

V.D.

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

TO BE PROPOSED:

July 6, 2016

RESOLVED, That the State Board of Education, pursuant to Section 10-223h of the Connecticut General Statutes, approves continued participation of the following schools in the Commissioner's Network for an additional year commencing July 1, 2016.

Cohort I Schools

1. High School in the Community, New Haven
2. James J. Curiale School, Bridgeport
3. John B. Stanton School, Norwich
4. Thirman L. Milner School, Hartford

Cohort II Schools

5. Norwalk Pathways Academy at Briggs, Norwalk
6. Frank J. DiLoreto School, New Britain
7. Paul Laurence Dunbar School, Bridgeport
8. Crosby High School, Waterbury
9. Walsh Elementary School, Waterbury
10. Wilbur Cross High School, New Haven
11. Windham Middle School, Windham

and directs the Commissioner to take the necessary action, including, but not limited to, expending such funds as may be necessary to execute and implement the foregoing.

Approved by a vote of _____ this sixth day of July, Two Thousand Sixteen.

Signed:

Dr. Dianna R. Wentzell, Secretary
State Board of Education

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

TO: State Board of Education

FROM: Dr. Dianna R. Wentzell, Commissioner of Education

DATE: July 6, 2016

SUBJECT: Commissioner's Network Extension for schools in Cohort I & Cohort II

Executive Summary

Introduction

Public Act 12-116, in part, established the Commissioner's Network to provide new resources, increased flexibilities, and greater accountability to improve student achievement in some of the state's lowest performing schools. The purpose of the Commissioner's Network is to turn around chronically low-performing schools and improve outcomes for students who attend these schools. Network Turnaround Plans must include intensive and transformative strategies that are necessary to turn around schools that, to date, have been unsuccessful in their improvement efforts. These plans must reach beyond surface reforms to achieve dramatic and transformative outcomes, address past turnaround efforts, and provide an explanation as to how the proposed interventions will succeed where previous efforts have failed.

Schools are accepted into the Network for a minimum of three years. Subsection (h) of Connecticut General Statutes section 10-223h establishes that the State Board of Education may allow schools to continue in the Commissioner's Network for an additional year, not to exceed two additional years, if necessary. For the reasons set forth below, I am recommending that the schools in Cohort I and Cohort II remain in the Commissioner's Network for an additional year.

Background

The Commissioner's Network is a commitment between local stakeholders and the Connecticut State Department of Education to improve student achievement in up to 25 schools. There are 18 schools presently participating in the Network. Each school receives increased financial investments to assist in the implementation of its turnaround plan. For each year a school is in the Network, the funding level decreases in order to ensure financial sustainability of its turnaround over time. Schools that entered the network in 2012 have completed four years in the Commissioner's Network, and schools that entered in 2013 have completed three years in the Commissioner's Network. There are 11 schools within the first two cohorts.

Commissioner’s Network Cohort I & Cohort II

Cohort	Entry Date / Year	Schools
Cohort I	<ul style="list-style-type: none"> Entered the Network in 2012. Recommendation: All four schools in Cohort I should remain in the Network for an additional year (Year 5). 	<ul style="list-style-type: none"> High School in the Community (9-12), New Haven James J. Curiale School (K-5), Bridgeport John B. Stanton School (K-5), Norwich Thirman L. Milner School (K-8), Hartford
Cohort II	<ul style="list-style-type: none"> Entered the Network in 2013. Recommendation: All seven schools in Cohort II should remain in the Network for an additional year (Year 4). 	<ul style="list-style-type: none"> Norwalk Pathways Academy at Briggs (9-12), Norwalk Frank J. DiLoreto School (PK-8), New Britain Paul Laurence Dunbar School (K-8), Bridgeport Crosby High School (9-12), Waterbury Walsh Elementary School (K-5), Waterbury Wilbur Cross High School (9-12), New Haven Windham Middle School (6-8), Windham

Cohort I Update

- High School in the Community in New Haven is under new leadership and has a new school improvement plan with a renewed focus on climate and culture targeted at decreasing chronic absenteeism. The school is also working to strengthen its ninth grade student retention through a Freshman Seminar and Advisory program.
- James J. Curiale School in Bridgeport has prioritized climate and culture to focus on reducing out-of-school suspension (OSS). The school has increased interventions for students, which focus on math and reading small-group instruction. Student access to technology in the classroom has been a priority of Curiale’s Network plan.
- John B. Stanton School in Norwich increased its teacher capacity through professional development resulting in increased math benchmark scores for students. Stanton also increased the number of teacher observations, thereby allowing the school to align professional development based on specific teacher needs.
- Thirman L. Milner School in Hartford has assembled an attendance task force to increase student attendance and decrease chronic absenteeism. The school is implementing a Connecticut Core aligned curriculum with a differentiated intervention block to support student achievement for students in need of intervention.

Cohort II Update

- Norwalk Pathways Academy at Briggs in Norwalk has established connections with the district's comprehensive high school for students with respect to counseling, graduation and some electives. The school has decreased chronic absenteeism and continues to work on reducing out-of-school suspensions.
- DiLoreto Magnet School in New Britain has focused on professional development for English language development as well as wraparound services to address students with trauma needs. The school is also working with the district to increase sustainability of these programs over time.
- Paul Laurence Dunbar School in Bridgeport has focused on climate, resulting in a decrease in OSS. Dunbar has implemented scientifically research based interventions to assist students in need of intervention and professional development to support small group instruction.
- Crosby High School in Waterbury has seen a decrease in OSS since joining the Commissioner's Network. Crosby is working with Attendance Works and the Turnaround Office to decrease its chronic absenteeism rate. Crosby will focus on the implementation of its smaller learning communities in Grades 9-12.
- Walsh School in Waterbury is implementing instructional team clusters through Project Child, aligned to the Connecticut Core Standards under a new principal and leadership team. Teacher retention has improved and incidents of student discipline have decreased.
- Wilbur Cross High School in New Haven has seen a decrease in chronic absenteeism. Cross's professional development has focused on improving instructional practice and academic rigor. Wilbur Cross High School leadership is also working with the district to ensure sustainability.
- Windham Middle School in Windham continues to have one of the state's highest English learner (EL) populations. The implementation of the small learning community concept has helped improve school culture and climate. The use of English language development and enhancement strategies has helped ELs and benefits all students. Teacher collaboration has improved as a result of the smaller learning communities and teachers are implementing curriculum aligned to the Connecticut Core Standards.

Next Steps

As Cohort I schools prepare for a final year in the Commissioner's Network and Cohort II schools prepare for a fourth year in the Commissioner's Network, it is crucial to provide supports, professional development opportunities, and interventions directly aligned with the particular needs of each school. Specifically, continued support in the areas of English language arts, mathematics and climate and culture remains imperative as these schools progress. In conjunction with the Academic Office, the Turnaround Office will work to support schools around these areas of need. It is important to give the Cohort I and II schools the opportunity to fully benefit from these supports before each school transitions out of the Network. As such, all

Cohort I and II schools are recommended for continued participation in the Network for the 2016-17 school year.

Prepared by: _____
Desi Nesmith, Chief Turnaround Officer

Approved by: _____
Ellen E. Cohn, Deputy Commissioner of
Education



CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Connecticut State Board of Education
July 6, 2016**

**Commissioner's Network
Cohort I & Cohort II
Recommendation for Extension
Desi D. Nesmith**

Cohort I & II Update



Commissioner's Network Cohort I Schools

Entry Date/Year	Schools
<ul style="list-style-type: none">● Entered Network in 2012● Now in Year 4	<ul style="list-style-type: none">● High School in the Community (9-12), New Haven● James J. Curiale School (K-5), Bridgeport● John B. Stanton School (K-5), Norwich● Thirman L. Milner School (K-8), Hartford



Commissioner's Network Cohort I

Leading & Lagging Indicators

2014-2015/ 2016 Year to Date

School	Attendance		Chronic Absenteeism		Out of School Suspensions (OSS)	
	14-15	16 YTD	14-15	16 YTD	14-15	16 YTD
High School in the Community, New Haven	88%	89%	41%	32%	22%	20%
James J. Curiale School, Bridgeport	92%	94%	27%	18%	15%	19%
John B. Stanton School, Norwich	95%	96%	9%	9%	<1%	0%
Thirman L. Milner School, Hartford	91%	93%	39%	23%	70%	37%



Commissioner's Network Cohort II Schools

Entry Date/Year	Schools
<ul style="list-style-type: none">● Entered Network in 2013● Now in Year 3	<ul style="list-style-type: none">● Norwalk Pathways Academy at Briggs High School (9-12), Norwalk● Frank J. DiLoreto Magnet School (PK-8), New Britain● Paul Laurence Dunbar School (K-8), Bridgeport● Crosby High School (9-12), Waterbury● Walsh Elementary School (K-5), Waterbury● Wilbur Cross High School (9-12), New Haven● Windham Middle School (6-8), Windham



Commissioner's Network Cohort II

Leading & Lagging Indicators

2014-2015/ 2016 Year to Date

School	Attendance		Chronic Absenteeism		Out of School Suspensions (OSS)	
	14-15	16 YTD	14-15	16 YTD	14-15	16 YTD
Norwalk Pathways Academy at Briggs High School, Norwalk	86%	85%	44%	31%	35%	39%
Frank J. DiLoreto Magnet School, New Britain	96%	95%	7%	10%	5%	7%
Paul Laurence Dunbar School, Bridgeport	92%	91%	29%	8%	33%	19%
Crosby High School, Waterbury	90%	91%	35%	32%	60%	32%



Commissioner's Network Cohort II

Leading & Lagging Indicators

2014-2015/ 2016 Year to Date

School	Attendance		Chronic Absenteeism		Out of School Suspensions (OSS)	
	14-15	16 YTD	14-15	16 YTD	14-15	16 YTD
Walsh School, Waterbury	93%	94%	21%	8%	27%	8%
Wilbur Cross High School, New Haven	86%	84%	53%	43%	11%	12%
Windham Middle School, Windham	93%	95%	20%	13%	46%	13%



Commissioner's Network Cohort I & II Benchmark Assessments

- End of year spring 2016 benchmark assessments are due to the Turnaround Office on July 1, 2016
- Assessments will be analyzed for growth compared to the fall benchmarks for all Commissioner's Network schools
- Year 2 2016 Smarter Balanced Assessment results will allow for the comparison of two achievement data points in English language arts and mathematics that measure academic growth by grade within each Commissioner's Network school



Commissioner's Network Cohort I & II Next Steps

The Turnaround Office will:

1. work with individual schools to analyze Smarter Balanced Assessment data and determine next steps for 2016-2017
2. work in conjunction with the Academic Office to provide support in the areas of need based on data analysis.
(i.e. English Language Arts, Mathematics, Climate/Culture)
3. provide professional development and technical assistance directly to schools to address specific and pressing needs



Commissioner's Network Cohort I & II Next Steps

4. expand opportunities for schools to share their best practices within the Commissioner's Network with a focus on reducing chronic absenteeism
5. work with schools and districts to develop a transition plan for schools to exit the Commissioner's Network





COMMISSIONER'S NETWORK FAST FACTS

NORWALK PATHWAYS ACADEMY AT BRIGGS GRADES 9-12 COHORT 2 — ENTERED NETWORK FALL 2013

SUCCESS

This school year, Richard C. Briggs High School was renamed as Norwalk Pathways Academy at Briggs, to better emphasize its four career academy mission. An alternative Grade 9-12 high school, Norwalk Pathways Academy at Briggs is dedicated to providing a quality education to all students by accommodating a broad range of learning styles and addressing the individual academic and social needs of all students. For over-age and under-credited students who may struggle in a comprehensive high school, this school provides an alternate setting for students who may benefit from a blended learning program and career pathways approach. This school also offers students a smaller setting with lower student-teacher ratios, ready access to counseling and parent liaisons, supports from the comprehensive high school, and wraparound services such as an on-site health center.



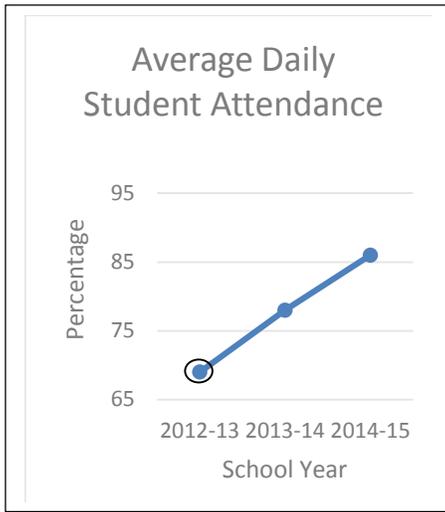
COMMISSIONER'S NETWORK FUNDING

Year 1	Year 2	Year 3
\$626,775	\$420,445	\$306,355

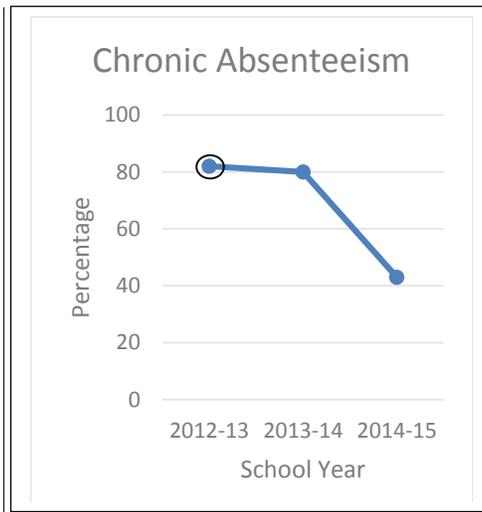
PRIORITIES

Talent	<ul style="list-style-type: none"> • Provide professional development for teachers in order to implement blended learning and informational text instructional strategies. • Create connections with districtwide curriculum and coaching.
Academics	<ul style="list-style-type: none"> • Follow through on the launch and implementation of the four Career Academies (Health & Ed, Trades, Civil Service, Technology) in partnership with Norwalk Community College. • Improve numeracy skills utilizing a math interventionist to help “at risk” students to show two-year growth on end-of-year assessments.
Climate/Culture	<ul style="list-style-type: none"> • Reduce significantly high chronic absenteeism rate by leveraging the Outreach Community Liaison to promote engagement, PBIS strategies, and outreach. • Create student internships with community partners to enrich academic programs.
Operations	<ul style="list-style-type: none"> • Construct a science lab to enable more research and project-based classwork. • Bridge with district middle and high schools to more effectively identify, enroll and monitor students with a goal of assimilating back to the comprehensive high school.

