

## VII.B.1

CONNECTICUT STATE BOARD OF EDUCATION  
Hartford

**TO BE PROPOSED:**

May 7, 2014

**RESOLVED**, That the State Board of Education, pursuant to Section 10-223h of the Connecticut General Statutes, adopts and approves the Turnaround Plan for Lincoln-Bassett School in New Haven for the Commissioner's Network, subject to the conditions noted in the Commissioner's May 7, 2014, memorandum to the State Board of Education, 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 seventh day of May, Two Thousand Fourteen.

Signed: \_\_\_\_\_  
Stefan Pryor, Secretary  
State Board of Education

**CONNECTICUT STATE BOARD OF EDUCATION  
Hartford**

**TO:** State Board of Education  
**FROM:** Stefan Pryor, Commissioner of Education  
**DATE:** May 7, 2014  
**SUBJECT:** Commissioner's Network Turnaround Plan: Lincoln-Bassett School, New Haven

**Introduction**

Section 10-223h of the Connecticut General Statutes (C.G.S.) establishes the Commissioner's Network to provide new resources and flexibilities to improve student achievement in a subset of the state's lowest-performing schools. The Network represents a commitment between local stakeholders and the Connecticut State Department of Education (CSDE) to empower teachers and leaders to implement research-based strategies in schools selected by the Commissioner to participate in the Network for a period of three to five years. Network schools remain part of their local school districts; the districts and the CSDE secure school-level autonomy for the schools in exchange for heightened accountability.

Successful school redesign requires flexible policy conditions and targeted investments in high-yield reform strategies. There is a demonstrated need for support, financial and otherwise, to fully implement the Turnaround Plan for Lincoln-Bassett School. This will require efforts at the state and local levels to secure conditions that are conducive to scalable and sustainable reform.

**Background**

C.G.S. § 10-223h(a) permits the Commissioner to select up to 25 schools for participation in the Network by July 1, 2014. Four "Cohort I" schools are completing their second year of participation in the Network: Curiale School, Bridgeport; High School in the Community, New Haven; Milner School, Hartford; and Stanton School, Norwich. Seven "Cohort II" schools are completing their first year of participation in the Network: Briggs High School, Norwalk; Crosby High School, Waterbury; DiLoreto Magnet School, New Britain; Dunbar School, Bridgeport; Walsh School, Waterbury; Wilbur Cross High School, New Haven; and Windham Middle School, Windham.

On December 9, 2013, the CSDE received an *Expression of Interest Form* from New Haven Public Schools volunteering Lincoln-Bassett School for participation in the Network. On December 23, 2013, the Commissioner initially selected Lincoln-Bassett for possible

participation in the Network based on the following factors: (a) the district's expression of interest; (b) the district's experience in school reform; and (c) the academic and developmental needs of the school's students and the capacity of the district to address those needs. Following initial selection, the New Haven Board of Education and the New Haven Federation of Teachers appointed members to serve on the school's Turnaround Committee, and the CSDE conducted an Operations and Instructional Audit. The Turnaround Committee developed the Turnaround Plan for Lincoln-Bassett in accordance with C.G.S. § 10-223h(d). On April 28, 2014, the Turnaround Committee reached consensus on the Turnaround Plan by a unanimous vote in favor of the plan.

### **Turnaround Plan for Lincoln-Bassett School**

Lincoln-Bassett's Turnaround Plan is designed first and foremost to improve student achievement. Understanding that teachers and leaders are among the single largest school-based factors impacting student learning and success, the plan adopts specific strategies to identify, develop, evaluate, and retain excellent teachers and leaders. The plan also calls for the restructuring of the school leadership team to enable the principal to function as a "leader of leaders" based on a distributed leadership model. Academically, the plan places a strong emphasis on developing students' literacy, with a special focus on Grades K-2, and on building a robust upper elementary academic program.

Through the redesign process, Lincoln-Bassett will become an anchor for neighborhood revitalization and educational excellence. The plan identifies, integrates, and seeks to address the academic and nonacademic factors that impact student achievement and success. As such, the plan intends for Lincoln-Bassett to offer before-school programming (7:00 to 8:30 AM) and afterschool programming (3:00 to 6:00 PM) five days per week. New Haven Public Schools will engage in performance-based partnerships with organizations able to provide such programming for Lincoln-Bassett's students and families.

The following strategies speak to the transformative nature of the Lincoln-Bassett Turnaround Plan:

#### *Talent:*

- Initial staffing and strategic hiring process;
- High-quality and school-specific professional development;
- Additional collaborative planning time four days per week;
- Teacher leadership opportunities;
- Job-embedded coaching support aligned to teacher needs and school goals;
- Fair, consistent, and consequential implementation of TEVAL and PEVAL; and
- Annual staffing processes based on student needs and school goals.

#### *Academics:*

- Focus on early literacy;
- Additional classrooms, including the expansion of Pre-Kindergarten programming;
- Robust advisory program for Grade 5-6 students;

- Class size caps to promote personalized and relevant instruction;
- Quarterly report card conferences and monthly student progress reports; and
- Mandatory summer school program for off-track students.

*Culture and Climate:*

- New Director of School Operations;
- New Dean of Students;
- Focus on attendance and chronic absenteeism;
- Implementation of PBIS with fidelity;
- Before- and afterschool programming available 5 days per week;
- A deeper partnership with the school-based community health clinic;
- Re-establish the Comer School Development Program; and
- New School Resource Officer.

*Operations:*

- Up to 5 additional hours per day for students in before- and afterschool programming;
- Extended teacher day with additional time for professional learning communities and professional development;
- Improvements to student enrollment and placement processes; and
- District commitments to the school and its stakeholders.

Regarding the allocation of funding, the CSDE shall make a determination following the Turnaround Plan's approval. CSDE staff will consult with district leadership and the Turnaround Committee to prioritize expenditures identified through the planning process. Through this budgeting process, New Haven Public Schools will work to evaluate and repurpose existing funding streams, e.g., local, federal, and grants, to support Network reform efforts and foster long-term sustainability. Funding for Lincoln-Bassett is contingent upon the availability of funds and will be based on the transformative nature of the Turnaround Plan, as well as the size of the school.

Lincoln-Bassett will benefit from increased flexibility and additional resources in exchange for heightened accountability. Over the course of the school's participation in the Network, the Commissioner and/or members of the CSDE Turnaround Office will review: (a) school progress relative to implementation of the Turnaround Plan and annual plan amendments; and (b) school performance relative to identified goals and leading and lagging performance metrics. Lincoln-Bassett will participate in periodic monitoring sessions, including biweekly school and classroom walkthroughs, quarterly progress monitoring, quarterly NetStat data sessions, and periodic school audits. Also, the CSDE will provide ongoing support and technical assistance to support Lincoln-Bassett through site visits, targeted support based on the Turnaround Plan, and collaboration with Network-wide partners.

### Recommendation with Conditions

The Commissioner recommends approval of the Turnaround Plan for Lincoln-Bassett School for the Network subject to the following conditions:

1. By May 16, 2014, New Haven Public Schools and the New Haven Federation of Teachers shall provide a letter documenting their agreement to the negotiated work rules for teachers participating in the redesign process at Lincoln-Bassett.
2. By May 16, 2014, New Haven Public Schools and the School Administrators Association of New Haven shall provide a letter documenting their agreement to the negotiated work rules for school leaders participating in the redesign process at Lincoln-Bassett.
3. By June 1, 2014, New Haven Public Schools shall provide a letter documenting their agreement to the negotiated expectations of central office staff support in the redesign process at Lincoln-Bassett.
4. By June 15, 2014, New Haven Public Schools shall fully execute a performance-based contract with the Connecticut Center for Arts and Technology, after receiving approval from the Commissioner, for the services outlined and described in the Turnaround Plan.
5. By August 15, 2014, New Haven Public Schools shall fully execute the initial school re-staffing process as described in the Turnaround Plan and the associated work rules, and shall fill all school-based vacancies through a process of competency-based hiring requiring mutual consent between the candidate and the school leader.
6. The Superintendent or his designee, on behalf of the Lincoln-Bassett Turnaround Committee, shall submit plan amendments to the CSDE Turnaround Office on an annual basis in the spring, following school audits, detailing proposed strategies, budget requests, and implementation timelines for the following school year. The Commissioner or his designee may reconvene the Turnaround Committee to consider annual plan amendments, as appropriate and necessary. If the Turnaround Committee does not enact plan amendments or the amendments are unlikely to result in sufficient progress or adequately address implementation concerns, the Commissioner may take appropriate actions to ensure sufficient progress at Lincoln-Bassett, including, but not limited to, developing a revised Turnaround Plan and/or exercising any and all authorities prescribed in C.G.S. § 10-223h.
7. Lincoln-Bassett shall comply with all fiscal and programmatic reviews, provide any information requested by the CSDE in a timely manner, and report progress against goals and metrics in the format and frequency established by the CSDE.

The deadlines contained in each condition may be subject to revision by the Commissioner.


**Materials**

Please see enclosed:

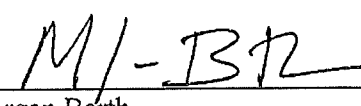
1. Lincoln-Bassett School Audit Report resulting from the Operations and Instructional Audit conducted on January 23, 2014.
2. Turnaround Plan developed and agreed to by the Turnaround Committee.
3. Transformation Work Rules for Teachers developed and agreed to by the Turnaround Committee and the New Haven Federation of Teachers.
4. Transformation Work Rules for School Leaders developed and agreed to by the Turnaround Committee and the School Administrators Association of New Haven.
5. Central Office Staff Expectations developed and agreed to by the Turnaround Committee.

