal

Provide a plan for achieving the goal. Include strategies, professional learning, monitoring, and data collection. Add more lines as needed.

	Action	Person Responsible (be specific)	Date(s)
Quarter 1			
Quarter 2			
Quarter 3			
Quarter 4			

CTECS District Improvement Plan 2020-2021

School Climate Goal

Domain #: _____

Indicator(s):_____

SMART Goal #1: _____

Data Analysis School Climate Goal

Provide a brief explanation of the data analysis used to derive this goal (attach data analysis to this plan):

Action Plan School Climate Goal

Provide a plan for achieving the goal. Include strategies, professional learning, monitoring, and data collection. Add more lines as needed.

	Action	Person Responsible (be specific)	Date(s)
Quarter 1			
Quarter 2			
Quarter 3			
Quarter 4			

Teacher Absenteeism/Chronic Absenteeism Goal*

SMART Goal #2: _____

Data Analysis Teacher Absenteeism/Chronic Absenteeism Goal

Provide a brief explanation of the data analysis used to derive this goal (attach data analysis to this plan):

Action Plan Teacher Absenteeism/Chronic Absenteeism Goal

Provide a plan for achieving the goal. Include strategies, professional learning, monitoring, and data collection. Add more lines as needed.

	Action	Person Responsible (be specific)	Date(s)
Quarter 1			
Quarter 2			
Quarter 3			
Quarter 4			

*If Chronic Absenteeism exceeded 10% for 2018 – 2019, school must include a goal to reduce Chronic Absenteeism by at least 2% compared to the rate for 2018 – 2019 (pandemic results in invalid data for 2019 – 2020).

Academic/CTE Learning Objective(s)

Choose Literacy, Math, Science, PE, EL, or CTE: _____

SMART Goal #3a: _____

Data Analysis School Goal 3a

Provide a brief explanation of the data analysis used to derive this goal (attach data analysis to this plan):

Action Plan School Goal 3a

Provide a plan for achieving the goal. Include strategies, professional learning, monitoring, and data collection. Add more lines as needed.

	Action	Person Responsible (be specific)	Date(s)
Quarter 1			
Quarter 2			
Quarter 3			
Quarter 4			

Choose Literacy, Math, Science, PE, EL, or CTE: _____

SMART Goal #3b: _____

Data Analysis School Goal 3b

Provide a brief explanation of the data analysis used to derive this goal (attach data analysis to this plan):

Action Plan School Goal 3b

Provide a plan for achieving the goal. Include strategies, professional learning, monitoring, and data collection. Add more lines as needed.

	Action	Person Responsible (be specific)	Date(s)
Quarter 1			
Quarter 2			
Quarter 3			
Quarter 4			

Choose Literacy, Math, Science, PE, EL, or CTE: _____

SMART Goal #3c: _____

Data Analysis School Goal 3c

Provide a brief explanation of the data analysis used to derive this goal (attach data analysis to this plan):

Action Plan School Goal 3c

Provide a plan for achieving the goal. Include strategies, professional learning, monitoring, and data collection. Add more lines as needed.

	Action	Person Responsible (be specific)	Date(s)
Quarter 1			
Quarter 2			
Quarter 3			
Quarter 4			

Additional academic/career technology goals may be added.

Parent Participation

SMART Goal 4: _____

Data Analysis School Parent Participation Goal

Provide a brief explanation of the data analysis used to derive this goal (attach data analysis to this plan):

Action Plan School Parent Participation Goal

Provide a plan for achieving the goal. Include strategies, professional learning, monitoring, and data collection. Add more lines as needed.

	Action	Person Responsible (be specific)	Date(s)
Quarter 1			
Quarter 2			
Quarter 3			
Quarter 4			

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

Utilize resources from NSCC website or your CCSI school report.

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Additional Information

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- ✓ Writing SMART Goals
- ✓ Math Pacing Guide
- ✓ School Audit Rubric

Writing SMART Goals

Specific, **M**easurable, **A**chievable, **R**elevant and **T**ime bound.

These goals need to be able to be evaluated by the spring of 2021 in order to determine the success of the related Student Learning Outcomes (SLO).

Examples:

Example 1: By spring 2021, all CTECS students in Carpentry will have successfully demonstrated a competency level of 3 on 80% of the skills on the appropriate grade level specific Skills Checklist.

Example 2: 80% CTECS students will show a minimum of 50 scale score points growth in reading as measured by the Fall and Spring STAR assessment.