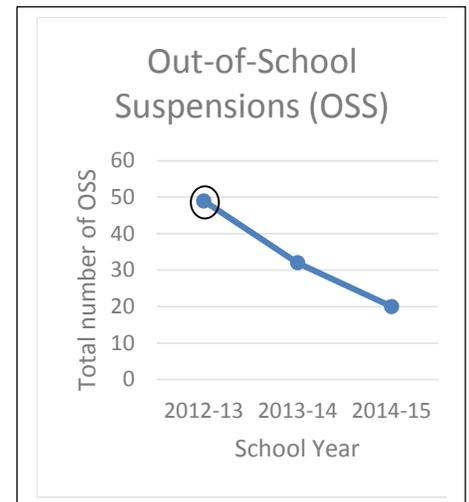
LEADING AND LAGGING INDICATORS OF SCHOOL IMPROVEMENT:



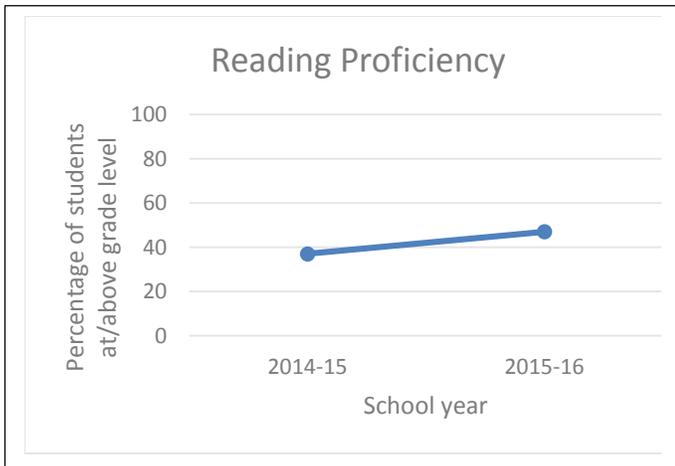
Average daily attendance increased from 69 percent in 2012-13 to 86 percent in 2014-15.



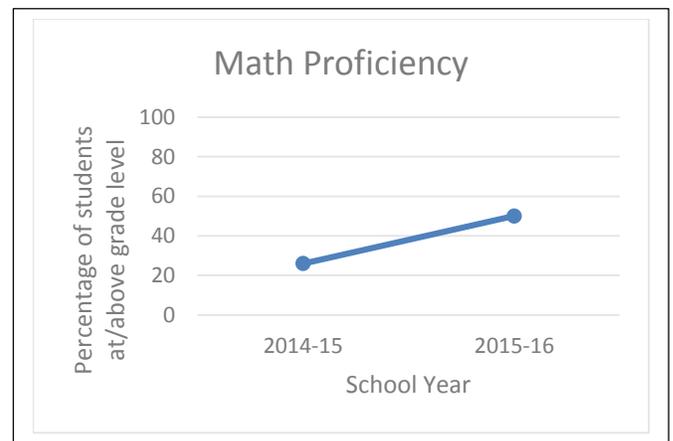
Chronic absenteeism decreased from 82 percent in 2012-13 to 44 percent in 2015-16.



OSS decreased from 49 in 2012-13 to 20 in 2014-15.



The percentage of students meeting proficiency in reading has increased from 37 percent in 2014-15 to 47 percent in November 2015, based on district benchmark assessments.



The percentage of students meeting proficiency in mathematics has increased from 26 percent in 2014-15 to 50 percent in November 2015, based on district benchmark assessments.

 Year entered the Commissioner's Network

NEXT STEPS:

- Expand the blended learning instructional model from pilot phase to all students.
- Implement strategies to increase enrollment from the current 78, up to 100 students through outreach and early identification of students.
- Continue to establish connections with the district comprehensive high school and middle school to align curricula and connect with students who would benefit from the Briggs model.



COMMISSIONER'S NETWORK FAST FACTS

**CROSBY HIGH SCHOOL
GRADES 9-12
COHORT 2 — ENTERED NETWORK FALL 2013
Waterbury Public Schools**

SUCCESS

Attention to culturally responsive teaching, Positive Behavior Intervention and Supports (PBIS), and implementation of new discipline strategies has resulted in reductions in the number of students with behavior referrals at Crosby High School. The Recuperative Academy uses a blended learning approach to address the needs of over-age/under-credited students. With support and technical assistance from Attendance Works, the Crosby attendance team has developed and implemented Tier I attendance strategies focused on reducing chronic absenteeism.



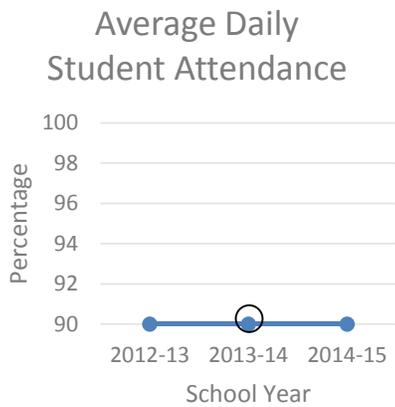
COMMISSIONER'S NETWORK FUNDING

Year 1	Year 2	Year 3
\$544,718	\$500,320	\$1,192,000

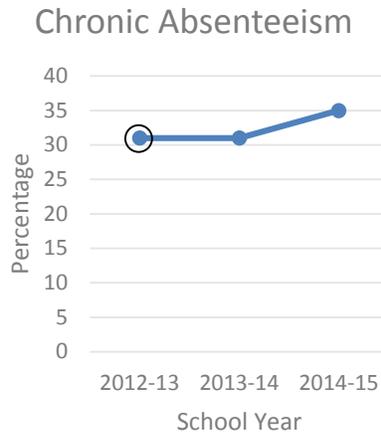
PRIORITIES

Talent	<ul style="list-style-type: none"> • Staff participate in professional development to improve student engagement with use of project-based learning and culturally responsive teaching strategies. • Selected teacher received professional development with Advancement Via Individual Determination (AVID), an in-school academic support program.
Academics	<ul style="list-style-type: none"> • The school's Recuperative Program focuses on improving graduation rates for students identified as over-age and/or under-credited. • The school's College and Career Access Center coordinator supports college and career planning and supports students to keep them on track for graduation.
Climate/Culture	<ul style="list-style-type: none"> • Technical assistance and professional development from Attendance Works focuses on reducing chronic absenteeism. • Coaching and professional development from the State Education Resource Center (SERC) focuses on appropriate implementation of Positive Behavioral Interventions and Supports.
Operations	<ul style="list-style-type: none"> • Up to 20 young men participate in Developing Tomorrow's Professionals, a state-supported leadership development program for young men. • Extended day and Adaptive Lab for Grade 9 students focused on academic interventions.

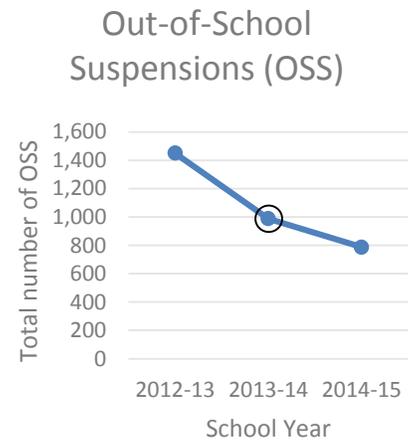
LEADING AND LAGGING INDICATORS OF SCHOOL IMPROVEMENT:



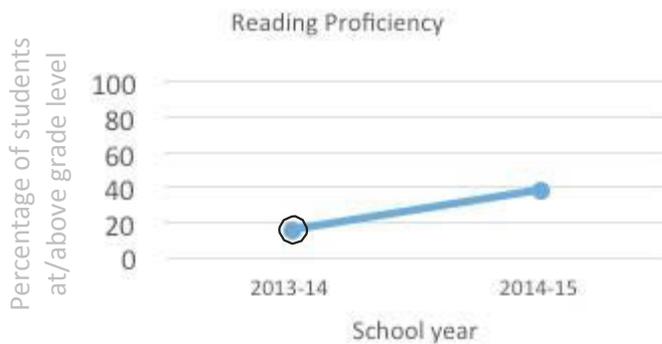
Average daily attendance remained at 90 percent from 2012-13 to 2014-15.



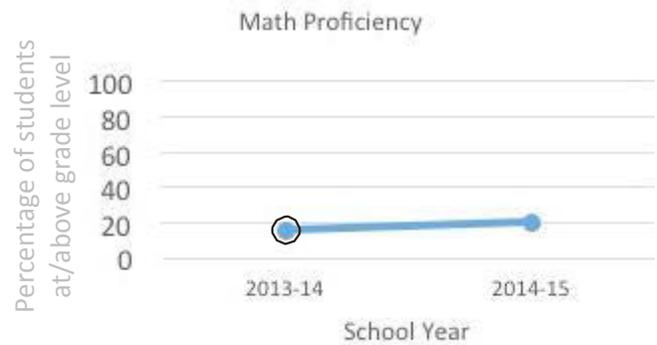
Chronic absenteeism increased from 31 percent in 2012-13 to 35 percent in 2014-15.



OSS decreased from 1,451 in 2012-13 to 788 in 2014-15.



The percentage of students meeting proficiency in reading has increased from 16 percent in 2013-14 to 39 percent in 2014-15, based on district benchmark assessments.



The percentage of students meeting proficiency in mathematics has increased from 16 percent in 2013-14 to 20 percent in 2014-15, based on district benchmark assessments.

 Year entered the Commissioner's Network

NEXT STEPS:

- Implementation in 2016-17 of school-wide smaller learning communities for grades 9 through 12.
- Continuation of efforts to improve the rate of chronic absenteeism and to reduce the number of students with one or more incidents of in-school suspension/out-of-school suspensions/expulsions.
- Implementation of project-based learning to improve student engagement across all four smaller learning communities.



COMMISSIONER'S NETWORK FAST FACTS

WILBUR CROSS HIGH SCHOOL GRADES 9-12 COHORT 2 — ENTERED NETWORK FALL 2013 New Haven Public Schools

SUCCESS

Because of improvements in academic achievement and culture and climate in its initial international academy, Wilbur Cross High School elected to create a school-wide smaller learning communities structure beginning in 2015-16. The school's four-year graduation rate has increased from 58 percent in 2011-12 to 65 percent in 2014. The percentage of students with one or more behavior referrals has decreased from 19 percent in 2011-12 to 16 percent in 2014-15 with evidence of continued decreases in 2015-16.



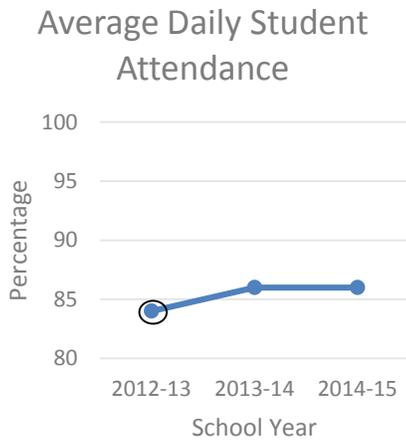
COMMISSIONER'S NETWORK FUNDING

Year 1	Year 2	Year 3
\$743,546	\$633,392	\$1,113,000

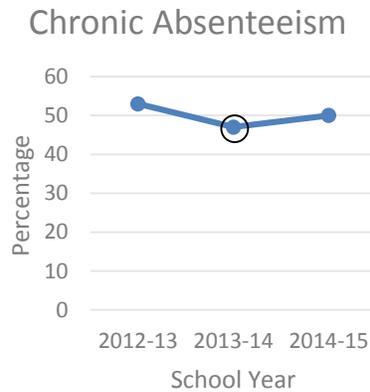
PRIORITIES

Talent	<ul style="list-style-type: none"> The Commissioner's Network partially funds staff positions important to the successful implementation of smaller learning communities.
Academics	<ul style="list-style-type: none"> Professional development focuses on improving instructional practice, academic rigor, differentiation, student engagement and interdisciplinary project-based learning. Software licenses for scientific-research based interventions (SRBI) including Read 180, Achieve 3000 and System 44.
Climate/Culture	<ul style="list-style-type: none"> High impact wraparound services are provided in partnership with the Foundation for the Arts and Trauma and Southern Connecticut State University interns program. Well-trained youth development specialists using restorative approaches support systems of discipline and youth development.
Operations	<ul style="list-style-type: none"> Wednesday afternoon early release time supports smaller learning community development, interdisciplinary project-based learning planning, and data team protocols.

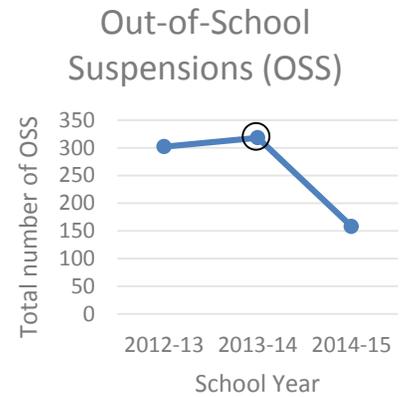
LEADING AND LAGGING INDICATORS OF SCHOOL IMPROVEMENT:



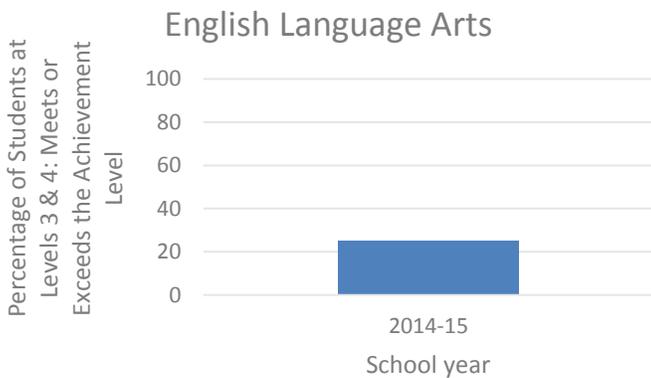
Average daily attendance increased from 84 percent in 2012-13 to 86 percent in 2014-15.