---

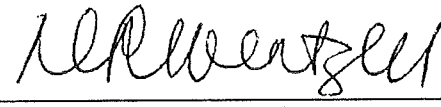
Prepared by:

  
Andrew Ferguson  
Turnaround Analyst, Turnaround Office

Reviewed by:

  
Morgan Barth  
Division Director, Turnaround Office

Approved by:

  
Dr. Dianna Roberge-Wentzell  
Chief Academic Officer

# **The Commissioner's Network**

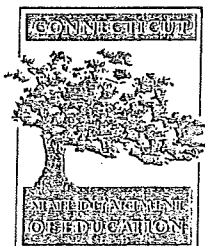
## **PK-6 Turnaround Plan Application**

### **2014 – 2015**

**Lincoln-Bassett School, New Haven Public Schools**

Section 10-223h of the Connecticut General Statutes

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









## PART I: COMMISSIONER'S NETWORK OVERVIEW

### A. Network Overview

The Commissioner's Network (the Network) is a commitment between local stakeholders and the Connecticut State Department of Education (CSDE) to dramatically improve student achievement in up to 25 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 11 schools participating in the Network.

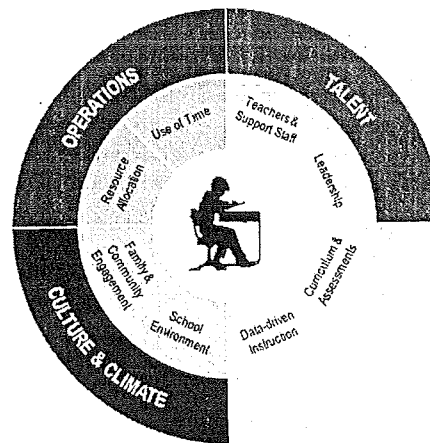
Pursuant to C.G.S. § 10-223h(a), on or before July 1, 2014, the Commissioner may select a school that has been classified as a category four or five school, as described in C.G.S. § 10-223e, to participate in the Network. The Commissioner shall give preference for selection to schools: (a) that volunteer to participate in the Network, provided the local board of education and the representatives of the exclusive bargaining unit for certified employees mutually agree to participate in the Network; (b) in which an existing collective bargaining agreement between the local board of education and the representatives of the exclusive bargaining unit for certified employees will have expired for the school year in which a Turnaround Plan will be implemented; or (c) that are located in school districts that (A) have experience in school turnaround reform, or (B) previously received a school improvement grant pursuant to Section 1003(g) of Title I of the Elementary and Secondary Education Act, 20 U.S.C. 6301, et seq. The Commissioner shall not select more than two schools from a single school district in a single school year and shall not select more than four schools in total from a single district.

After the Commissioner initially selects a school to participate in the Commissioner's Network, the local board of education shall establish a Turnaround Committee pursuant to C.G.S. § 10-223h(b). Following the establishment of the Turnaround Committee, the CSDE shall conduct, in consultation with the local board of education, the School Governance Council, and the Turnaround Committee, an operations and instructional audit of the school in accordance with C.G.S. § 10-223h(c). Once the audit is performed, the Turnaround Committee shall develop a Turnaround Plan for the school by completing this application. As stated in C.G.S. § 10-223h(d), if the Turnaround Committee does not develop a Turnaround Plan, or if the Commissioner determines that a Turnaround Plan developed by the Turnaround Committee is deficient, the Commissioner may develop a Turnaround Plan for the school.

### B. Turnaround Plan and Framework

The Turnaround Committee, in consultation with the School Governance Council, shall develop the Turnaround Plan in accordance with C.G.S. § 10-223h(d) and the guidelines issued by the Commissioner. Accordingly, the Turnaround Plan will:

1. Provide a rigorous needs analysis informed by the operations and instructional audit.
2. Identify an evidence-based turnaround model, aligned to school needs and growth areas.
3. Provide robust strategies to secure, support, develop, evaluate, and retain top talent.





4. Summarize the school's academic model, including curricula, assessments, and data-driven instruction.
5. Outline a comprehensive approach to build a positive school culture and climate.
6. Develop operational structures to effectively utilize time and resources.

Pursuant to C.G.S. § 10-223h(d), the Turnaround Plan may include proposals changing the hours and schedules of teachers and administrators at the school, the length and schedule of the school day, the length and calendar of the school year, the amount of time teachers shall be present in the school beyond the regular school day, and the hiring or reassignment of teachers or administrators at the school. If provisions of the Turnaround Plan alter the collective bargaining agreements applicable to the administrators and teachers employed by the local board of education, the local board of education and the exclusive bargaining unit for the affected certified employees shall negotiate concerning such provisions in accordance with C.G.S. § 10-153s.

The State Board of Education (SBE) must approve the Turnaround Plan before the school may implement it. Once the Turnaround Plan is approved, Network school leaders will work with the CSDE Turnaround Office, and/or other partners, to operationalize the Turnaround Plan by planning and designing tools, systems, and/or policies including, but not limited to:

1. School bell schedule.
2. School calendar.
3. Annual assessment calendar.
4. Staff evaluation schedule.
5. Professional development calendar.
6. SRBI processes and protocols.
7. School organizational chart.
8. Curricular materials (e.g., lesson plan template, unit plans, pacing guides).
9. School budget.
10. Discipline policy.
11. Calendar of family and community engagement opportunities.



## PART II: COMMISSIONER'S NETWORK TURNAROUND PLAN

### Section 1: Cover Page

Name of School District:	New Haven Public Schools		
Name of School:	Lincoln-Bassett School		
Turnaround Committee Chairperson: <sup>1</sup>	Mendi Blue		
Phone # of Chairperson:	203-946-7151		
E-mail of Chairperson:	<a href="mailto:mblue@newhavenct.net">mblue@newhavenct.net</a>		
Address of Chairperson:	Street Address:	165 Church Street	
	City:	New Haven	Zip Code: 06510
Name of School Board Chairperson:	Dr. Carlos Torre		
Signature of School Board Chairperson: <sup>2</sup>		Date:	
Name of Superintendent:	Garth Harries		
Signature of Superintendent:		Date:	

<sup>1</sup> Pursuant to C.G.S. § 10-223h(b)(1), the superintendent, or his or her designee, shall serve as the chairperson of the Turnaround Committee.

<sup>2</sup> By signing this cover page, the chairperson of the local board of education affirms that the board has established the Turnaround Committee in accordance with C.G.S. § 10-223h(b), and that the superintendent has informed the board of the content of the Turnaround Plan.



## Section 2: Turnaround Model

### 2.1. NEEDS AND ROOT CAUSE ANALYSIS

**Instructions:** Using the spaces provided, please identify the school’s greatest strengths and growth areas based on the results of the operations and instructional audit. Provide specific data points to support the analysis and include root causes for each of the identified growth areas.

Summarize the school’s greatest strengths as identified in the operations and instructional audit:

**Talent:** Some of Lincoln-Bassett’s faculty and staff demonstrate commitment to the school and advancing student achievement. Some teachers have assumed additional responsibilities in the school to support improvement efforts. With school-based literacy and math coaches, Lincoln-Bassett has the opportunity to improve the quality of instruction. Some teachers are receptive to and appreciative of instructional coaching delivered through grade-level meetings and embedded support. Staff members represent diversity through different professional backgrounds, experiences, and demographics; however, there are only six minority teachers on staff. Lincoln-Bassett welcomed a new school principal in fall 2013; the new principal expresses the strong, urgent desire to improve student achievement.

**Academics:** Lincoln-Bassett is in the process of adopting curricula aligned to the Common Core State Standards (CCSS), though there are issues around fidelity in implementation at the school. New Haven Public Schools (NHPS) has a well-defined plan to support the rollout and adoption of Common Core-aligned curricula and assessments. Teachers and leaders describe the curricula as providing a clearer roadmap for instruction. There is a growing focus on literacy through classroom libraries and listening centers.

**Culture and Climate:** Lincoln-Bassett has created a familial and stable school environment. The school facility and staff are generally welcoming to students, families, and community members. The principal effectively engages parents and community partners through targeted outreach. As a result, parents are supportive of school leadership. Lincoln-Bassett offers a number of parent activities, such as Saturday Workshops. Some faculty and staff make an effort to maintain a bright and clean learning environment. Classrooms and hallway bulletin boards display student work and positive messaging. Lincoln Bassett’s Boost! partnerships serve students and families. Lincoln-Bassett benefits from having a community health clinic operating at the school site. The clinic supports wraparound services targeting students’ health and wellness needs. There is strong support for the school to become an anchor in the neighborhood.

**Operations:** School arrival and dismissal procedures are improving, which creates a more orderly and routinized school environment. The school’s security guard promotes safety on school grounds. Lincoln-Bassett has expanded classroom libraries, increasing students’ access to books and instructional materials.