Math Pacing and Grading Guide

We believe that there should be two types of pacing guides and that these pacing guides are used for different purposes and clearly defined.
- Pacing to determine Eligibility for Co-curricular Activities
- Pacing to complete a Pathway by graduation

Pacing for Co-curricular Activities

Quarterly grade for courses (Math Grade 9, Math Grade 10, Math Grade 11 and Math Grade 12) were created mainly for the purpose of determining eligibility for co-curricular activities. The pacing for eligibility for co-curricular activities is based on keeping on pace to graduate with a minimum of three credits of math by the end of senior year. We choose this minimum as a qualifying benchmark because we recognize that not all students have math as a curricular strength and at the same time expect that all students participating in co-curricular activities are students in good standing. The pacing below is to be used as the first criteria to help determine eligibility.

Quarter Ending	Minimum Requirement Pathway 1	Minimum Requirement Pathway 2	Minimum Requirement Pathway 3
Grade 9: Q1	foundations	foundations	foundations
Q2	Pre-Algebra: Goal 1	Algebra I: Goal 1	Algebra I: Goal 1
Q3	Pre-Algebra: Goal 2	Algebra I: Goal 2	Algebra I: Goal 2
Q4	Pre-Algebra: Goal 3	Algebra I: Goal 3	Algebra I: Goal 3
Grade 10: Q1	Pre-Algebra: Goal 4/5	Algebra I: Goal 4	Algebra I: Goal 4
Q2	foundations	Algebra I: Goal 5 and 6	Algebra I: Goal 5/6
Q3	Algebra I: Goal 1	Geometry: Goal 1	Algebra II: Goal 1
Q4	Algebra I: Goal 2	Geometry: Goal 2	Algebra II: Goal 2

Grade 11: Q1	Algebra I: Goal 3	Geometry: Goal 3	Algebra II: Goal 3
Q2	Algebra I: Goal 4	Geometry: Goal 4	Algebra II: Goal 4
Q3	Algebra I: Goal 5/6	Geometry: Goal 5	Algebra II: Goal 5
Q4	Geometry: Goal 1	Business Math Goal 1	Geometry: Goal 1
Grade 12: Q1	Geometry: Goal 2	Business Math Goal 2	Geometry: Goal 2
Q2	Geometry: Goal 3	Business Math Goal 3	Geometry: Goal 3
Q3	Geometry: Goal 4	Business Math Goal 4	Geometry: Goal 4
Q4	Geometry: Goal 5	Business Math Goal 5	Geometry: Goal 5

Note: *An elective can be substituted in any of the above pathways as a third credit. Please contact the math consultant if you have questions.*

Determining ELIGIBILITY:
A student is eligible for co-curricular activities if they are in good standing with regards to pacing criteria listed above and if they have maintain minimum expected growth during the marking period. For a student to receive a passing grade during any marking period they must meet the both criteria listed below.
1. Is the student on pace to graduate with three credits of math
    a. If no and the student is more than one goal behind, the student receives a failing grade (55) in math for the marking period.
    b. If no and the student is **no** more than one goal behind, the student can receive no higher than passing grade of 65 in math for the marking period after being evaluated by criteria two.
    c. If yes, the student is evaluated by criteria two.
2. Has the student made sufficient progress during the marking period as defined by the teacher's syllabus? Criteria could be minimum number of topics mastered, notebooks, class activities and work habits. This criteria needs to be approved by school administrator.
    a. If no, the student receives a failing grade in math for the marking period
    b. If yes, the student receives a passing grade as defined below

Issuing Quarterly Grades:
There are many ways to communicate progress through the curriculum to parents and students. Quarterly grades are just one of the many ways to communicate progress. While teacher/administrators may not stray from the outline below, teachers should use the comments section of report cards to more clearly communicate student progress.

Grade	Description
A	On pace to earn three or more credits of math by the end of senior year (see eligibility pacing page one) **and** if the student has met the quarterly growth expectation set by teacher's syllabus.
B	**Numeric Grade is calculated by averaging all the assessment completed for the current course.**
C	
D=65	No more than one goal behind being on pace to graduate with three credits of math by end of senior year (see eligibility pacing page one) **and** if the student has met the quarterly growth expectation set by teacher's syllabus. **Numeric Grade is 65 regardless of scores on assessments.**
F=55	More than one goal behind being on pace to graduate with three credits of math by end of senior year (see eligibility pacing page one) **or** if the student has **not** met the quarterly growth expectation set by teacher's syllabus. **Numeric Grade is 55 regardless of scores on assessments.**

**note: being on pace requires the student to have passed all DSAs and Performance Assessments that are part of each goal.