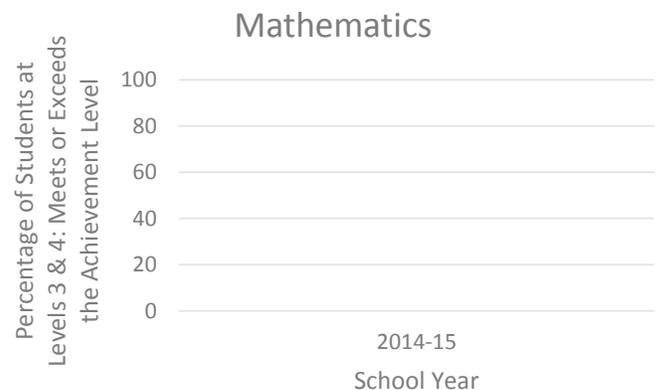
Chronic absenteeism decreased from 53 percent in 2012-13 to 51 percent in 2014-15.



OSS decreased from 302 in 2012-13 to 158 in 2014-15.



Smarter Balanced Assessment baseline results show 25.2 percent of students met or exceeded the achievement level in English language arts.



Smarter Balanced Assessment baseline results show <5% percent of students met or exceeded the achievement level in Mathematics.

 Year entered the Commissioner's Network

NEXT STEPS:

- Continue efforts to improve the rate of chronic absenteeism.
- Implementation of project-based learning to improve student engagement and reduction of teacher-led classrooms across all four smaller learning communities.
- Finding financial means at the district level to sustain school-wide smaller learning communities when Commissioner's Network funding ends.



COMMISSIONER'S NETWORK FAST FACTS

JAMES J. CURIALE SCHOOL
GRADES K-5
 COHORT 1 — ENTERED NETWORK FALL 2012
 Bridgeport Public Schools

SUCCESS

Curiale School has demonstrated success in improving school climate. A behavior specialist supports the needs of students and teachers. Curiale has also implemented RULER, a comprehensive program focused on supporting positive student-teacher relationships and students' social-emotional development.



COMMISSIONER'S NETWORK FUNDING

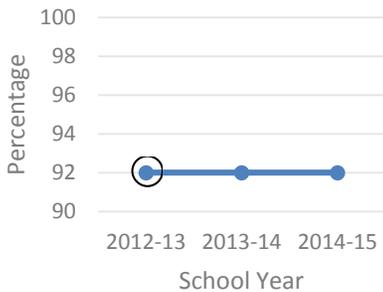
Year 1	Year 2	Year 3	Year 4
\$1,214,692	\$1,000,000	\$770,303	\$352,000

PRIORITIES

Talent	<ul style="list-style-type: none"> Continue to use data team meetings for planning and instruction. Increase the time teachers meet in grade level meetings for common planning and professional development.
Academics	<ul style="list-style-type: none"> Increase intervention for students in small groups focused on math and reading. Provide professional development for teachers focused on CLOSE reading and differentiated instruction.
Climate/Culture	<ul style="list-style-type: none"> Support the behavior specialist's work with students, teachers, and families to implement de-escalation strategies. Positive Behavior Interventions Supports will be implemented with staff and students.
Operations	N/A

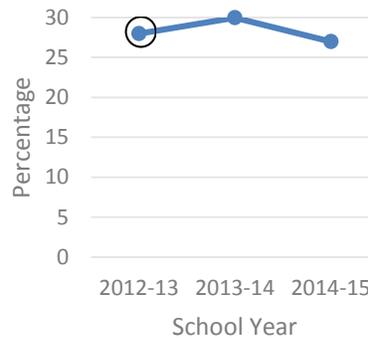
LEADING AND LAGGING INDICATORS OF SCHOOL IMPROVEMENT:

Average Daily Student Attendance



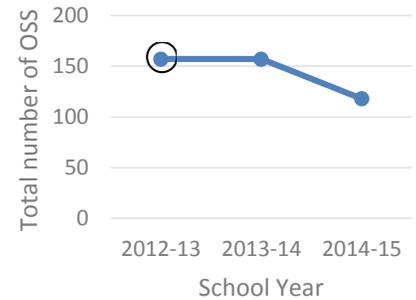
Average daily attendance has remained steady at 92 percent since 2012-13.

Chronic Absenteeism



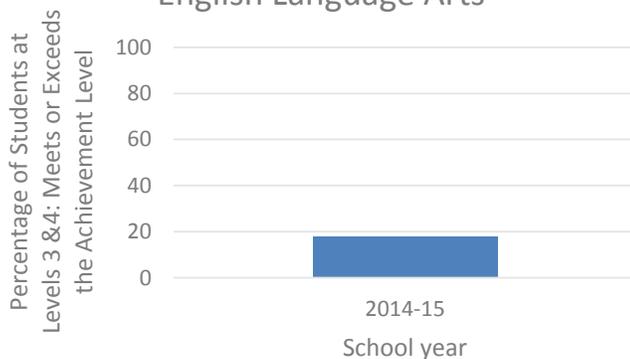
Chronic absenteeism decreased from 28 percent in 2012-13 to 27 percent in 2014-15.

Out-of-School Suspensions (OSS)



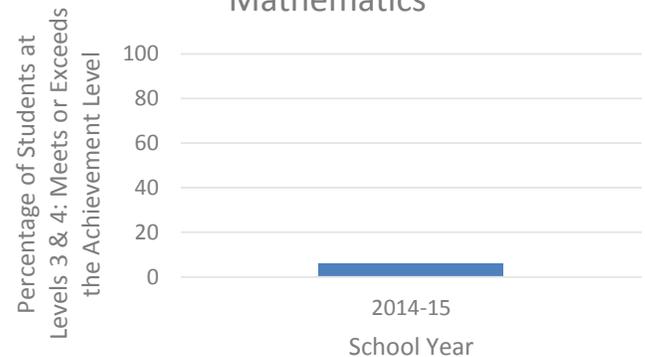
OSS decreased from 157 students in 2012-13 to 118 students in 2014-15.

English Language Arts



Smarter Balanced Assessment baseline results show 18 percent of students met or exceeded the achievement level in English language arts.

Mathematics



Smarter Balanced Assessment baseline results show 6 percent of students met or exceeded the achievement level in mathematics.

 Year entered the Commissioner's Network

NEXT STEPS:

- Curiale will work to provide professional development to improve rigor in instruction.
- Administrators from Curiale will work with the district's human resource department to recruit and retain top talent.



COMMISSIONER'S NETWORK FAST FACTS

DILORETO MAGNET SCHOOL GRADES PK-8

COHORT 2 — ENTERED NETWORK FALL 2013
Consolidated School District of New Britain

SUCCESS

Efforts to improve culture and climate have resulted in reductions in the number of students with one or more suspensions and expulsions as well as improvement in the rate of chronic absenteeism. Teachers commit to implementation of strategies learned during professional development, resulting in improved instructional practice and fall-to-spring and spring-to-spring increases in percentages of students meeting proficiency on interim assessments of reading and mathematics.



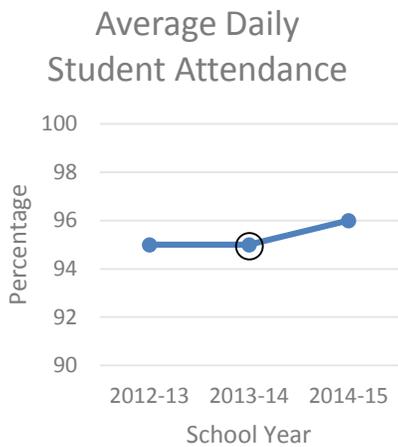
COMMISSIONER'S NETWORK FUNDING

Year 1	Year 2	Year 3
\$1,074,000	\$1,005,000	\$800,000

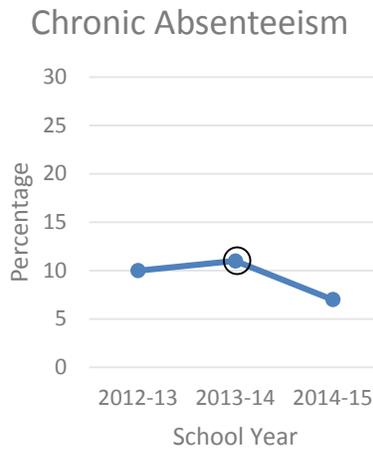
PRIORITIES

Talent	<ul style="list-style-type: none"> Professional development for English Language Development (ELD) teachers and staff has focused on strategies across content areas and coaching support for ELD teachers. Professional development for all teaching staff has focused on more consistent instructional practice across classrooms and subjects and strategies to improve academic rigor.
Academics	<ul style="list-style-type: none"> Effective implementation of professional development will lead to increases in the number of students exiting Foundations and Academic ELD classes. Two reading interventionists/coaches and one Spanish English Language teacher implement programs with fidelity and provide support to teachers and students during intervention time.
Climate/Culture	<ul style="list-style-type: none"> High impact wraparound services, partially funded with a Wraparound Services grant, for students coping with trauma are provided through the Yale Trauma Center ALIVE program. The Positive Behavior Interventions Supports management system is in place and implemented with fidelity, resulting in reductions in suspensions and expulsions.
Operations	<ul style="list-style-type: none"> The school day is extended by 30 minutes daily to support time for interventions and Spanish Language Development strategies for all students.

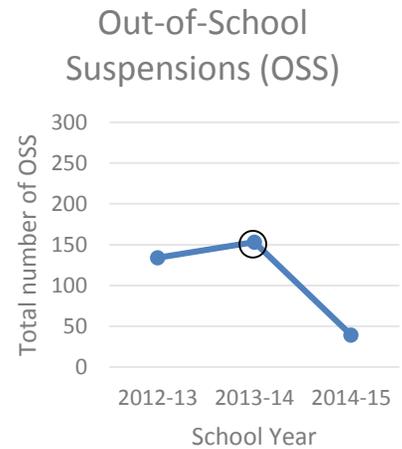
LEADING AND LAGGING INDICATORS OF SCHOOL IMPROVEMENT:



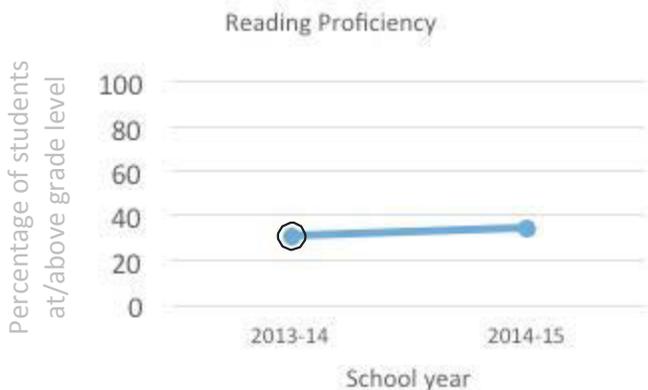
Average daily student attendance has remained flat at 95 or 96 percent since 2012-13.



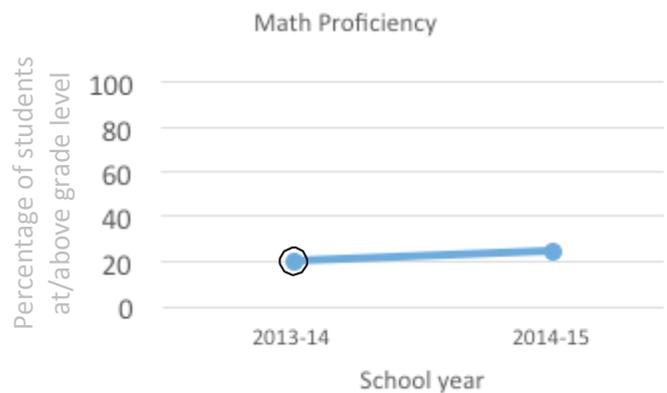
Chronic absenteeism decreased from 10 percent in 2012-13 to 7 percent in 2014-15.



OSS decreased from 134 in 2012-13 to 39 in 2014-15.



The percentage of students meeting proficiency in reading has increased from 31 percent in 2013-14 to 35 percent in 2014-2015, based on district benchmark assessments.



The percentage of students meeting proficiency in mathematics has increased from 20 percent in 2013-14 to 25 percent in 2014-15, based on district benchmark assessments.

● Year entered the Commissioner's Network

NEXT STEPS:

- Continue efforts to improve consistency of instructional practice across classrooms and across subjects.
- Continue efforts that have led to improved family engagement and efforts to provide support to families through the Yale Trauma Center ALIVE program.
- Finding financial means at the district level to sustain school-wide smaller learning communities when Commissioner's Network funding ends.