Summarize and provide a root cause analysis for the school’s most significant growth areas as identified in the operations and instructional audit:

Growth Areas:	Root Causes:
<b>Talent:</b>	
<b>Leadership and Change Management:</b> Lincoln-Bassett	<ul style="list-style-type: none"> <li>• A divide among the faculty creates tension and prevents school-wide reform from taking place.</li> </ul>



Growth Areas:	Root Causes:
lacks shared urgency and a comprehensive approach to dramatically improving student achievement.	<ul style="list-style-type: none"> <li>• The school lacks a coherent plan and set of strategic priorities necessary to improve achievement levels in a targeted manner.</li> <li>• Some staff members have a fixed versus growth mindset, which impedes student and adult effectiveness.</li> </ul>
<b>Educator Evaluation:</b> Implementation of the TEVAL system appears to have been uneven and lacking in fidelity to the model.	<ul style="list-style-type: none"> <li>• The school's evaluation process may have lacked formality and consistency in previous years.</li> <li>• There is a mismatch between teacher evaluations and student outcomes at the school, which suggests inconsistent implementation of teacher evaluations over the last three years.</li> </ul>
<b>Staff Attendance:</b> Staff attendance and on-time arrival are relatively low.	<ul style="list-style-type: none"> <li>• Some staff members may lack adequate commitment and/or motivation; the faculty lacks cohesiveness.</li> <li>• Staff members may not fully understand the importance and impact of daily attendance and on-time arrival.</li> <li>• The district has not historically collected staff attendance data, which has made administrator follow-up challenging in the past.</li> <li>• The district and school may not set high expectations for teacher attendance, and hold adults accountable.</li> <li>• Several teachers are chronically absent.</li> </ul>
<b>Recruitment and Retention:</b> The school and district lack adequate systems to recruit and retain top talent.	<ul style="list-style-type: none"> <li>• As a Tier III non-magnet school, Lincoln-Bassett is difficult to staff, making targeted recruitment critically important.</li> <li>• The school lacks a formal plan to recruit and retain talented staff.</li> <li>• Lincoln-Bassett lacks professional incentives to attract top talent.</li> <li>• The school's current and historic performance level may deter strong candidates from considering job opportunities at Lincoln-Bassett.</li> <li>• The school has frequent incidents of poor student behavior.</li> </ul>
<b>Academics:</b>	
<b>Differentiation:</b> Classroom instruction is generally one-size-fits-all.	<ul style="list-style-type: none"> <li>• Teachers struggle with differentiation, including how to appropriately diagnose and respond to students' needs.</li> <li>• Teachers lack sufficient ongoing and job-embedded professional development focusing specifically on how to differentiate instruction to meet individual learning needs and styles.</li> <li>• More students require Tier II and III instruction because Tier I instruction is weak.</li> <li>• Math and literacy instruction is a particular need area; teachers may lack necessary content knowledge and/or pedagogical strategies specific to math and literacy instruction.</li> <li>• There is a lack of vertical integration across grade levels.</li> </ul>
<b>Supports for Special Populations:</b> Lincoln-Bassett must improve supports for special education students and English language learners (ELLs).	<ul style="list-style-type: none"> <li>• The school is increasingly looking to mainstream students in the least restrictive environment; this is a significant shift in programming and instruction.</li> <li>• General education teachers lack sufficient professional development on how to meet the needs of ELL and special education students in mainstream classrooms.</li> <li>• Lincoln-Bassett lacks full-time ELL staff (ELL students comprise 5 percent of the school's population).</li> <li>• Guidance and other critical non-instructional staff are part-time.</li> </ul>



Growth Areas:	Root Causes:
<p><b>Academic Rigor:</b> The quality and rigor of instruction at Lincoln-Bassett are highly variable.</p>	<ul style="list-style-type: none"> <li>• Lincoln-Bassett may not have the staffing necessary to dramatically improve student achievement at scale.</li> <li>• Instruction is very teacher-directed and not student-centered.</li> <li>• Expectations for student and teacher performance and achievement are unacceptably low.</li> <li>• Teachers historically have not received adequate feedback and support to necessarily to improve their professional practice.</li> </ul>
<p><b>Data-Driven Instruction:</b> Lincoln-Bassett lacks a strong data culture.</p>	<ul style="list-style-type: none"> <li>• Teachers' technology skills are variable and, in some cases, lacking.</li> <li>• Teachers struggle to access real-time student data.</li> <li>• Data team meetings were deprioritized as the school focused its attention on the rollout of new Common Core-aligned curricula.</li> </ul>
<b>Culture and Climate:</b>	
<p><b>Behavior Management:</b> Lincoln-Bassett struggles with consistent behavior management.</p>	<ul style="list-style-type: none"> <li>• The school developed a written behavior plan without significant teacher input; the plan is inconsistently implemented.</li> <li>• This is the first year of PBIS training and planning for implementation.</li> <li>• Teachers employ different classroom rules and approaches to behavior management, creating confusion among students and frustration among adults.</li> <li>• Office referrals occur too frequently, suggesting that teachers may struggle with personal classroom management.</li> <li>• There is a mismatch between the frequency of office referrals and historical rates of student suspensions, which may suggest inconsistent tracking, recording, and administering of suspensions.</li> <li>• Students suffer high rates of trauma and need additional social-emotional supports.</li> </ul>
<p><b>Attendance:</b> Student attendance is low; in 2012-13, the student attendance rate was 90.3 percent.</p>	<ul style="list-style-type: none"> <li>• School systems lack consistency (e.g., attendance procedures, breakfast, data tracking/displays, consequences, incentives).</li> <li>• Families may not understand the importance of daily attendance and on-time arrival.</li> <li>• Family-related stressors (e.g., finances, transportation, employment) may negatively impact student attendance; parents may not be home in the morning to ensure that children arrive at school on time.</li> <li>• School staff and parents need to be in closer communication and alignment regarding attendance expectations; parents need to understand the impact/implications of tardiness.</li> <li>• Chronic absenteeism has increased from 15 percent in 2011-12, to 28 percent in the second quarter of 2013-14.</li> <li>• District drop-out prevention officers' caseloads (i.e., number of schools supported) are too large and may limit any substantive impact.</li> <li>• The school has a high rate of student transience (35 percent).</li> <li>• The school is in the early stages of developing an attendance plan.</li> <li>• Classroom lessons are not always engaging or relevant to students.</li> </ul>
<p><b>Family Engagement:</b> Lincoln-Bassett struggles with family engagement.</p>	<ul style="list-style-type: none"> <li>• The school lacks effective strategies to reach all parents through regular communication.</li> <li>• The school lacks sufficient resources to develop robust school-community partnerships, offering extended day programming relevant</li> </ul>



Growth Areas:	Root Causes:
	<p>to students and adults.</p> <ul style="list-style-type: none"> <li>• The school has a high rate of student transience (35 percent).</li> <li>• Parents do not currently participate on the School Planning and Management Team (SPMT) and want a role in decision-making.</li> </ul>
<b>Operations:</b>	
<p><b>Safety:</b> School safety requires attention.</p>	<ul style="list-style-type: none"> <li>• The school facility is safe; however, there is a high rate of crime in the surrounding community.</li> <li>• The school may not have adequate infrastructure or staffing to promote optimal levels of safety.</li> </ul>
<p><b>Facilities, Equipment, and Supplies:</b> The facility is not conducive to high-quality teaching and learning.</p>	<ul style="list-style-type: none"> <li>• Classrooms lack basic equipment and technology (e.g., white boards, technology, clocks).</li> <li>• The physical layout can prevent certain types of programming and optimal levels of collaboration.</li> <li>• The school requires upgrades to the bell system and WiFi.</li> <li>• Staff use of technology is limited.</li> <li>• The library is disorganized and many books are outdated.</li> </ul>
<p><b>Use of Time:</b> Time is not particularly well spent.</p>	<ul style="list-style-type: none"> <li>• Administrators, students, teachers, and staff are not currently maximizing their use of the school schedule/instructional time.</li> <li>• Transitions require attention.</li> <li>• Students require additional instructional time.</li> <li>• Some teachers struggle with classroom time management, lesson planning, and lesson pacing.</li> <li>• The school lacks adequate resource staff/interventionists.</li> <li>• The school lacks adequate before/afterschool programming and community partnerships to deliver such programming.</li> </ul>
<p><b>District Stewardship:</b> Central office support has historically been less than sufficient given the school's significant needs, Tier III status, and record of low student performance.</p>	<ul style="list-style-type: none"> <li>• The district's centralized budgeting system and the school's non-magnet status may result in an inequitable distribution of resources to the school.</li> <li>• The school has been labeled a "Turnaround" school by the Connecticut State Department of Education without receiving sufficient resources, supports, and interventions.</li> <li>• The district has not held adults or themselves accountable for chronically low student achievement.</li> <li>• The district's talent management system does not result in strong human capital pipelines for the school.</li> </ul>



## 2.2. ACCOUNTABILITY METRICS AND PERFORMANCE TARGETS

**Instructions:** Network school progress will be measured against the leading and lagging indicators identified in the below chart. Under the “Baseline and Historic Data” columns, please enter school data for each of the past three years. Please do not enter targets in the “Performance Targets” columns; targets will be determined in collaboration with the CSDE and school leader after the SBE’s approval of the Turnaround Plan. The CSDE recognizes that districts and schools are preparing to transition from the CMT to Smarter Balanced Assessments; the Turnaround Office will work collaboratively with schools and districts to establish performance benchmarks informed by historic CMT data and SBA performance levels.

Performance Indicators	Baseline/Historic Data		Current Year	Performance Targets		
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Student enrollment	361	398	355			
Average daily attendance rate	92.8%	90.3%	-			
Chronic absenteeism rate	15%	21%	-			
In-school suspensions as a proportion of enrollment	8/361	3/398	-			
Out-of-school suspensions as a proportion of enrollment	35/361	35/398	-			
School Performance Index (SPI)	45.5	45.1	-			
Percent at/above goal in Reading CMT - Grade 3	10.2%	6.7%	-			
Percent at/above goal in Reading CMT - Grade 4	12.0%	9.1%	-			
Percent at/above goal in Reading CMT - Grade 5	14.3%	14.3%	-			
Percent at/above goal in Reading CMT - Grade 6	35.0%	31.6%	-			
Percent at/above goal in Math CMT - Grade 3	14.0%	15.6%	-			
Percent at/above goal in Math CMT - Grade 4	23.1%	13.6%	-			
Percent at/above goal in Math CMT - Grade 5	34.8%	9.5%	-			
Percent at/above goal in Math CMT - Grade 6	22.7%	45.0%	-			
Percent of teachers rated “Exemplary”	-	-	-			
Percent of teachers rated “Strong”	-	-	-			
Percent of teachers rated “Effective”	-	-	-			
Percent of teachers rated “Developing”	-	-	-			
Percent of teachers rated “Needs Improvement”	-	-	-			
Percent of teachers “Not Rated”	-	-	-			





## 2.3. TURNAROUND MODEL

**Instructions:** Please select one of the following turnaround models described in C.G.S. § 10-223h(d), as amended by Public Act 13-64 § 2. Using the space provided, describe the core components of the model that pertain to talent, academics, culture and climate, and operations.