Pacing for the Pathways:
While pacing for the minimum to graduation helps to determine eligibility for co-curricular activities and quarterly grading, many student should be focusing on earning more than three credits in math prior to graduation. The Pathway Pacing listed below should be used with students and parents to help them navigate high school and in setting life goals. The math curriculum is structured such that students can with ease move between pathways if the achievement and work ethic is present. The Pathway Table below is a critical tool when having conversations with families/students. Math teachers, school counselors, SPED/ELL teachers and administrators are encouraged to use this table frequently.

Pacing for the minimum number of credits to graduate is noted in the chart page one.
Below are the three four-credit pathways we encourage students to pursue.

Grade	Career Pathway	College-prep Pathway	Competitive College-prep Pathway
Grade 9-1	Algebra I- Goal 1	Algebra I- Goal 1	H. Algebra I- Goal 1
Grade 9-2	Algebra I- Goal 2/3	Algebra I- Goal 2/3	H. Algebra I- Goal 2/3
Grade 9-3	Algebra I- Goal 4	Algebra I- Goal 4	H. Algebra I- Goal 4/5
Grade 9-4	Algebra I- Goal 5/6	Algebra I- Goal 5/6	H. Algebra I- Goal 6/7
Grade 10-1	Algebra II- Goal 1	Algebra II- Goal 1	H. Algebra II- Goal 1
Grade 10-2	Algebra II- Goal 2/3	Algebra II- Goal 2/3	H. Algebra II- Goal 2/3
Grade 10-3	Algebra II- Goal 4	Algebra II- Goal 4	H. Algebra II- Goal 4
Grade 10-4	Algebra II- Goal 5	Algebra II- Goal 5	H. Algebra II- Goal 5/6
Grade 11-1	Geometry- Goal 1	Geometry- Goal 1	H. Geometry- Goal 1
Grade 11-2	Geometry- Goal 2/3	Geometry- Goal 2/3	H. Geometry- Goal 2/3
Grade 11-3	Geometry- Goal 4	Geometry- Goal 4	H. Geometry- Goal 4/5
Grade 11-4	Geometry- Goal 5	Geometry- Goal 5	H. Geometry- Goal 6/7
Grade 12-1	Elective- Goal 1	Adv Alg- Goal 1	H. Pre-Calc- Goal 1
Grade 12-2	Elective- Goal 2/3	Adv Alg- Goal 2/3	H. Pre-Calc- Goal 2
Grade 12-3	Elective- Goal 4	Adv Alg- Goal 4	H. Pre-Calc- Goal 3
Graduation	Elective- Goal 5	Adv Alg- Goal 5	H. Pre-Calc- Goal 4/5

School Audit Rubric

	TALENT			
Indicator	**Below Standard**	**Developing**	**Proficient**	**Exemplary**
1.1. Instructional Practice	Teacher effectiveness is inconsistent and highly variable from classroom to classroom. There are significant concerns about instruction. Staffing decisions do not reflect teacher effectiveness and student needs.	Instructional quality is moderate; however, teacher effectiveness is variable from classroom to classroom. Staffing decisions do not always reflect teacher effectiveness and student needs.	Most classes are led by effective educators, and instructional quality is strong. There are some systems in place to promote and develop teacher effectiveness and make appropriate staffing decisions.	100% of classes are led by deeply passionate and highly effective educators. There are strong systems in place to promote staff efficacy and make staffing decisions driven exclusively by student needs.
1.2. Evaluation and Professional Culture	There are significant concerns about staff professionalism. Staff come to school unprepared, and there is little sense of personal responsibility. There is a culture of low expectations; individuals are not accountable for their work. Evaluations are infrequent, and few 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.
1.3. Recruitment and Retention Strategies	The school and/or district lack systems to recruit and attract top talent. Retention of	The school and/or district have components of a plan for recruitment and retention of quality educators (e.g.,	The school and/or district have systems for strategic recruitment and retention. Efforts are made to match the most effective	The school and/or district effectively implement a long-term plan for recruitment and retention. Efforts are made to