COMMISSIONER'S NETWORK FAST FACTS

**PAUL LAURENCE DUNBAR SCHOOL
GRADES K-8**
COHORT 2 — ENTERED NETWORK FALL 2013
Bridgeport Public Schools

SUCCESS

Paul Laurence Dunbar has worked to implement positive behavior interventions and supports and has experienced a decrease in the number of in-school suspensions. Evidence of the work the school is doing to improve climate and culture is seen in the increase of the number of parents who attend school functions. The school has moved toward improving teaching and learning and has built solid scientific research-based intervention structures that will work to support



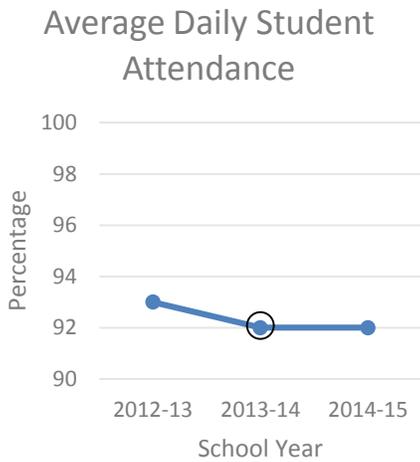
COMMISSIONER'S NETWORK FUNDING

Year 1	Year 2	Year 3
\$1,289,999	\$1,249,308	\$500,000

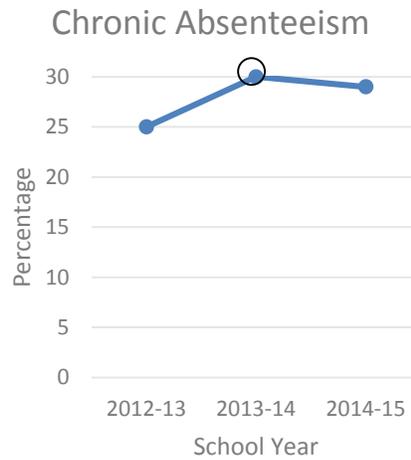
PRIORITIES

Talent	<ul style="list-style-type: none"> • Provide job-embedded coaching, professional development, and model lessons on Readers and Writers Workshop and Math in Focus. • Support teachers with small group instruction and intervention.
Academics	<ul style="list-style-type: none"> • Implement scientific research-based interventions and data teams. • Align curriculum to Connecticut Core Standards.
Climate/Culture	<ul style="list-style-type: none"> • Chronic Absenteeism Plan with guidance counselor/home-school coordinator to address student absences. • Support high school transition and college and career readiness programs.
Operations	N/A

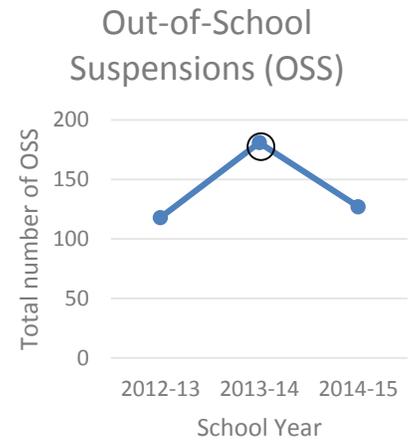
LEADING AND LAGGING INDICATORS OF SCHOOL IMPROVEMENT:



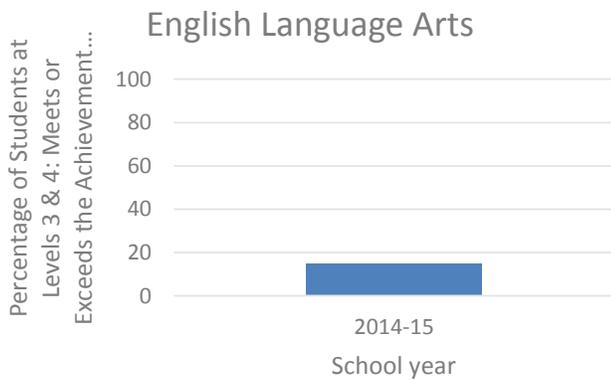
Average daily attendance decreased from 93 percent in 2012-13 to 92 percent in 2014-15.



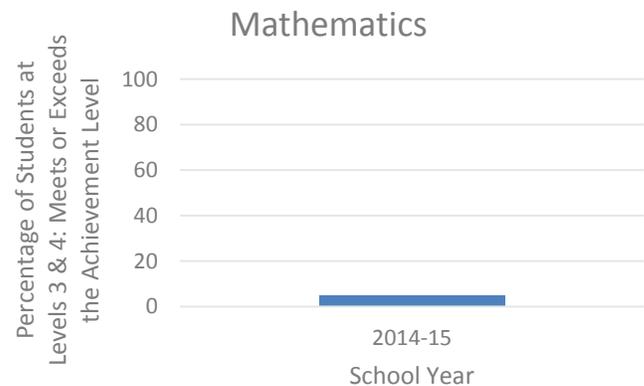
Chronic absenteeism increased from 25 percent in 2012-13 to 29 percent in 2014-15.



OSS decreased from 181 in 2013-14 to 127 in 2014-15.



Smarter Balanced Assessment baseline results show 14.8 percent of students met or exceeded the achievement level in English language arts.



Smarter Balanced Assessment baseline results show 5 percent of students met or exceeded the achievement level in Mathematics.

 Year entered the Commissioner's Network

NEXT STEPS:

- Dunbar will work to recruit and retain top teacher talent.
- Dunbar will increase internal capacity to increase professional learning and teacher ability to support student development.



COMMISSIONER'S NETWORK FAST FACTS

HIGH SCHOOL IN THE COMMUNITY GRADES 9-12 COHORT 1 — ENTERED NETWORK FALL 2012 New Haven Public Schools

SUCCESS

Under new leadership, High School in the Community has renewed its commitment as an innovative school focused on helping students become independent and intrinsically motivated. A new school improvement plan focuses on improved school curriculum, school climate and culture, and organizational effectiveness. The refinement of the Senior Capstone Project has reaffirmed the school's law and justice theme.



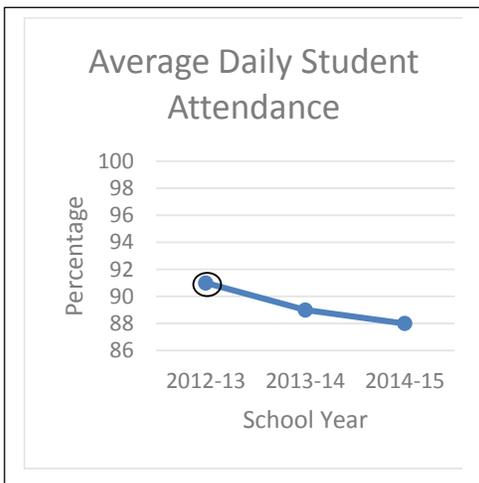
COMMISSIONER'S NETWORK FUNDING

Year 1	Year 2	Year 3	Year 4
\$815,923	\$620,022	\$450,953	\$50,000

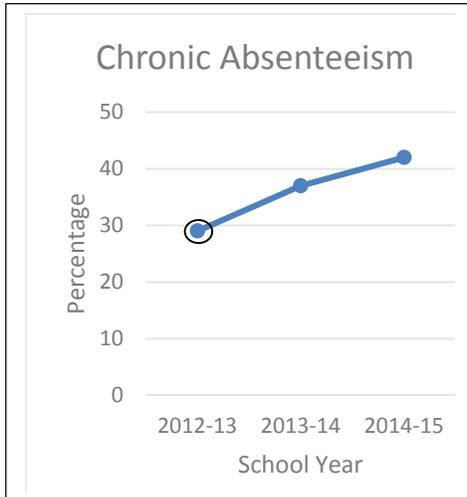
PRIORITIES

Talent	<ul style="list-style-type: none"> • Staff development to design a stronger and more rigorous portfolio system. • Provide long-range professional development calendar and team calendar that aligns and supports the school improvement plan.
Academics	<ul style="list-style-type: none"> • Increase in student performance through a stronger and more rigorous portfolio system as measured by student progress through grade levels. • Ensure school curriculum, performance tasks, and portfolio work aligns with new district mastery standards.
Climate/Culture	<ul style="list-style-type: none"> • Decrease in chronic absenteeism through increased outreach to families. • Retention of ninth grade students through a strengthened ninth grade induction program.
Operations	<ul style="list-style-type: none"> • Institute office reforms to improve school-wide tone, school culture and climate. • Revisit instructional and collaborative time schedules to ensure effective use of time.

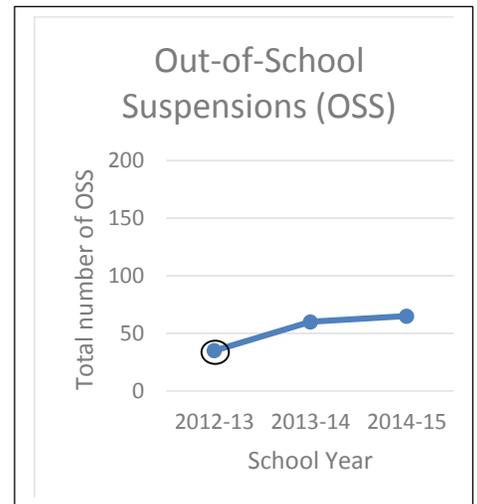
LEADING AND LAGGING INDICATORS OF SCHOOL IMPROVEMENT:



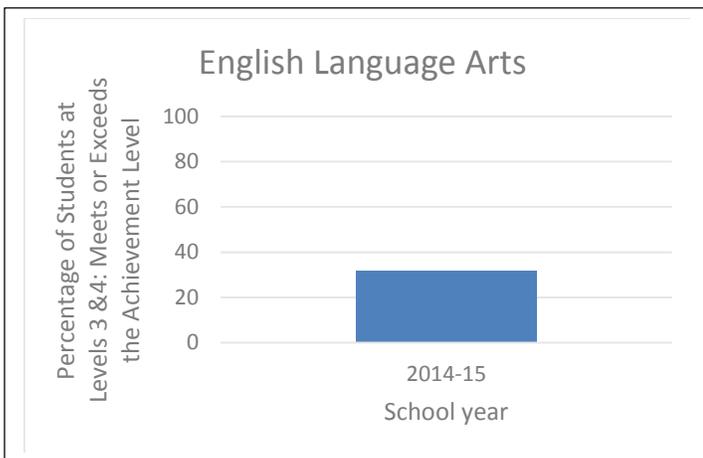
Average daily attendance decreased from 91 percent in 2012-13 to 88 percent in 2014-15.



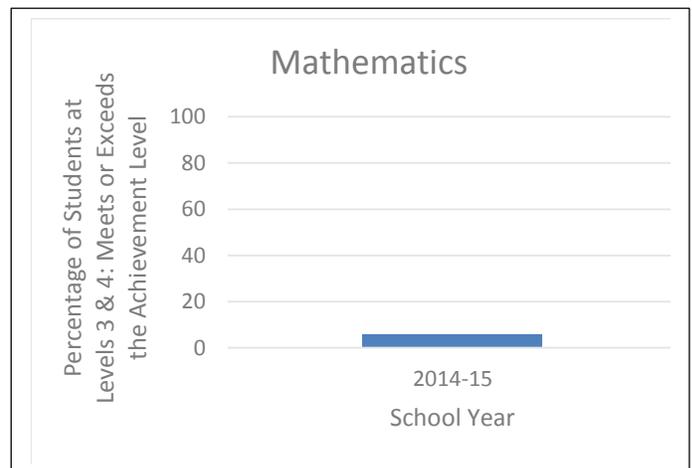
Chronic absenteeism increased from 29 percent in 2012-13 to 41 percent in 2014-15.



OSS increased from 39 in 2012-13 to 61 in 2014-15.



Smarter Balanced Assessment baseline results show 31.7 percent of students met or exceeded the achievement level in English language arts.



Smarter Balanced Assessment baseline results show 5.7 percent of students met or exceeded the achievement level in math.

 Year entered the Commissioner's Network

NEXT STEPS:

- Improve overall staff culture through targeted team building initiatives as measured by staff surveys and staff buy in.
- Strengthen ninth grade induction through expansion of school's existing WILD program—an outdoor/experiential program.
- Write curriculum for Freshman Seminar and Advisory.



COMMISSIONER'S NETWORK FAST FACTS

**THIRMAN MILNER SCHOOL
GRADES K-8
COHORT 1 — ENTERED NETWORK FALL 2012
Hartford Public Schools**

SUCCESS

From 2013-14 to 2014-15, Milner has shown an improvement in student attendance with an increase in average daily student attendance and a reduction in chronic absenteeism. Milner has created positive relationships within the community to support students' and families' social/emotional, and health and wellness needs. With the implementation of a Connecticut Core-aligned curriculum, a true professional learning community has been created for teachers to continuously build teacher capacity and impact student achievement.



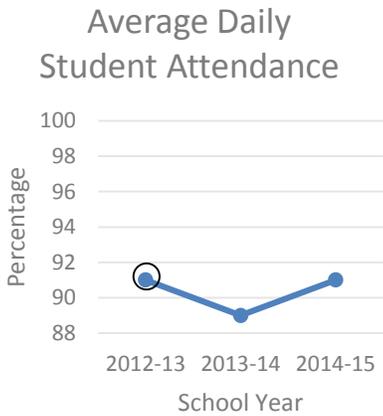
COMMISSIONER'S NETWORK FUNDING

Year 1	Year 2	Year 3	Year 4
\$1,334,692	\$1,305,607	\$1,089,872	\$488,767

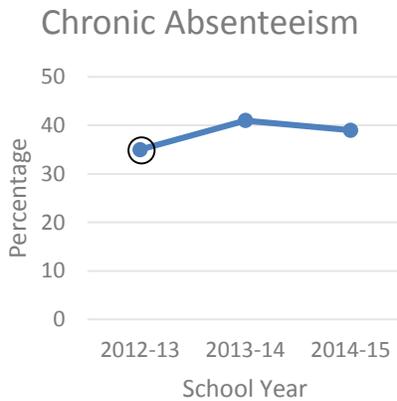
PRIORITIES

Talent	<ul style="list-style-type: none"> Associate principal and curriculum specialists focused on professional development and instructional coaching to build teacher capacity. Literacy How and Expeditionary Learning professional development.
Academics	<ul style="list-style-type: none"> Common Core State Standards aligned curriculum implementation. Implementation of a unified intervention block and use of differentiated intervention materials.
Climate/Culture	<ul style="list-style-type: none"> Attendance task force to increase average daily student attendance and reduce chronic absenteeism. Work of the behavior technicians to support the implementation of positive behavioral intervention supports.
Operations	<ul style="list-style-type: none"> Facility upgrades to foster a safe and effective environment to support student learning. Furniture and technology upgrades to support student safety and learning.

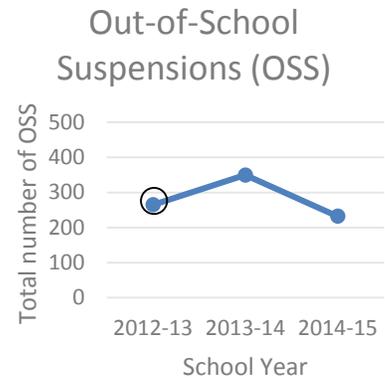
LEADING AND LAGGING INDICATORS OF SCHOOL IMPROVEMENT:



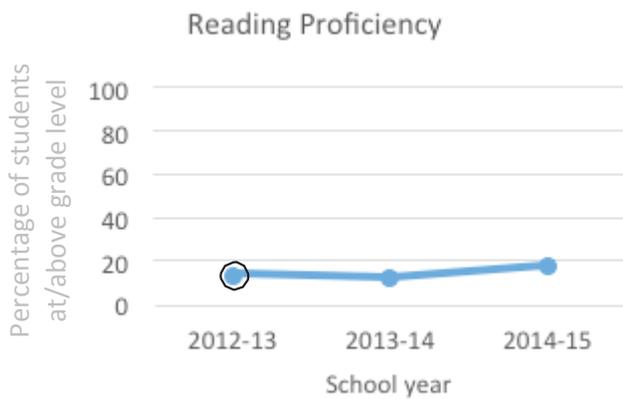
Average daily student attendance increased from 89 percent in 2013-14 to 91 percent in 2014-15.