Through the redesign process, Lincoln-Bassett will become an anchor for neighborhood revitalization and educational excellence. This plan is designed to identify, integrate, and address the academic and nonacademic factors that impact student achievement and success. Lincoln-Bassett's redesign will engage the community – students, families, community members, and educators – as integral partners in students' academic development and success. Accordingly, this plan includes investments in the areas of talent, academics, culture and climate, and operations, ensuring that we are creating a school where the community takes collective pride and ownership in the success of its neighborhood school and students.

New Haven values its teachers, leaders, and staff and understands the central role that staff will play in the redesign process. Section 3 of this plan outlines a number of strategies to ensure that Lincoln-Bassett identifies, develops, and retains an exceptional teaching and support staff. Core talent strategies include:

- Initial staffing and strategic hiring process;
- High-quality and school-specific professional development;
- Additional collaborative planning time four days per week;
- Teacher leadership opportunities;
- Job-embedded coaching support aligned to teacher needs and school goals;
- Fair, consistent, and consequential implementation of TEVAL and PEVAL; and
- Annual staffing processes based on student needs and school goals.

Lincoln-Bassett's redesign will focus heavily on strengthening the instructional core, including curriculum, instruction, and assessments. As described in Section 4 of this plan, core academic strategies include:

- Focus on early literacy;
- Additional classrooms, including the expansion of Pre-Kindergarten programming;
- Robust advisory program for Grade 5-6 students;
- Class size caps to promote personalized and relevant instruction;
- Quarterly report card conferences and monthly progress reports; and
- Mandatory summer school program for off-track students.

Lincoln-Bassett will cultivate a strong learning environment where students, teachers, and families take pride in their school. Section 5 of this plan includes the following core culture and climate strategies:

- New Director of School Operations;
- New Dean of Students;
- Focus on attendance and chronic absenteeism;
- Implementation of PBIS with fidelity;
- Before- and afterschool programming available 5 days per week;
- A deeper partnership with the school-based community health clinic;



- Re-establish the Comer School Development Program; and
- New School Resource Officer.

This plan will be supported and enabled by several important improvements to school operations. As presented in Section 6, such improvements include:

- Up to 5 additional hours per day for students in before- and afterschool programming;
- Extended teacher day with additional time for professional learning communities and professional development;
- Improvements to student enrollment and placement processes; and
- District commitments to the school and its stakeholders.

By focusing on high-quality teaching and learning, we are confident that this plan will lead to improved student outcomes and accelerated growth and performance over time.

## Section 3: Talent

### 3.1. TEACHERS

**Instructions:** Using the space provided:

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

This plan is designed first and foremost to improve student achievement. Understanding that teachers and leaders are among the single largest school-based factors impacting student learning and success, this plan adopts specific strategies to identify, develop, evaluate, and retain excellent teachers and leaders. Our goal is to create a professional learning environment for students and adults, allowing all individuals to achieve at their highest potential while taking collective responsibility for dramatically transforming student outcomes at Lincoln-Bassett.

**Initial Staffing Process:** By May 16, 2014, all teachers currently employed at Lincoln-Bassett will have the opportunity to review this plan and the associated work rules (attached), which outline unique working conditions for teachers participating in the redesign process at Lincoln-Bassett. All incumbent faculty members will determine whether they are willing and able to fulfill the new responsibilities and expectations of Lincoln-Bassett teachers. Teachers who are unable or unwilling to commit to the redesign process and new work rules shall request a transfer to another district school by May 16, 2014. District administration will work to ensure timely transfers; the Superintendent reserves all rights articulated within the existing collective bargaining agreement.

**Annual Hiring:** Where there are vacancies due to natural attrition or resulting from staffing processes, district and school leaders will approach the hiring process at Lincoln-Bassett with great urgency and purpose in consultation with the CSDE. New Haven will employ a competency-based hiring process to fill vacancies at the



school with top talent, recruiting candidates both internally and externally. The hiring process will require mutual consent between the candidate and the school leader. The district shall utilize incentives to attract high-quality teachers aligned to school needs. Such incentives may include, but not be limited to, signing bonuses up to \$5,000, stipended leadership positions, and site-based professional learning opportunities. In 2014, incumbent teachers will be eligible for signing bonuses if they opt in to the work rules and then participate in an interview with the principal. For those teachers who interview, the principal may decide whether to offer them a position at Lincoln-Bassett; teachers receiving an offer shall be awarded a signing bonus; teachers not receiving an offer shall be transferred to another district school. Teachers receiving a signing bonus must commit to teach at Lincoln-Bassett for at least three years. All staffing and staff placement decisions will be driven exclusively by student and programmatic needs; the district will not use seniority when filling openings that occur at Lincoln-Bassett. School leadership will have jurisdiction over teacher placement at the school based on performance and a determination of the teacher's fit and overall alignment with the school's vision, model, and goals.

**Annual Staffing and Evaluation:** Lincoln-Bassett's teachers and administrators will fully implement the TEVAL process with fidelity. Implementation of TEVAL will be objective, timely, fair, and consequential. The TEVAL process will inform professional development offerings and allow for targeted teacher feedback. At its core, TEVAL will increase educator effectiveness at Lincoln-Bassett. Particularly as a Network school, TEVAL ratings must inform staff placement and retention decisions. At the end of the 2014-15 school year, tenured teachers rated as "Developing" may be transferred out of Lincoln-Bassett and tenured teachers rated as "Needs Improvement" may be terminated, consistent with the existing collective bargaining agreement; non-tenured teachers rated as "Developing" or "Needs Improvement" may be transferred out of the school at the request of the principal or terminated. Teachers evaluated as "Exemplary" or "Strong" will be encouraged to apply for leadership opportunities at Lincoln-Bassett as identified by New Haven's Talent Council or school leadership through the open proposal process, with additional compensation in the form of a stipend funded by the federal Teacher Incentive Fund (TIF) grant.

**Teacher Leadership:** School and district leadership will support teachers along the performance spectrum, including by employing retention strategies for exceptional teachers. Through the federal TIF grant, Lincoln-Bassett will be able to offer a number of leadership opportunities that will recognize talented teachers while benefitting new and/or developing teachers who may receive peer coaching from the Lead Teachers. Teachers will be invited to apply for school-based positions (e.g., Facilitators, Lead Teachers); awarded positions will be stipended through the TIF grant. Additionally, teachers may apply for competitive and scaffolded programs (Future Leaders, Emergent Leaders, and High Performing Leaders) aimed at identifying and developing future leaders at all levels. TEVAL ratings will be an important factor in determining leadership positions.

**Professional Development:** All teachers at Lincoln-Bassett will participate in nine professional development days over the course of the school year, five of which shall occur in August. In order to promote the relevance and impact of professional development, school leaders will have the autonomy to design and deliver site-based professional learning opportunities, which may be in lieu of required district-led professional development so as to ensure alignment to school goals and staff development needs. Based on the Operations and Instructional Audit and known school and staff needs, professional development during the 2014-15 school year will focus on the following topics:

- Increasing relevance through project-based learning;
- Differentiating instruction and using data to drive instruction;
- Supporting the needs of special education students and ELLs in the general education setting;
- Promoting academic rigor, student discourse, and higher-order thinking;



- Supporting positive behavior management and effective classroom management; and
- Engaging parents and families in their children’s academic development.

Almost 70 percent of surveyed teachers reported that they do not have enough time to work with each other to develop instructional materials, review student data, and improve instruction. Therefore, this plan extends the teacher day at Lincoln-Bassett by 50 minutes. During the 2014-15 school year, all faculty members at the school will participate in collaborative planning time five days per week between 7:30 and 8:20 AM. Each day will have a different purpose, ranging from school committees to instructional planning to small group student interventions. More specifically, teachers must participate in, at least: one day of grade level planning; one day of school committee meetings, student advising, and/or delivery of small-group interventions and instruction; one day of common planning; and one day of mixed-grade content planning and curriculum development. Teachers may use the remaining morning for independent planning.

**Coaching Support:** Lincoln-Bassett will invest heavily in three full-time instructional coaches and a strong coaching system, understanding that promoting educator effectiveness will have the most significant impact on student achievement. School leadership will have jurisdiction over the hiring of instructional coaches for Lincoln-Bassett. After determining school staffing and hiring instructional coaches in spring/summer 2014, school leadership will work with instructional coaches to establish a coaching cycle, systems, and protocols. Leaders will identify new and/or developing teachers who would benefit from coaching aligned to professional goals and development needs. Coaches will provide frequent and embedded coaching through model lessons, co-teaching, observations, and debriefing sessions. Coaches will also help to lead, structure, and facilitate common planning time and school-based professional development. To further promote instructional excellence, Lincoln-Bassett’s faculty will collaborate with an educator effectiveness partner identified by the Connecticut State Department of Education (CSDE). Coaches will work on-site to support teacher effectiveness. Through this partnership, several of the school’s teachers may receive intensive and job-embedded coaching. Teachers can express an interest to participate in the coaching process, or may be selected by school leadership for the coaching.

### 3.2. ADMINISTRATORS

**Instructions:** Using the space provided:

1. Describe the process to secure an exceptional school principal with a track record of success, preferably in school turnaround and/or an urban school environment;
2. Explain how administrators will be evaluated on an annual basis to inform leadership staffing decisions; and
3. Describe ongoing supports and coaching opportunities for school leadership.