TALENT				
Indicator	Below Standard	Developing	Proficient	Exemplary
	high-quality staff is a significant concern. The school lacks systems and strategies to retain top teachers and leaders.	mentoring, induction). The plan is not fully developed or consistently implemented.	educators to the students with the greatest needs. Retention of high-quality teachers is high.	match the most effective educators to the students with the greatest needs. Deliberate, successful efforts are made to retain top talent.
1.4. Professional Development	Professional Development (PD) opportunities are infrequent and/or of inconsistent quality and relevance. PD does not align to staff's development areas and/or students' needs. As a result, teachers struggle to implement PD strategies. There is no clear process to support or hold teachers accountable for the implementation of PD strategies.	PD opportunities are provided; however, they are not always tightly aligned with student and adult learning needs. The quality of PD opportunities is inconsistent. Sometimes, teachers report that PD improves their instructional practices. Teachers are not generally held accountable for implementing skills learned through PD.	The school offers targeted, job-embedded PD throughout the school year. PD is generally connected to student needs and staff growth areas identified through observations. Most teachers feel PD opportunities help them improve their classroom practices. Most teachers are able to translate and incorporate PD strategies into their daily instruction.	The school consistently offers rich and meaningful PD opportunities that are aligned to student needs and staff growth areas identified through observations. Teachers effectively translate PD strategies into their daily instruction. The school has a process for monitoring and supporting the implementation of PD strategies.
1.5. Leadership Effectiveness	Leadership fails to convey a school mission or strategic direction. The school team is stuck in a fire-fighting or reactive mode, lacks school goals, and/or suffers from initiative fatigue. The school community questions whether the school can/will improve.	The mission and strategic direction are not well communicated. A school improvement plan does not consistently guide daily activities and decision-making. The community generally understands the need for change, however actions are more often governed by the status quo.	Leadership focuses on school mission and strategic direction with staff, students, and families. The school is implementing a solid improvement plan and has a clear set of measurable goals. The plan may lack coherence and a strategy for sustainability. Leadership conveys urgency.	Leadership focuses on school mission and strategic direction with staff, students, and families. The school has a manageable set of goals and a clear set of strategies to achieve those goals. The plan is being implemented and monitored with fidelity. Leadership conveys deep urgency.
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	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	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	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.

TALENT				
Indicator	Below Standard	Developing	Proficient	Exemplary
	leaders do not demonstrate a commitment to developing consistent and high-quality instructional practice school-wide.	some commitment to improving instructional practice school-wide.	improving instructional practice 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.

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[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
2.3. Differentiation and Checking for Under-standing*	Most teachers take a one-size-fits-all approach and struggle to differentiate their instruction to meet individual learning needs. There is no evidence around the use of data to inform instruction and minimal efforts to check for student understanding.	Some teachers are differentiating at least part of the observed lessons; however, the practice is not consistent or widespread. There is some evidence of the use of student data to adapt the learning process. Some teachers use strategies to monitor understanding.	Most teachers employ strategies to tier or differentiate instruction at various points in the lesson. Most teachers use data or checks for understanding to differentiate the learning process on the fly. Teachers take time to support students struggling to engage with the content.	Teachers consistently and seamlessly differentiate instruction. Teachers use data and formal/informal strategies to gauge understanding, and differentiate the learning process accordingly. Tight feedback loop between monitoring efforts and instruction.
2.4. Curriculum and Instruction Aligned to Common 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	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	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	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.

Indicator	Below Standard	Developing	Proficient	Exemplary
	between subgroups and non-identified students as measured by state assessments, and no evidence of progress.	assessments and marginal progress over time.	of progress toward closing the gaps.	
2.6. Assessment Systems and Data Culture	The school lacks a comprehensive assessment system (including summative and benchmark assessments). Teachers rarely collect, analyze, and/or discuss data. The school lacks or fails to implement SRBI protocols linking data to interventions.	The school has some consistent assessments; however, there are major gaps in certain grades and content areas. There are some efforts to collect and use data. SRBI systems and processes are somewhat present.	The school implements a clear system of benchmark assessments. Some teachers are developing familiarity with regularly using formative assessments to differentiate instruction. The school has emerging processes in place to use the data to inform interventions.	Teachers consistently administer assessments throughout the year. Assessments are standards-based and provide real-time data. Teachers embed formative assessments in their daily lessons. The school has strong processes to collect, analyze, and use data to inform interventions.