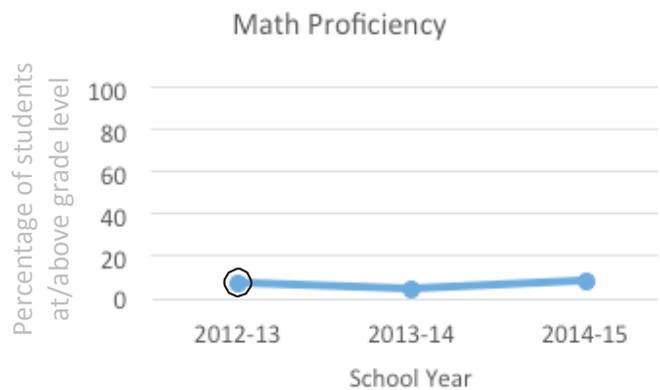
Chronic absenteeism increased from 35 percent in 2012-13 to 39 percent in 2014-15.



OSS decreased from 265 in 2012-13 to 232 in 2014-15.



The percentage of students meeting proficiency in reading has increased from 15 percent in 2012-13 to 19 percent in 2014-15, based on district benchmark assessments.



The percentage of students meeting proficiency in math has increased from 6 percent in 2012-13 to 10 percent in 2014-15, based on district benchmark assessments.

 *Year entered the Commissioner's Network*

NEXT STEPS:

- Refining the protocols and processes for examining student data using the collaborative inquiry process to have a greater impact on student achievement.
- Increasing teacher capacity in math instruction using the Achievement Network, a network that provides a system of supports to teachers and school leaders.
- Joining Hartford Public Schools' Family Friendly Schools Initiative to promote family engagement that supports student achievement.



COMMISSIONER'S NETWORK FAST FACTS

JOHN B. STANTON ELEMENTARY SCHOOL
GRADES K-5
 COHORT 1 — ENTERED NETWORK FALL 2012
 Norwich Public Schools

SUCCESS

Stanton School has created a more stable and positive learning environment for students, families, and staff. Student engagement is high. Students are reading, keeping book logs, and attending curriculum night with their families. Support for striving students has resulted in more positive student behavior. Implementing a shared leadership model has empowered and engaged teachers in daily school operations. Professional development has increased school capacity to promote best practices in teaching and learning.



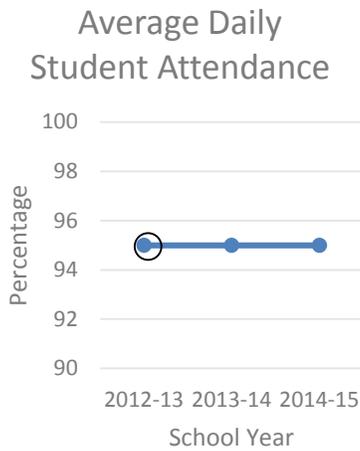
COMMISSIONER'S NETWORK FUNDING

Year 1	Year 2	Year 3	Year 4
\$1,334,692	\$1,005,339	\$899,434	\$400,000

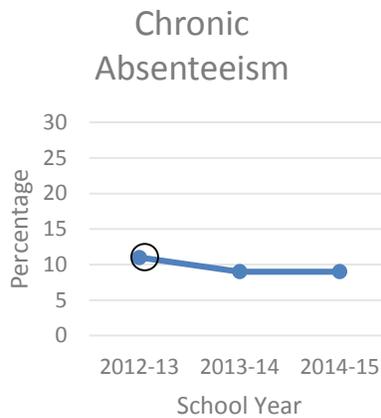
PRIORITIES

Talent	<ul style="list-style-type: none"> Continue Stanton Leadership Team facilitation of shared accountability and decision-making to build capacity and provide support to teachers. Implement a number of incentives to retain highly qualified staff members.
Academics	<ul style="list-style-type: none"> Implement the Norwich Public Schools scientific research based interventions process with fidelity for students. Increase the number of students who are on grade level or who have made at least one-year's growth in math through supports for teachers and students.
Climate/Culture	<ul style="list-style-type: none"> Continue to implement a proactive attendance plan with strategies to improve daily student attendance. Continue to implement Stanton's Positive Behavior Interventions Supports program to promote positive behaviors.
Operations	<ul style="list-style-type: none"> Continue to provide extended instructional learning time by 30 minutes a day for all students in grades K-5. Revise the master schedule to create opportunities for weekly collaborative grade level data team meetings.

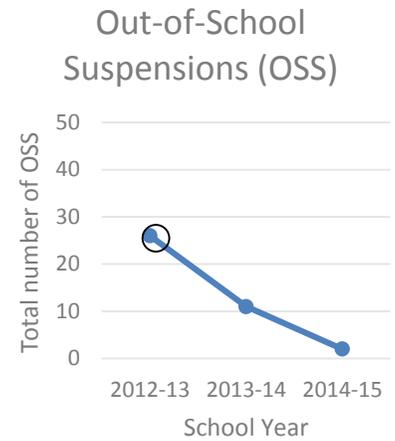
LEADING AND LAGGING INDICATORS OF SCHOOL IMPROVEMENT:



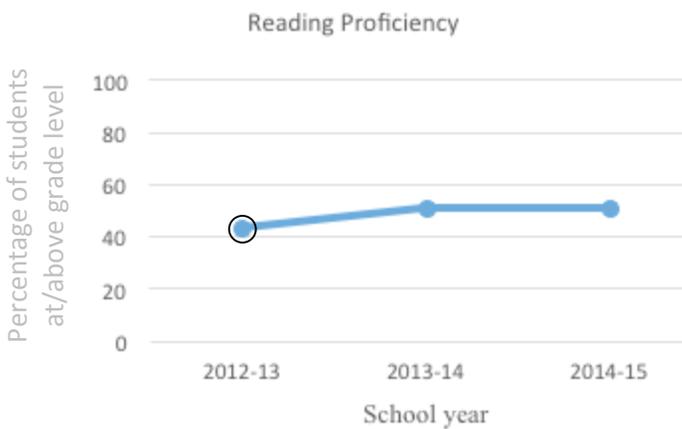
Average daily attendance has remained steady at 95 percent since 2012-13.



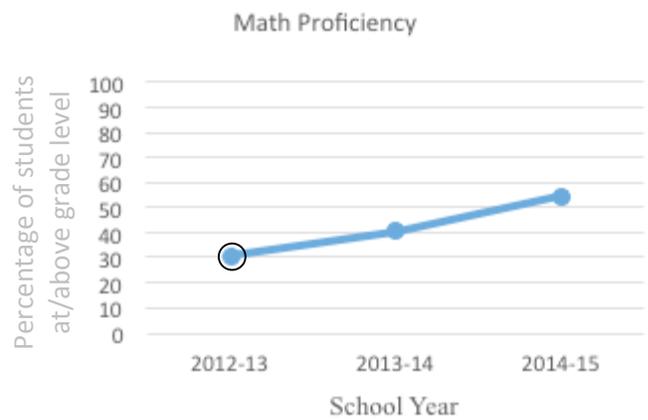
Chronic absenteeism decreased from 11 percent in 2012-13 to 9 percent in 2014-15.



OSS decreased from 26 students in 2012-13 to 3 students in 2014-15.



The percentage of students meeting proficiency in reading has increased from 42 percent in 2012-13 to 51 percent in 2014-15, based on district benchmark assessments.



The percentage of students meeting proficiency in math has increased from 30 percent in 2012-13 to 55 percent in 2014-15, based on district benchmark assessments.

 Year entered the Commissioner's Network

NEXT STEPS:

- Continue the school improvement initiatives that have supported the positive progress at Stanton by promoting family and community engagement, improving attendance, and supporting best practices to increase student achievement.
- Maintain interventionists and paraprofessionals on staff to provide pull-out and push-in support in literacy and math and provide professional development.



COMMISSIONER'S NETWORK FAST FACTS

WALSH ELEMENTARY SCHOOL GRADES K-5

COHORT 2 — ENTERED NETWORK FALL 2013
Waterbury Public Schools

SUCCESS

With a new principal and leadership team since joining the Network, Walsh School has led a substantial school-wide change effort, including the rollout and implementation of the Project CHILD model, affecting the school's schedule, the formation of instructional team "clusters," teacher assignments, pedagogy, and planning time — all with fidelity and strong teacher support. Teachers are using district-adopted curricula aligned to Connecticut Core Standards and have significantly improved structured opportunities to differentiate instruction. Coaching, professional development, and tiered intervention support are showing strong student achievement gains.



Walsh School students proudly representing the SWAG program... "Students Who Achieve Goals"

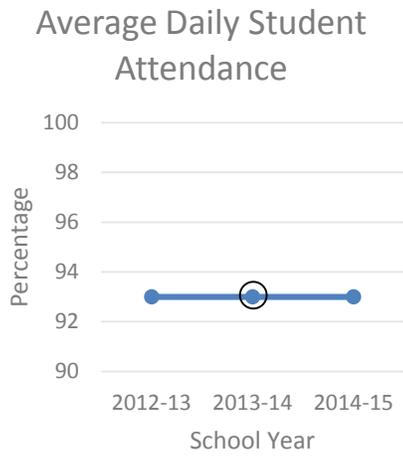
COMMISSIONER'S NETWORK FUNDING

Year 1	Year 2	Year 3
\$470,690	\$785,246	\$624,720

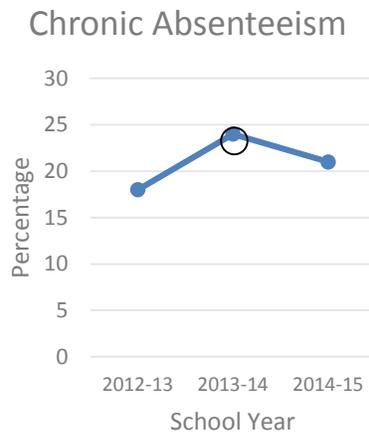
PRIORITIES

Talent	<ul style="list-style-type: none"> Improve teacher effectiveness through professional development focusing on advanced elements of Project Child as well as culture and climate strategies. Efforts to hire and retain qualified building and daily substitutes.
Academics	<ul style="list-style-type: none"> Continue partnership with Project Child with onsite coaching and class modeling. Improve numeracy in all grades through tiered intervention to improve student math performance, comparable to reading gains that have been achieved.
Climate/Culture	<ul style="list-style-type: none"> Continue efforts to reduce suspendable offenses using behavior staff position to facilitate support groups and preventative services. Improve social/emotional health in primary grades through primary mental health play therapy as a school-based early intervention program.
Operations	<ul style="list-style-type: none"> Extended learning time opportunities through after-school and summer school programs, using SRBI intervention, specifically targeting students most at risk. Extended teacher collaboration time to review data and lesson plans.

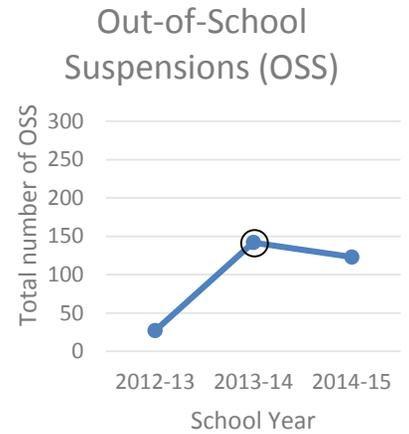
LEADING AND LAGGING INDICATORS OF SCHOOL IMPROVEMENT:



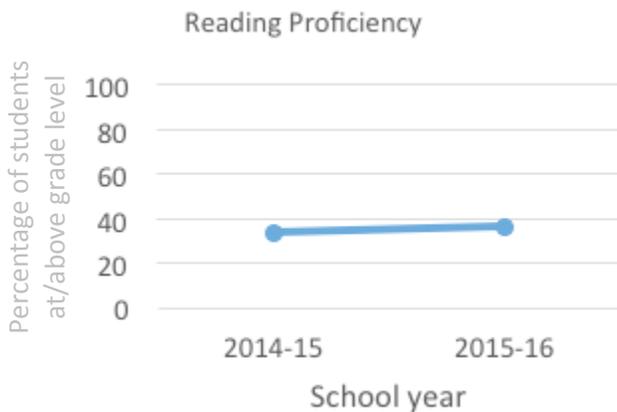
Average daily attendance has remained steady at 93 percent from 2012-13 to 2014-15.



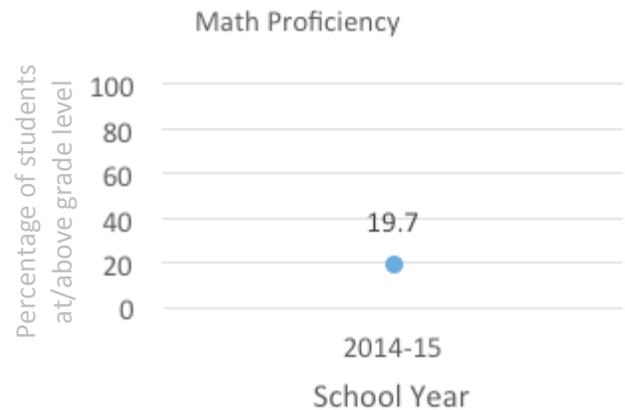
Chronic absenteeism increased from 18 percent in 2012-13 to 21 percent in 2014-15.



OSS increased from 27 in 2012-13 to 123 in 2014-15.



The percentage of students meeting proficiency in reading has increased from 36 percent in 2014-15 to 39 percent in 2015-16, based on district benchmark assessments.



District math assessments have changed; 2014-15 district benchmark assessment data shows a baseline “at/above” proficiency of 19.7 percent.

 Year entered the Commissioner’s Network

NEXT STEPS:

- Improve overall math proficiency through the designated math coach and math interventionist.
- Provide additional supplemental reading support through the Wilson Reading tiered intervention program.
- Drive student-based culture and climate improvements even further through structured play programs, the prevention specialist, and ingraining common expectations.