**Leadership Selection/Identification:** Lincoln-Bassett will restructure its leadership team to consist of the following roles and responsibilities:

- **Principal:** Lincoln-Bassett’s principal will serve as the school’s instructional leader, setting and maintaining high expectations for students and staff, designing and delivering professional learning opportunities, and supporting, developing, and evaluating teachers.
- **Assistant Principal:** The assistant principal will lead efforts to create a positive school culture and climate by focusing on attendance, behavior, and family engagement. The assistant principal will also provide instructional leadership by observing and developing staff, identifying professional development needs, and supporting curriculum implementation.



- **Instructional Coaches (3 FTEs):** Instructional coaches will promote educator effectiveness by structuring professional learning opportunities and offering direct teacher coaching.
- **Director of School Operations:** A new director of school operations will manage daily operations, oversee external communications, and foster strong family and community partnerships.
- **Dean of Students:** A new dean of students will work with Lincoln-Bassett's principal and director of school operations to ensure that all students rise, academically and socially, and that the school environment is positive, structured, consistent, caring, and disciplined.

Recognizing the importance of school leadership to the redesign process, the Commissioner, or his designee, shall have approval authority over the school's principal and assistant principal.

**Distributed Leadership:** Lincoln-Bassett will adopt a distributed leadership model in which the principal functions as a "leader of leaders." The SPMT will advise the school's leadership team. Representatives from the district and the CSDE may join the school's leadership team as necessary.

**Administrator Evaluation:** All administrators will be evaluated annually in accordance with New Haven's approved principal evaluation system (PEVAL) and the associated work rules (attached). Implementation of PEVAL shall be objective, timely, fair, and consequential; evaluation of leadership must, by the nature of the work, be contextual, individualized, and evidence-based. At the beginning of each academic year, school leaders shall participate in a 360 feedback exercise, which shall include multiple feedback sources including peers, superiors, subordinates, and external partners selected by the school leader, to identify and prioritize focus areas for professional growth. In collaboration with NHPS, CSDE, and the School Administrators Association (SAA), school leaders shall develop annual targets for professional growth and school performance. School leaders must show continuous improvement in PEVAL growth areas and in engaging staff and parents, as measured by factors agreed upon by NHPS, CSDE, and SAA. In consultation with the CSDE, in March of each year, the Superintendent and the Director will decide whether to retain the principal and/or assistant principal of Lincoln-Bassett in accordance with the SAA contract. Where a school leadership vacancy occurs, the Commissioner shall have approval authority over the hiring of a new administrator.

**Leadership Development:** School leaders will participate in CSDE-led leadership development opportunities, biweekly school and classroom walkthroughs, quarterly NetStat sessions, and quarterly on-site monitoring visits. In July 2015, the principal will be encouraged to participate in the National Principals Academy Fellowship, a school leadership program operated and run by Relay GSE. The program would focus on instructional and cultural school leadership, beginning with a 12-day summer intensive in New York City. During the 2015-16 school year, there would be four weekend intersessions to provide additional opportunities for professional learning and leadership development. In the event that the principal is unable to participate in the National Principals Academy Fellowship, the principal shall take part in additional opportunities for professional learning and leadership development.

## Section 4: Academics

### 4.1. CURRICULUM AND ASSESSMENTS

**Instructions:** Using the space provided:

1. Describe the school's academic program and instructional philosophy, including the process to align the curricula and academic program to the Common Core State Standards and transition to next-generation assessments; and



2. Describe the school's early literacy strategy, including targeted interventions.

**Instructional Philosophy:** Lincoln-Bassett shall employ an open-door approach to teaching in which teachers and staff are welcome at all times in any classroom, while respecting the autonomy of the classroom teacher and without disrupting the lesson in progress. Teachers shall develop and maintain daily lesson plans that, at minimum, state the objective of the lesson, identify strategies to achieve the objective, list methods to measure student mastery of the objective, and state plans to support students who don't master the objective with remediation and interventions, as necessary. Teachers shall also develop and maintain student portfolios, and use a specific protocol, developed by a school-based committee, to review student work and measure student growth. In addition, teachers shall collaboratively develop units of student for project-based learning, with scope and sequence, in alignment with student learning objectives and based on New Haven's Common Core-aligned curriculum. A Teacher Ambassador will support teachers in implementing the CCSS. The district shall provide Lincoln-Bassett with autonomy around academic and non-academic programming decisions by granting the school leader the ability to modify or eliminate existing programs based on student needs and school goals.

**Early Literacy:** Lincoln-Bassett will place a strong emphasis on developing students' literacy, with a special focus on Grades K-2. Teachers will administer universal screenings and benchmark assessments every six to eight weeks to measure students' reading fluency, comprehension, phonemic awareness, and writing skills. Assessment results will inform student placements in small groups for targeted instruction to meet students' unique needs and varying performance levels. Lincoln-Bassett's Kindergarten, Grade 1, and Grade 2 classrooms will be staffed with a teacher and a full-time paraprofessional. In addition to coaches, paraprofessionals will facilitate small group instruction and one-on-one targeted support.

Lincoln-Bassett will employ a tight and targeted assessment, instruction, and intervention loop, with the ultimate goal being to move students to performance at grade level or above. Teachers will focus on improvements to Tier I instruction, and administrators and coaches will closely monitor the number and concentration of students being referred to Tier II and III instruction, as this is often indicative of a lack of differentiation in Tier I instruction. In addition, the school will more fully adopt and implement the Readers' and Writers' Workshop Model, which encourages students to explore texts of their choosing, emphasizing fluency, accuracy, and comprehension. Teachers will teach explicit reading skills by focusing on the continuum of mastery for specific reading skills, such as synthesis, prediction, and/or interpretation. These pedagogical approaches will create avid readers and writers by third grade. At Lincoln-Bassett, the promotion policy will be clear: students who do not master basic reading skills must attend summer school at the school before being promoted to the next grade level.

**Additional Classrooms, including Pre-Kindergarten:** For the 2014-15 school year, Lincoln-Bassett will add a new Pre-Kindergarten classroom, in addition to new classrooms in Grades 3 and 6. The added classrooms in Grades 3 and 6 will support smaller class sizes and a strong, rigorous, and relevant academic program. The new Pre-Kindergarten classroom will increase the school's ability to provide early childhood education to students and families in the Newhallville community. District leadership will work to ensure that Newhallville families receive priority placement in Lincoln-Bassett's new Pre-Kindergarten classroom. Pre-Kindergarten lead teachers will work with primary grade teachers to build curriculum that supports students' preparedness for success in the school setting, both socially and academically.

**Curriculum Supervisors:** District Supervisors for English Language Arts, Math, Science, Social Studies, and Music shall visit Lincoln-Bassett at least three times a year to provide professional development, coaching, modeling, and/or other supports for teachers and school leaders.



**Upper Elementary Academic Program:** All students in Grades 5 and 6 will participate in a robust advisory program. The advisory program will focus on students' social and academic development, emphasizing interdisciplinary 21<sup>st</sup> century skills. Teachers and leaders will integrate principles from the Schlechty Center for School Change in the advisory program and daily instruction; Schlechty focuses on strategies to promote student engagement and culturally competent instruction.

**Class Size:** Lincoln-Bassett seeks to create personalized and stimulating learning environments for all students. The school will accomplish this, in part, by decreasing the class size, particularly in the primary grades. Classrooms serving students in Grades K-2 will not exceed 22 students. Classrooms serving students in Grades 3-6 will not exceed 24 students. This will allow for more rigorous and relevant academic instruction, in addition to differentiation to meet students' individual learning needs and goals.

**Summer School:** Beginning in July 2015, Lincoln-Bassett will host a mandatory summer school for students who fail to show sufficient growth during the school year; summer school shall be optional for all other Lincoln-Bassett students. Teachers will be invited to apply to teach during the summer program. Lincoln-Bassett may form a Summer School Design Committee to develop and implement programming aligned to student needs and school goals. Leaders, teachers, and staff who volunteer to serve on the committee may be eligible for a stipend in recognition of their service.

**Year 1 Preparation:** In collaboration with NHPS and CSDE staff, school leadership will spend spring/summer 2014 designing school systems and preparing for full implementation of this plan during the 2014-15 school year. School leadership will prioritize creating the school's professional development calendar and protocols for collaborative planning time. Leaders will establish the school's core academic model, including by identifying curricula and assessments for each grade level and content area. Also, school leadership will focus on designing the school's schedule and annual calendar, seeking to maximize instructional time. Lastly, school leaders will develop coaching cycles, systems, and protocols. NHPS and CSDE staff will serve as design partners throughout this process, and the CSDE will monitor for progress in each of the aforementioned areas.

## 4.2. DATA-DRIVEN INSTRUCTION

**Instructions:** Using the space provided:

1. Describe how staff will use data to inform lesson plans, differentiate instruction, and provide remedial support to meet the academic and development needs of all students; and
2. Describe ongoing professional development opportunities to build staff capacity around the collection, analysis, and use of data to drive and differentiate instruction.

**Data Culture:** Lincoln-Bassett will create a data culture that empowers teachers, leaders, students, and families, and instills a collective responsibility for improved student outcomes. The school will visibly post data throughout the school showcasing statistics, such as student attendance, benchmark assessment data, and number of books read by students. Teachers will collect and analyze student data, and use data to inform and differentiate instruction on a daily basis. During weekly grade-level data team meetings, teachers will identify and re-group students based on their most recent assessment data. These meetings will allow teachers to review and discuss individual student progress, trends by standard, trends over time, and grading policies. Each week, teachers will be expected to report out on how data reviewed during the prior week's meeting informed classroom instruction, and what, if any, accomplishments were made.

**Report Card Conferences and Student Progress Reports:** On a quarterly basis, all teachers shall lead parent-



teacher conferences for each student. During these conferences, teachers and families will discuss students' strengths and growth areas, and collaboratively identify opportunities to promote academic success. On a monthly basis, all teachers shall prepare progress reports for each student, and send them to families.