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

CULTURE AND CLIMATE				
Indicator	Below Standard	Developing	Proficient	Exemplary
	chronic absenteeism is > 20%.	absenteeism is between 16% and 20%.	chronic absenteeism is between 11% and 15%.	
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 # 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%.
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	The school offers several family events throughout the year. Roughly half of families participate in school activities.	The school offers periodic, meaningful opportunities for parents/families to engage in student's education. Most families	The school frequently engages parents/family as partners in student's education. Almost all families participate in school

CULTURE AND CLIMATE				
Indicator	**Below Standard**	**Developing**	**Proficient**	**Exemplary**
	involvement is minimal. Teachers rarely reach out to families regarding their child's academic progress.	More than half of all teachers reach out to families regarding their child's academic progress.	participate in school activities. Most educators communicate regularly with families.	activities. Nearly all educators communicate with families on a regular basis.
3.6. Community Partners and Wraparound Strategy	The school offers inadequate supports to address students' nonacademic needs. There are limited wraparound services. The school makes little or no effort to engage community partners to expand services offered through the school.	The school offers some support to address students' nonacademic needs through wraparound services. Community and partner engagement is spotty and event-specific.	The school offers a range of wraparound services to address students' nonacademic needs. The school has several sustained community partnerships.	The school has a clear process for evaluating students' needs and connecting students to appropriate wraparound services. The school has sustained community partnerships to help address student needs.

OPERATIONS				
Indicator	**Below Standard**	**Developing**	**Proficient**	**Exemplary**
4.1. Adequate Instructional Time	There is not enough time in the school schedule to appropriately meet students' academic needs. There is a significant amount of wasted time in the school calendar and daily schedule. The schedule includes ≤ 5 hours of instruction per day, and ≤ 60 minutes of ELA time.[2]	Students would benefit from increased instructional and/or intervention time. The school calendar and daily schedule could be improved to increase time on task. The schedule includes > 5 and ≤ 5.5 hours of instruction per day, and > 60 and ≤ 90 minutes of ELA time.	The school has taken steps to increase instructional time on task through extended learning opportunities. The school calendar and daily schedule are well constructed. The schedule includes > 5.5 and ≤ 6 hours of instruction per day, and > 90 and ≤ 120 minutes of ELA time.	The school has multiple extended learning opportunities available to students. The school implements a thoughtful and strategic school calendar and daily schedule. The schedule includes > 6 hours of instruction per day, and > 120 minutes of ELA time.
4.2. Use of Instructional Time*	Staff and students use time ineffectively. Misused instructional time results from misbehavior, poor scheduling, and inefficient transitions. There are missed opportunities to maximize time on task. Observed teachers struggle with pacing and fail to	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	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	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.

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[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
	use class time in a constructive manner.	and/or methodical in the use of class time.	executed. Teachers are adept at managing and using class time.	
4.3. Use of Staff Time	Educators lack adequate and/or recurring professional development and/or common planning time. Common planning time is currently disorganized and the time is not used effectively. As a result, staff members are unable to develop and/or share practices on a regular basis.	Most academic teams have common planning periods (less than 1 hour/week); however, the school has failed to secure vertical and horizontal planning. Collaborative planning time is used at a basic level (e.g., organization of resources or topics not directly related to classroom instruction).	All academic teams have common planning periods (1-2 hours/week) and they are seldom interrupted by non-instructional tasks. Staff members use this time to discuss instructional strategies, discuss student work, develop curricular resources, and use data to adjust instruction.	All educators have weekly common planning time for vertical and horizontal planning (more than 2 hours/week). Common planning periods are tightly protected and only interrupted by emergencies. The school has established tight protocols to ensure that common planning time is used effectively.
4.4. Routines and Transitions	The school is chaotic and disorderly. The safety of students and staff is a concern. The school lacks critical systems and routines. Movement of students is chaotic and noisy with little adult intervention. Adults are not present during transitions; therefore, there is very little re-direction.	The school is somewhat chaotic and/or disorderly, particularly in certain locations and during certain times of day. Some staff make an effort to maintain procedures and routines; however, staff presence is minimal and redirection of misbehavior is lacking.	The school environment is calm and orderly in most locations and during most of the day. Rules and procedures are fairly clear, consistent, and evident. Routines seem somewhat apparent and institutionalized. Adults are present to reinforce norms.	The school environment is calm and orderly. Rules and procedures are clear, specific, consistent, and evident. Routines are largely unspoken and institutionalized. Adults are consistently present to reinforce norms.
4.5. Financial Management	The school and/or district do not make sound budgetary decisions based on student need and projected impact. Budget decisions are largely governed by past practice and do not account for sustainability. There is little to no evidence around school and/or district 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.

Attach School Data Analysis for Each School Goal Here