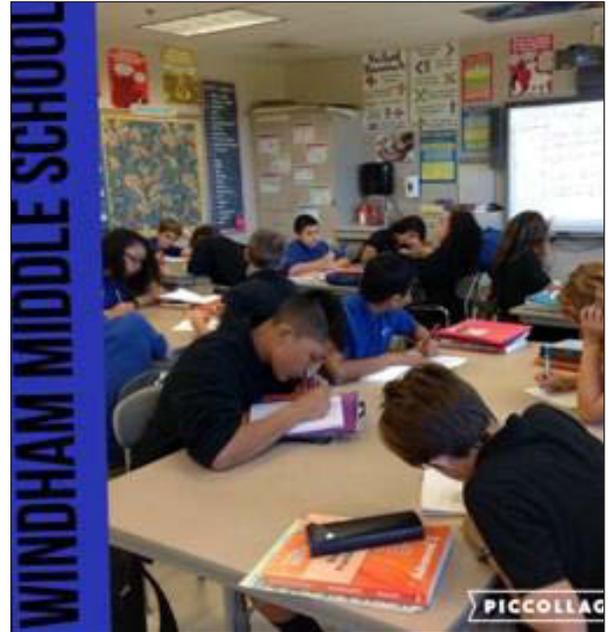


COMMISSIONER'S NETWORK FAST FACTS

WINDHAM MIDDLE SCHOOL
GRADES 6-8
 COHORT 2 — ENTERED NETWORK FALL 2013
 Windham Public Schools

SUCCESS

Windham Middle School has significantly improved its school culture and student performance since joining the Network. Windham Middle School supports district priorities of student achievement, staff capacity, community engagement, and operational efficiency by implementing its Small Learning Community (SLC) model, which focuses on teaming and collaboration to increase school-wide rigor, relevance and relationships. This model lends itself to lower student-teacher ratios, allows for grade level data and student-focused team meetings, collaborative planning, grade-level advisory curriculum, and allows students to make stronger connections with adults.



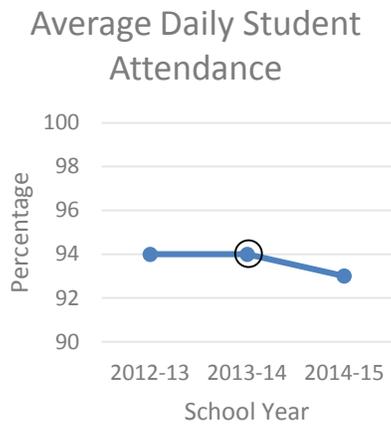
COMMISSIONER'S NETWORK FUNDING

Year 1	Year 2	Year 3
\$500,000	\$891,223	\$587,840

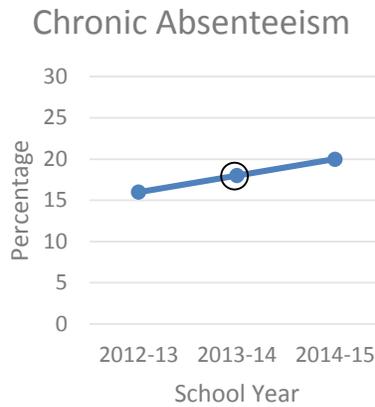
PRIORITIES

Talent	<ul style="list-style-type: none"> • Full implementation of facilitative coaching model, including coaching and learning plan templates. • Recruitment of certified teachers math and reducing teacher turnover.
Academics	<ul style="list-style-type: none"> • Implementation of the Connecticut Core Standards in English language arts (ELA) and math curricula for all grades. • Design of instructional foundations to include content and language objectives, greater student talk time, and differentiated support groupings.
Climate/Culture	<ul style="list-style-type: none"> • Reduction of in-school and out-of-school suspensions, as well as expulsions, and continuing the trend of fewer infraction incidents (down 31 percent in 2015 vs. 2014). • Continuing to shift culture to celebrating successes, shifting adult mindsets to relationship building, and fully utilizing family liaisons and student success plans.
Operations	<ul style="list-style-type: none"> • Improvement of technology infrastructure to increase teacher/student engagement. • Extended learning time impact with an additional period twice per week to provide remedial instruction, enrichment, and support time.

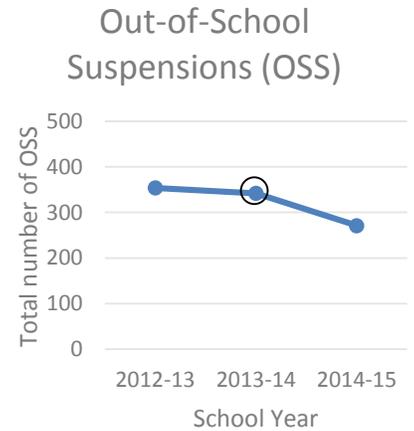
LEADING AND LAGGING INDICATORS OF SCHOOL IMPROVEMENT:



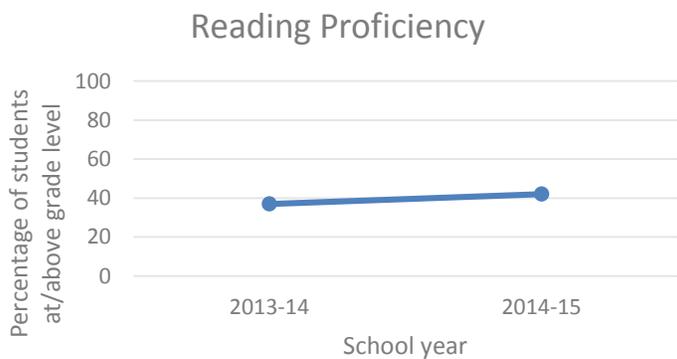
Average daily attendance decreased from 94 percent in 2012-13 to 93 percent in 2014-15.



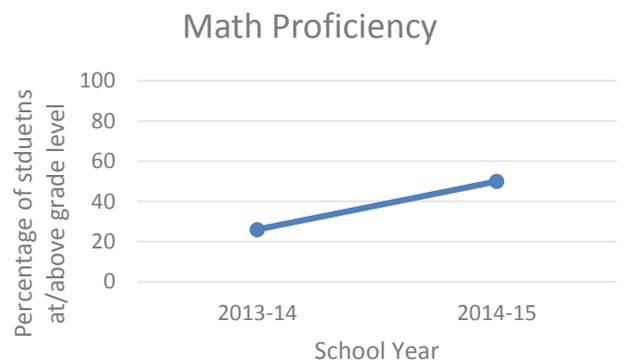
Chronic absenteeism increased from 16 percent in 2012-13 to 20 percent in 2014-15.



OSS decreased from 354 in 2012-13 to 271 in 2014-15.



The percentage of students meeting proficiency in reading has increased from 37 percent in 2013-14 to 42 percent in 2014-15, based on district benchmark assessments.



The percentage of students meeting proficiency in math has increased from 26 percent in 2013-14 to 50 percent in 2014-15, based on district benchmark assessments.

 Year entered the Commissioner's Network

NEXT STEPS:

- Working with teachers on advanced strategies, across disciplines, for improving Tier 1 instruction, curriculum implementation, depth of knowledge and effectiveness.
- Advancing tiered differentiated instruction by fully utilizing assessment information and feedback to enhance teacher coaching, training and data team use.
- Implementing climate surveys with teachers, parents and students to incorporate data and feedback in order to construct programs that increase engagement.

Norwalk Pathways Academy at Briggs, Norwalk

Commissioner's Network 2016-17/ Year 4 Continuation Plan



Commissioner's Network Overview:

The Commissioner's Network is a commitment between local stakeholders and the Connecticut State Department of Education (CSDE) to dramatically improve student achievement in historically low-performing schools. The Network offers new resources and authorities to empower teachers and school leaders to implement research-based strategies in schools selected by the Commissioner. Network schools remain part of their local school districts, but the districts and the CSDE secure school-level flexibility and autonomy for the schools in exchange for heightened accountability. Schools participate in the Network for a period of three to five years. At present, there are 18 schools participating in the Network.

Briggs High School (now renamed as Norwalk Pathways Academy at Briggs) joined the Commissioner's Network as a Cohort 2 school in Fall 2013. Briggs is currently completing its third full year in the Network. This document serves as a report of Briggs's progress to date and a proposed 2016-17/Year 4 continuation plan. The 2016-17 plan places a heavy emphasis on sustainability and continued improvements beyond the grant period.

School Profile:

Norwalk Pathways Academy at Briggs is a Grade 9-12 alternative high school in Norwalk. 70 percent of its students are eligible for free or reduced-price meals. Approximately 51 percent of the students are Hispanic and 28 percent are Black. 22 percent of the students are students with disabilities, and 8 percent are English learners.

Network Progress and Performance:

Briggs High School's original Commissioner's Network Turnaround Plan included core strategies and investments in the areas of talent, academics, culture and climate, and operations. The following presents a summary of Briggs High School's core turnaround strategies.

- Improved student academic outcomes
- Stronger engagement/re-engagement and participation leading to improved attendance and reduced suspensions
- Increase in graduation rate and in students who graduate college and career ready

Over the past three years, Briggs High School has made progress in a variety of areas, creating a more stable and positive learning environment for students, families, and staff. The following accomplishments reflect Briggs High School's progress through participation in the Commissioner's Network.

- Implementation of a blended curriculum and career pathway model, more effectively serving the over-age, under-credited student population
- Improved graduation rates
- Tighter integration with Norwalk's comprehensive high schools for instruction and support

2016-17 Priorities and Budget:

During the 2016-17 school year, Norwalk Pathways Academy at Briggs will continue strategies proven effective over the past three years, and target areas requiring further growth and development. The Year 4 plan prioritizes the following:

Talent:

- Professional development to expand the blended learning and informational text instructional strategies
- Connections with district-wide curriculum and coaching

Academics:

- Expanding the blended learning instructional model to all students
- Improved numeracy skills

Culture and climate:

- Reduction of the significantly high chronic absenteeism rate
- Creation of student internships with community partners

Operations:

- Increased outreach to prospective students who would benefit from the Norwalk Pathways Academy at Briggs model
- Science lab construction with project-based classwork
- Bridging with the district middle and high schools

Crosby High School, Waterbury

Commissioner's Network 2016-17/ Year 4 Continuation Plan



Commissioner's Network Overview:

The Commissioner's Network is a commitment between local stakeholders and the Connecticut State Department of Education (CSDE) to dramatically improve student achievement in historically low-performing schools. The Network offers new resources and authorities to empower teachers and school leaders to implement research-based strategies in schools selected by the Commissioner. Network schools remain part of their local school districts, but the districts and the CSDE secure school-level flexibility and autonomy for the schools in exchange for heightened accountability. Schools participate in the Network for a period of three to five years. At present, there are 18 schools participating in the Network.

Crosby High School joined the Commissioner's Network as a Cohort 2 school in 2013. Crosby High School is currently completing its third full year in the Network. This document serves as a report of Crosby High School's progress to date and a proposed 2016-17/Year 4 continuation plan. The 2016-17 plan places a heavy emphasis on sustainability and continued improvements beyond the grant period.

School Profile:

Crosby High School is a Grade 9 -12 school in Waterbury. One hundred percent of Crosby's students are eligible for free or reduced-price meals. Approximately 52 percent of the students are Hispanic and 29 percent are Black. Twenty-two percent of the students are students with disabilities, and 4 percent are English learners.

Network Progress and Performance:

Crosby High School's original Commissioner's Network Turnaround Plan included core strategies and investments in the areas of talent, academics, culture and climate, and operations. The following presents a summary of Crosby High School's core turnaround strategies.

- Improve school climate, including reduction in chronic absenteeism and school suspensions
- Professional development specific to Positive Behavioral Interventions and Supports (PBIS)
- Establish grade 9 academy and school-wide smaller learning communities for grades 10-12 to improve personalized learning
- Expand dual-enrollment opportunities
- Professional development
- Implementation of project-based learning
- Use of technology integration to improve student engagement
- Development of a College and Career Access Center, staffed by a full-time coordinator
- Participation in Developing Tomorrow's Professionals
- Development of a recuperative program for over-age/under-credited students

Over the past three years, Crosby High School has made progress in a variety of areas, creating a more stable and positive learning environment for students, families, and staff. The following accomplishments reflect Crosby High School's progress through participation in the Commissioner's Network.

- Improvement of graduation rate
- Reduction in chronic absenteeism
- Reduction in the number of incidents of OSS

2016-17 Priorities and Budget:

During the 2016-17 school year, Crosby High School will continue strategies proven effective over the past three years, and target areas requiring further growth and development. The Year 4 plan prioritizes the following:

Talent:

- Continuation of professional development for teachers with a focus on improvement of academic rigor, differentiation, and student engagement
- Development of a systematic approach to instructional leadership using department chairs as instructional coaches
- Professional development for school leadership, including calibration of formal and informal observations and feedback to teachers

Academics:

- Continuation of professional development necessary for successful implementation of rigorous project-based learning in which students are self-directed rather than teacher-directed
- Development of protocols for use by smaller learning community teacher collaboration teams to examine instructional practice and student work, implement effective support strategies, and plan interdisciplinary units of study based on smaller learning community themes
- Professional development and coaching with a focus on development and implementation of classroom protocols to improve use of instructional time

Culture and climate:

- Continuation of efforts to reduce chronic absenteeism, adding additional Tier I supports
- Development of team building strategies within smaller learning communities designed to build relationships between students and staff and to connect students and families to the school and to the smaller learning community
- Continuous improvement of the school's PBIS plan to improve student behavior

Operations:

- Refine the school's schedule to support academic interventions for all students
- Work with the district to improve systems of support to ensure sustainability of efforts beyond the Commissioner's Network

Wilbur Cross High School, New Haven

Commissioner's Network 2016-17/ Year 4 Continuation Plan



Commissioner's Network Overview:

The Commissioner's Network is a commitment between local stakeholders and the Connecticut State Department of Education (CSDE) to dramatically improve student achievement in historically low-performing schools. The Network offers new resources and authorities to empower teachers and school leaders to implement research-based strategies in schools selected by the Commissioner. Network schools remain part of their local school districts, but the districts and the CSDE secure school-level flexibility and autonomy for the schools in exchange for heightened accountability. Schools participate in the Network for a period of three to five years. At present, there are 18 schools participating in the Network.