**Assessment and Data Partner/Coaching:** In order to promote a strong data culture, teachers will receive necessary assessment tools and data tracking infrastructure to meaningfully chart and measure student progress. Lincoln-Bassett will participate in Network-wide or district interim assessments administered every six to eight weeks, as determined by school leadership in collaboration with the CSDE. School leaders and teachers will work with an assessment and data partner identified by the CSDE to promote data-driven decision-making and effective use of assessments.

## Section 5: Culture and Climate

### 5.1. SCHOOL ENVIRONMENT AND CULTURE

**Instructions:** Using the space provided, describe the school's behavior management system and strategies to shape a positive school culture.

**Director of School Operations:** Lincoln-Bassett will employ a new and innovative leadership model, in part by creating a director of school operations position. This individual will work in close collaboration with school and district leaders to manage daily school operations, oversee external communications, and foster strong family and community partnerships. Through this approach, Lincoln-Bassett will advance the school's academic programming, while also increasing and coordinating wraparound services for students, families, and the surrounding community. In consultation with the CSDE, the district will recruit, identify, and select an exceptional individual for this position by soliciting internal and external applicants.

**Dean of Students:** In April 2014, the district assigned a part-time dean of social skills and a full-time social worker to the school. Beginning in fall 2014, the district will repurpose these positions to serve as one full-time dean of students. This individual will work with the principal and director of school operations to ensure that all students rise, academically and socially, and that the school environment is positive, structured, consistent, caring, and disciplined. Similarly, the district shall maintain the Refocus Room and provide full-time staffing for that service at the school, supporting students who may have difficulties in the traditional classroom setting.

**Attendance Strategies:** Student attendance and chronic absenteeism are significant areas of concern at Lincoln-Bassett. Staff and community partners will employ a number of strategies to promote daily attendance and on-time student arrival. The following strategies provide a sampling of Lincoln-Bassett's planned attendance strategies:

- Weekly attendance committee meeting to analyze data and plan the roll-out of targeted strategies to promote student attendance;
- Extra full-time drop-out prevention officers assigned to Lincoln-Bassett to perform home visits and focus on students who are chronically absent;
- Notification system for parents about their children's attendance record and increasing communication of sanctions as the student approaches/surpasses truant status;
- School-wide daily data wall by the school's main entrance and whiteboards outside of every classroom visibly displaying the student attendance data;
- Daily phone calls home by school secretaries and/or the parent liaison by 10:00 AM to inquire as to





- when absent/tardy students will arrive at school;
- School-wide, classroom, and student celebrations/points accumulation for weekly and monthly perfect attendance;
- Engaging instruction and a welcoming school environment that makes students want to attend school on a daily basis; and
- Before/Afterschool programming that encourages students to attend school on a daily basis.

**Positive Behavior Management:** Lincoln-Bassett will implement the Positive Behavioral Intervention and Supports (PBIS) system and approach with fidelity. As a systemic approach to proactive, school-wide behavior based on a Response to Intervention model, the school's behavior management system will establish clear and consistent tiered sanctions for severe infractions, and positive incentives to reinforce positive behaviors. This two-pronged approach will simultaneously decrease misbehavior, while promoting and recognizing positive behaviors. Teachers and staff will receive ongoing training around character development and classroom behavior management, including intensive job-embedded training and coaching in PBIS.

In order to create clear expectations and consistency in implementation school-wide, Lincoln-Bassett's behavior management system will clearly articulate common infractions (e.g., teasing, swearing, hitting) and the range of consequences for each infraction. During a monthly data team meeting, staff will use SWIS data to track the locations and frequency of behavioral incidents and adjust staffing and programming, accordingly. The school will also seek to dramatically reduce the practice of out-of-school suspensions, thus minimizing learning loss associated with the practice.

Equally important, Lincoln-Bassett will create a culture that celebrates, expects, and encourages strong character and positive behaviors and interactions. Students/Classrooms will earn points/tokens for laudable behaviors; faculty and staff will norm around what warrants such awards and incentives. Students/Classrooms can then accumulate points/tokens in exchange for incentives (e.g., prizes, activities, pizza parties). This approach supports and creates camaraderie, positive peer encouragement, and character development. Lincoln-Bassett will educate families around positive behavior management, so as to ensure home-school consistency and reinforcement. Teachers will eat lunch with students at least twice a week to build student-teacher relationships.

Lincoln-Bassett will also re-invigorate the Comer School Development Program in order to focus on "the whole child." The program will link children's academic growth with their emotional wellness and social and moral development in a collaborative school culture congenial to learning. As a Comer school, Lincoln-Bassett shall function by collaborative decision-making and consensus, emphasize holistic child development, and involve parent volunteers and social workers.

**School-Based Health Clinic:** Lincoln-Bassett will maintain its school-based community health clinic, with the expectation that the clinic's staff will collaborate with school leadership through participation in the Student and Staff Support Team (SSST).

**SSST:** As a Comer School, Lincoln-Bassett will continue to rely on its SSST to mobilize the resources of the school, the district, and the surrounding community to meet the developmental needs of students. The SSST shall include, but not be limited to, the principal, psychologist, social worker, and special education teacher.



## 5.2. FAMILY AND COMMUNITY ENGAGEMENT

**Instructions:** Using the space provided, explain how the school will promote strong family and community connections to support academic achievement.

**Before/Afterschool Programming:** Lincoln-Bassett will offer before-school programming (7:00 – 8:30 AM) and afterschool programming (3:00 to 6:30 PM) five days per week. Before-school programming will include breakfast for students, as well as targeted academic enrichment and intervention programming, readying students for the school day. Afterschool programming will offer students tutoring, interventions, and enrichment opportunities (e.g., arts, drama, music, intramural sports).

NHPS will engage in performance-based partnerships with organizations able to provide before- and afterschool programming for Lincoln-Bassett's students and families. Partnerships must align to and reinforce school goals and academic programs; in other words, the schools' goals and students' needs must drive the nature and format of all before- and afterschool programming. Partners will be accountable for results. Partners must have clear performance-based contracts with NHPS, detailing specific expectations regarding services, cost structure, participation rates, deliverables, performance benchmarks, etc. All contracts related to before- and afterschool programming shall be subject to approval by the Commissioner. NHPS and CSDE shall create the Lincoln-Bassett Community Advisory Council, which will meet on a monthly basis to provide oversight accountability for the school's partnerships and ensure successful implementation and integration of before- and afterschool programming.

While Boost! will continue to deliver community resources to students at Lincoln-Bassett, the Connecticut Center for Arts and Technology (ConnCAT) shall serve as the school's anchor partner for afterschool programming. Inspired by the vision of lifelong community leader Bill Strickland and the success of the award-winning Manchester Craftsmen's Guild and Bidwell Training Center, ConnCAT opened in New Haven in August 2012 based on a simple philosophy – that every human being, despite the circumstances of his or her birth, is born full of potential. ConnCAT strives to prepare youth and adults for educational and career advancement through afterschool arts and job training programs. Creating a learning environment that inspires hope, innovation, creativity, and excellence, and that elevates individuals' expectations of themselves and others, is at the heart of ConnCAT's mission.

As the anchor partner, ConnCAT will open the ConnCAT Center at Lincoln-Bassett to provide direct afterschool programming five days per week for students in Grades 3-6. ConnCAT will work to engage parents and family members through practical skill-building sessions (e.g., financial literacy, computer training, career training), both on-site and at ConnCAT, which is located at 4 Science Park, less than one mile from Lincoln-Bassett. ConnCAT will also support efforts (e.g., mural painting) to create a bright and welcoming school environment that is conducive to high-quality teaching and learning. Importantly, ConnCAT will collaborate with other partners to turn Lincoln-Bassett into a venue for community collaboration, hosting a variety of community events, including art shows, music performances, and guest speakers.

By May 31, 2014, NHPS will collaborate with CSDE and ConnCAT to engage in a thorough community asset mapping exercise. Through this process, NHPS, CSDE, and ConnCAT will identify and assess community-based organizations, including Boost! partners who are currently serving students and families at Lincoln-Bassett, their service offerings and results, and their capacity to expand to serve additional students and families. This process will inform future partnerships between Lincoln-Bassett and community organizations, and may result in the discontinuation of current partnerships that have not resulted in sufficient outcomes for students and families. Simultaneously, NHPS will assess student and family needs so as to ensure alignment between partner services and local needs.



In collaboration with the CSDE and other stakeholders, NHPS will commit to the following timeline in order to deliver rich and meaningful before- and afterschool programming, beginning in fall 2014:

- By May 15<sup>th</sup>: Survey families and students to inventory interests and needs.
- By May 27<sup>th</sup>: Initiate a performance-based contract with ConnCAT.
- By May 31<sup>st</sup>: Evaluate existing partnerships and programming at Lincoln-Bassett and determine whether to continue such programming, as informed by past results and current needs.
- By June 15<sup>th</sup>: Develop a comprehensive community asset map, aligning potential partners to student and family needs.
- By July 31<sup>st</sup>: Initiate performance-based contracts with community partners, and establish the Lincoln-Bassett Community Advisory Council.
- By August 15<sup>th</sup>: Enroll students in before- and afterschool programming.
- By August 31<sup>st</sup>: Open the ConnCAT Center at Lincoln-Bassett and launch programming for the 2014-15 school year.

**Family Engagement:** Teachers will issue monthly progress reports and lead quarterly report card conferences for every student. During these conferences, teachers will engage parents in conversations around their children's strengths and growth areas, and provide actionable strategies that parents can employ to support their children's academic development. In addition, teachers will be strongly encouraged to plan and schedule whole-school family engagement activities. Each year, teachers shall participate in at least two family and/or school community events (e.g., PTO meetings, Parent Academy, literacy/math nights, music performances).