Wilbur Cross High School joined the Commissioner's Network as a Cohort 2 school in 2013. Wilbur Cross High School is currently completing its third full year in the Network. This document serves as a report of Wilbur Cross High School's progress to date and a proposed 2016-17/Year 4 continuation plan. The 2016-17 plan places a heavy emphasis on sustainability and continued improvements beyond the grant period.

School Profile:

Wilbur Cross High School is a Grade 9 through 12 school in New Haven. Fifty percent are eligible for free or reduced-price meals. Approximately 54 percent of the students are Hispanic and 32 percent are Black. Seventeen percent of the students are students with disabilities, and 20 percent are English learners.

Network Progress and Performance:

Wilbur Cross High School's original Commissioner's Network Turnaround Plan included core strategies and investments in the areas of talent, academics, culture and climate, and operations. The following presents a summary of Wilbur Cross High School's core turnaround strategies.

- Establish school-wide smaller learning communities to improve personalized learning (At initial entry into the Commissioner's Network, Wilbur Cross High School established only one International Academy. In Year 2, the school was asked to plan for school-wide smaller learning communities to be implemented in Year 3.)
- Establish interdisciplinary teams of teachers and regularly scheduled common planning time with implementation of standardized protocols for development of interdisciplinary curriculum; examination of student attendance, behavior and academic data; and alignment of pedagogical strategies and classroom management
- Additional guidance counselor to ensure involvement of students in college and career planning beginning in grade 9; to create connections between students' coursework and post-secondary aspirations; and, to improve interdisciplinary teacher teams
- Development of personalized graduation plans for all students and targeted intervention plans for students in need of intervention
- Strategies to support positive school environment, student behavior, and interpersonal relationships

- Professional development to support academic rigor, differentiation, and student engagement

Over the past three years, Wilbur Cross High School has made progress in a variety of areas, creating a more stable and positive learning environment for students, families, and staff. The following accomplishments reflect Wilbur Cross High School's progress through participation in the Commissioner's Network.

- Improvement of graduation rate
- Reduction in chronic absenteeism
- Reduction in the number of incidents of ISS

2016-17 Priorities and Budget:

During the 2016-17 school year, Wilbur Cross High School will continue strategies proven effective over the past three years, and target areas requiring further growth and development. The Year 4 plan prioritizes the following:

Talent:

- Continuation of professional development for teachers with a focus on improvement of academic rigor, differentiation, and student engagement
- Continuation of professional development focused on sustainable protocols for effective implementation of school-wide smaller learning communities
- Development of a school-wide systematic approach for instructional coaching within and across smaller learning communities

Academics:

- Strengthening the collaboration between regular education and special education resource teachers to ensure modifications stipulated in student individualized education plans are implemented with fidelity
- Regularly scheduled examination of progress toward academic goals through examination of data, review of student work and improvement of feedback to teachers
- Use by smaller learning community teacher collaboration teams of the Tuning Protocol to examine student work and calibrate feedback practices to students
- Prioritizing common planning time during smaller learning community team meetings to address how elective and core courses can provide authentic learning experiences that support the smaller learning community theme

Culture and climate:

- Development and implementation of Tier I attendance strategies
- Improvement of branding designed to connect students and families to the smaller learning community
- Improvement of student access to the school's College and Career Center to improve access for all students
- Improvement of team building strategies focused on connecting students and families to the school and to the smaller learning community

Operations:

- Continuation of wraparound support services to students and families
- Work with the district to improve enrollment projections for 2016-17 and to revise smaller learning community structure to accommodate projected enrollment

James J. Curiale School, Bridgeport

Commissioner's Network 2016-17/ Year 5 Continuation Plan



Commissioner's Network Overview:

The Commissioner's Network is a commitment between local stakeholders and the Connecticut State Department of Education (CSDE) to dramatically improve student achievement in historically low-performing schools. The Network offers new resources and authorities to empower teachers and school leaders to implement research-based strategies in schools selected by the Commissioner. Network schools remain part of their local school districts, but the districts and the CSDE secure school-level flexibility and autonomy for the schools in exchange for heightened accountability. Schools participate in the Network for a period of three to five years. At present, there are 18 schools participating in the Network.

James Curiale School joined the Commissioner's Network as a Cohort 1 school in SY 2012-13. James Curiale School is currently completing its fourth full year in the Network. This document serves as a report of James Curiale's progress to date and a proposed 2016-17/Year 5 continuation plan. The 2016-17 plan places a heavy emphasis on sustainability and continued improvements beyond the grant period.

School Profile:

James Curiale is a Grade K-8 school in Bridgeport, CT, where 100% of the students are eligible for free or reduced-price meals. Approximately 46% of the students are Hispanic and 43% are Black; while 12% are students with disabilities and 16% are English learners.

Network Progress and Performance:

James Curiale's original Commissioner's Network Turnaround Plan included core strategies and investments in the areas of talent, academics, culture and climate, and operations. The following presents a summary of James Curiale's core turnaround strategies.

- Implement a new method to evaluate teacher performance and provide feedback for maintaining skills and identifying areas of professional growth.
- Improve student reading scores through a K-3 literacy initiative that focuses on strengthening the knowledge of teachers in reading and writing.
- Develop relationships with community agencies to create community connections and family involvement so as to involve and train parents to advocate for their children.
- Increase school time through extended school day and school year.

Over the past four years, James Curiale School has made progress in a variety of areas, creating a more stable and positive learning environment for students, families, and staff. The following accomplishments reflect James J. Curiale School's progress through participation in the Commissioner's Network.

- An increase in the professional development resources provided to administrators and teachers.
- An increase in the percentage of students who attend school daily.

2016-17 Priorities and Budget:

During the 2016-17 school year, James J. Curiale School will continue strategies proven effective over the past four years, and target areas requiring further growth and development. The Year 5 plan prioritizes the following:

Talent:

- Improve student ability in math by increasing K-5 teachers' content knowledge. Teachers will attend professional development to prepare for teaching Connecticut Core Standards.
- Improve students' ability in reading by increasing K-3 teachers' core content knowledge. Teachers will receive intense expert literacy coaching to solve problems of practice.
- Focus on literacy interventions for grades K-4. Each interventionist will work with a list of students who are identified as needing Tier II and Tier III support through Aimsweb screening and teacher recommendation.

Academics:

- Provide remediation support to identified students after school.
- Focus on literacy interventions for grades K-4. Each interventionist will work with a list of students who are identified as needing Tier II and Tier III support through Aimsweb screening and teacher recommendation.
- Continue the effort to reduce class size by placing two teachers in classrooms (one classroom and one prep enhancement) to reduce class size and allow for common planning and grade teams. This will allow the school to keep class size to under 25 as written in the original plan.

Culture and Climate:

- Continue enrichment activities. The school's turnaround model is a school-wide enrichment model which the coordinator will maintain for continued student growth.

Operations:

- Continue to work with the Shehan Center After School Program. Middle school students will participate in an after school academic and enrichment program where students will receive help with homework and participate in activities such as swimming, cooking, and photography.

DiLoreto Magnet School, New Britain

Commissioner's Network 2016-17/ Year 4 Continuation Plan



Commissioner's Network Overview:

The Commissioner's Network is a commitment between local stakeholders and the Connecticut State Department of Education (CSDE) to dramatically improve student achievement in historically low-performing schools. The Network offers new resources and authorities to empower teachers and school leaders to implement research-based strategies in schools selected by the Commissioner. Network schools remain part of their local school districts, but the districts and the CSDE secure school-level flexibility and autonomy for the schools in exchange for heightened accountability. Schools participate in the Network for a period of three to five years. At present, there are 18 schools participating in the Network.

DiLoreto Magnet School joined the Commissioner's Network as a Cohort 2 school in 2013. DiLoreto Magnet School is currently completing its third full year in the Network. This document serves as a report of DiLoreto Magnet School's progress to date and a proposed 2016-17/Year 4 continuation plan. The 2016-17 plan places a heavy emphasis on sustainability and continued improvements beyond the grant period.

School Profile:

DiLoreto Magnet School is a Grade PK-8 school in New Britain. Seventy-eight percent of its students are eligible for free or reduced-price meals. Approximately 78 percent of the students are Hispanic and 6 percent are Black. Nine percent of the students are students with disabilities, and 21 percent are English learners.

Network Progress and Performance:

DiLoreto Magnet School's original Commissioner's Network Turnaround Plan included core strategies and investments in the areas of talent, academics, culture and climate, and operations. The following presents a summary of DiLoreto Magnet School's core turnaround strategies.

- Job-embedded and ongoing professional development
- Integration of technology
- Weekly grade-level team meetings with use of data for continuous improvement
- English Language Development and English language enhancement for all students
- Extended school day
- Reduction of student-to-adult ratio in Kindergarten
- Wrap-around support services
- Summer Institute for all students in grades 1-4
- Success mentors for students with chronic absenteeism

Over the past three years, DiLoreto Magnet School has made progress in a variety of areas, creating a more stable and positive learning environment for students, families, and staff. The following accomplishments reflect DiLoreto Magnet School's progress through participation in the Commissioner's Network.

- Improvements in student achievement in both mathematics and reading
- Reduction in the number of incidents of in-school suspensions

2016-17 Priorities and Budget:

During the 2016-17 school year, DiLoreto Magnet School will continue strategies proven effective over the past three years, and target areas requiring further growth and development. The Year 4 plan prioritizes the following:

Talent:

- Job-embedded professional development and coaching
- Communication of mission and goals of the school improvement plan
- Continuous improvement of leadership focused on improvement of instruction

Academics:

- Improvement of academic rigor and differentiation in all classrooms
- Reduced reliance of whole-class instruction in favor of small group instruction to improve student dialogue about learning
- Preparing students with disabilities for transitions from middle to high school

Culture and climate:

- Improve outdoor play areas for students in Grades PreK and Kindergarten
- Reduce chronic absenteeism in Grades PreK and Kindergarten
- Improvement in outreach to families and community

Operations:

- Improvement in use of instructional time
- Continue to seek additional funding sources to improve financial sustainability of reform efforts

Paul Laurence Dunbar School, Bridgeport

Commissioner's Network 2016-17/ Year 4 Continuation Plan



Commissioner's Network Overview:

The Commissioner's Network is a commitment between local stakeholders and the Connecticut State Department of Education (CSDE) to dramatically improve student achievement in historically low-performing schools. The Network offers new resources and authorities to empower teachers and school leaders to implement research-based strategies in schools selected by the Commissioner. Network schools remain part of their local school districts, but the districts and the CSDE secure school-level flexibility and autonomy for the schools in exchange for heightened accountability. Schools participate in the Network for a period of three to five years. At present, there are 18 schools participating in the Network.

Paul L. Dunbar School joined the Commissioner's Network as a Cohort 2 school in SY 2013-14. Dunbar is currently completing its third full year in the Network. This document serves as a report of Paul L. Dunbar's progress to date and a proposed 2016-17/Year 4 continuation plan. The 2016-17 plan places a heavy emphasis on sustainability and continued improvements beyond the grant period.

School Profile:

Paul L. Dunbar is a Grade K-8 school in Bridgeport, CT, where 100% of the students are eligible for free or reduced-price meals. Approximately 47% of the students are Hispanic and 52% are Black; while 10% are students with disabilities and 3% are English learners.

Network Progress and Performance:

Paul L. Dunbar's original Commissioner's Network Turnaround Plan included core strategies and investments in the areas of talent, academics, culture and climate, and operations. The following presents a summary of Paul L. Dunbar's core turnaround strategies.

- Provide teacher training in K-3 literacy that focuses on strengthening teacher knowledge of teaching reading and writing.
- Strengthen students' skills in math and reading through teacher training, focus on core instruction, and ongoing progress monitoring.
- Improve teachers' performance in classroom management which will result in an increase in appropriate student social behaviors and a decrease in office referrals and suspensions.
- Increase the use of technology in the classroom.

Over the past three years, Paul L. Dunbar School has made progress in a variety of areas, creating a more stable and positive learning environment for students, families, and staff. The following accomplishments reflect Paul L. Dunbar School's progress through participation in the Commissioner's Network.

- A decrease in chronic absenteeism.

- An increase in the professional development resources provided to administrators and teachers.
- A decrease in the number of out-of-school suspensions.

2016-17 Priorities and Budget:

During the 2016-17 school year, Paul L. Dunbar School will continue strategies proven effective over the past four years, and target areas requiring further growth and development. The Year 4 plan prioritizes the following:

Talent:

- Provide teachers intensive job-embedded training on Readers and Writers Workshop.
- Train teachers in creating a rigorous classroom environment as measured by the Connecticut Common Core of Teaching Rubric.

Academics:

- Improve students' math proficiency by strengthening the math core instructional block with alignment to Connecticut Core Standards and ongoing district progress monitoring.
- Strengthen the reading core instructional block with teacher training, with alignment to Connecticut Core Standards, and ongoing district progress monitoring.

Culture and climate:

- Provide training to teachers in Positive Behavior Intervention and Supports (PBIS).
- Implement restorative practices to decrease discipline referrals.
- Provide Responsive Classroom training to K-5 teachers.

Operations:

- Provide training to teachers on the integration of technology in classroom instruction.

High School in the Community, New Haven

Commissioner's Network 2016-17/ Year 5 Continuation Plan



Commissioner's Network Overview:

The Commissioner's Network is a commitment between local stakeholders and the Connecticut State Department of Education (CSDE) to dramatically improve student achievement in historically low-performing schools. The Network offers new resources and authorities to empower teachers and school leaders to implement research-based strategies in schools selected by the Commissioner. Network schools remain part of their local school districts, but the districts and the CSDE secure school-level flexibility and autonomy for the schools in exchange for heightened accountability. Schools participate in the Network for a period of three to five years. At present, there are 18 schools participating in the Network.

High School in the Community (HSC) joined the Commissioner's Network as a Cohort 1 school in 2012. HSC is currently completing its fourth full year in the Network. This document serves as a report of HSC's progress to date and a proposed 2016-17/Year 5 continuation plan. The 2016-17 plan places a heavy emphasis on sustainability and continued improvements beyond the grant period.

School Profile:

HSC is a Grade 9-12 school in New Haven. 75 percent of students are eligible for free or reduced-price meals. Approximately 47 percent of the students are Hispanic and 38 percent are Black. 20 percent of the students are students with disabilities, and 8 percent are English learners.

Network Progress and Performance:

HSC's original Commissioner's Network Turnaround Plan included core strategies and investments in the areas of talent, academics, culture and climate, and operations. The following presents a summary of HSC's core turnaround strategies.

- Create a home liaison position to increase communication between school and home and increase parent involvement in school.
- Improve school infrastructure, including upgrades to furniture, computers, and IT system.
- Provide wraparound interventions for students in need of social or emotional supports.
- Extend learning time by 5 hours per week—split between academic support and teacher collaboration time.
- Transition to a mastery based learning system, including design and development of curricula, assessments, instructional and grading practices, and mastery based data systems.

Over the past four years, HSC has made progress in a variety of areas, creating a more stable and positive learning environment for students, families, and staff. The following accomplishments reflect HSC's progress through participation in the Commissioner's Network.

- Developed a new school improvement plan with three overall goals: improve school curriculum, improve school culture and climate, and improve organizational effectiveness.
- Created a long-range professional development calendar that aligns with and supports the school's improvement plan.
- Revised school's discipline policy to become more developmental, positive, and restorative.
- Developed performance tasks that align with new district curricula and integrate school's law and justice mission.
- Strengthened ninth-grade induction through expansion of school's existing WILD program- an outdoor/experiential program.
- Focused intently on helping students successfully transition from grade 9 to grade 10.

2016-17 Priorities and Budget:

During the 2016-17 school year, HSC will continue strategies proven effective over the past four years, and target areas requiring further growth and development. The Year 5 plan prioritizes the following:

Talent:

- Provide more ongoing coaching support for teachers on the instructional shifts that new district standards and the literacy infused project-based learning focus demands.
- Provide leadership development and support for teachers who are ready to take on a leadership role in the school.
- Provide more professional development support for teachers on designing and implementing rigorous project-based learning tasks with a focus on literacy.

Academics:

- Full implementation of senior year Capstone project which implements law and social justice theme with new district graduation standards.
- Collaborate with the district to refine content area standards and use these standards to strengthen the school's portfolio system, increasing opportunities for students to demonstrate mastery of standards in non-traditional ways (i.e., outside of courses).

Culture and Climate:

- Improve student attendance and reduce chronic absenteeism through increased attention to school structures that support positive school culture around these issues.
- Continued focus on support for 9th grade students and advancement to 10th grade, with increased focus on developing a continued system of support for students as they enter 10th grade.
- Improve parent understanding of the mastery-based learning system and streamline how it is reported and communicated to parents and students.
- Focus on new student recruitment efforts and school branding/public messaging based on good press/work of this past year to increase enrollment.

Operations:

- Utilize Network School funding in a more efficient manner to support above initiatives in a sustainable way.

Thirman Milner School, Hartford

Commissioner's Network 2016-17/ Year 5 Continuation Plan



Commissioner's Network Overview:

The Commissioner's Network is a commitment between local stakeholders and the Connecticut State Department of Education (CSDE) to dramatically improve student achievement in historically low-performing schools. The Network offers new resources and authorities to empower teachers and school leaders to implement research-based strategies in schools selected by the Commissioner. Network schools remain part of their local school districts, but the districts and the CSDE secure school-level flexibility and autonomy for the schools in exchange for heightened accountability. Schools participate in the Network for a period of three to five years. At present, there are 16 schools participating in the Network.

Milner School joined the Commissioner's Network as a Cohort I school in 2012. Milner is currently completing its fourth full year in the Network. This document serves as a report of Milner's progress to date and a proposed 2016-17/Year 5 continuation plan. The 2016-17 plan places a heavy emphasis on sustainability and continued improvements beyond the grant period.

School Profile:

Milner is a Grade PK-8 school in Hartford. One hundred percent of students are eligible for free or reduced-price meals. Approximately 45 percent of the students are Hispanic and 52 percent are Black. Seventeen percent of the students are identified as needing special education services, and 20 percent are English learners.

Network Progress and Performance:

Milner's original Commissioner's Network Turnaround Plan included core strategies and investments in the areas of talent, academics, culture and climate, and operations. The following presents a summary of Milner's core turnaround strategies.

- Academic interventionists/Part-time tutors
- Instructional coaching model
- Curriculum specialists
- Professional development-16 early release days
- School climate development-Restorative Practices
- Improving average daily attendance and chronic absenteeism

Over the past four years, Milner has made progress in a variety of areas, creating a more stable and positive learning environment for students, families, and staff. The following accomplishments reflect Milner's progress through participation in the Commissioner's Network.

- Reduction in chronic absenteeism
- Increase in daily average daily student attendance
- Increase in math and ELA proficiency as measured by the NWEA MAP assessment
- Increase in parent survey participation and results

2016-17 Priorities and Budget:

During the 2016-17 school year, Milner will continue strategies proven effective over the past four years, and target areas requiring further growth and development. The Year 5 plan prioritizes the following:

Talent:

- Assistant principal for literacy and professional learning
- Continued focus on the implementation of the district curriculum-ELA, Math, Science and Social Studies
- Leadership opportunities for teachers-mentorship program

Academics:

- Improving reading proficiency as measured by the MAP assessment
- Year 3 Implementation of the district K-8 ELA curriculum
- Expeditionary Learning-integration of the ELA curriculum and common school-wide instructional practices
- Implementation of supplemental Ready Common Core in grades 3-8 for reading and math
- Curriculum development and implementation

Culture and climate:

- PBIS year 3 implementation with token economy
- Attendance recognition ceremonies and incentives
- Focus on adult-student relationships using the Jump Start program
- Staff teambuilding
- Crisis intervention and supports
- Restorative practices

Operations:

- Unified intervention block for ELA and math
- Grades K-8 technology upgrades and implementation

John B. Stanton School, Norwich

Commissioner's Network 2016-17/ Year 5 Continuation Plan



Commissioner's Network Overview:

The Commissioner's Network is a commitment between local stakeholders and the Connecticut State Department of Education (CSDE) to dramatically improve student achievement in historically low-performing schools. The Network offers new resources and authorities to empower teachers and school leaders to implement research-based strategies in schools selected by the Commissioner. Network schools remain part of their local school districts, but the districts and the CSDE secure school-level flexibility and autonomy for the schools in exchange for heightened accountability. Schools participate in the Network for a period of three to five years. At present, there are 18 schools participating in the Network.

John B. Stanton School joined the Commissioner's Network as a Cohort 1 school in SY 2012-13. John B. Stanton School is currently completing its fourth full year in the Network. This document serves as a report of John B. Stanton's progress to date and a proposed 2016-17/Year 5 continuation plan. The 2016-17 plan places a heavy emphasis on sustainability and continued improvements beyond the grant period.

School Profile:

John B. Stanton is a Grade K-5 elementary school in Norwich, CT, where 89% of the students are eligible for free or reduced-price meals. Approximately 40% of the students are Hispanic and 17% are Black; while 13% of the students are student with disabilities and 32% are English learners.

Network Progress and Performance:

John B. Stanton's original Commissioner's Network Turnaround Plan included core strategies and investments in the areas of talent, academics, culture and climate, and operations. The following presents a summary of John B. Stanton's core turnaround strategies.

- Prepare and support teachers to implement new strategies in teaching and classroom management.
- Improve student achievement by encouraging active student learning, flexible grouping, and challenging curriculum.
- Increase the effectiveness and improve the quality of parent engagement.

Over the past four years, John B. Stanton School has made progress in a variety of areas, creating a more stable and positive learning environment for students, families, and staff. The following accomplishments reflect John B. Stanton School's progress through participation in the Commissioner's Network.

- An increase in the percentage of students who are on grade level in reading and in math.
- An increase in the professional development resources provided to administrators and teachers.
- An increase in the percentage of students who attend school daily.
- A decrease in the number of out-of-school suspensions.

2016-17 Priorities and Budget:

During the 2016-17 school year, John B. Stanton School will continue strategies proven effective over the past four years, and target areas requiring further growth and development. The Year 5 plan prioritizes the following:

Talent:

- Provide professional development to build the capacity of Professional Learning Communities.

Academics:

- Provide embedded classroom support for students with disabilities.
- Sustain sufficient language support within its bilingual center by continuing to employ paraeducators with Spanish, Haitian Creole, and Chinese language skills.
- Use highly qualified Interventionists and paraeducators to provide Tier 2 and Tier 3 interventions

Culture and climate:

- Implement a proactive attendance plan with strategies to get students to Stanton "On Time, All Day, Every Day."
- Continue to implement Stanton's Positive Behavior Interventions and Supports (PBIS) Program, implementing incentives such as PBIS rallies, ice cream socials, etc., to promote positive behaviors and ensure consistent approaches to managing inappropriate behaviors.
- Continue to provide outreach and support to engage families in a deep, meaningful, and sustained manner by hosting family events, connecting families with wrap-around services, and encouraging increased parent participation on the PTO and the School Governance Council.

Operations:

- Focus on efficient utilization of funding to support above initiatives in a sustainable way.

Walsh Elementary School, Waterbury

Commissioner's Network 2016-17/ Year 4 Continuation Plan



Commissioner's Network Overview:

The Commissioner's Network is a commitment between local stakeholders and the Connecticut State Department of Education (CSDE) to dramatically improve student achievement in historically low-performing schools. The Network offers new resources and authorities to empower teachers and school leaders to implement research-based strategies in schools selected by the Commissioner. Network schools remain part of their local school districts, but the districts and the CSDE secure school-level flexibility and autonomy for the schools in exchange for heightened accountability. Schools participate in the Network for a period of three to five years. At present, there are 18 schools participating in the Network.

Walsh School joined the Commissioner's Network as a Cohort 2 school in Fall 2013 and is currently completing its third full year in the Network. This document serves as a report of Walsh's progress to date and a proposed 2016-17/Year 4 continuation plan. The 2016-17 plan places a heavy emphasis on sustainability and continued improvements beyond the grant period.

School Profile:

Walsh Elementary is a Grade K-5 school in Waterbury. 89 percent of its students are eligible for free or reduced-price meals. Approximately 62 percent of the students are Hispanic and 30 percent are Black. 12 percent of the students are students with disabilities, and 16 percent are English learners.

Network Progress and Performance:

Walsh's original Commissioner's Network Turnaround Plan included core strategies and investments in the areas of talent, academics, culture and climate, and operations. The following presents a summary of Walsh's core turnaround strategies.

- Increase reading proficiency
- Increase math proficiency
- Improve school climate and culture

Over the past three years, Walsh has made progress in a variety of areas, creating a more stable and positive learning environment for students, families, and staff. The following accomplishments reflect Walsh's progress through participation in the Commissioner's Network.

- Significant schoolwide change effort including the rollout and implementation of the Project Child model.
- Stronger instruction through implementation of instructional team clusters who stay with students for three years, a balanced mix of teaching methodologies, tiered intervention support, and strong professional development including job-embedded coaching.

- Dramatic improvements to schoolwide climate, environment, adult interaction and student conduct.

2016-17 Priorities and Budget:

During the 2016-17 school year, Walsh will continue strategies proven effective over the past three years, and target areas requiring further growth and development. The Year 4 plan prioritizes the following:

Talent:

- Sustainability and teacher effectiveness through advanced elements of the Project Child model
- Recruitment and retention of building and daily substitutes

Academics:

- Numeracy support and tiered math intervention in all grades
- Additional supplemental reading support through tiered intervention
- Targeted science instruction in all grade levels
- Project Child continuation and internal capacity-building

Culture and climate:

- Continue to improve school climate and reduce suspensions using behavior staff to facilitate support and preventative services
- Improvement of social and emotional health in primary grades through primary mental health play therapy as a school-based early intervention program

Operations:

- Extended instruction via the afterschool and summer programs
- Extended teacher collaboration time to plan and review data and student-specific plans

Windham Middle School, Windham

Commissioner's Network 2016-17/ Year 4 Continuation Plan



Commissioner's Network Overview:

The Commissioner's Network is a commitment between local stakeholders and the Connecticut State Department of Education (CSDE) to dramatically improve student achievement in historically low-performing schools. The Network offers new resources and authorities to empower teachers and school leaders to implement research-based strategies in schools selected by the Commissioner. Network schools remain part of their local school districts, but the districts and the CSDE secure school-level flexibility and autonomy for the schools in exchange for heightened accountability. Schools participate in the Network for a period of three to five years. At present, there are 18 schools participating in the Network.

Windham Middle School joined the Commissioner's Network as a Cohort 2 school in Fall 2013 and is currently completing its third full year in the Network. This document serves as a report of Windham Middle School's progress to date and a proposed 2016-17/Year 4 continuation plan. The 2016-17 plan places a heavy emphasis on sustainability and continued improvements beyond the grant period.

School Profile:

Windham Middle School is a Grade 6-8 school in Windham. 88 percent of its students are eligible for free or reduced-price meals. Approximately 74 percent of the students are Hispanic and 4 percent are Black. 20 percent of the students are students with disabilities, and 27 percent are English learners.

Network Progress and Performance:

Windham Middle School's original Commissioner's Network Turnaround Plan included core strategies and investments in the areas of talent, academics, culture and climate, and operations. The following presents a summary of Windham Middle School's core turnaround strategies.

- Improve academic achievement in math, reading, writing, and science
- Improve school climate and culture in order to maximize learning
- Improve teacher and leader quality and retention

Over the past three years, Windham Middle School has made progress in a variety of areas, creating a more stable and positive learning environment for students, families, and staff. The following accomplishments reflect Windham Middle School's progress through participation in the Commissioner's Network.

- Implementation of Small Learning Community (SLC) model, focusing on teaming and collaboration to improve schoolwide rigor, relevance and relationships
- Significant improvement in school culture

2016-17 Priorities and Budget:

During the 2016-17 school year, Windham Middle School will continue strategies proven effective over the past three years, and target areas requiring further growth and development. The Year 4 plan prioritizes the following:

Talent:

- Full implementation of facilitative coaching model
- Recruitment of certified teachers in EL and math
- Reduced teacher turnover

Academics:

- Advanced strategies for improving Tier 1 instruction, curriculum implementation, depth of knowledge and effectiveness
- Advancing tiered instruction fully utilizing assessments, coaching, training, and data teams

Culture and climate:

- Reduced in-school and out-of-school suspensions, and fewer infraction incidents
- Climate survey implementation and development of programs to increase engagement

Operations:

- Improved technology infrastructure
- Extended learning time impact for remediation, enrichment, and student support