In order to create strong school/family connections, Lincoln-Bassett will:

- Maintain a clear and accessible school website;
- Employ multiple means of communication (e.g., website, email, twitter, facebook, text messages);
- Host fun events at the school (e.g., theatre productions, music performances, art shows);
- Respond to parent emails and phone calls within 24 hours;
- Issue biweekly grade-level newsletters to share happenings and events;
- Employ a full-time parent liaison;
- Provide families with easy access to their children's attendance and academic data;
- Cultivate an active PTO;
- Partner with ConnCAT and other community organizations to lead parenting and family workshops;
- Provide childcare during family events so as to create a welcoming school environment; and
- Host Parent University modules (e.g., teaching literacy at home, promoting positive behaviors).

## Section 6: Operations

### 6.1. SCHEDULE AND USE OF TIME

**Instructions:** Using the space provided:

1. Propose the length of the school day and year for students, and describe how the proposed schedule will maximize instructional time on task; and
2. Propose the length of the school day and year for staff, including additional time before and during the school year for professional development and/or common planning time.



**Length of Day:** In 2014-15, the length of the core student day at Lincoln-Bassett will be 6 hours and 15 minutes, from 8:35 AM to 2:50 PM. Students will have the option of participating in before-school programming (7:00 to 8:30 AM), and/or afterschool enrichment and intervention programming (3:00 to 6:30 PM). Such extended day programming has the potential to increase students' learning time by up to 5 hours per day, 5 days per week. The district shall provide security and transportation, as necessary, to enable students to attend the school's morning and afterschool enrichment programming.

The length of the teacher day will be 7 hours and 35 minutes, from 7:30 AM to 3:05 PM. For 2014-15, the extended teacher day is designed to promote and facilitate collaborative planning time (e.g., vertical/horizontal planning, data teams, committees) and a rigorous, relevant academic program based on high-quality instruction. As described in Section 3.1 of this plan, each day will have a different purpose, ranging from school committees to instructional planning, to small group interventions. Teacher participation in afterschool student programming is optional; if teachers elect to participate, they may apply to lead afterschool classes. Selected teachers will be compensated in the form of a stipend.

Student Day				
Mon	Tues	Wed	Thurs	Fri
7:00 AM - 8:30 AM Before-School Programming (Optional)				
Transition/Arrival				
8:35 AM - 2:50 PM Instructional School Day				
Transition/Dismissal				
3:00 PM - 6:30 PM After-School Programming (Optional)				

Teacher Day				
Mon	Tues	Wed	Thurs	Fri
7:30 AM - 8:20 AM Common Planning Time				
Transition/Arrival				
8:35 AM - 2:50 PM Instructional School Day				
3:05 PM - Dismissal/End of Teacher Day				

**School Schedule:** Lincoln-Bassett will reconfigure the daily schedule to increase students' exposure to literacy and numeracy blocks, and targeted intervention and enrichment time. Lincoln-Bassett will strategically deploy its team of instructional coaches to support grade-level intervention/enrichment blocks. For example, coaches may rotate throughout the school to staff math and literacy blocks as they occur during the school day in different grade levels, which would allow grade-level teams to engage in flexible and differentiated groupings for both reading and math, beyond core instruction. Consistent with Section VI.A. of the work rules, individual teacher schedules shall be determined by the school leader. Teachers must participate in three staff meetings per month, lasting no more than 90 minutes each; the school leader may elect to use up to two of these meetings for alternate programming aligned to student needs and school goals.



**School Year:** The school year for students will be 182 days, consistent with the NHPS calendar. However, beginning in July 2015, Lincoln-Bassett will host a mandatory summer school for students who fail to show sufficient growth during the school year; summer school shall be optional for all other Lincoln-Bassett students. The school year for teachers will be 191 days: 186 contractual days, consistent with the NHPS calendar, with five additional school-based professional development days in August. Teachers may apply to teach during the summer program.

**Professional Learning and Collaborative Planning Time:** As described in Section 3.1 of this plan, teachers will participate in nine professional development days throughout the school year, five of which occurring over the summer. Additionally, in 2014-15, teachers will participate in common planning time with different focus areas five days per week between 7:30 AM and 8:20 AM. This creates protected time for adult learning, promoting self-efficacy, collaboration, and continuous improvement.

**Student Enrollment:** To ensure equity across schools, the district shall strengthen student enrollment, placement, and intake processes. Recognizing that student transiency is a significant issue district-wide, school and district leaders will facilitate smooth transitions for students moving into and out of Lincoln-Bassett. The district will improve student information systems, ensuring that a student's academic records follow the child, allowing for a more seamless academic experience. District and school leaders will also collaborate to generate maximum and unchanging enrollment levels by the start of the school year. Through neighborhood canvassing, leadership will inform families of the unique opportunities available at Lincoln-Bassett, ensuring that families view Lincoln-Bassett as a strong educational option.

**Budgeting Practices:** The district shall maximize site-based budgetary authority as much as possible pertaining to local, state, federal, and grant funds. In particular, the school leader shall have decision-making authority with respect to the school's Title I allocation and other supplemental funds. Over time, the district shall seek to increase school-level discretionary authority in a manner that is most responsive to student needs and school goals.

**School Budget:** Lincoln-Bassett's school budget will be reviewed, revised, considered for approval on an annual basis, so as to reflect the school's greatest needs and strategic priorities. Funding for Lincoln-Bassett is contingent upon the availability of funds and will be based, in part, on the transformative potential of this plan as well as the size of the school. The school's budget will leverage all available funding streams (e.g., state, local, federal, public, and private) to maximize impact and student outcomes. The CSDE, NHPS, and school leadership will work hard to honor the commitments and strategies outlined in this plan. As such, CSDE staff will consult with the Turnaround Committee to prioritize expenditures identified through the planning process. NHPS is committed to maintaining a substantial local investment in the school and evaluating and repurposing existing funding streams, in part to ensure the sustainability of reform efforts.

**District Commitments:** To take collective responsibility for raising Lincoln-Bassett up and doing right by its students and families, the district shall commit to flexible work rules for the school's leadership, instructional, and non-instructional staff. The district shall also support the school's need to develop a culture of successful performance and learning, operate within redesigned work rules, modify the length of the instructional day and year, and create schedules, instructional programs, and pedagogy aligned to student needs and school goals. Thus, the district shall commit to specific transformation commitments (attached) regarding school-level staffing, class size, professional development, academics, enrollment, before- and after-school student programming, budgeting, transportation, facilities, technology, and communication.



## 6.2. BUDGET PROPOSAL

After the SBE approves the Turnaround Plan, the school is eligible to receive a Network grant in accordance with C.G.S. § 10-223h(a). In addition, the school is invited to submit: (1) a bond funding proposal to the CSDE for approval by the Commissioner and the State Bond Commission; and (2) a budget proposal for Wraparound Grant funding for approval by the Commissioner.

**Instructions:** Using the Excel workbook provided, please create a one-year budget proposal outlining new costs associated with the Turnaround Plan and leveraging all available funding sources.

- Budget Cover Page:** Please enter the school name on the cover sheet. The remaining cells summarizing the entire budget workbook will be auto-generated as you complete the Network proposal, bond request, and Wraparound Grant proposal; do not enter cost information on the cover page.
- Part I: Commissioner's Network Year 1 Budget Proposal:** Please insert information pertaining to the proposed Commissioner's Network budget for the school. The budget should reflect all new expenditures contained in the Turnaround Plan and show the proposed funding source(s) for each new cost. Possible funding sources include, but are not limited to, the school's local operating budget, the federal budget, the Alliance District grant, the Priority School District grant, the Commissioner's Network grant, and/or other grants. Please categorize proposed expenditures by Uniform Charts of Accounts (UCOA) codes (see Appendix B). For each expenditure, provide the following information in the appropriate columns: (a) label the position/service/item; (b) provide cost information and/or a budget justification (e.g., summary of the expense, # of units, cost per unit, etc.); (c) enter the total cost; (d) list all funding sources; and (e) show how the investment is strategically aligned to the Turnaround Plan by identifying the section of the plan that describes the corresponding strategy. The budget proposal will be evaluated for strategic alignment and anticipated impact as the award amount is determined by the CSDE after the State Board of Education approves the Turnaround Plan.
- Part II: Low-Performing Schools Bond Request:** Public Act 12-189 § 9(e)(3) and Public Act 13-239 § 32(g)(3) authorize "grants-in-aid to assist targeted local and regional school districts for alterations, repairs, improvements, technology and equipment in low-performing schools." Accordingly, the district may submit a bond request for up to \$500,000.00 by completing the final tab in the budget workbook. The bond request must support capital improvements and technological investments at the school. Also, the request must outline and provide a cost basis for all proposed bond investments. Please note that while the Commissioner will review the bond request for reasonableness and strategic alignment to the Turnaround Plan. The bond request will ultimately be considered for approval by the State Bond Commission.
- Part III: Wraparound Grant Proposal:** Within available appropriations, C.G.S. § 10-265p provides grant funding to educational reform districts, as defined in C.G.S. § 10-262u, pursuing comprehensive wraparound strategies, including social-emotional behavioral supports, family involvement and support, student engagement, physical health and wellness, and social work and case management. The district may submit a Wraparound Grant proposal for the school by outlining proposed grant expenditures in the final tab of the Network budget workbook; proposed wraparound investments should not exceed \$100,000.00. Please categorize each of the proposed investments using the ED 114 cost categories and provide a clear description of the proposed expenditures.



## Section 7: Modifications

During the term of the school's participation in the Commissioner's Network, the Commissioner shall review the progress of each school. The Commissioner or his designee may, on the basis of such review, convene the Turnaround Committee to, as part of its monitoring responsibility, address a lack of sufficient progress or other implementation issues at the school. The Turnaround Committee may consider and enact changes to the Turnaround Plan by consensus. If the Turnaround Committee does not enact changes or the changes are unlikely to result in sufficient progress or adequately address implementation concerns, the Commissioner may take appropriate actions to ensure sufficient progress at the school, including, but not limited to, finding the Turnaround Plan deficient and developing a revised Turnaround Plan.



**Appendix A: Turnaround Committee Signatures Page**

*Please Note: Applicants should not sign this section of the application until the Turnaround Committee reaches consensus on the Turnaround Plan and is ready to submit a final copy of such plan to the CSDE.*

We, the undersigned members of the Turnaround Committee, on the basis of a consensus agreement, submit this Turnaround Plan to the Commissioner for final selection of the school into the Commissioner’s Network.

\_\_\_\_\_  
Signature of Superintendent’s Designee, Non-Voting Chair

\_\_\_\_\_  
Date

**Mendi Blue**  
(Name of Superintendent’s Designee, Non-Voting Chair)

\_\_\_\_\_  
Signature of Board of Education-appointed Parent

\_\_\_\_\_  
Date

**Florence Caldwell**  
(Name of Board of Education-appointed Parent)

\_\_\_\_\_  
Signature of Board of Education-appointed Administrator

\_\_\_\_\_  
Date

**Dr. Damaris Rau**  
(Name of Board of Education-appointed Administrator)

\_\_\_\_\_  
Signature of Union-appointed Teacher

\_\_\_\_\_  
Date

**Richard Fazzuoli**  
(Name of Union-appointed Teacher)





---

Signature of Union-appointed Teacher

**Jennifer Wells**  
(Name of Union-appointed Teacher)

---

Date

---

Signature of Union-appointed Parent

**Dominic Dawson**  
(Name of Union-appointed Parent)

---

Date

---

Signature of Commissioner of Education

**Stefan Pryor**  
(Name of Commissioner of Education)

---

Date



## Appendix B: Budget Information

As noted in Section 6.2, please code all expenditures in accordance with the state's Uniform Charts of Accounts as summarized below.

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



**Appendix C: Statement of Assurances**

**STATEMENT OF ASSURANCES**

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
STANDARD STATEMENT OF ASSURANCES  
GRANT PROGRAMS

**PROJECT TITLE:** Commissioner’s Network Turnaround Plan Application

**THE APPLICANT:** Garth Harries, Superintendent **HEREBY ASSURES THAT:**  
New Haven Public Schools  
(insert Agency/School/CBO Name)

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



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

K. REQUIRED LANGUAGE (NON-DISCRIMINATION)

1) References in this section to "contract" shall mean this grant agreement and references to "contractor" shall mean the Grantee.

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

- i. "Commission" means the Commission on Human Rights and Opportunities;
- ii. "Contract" and "contract" include any extension or modification of the Contract or contract;
- iii. "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
- iv. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;
- v. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- vi. "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- vii. "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- viii. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- ix. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and
- x. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or



which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.
- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.



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

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



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

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

Superintendent Signature:

---

Name: *(typed)*

Garth Harries

---

Title: *(typed)*

Superintendent, New Haven Public Schools

---

Date:

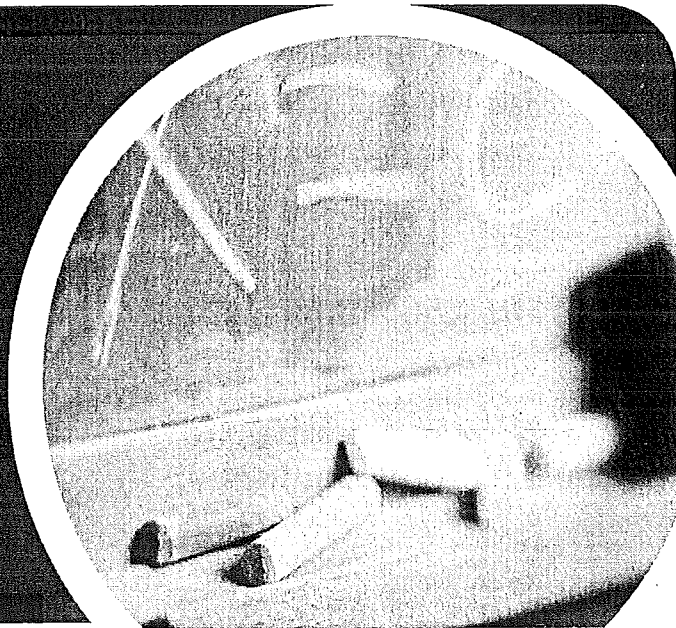
---





# **Commissioner's Network Operations and Instructional Audit Report**

**Lincoln-Bassett School  
New Haven Public Schools  
January 23, 2014**



Turnaround Office  
State Department of Education  
165 Capitol Avenue  
Hartford, CT 06106  
[www.sde.ct.gov](http://www.sde.ct.gov)



# Table of Contents

## Part I: Introduction

Commissioner's Network Overview .....	p. 3
Operations and Instructional Audit Overview .....	p. 3
Audit Process and Methodology .....	p. 4

## Part II: School Information

School Data Profile .....	p. 5
---------------------------	------

## Part III: Audit Findings

Summary .....	p. 7
Talent .....	p. 8
Academics .....	p. 9
Culture and Climate .....	p. 10
Operations .....	p. 12

## Part IV: Appendix Section

Operations and Instructional Audit Rubric .....	p. 15
---	-------

---

## Part I: Introduction

On December 23, 2013, the Commissioner initially selected Lincoln-Bassett School to participate in the Commissioner's Network and invited the Superintendent to submit an application for consideration. Following selection, the New Haven Board of Education established the Turnaround Committee and the Connecticut State Department of Education (CSDE) conducted an operations and instructional audit of the school. The purpose of this Audit Report is to present the findings of the audit.

---

### Commissioner's Network Overview

The Commissioner's Network is a commitment between local stakeholders and the CSDE to dramatically improve student achievement in low-performing schools. To that end, 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, 11 schools are participating in the Network.

Network schools make targeted investments in the following areas:

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

As part of the operations and instructional audit, auditors identify school strengths and growth areas around talent, academics, culture and climate, and operations. Audits are conducted by impartial and experienced educators who produce unbiased and objective reports supporting school planning and transformation efforts.

---

### Operations and Instructional Audit Overview

Pursuant to C.G.S. § 10-223h(c), the operations and instructional audit shall determine the extent to which the school:

- (1) has established a strong family and community connection to the school;

- (2) has a positive school environment, as evidenced by a culture of high expectations and a safe and orderly workplace, and has addressed other nonacademic factors that impact student achievement, such as students' social, emotional, arts, cultural, recreational and health needs;
- (3) has effective leadership, as evidenced by the school principal's performance appraisals, track record in improving student achievement, ability to lead turnaround efforts, and managerial skills and authority in the areas of scheduling, staff management, curriculum implementation and budgeting;
- (4) has effective teachers and support staff, as evidenced by performance evaluations, policies to retain staff determined to be effective and who have the ability to be successful in the turnaround effort, policies to prevent ineffective teachers from transferring to the school, and job-embedded, ongoing professional development informed by the teacher evaluation and support programs that are tied to teacher and student needs;
- (5) uses time effectively, as evidenced by the redesign of the school day, week, or year to include additional time for student learning and teacher collaboration;
- (6) has a curriculum and instructional program that is based on student needs, is research-based, rigorous and aligned with state academic content standards, and serves all children, including students at every achievement level; and
- (7) uses data to inform decision-making and for continuous improvement, including by providing time for collaboration on the use of data.

---

## **Audit Process and Methodology**

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

- (1) The CSDE obtains and auditors review school artifacts, data, and documentation to gain a better understanding of the school's history and context. The CSDE collaborates with school and district leaders to administer a teacher survey.
- (2) The auditors conduct a school site visit to observe school systems and classrooms, and meet with members of the school community. During the site visit, auditors conduct interviews and focus groups with a representative set of school and community stakeholders, including school and district administrators, staff, students, family members, community partners, and members of the School Planning and Management Team and Turnaround Committee.
- (3) The auditors synthesize and use all available data to generate the operations and instructional audit report, identifying strengths and growth areas around talent, academics, culture and climate, and operations.

Please note that while this Audit Report identifies areas for improvement, it does not prescribe interventions or offer recommendations. The Turnaround Committee is responsible for developing a Turnaround Plan that builds upon the strengths and addresses the growth areas identified in the Audit Report.

## Part II: School Information

Lincoln-Bassett School is located in the Newhallville neighborhood of New Haven, Connecticut. The school served students in grades Pre-Kindergarten through Grade 8 until just before the start of the 2013-14 school year, when Grades 7 and 8 were cut from Lincoln-Bassett due to low student enrollment and a district-wide budget deficit. As a community school, Lincoln-Bassett enrolls students in Grades Pre-Kindergarten through 6 from the greater New Haven Public Schools attendance area; however, most of the school's students are from the Newhallville neighborhood. Approximately 67 percent of the students are Black and 17 percent are Hispanic. Eight percent of the students are identified as needing special education services and five percent are English Language Learners. Just over half of the students in the school are eligible for free or reduced-price meals.

Recent student achievement on Connecticut standardized assessments in reading and mathematics ranks the school among the lowest in the district and well below the state average. As of December 2013, Lincoln-Bassett is among those designated as a Tier III priority for redesign and improvement support by the district. The current principal assumed leadership of the school in the summer of 2013. The previous administration was in place for sixteen years.

### School Data Profile

The following chart provides a summary of Lincoln-Bassett's current and historic data, including information about student enrollment and demographics, personnel, school climate, school performance, and student academic achievement.

Enrollment Data (2013-14):			
Grades:	PK-6	5-yr Enrollment Trend:	10/1/09: 275 10/1/13: 349
Student Enrollment:	355	Mobility Rate:	35%
Personnel Data (2013-14):			
# of Administrators:	2	% of Teachers "Below Standard":	0
# of Teachers:	28	% of Teachers "Developing":	0
# of Support Staff:	21	% of Teachers "Proficient":	50.0
# of Psychologists:	1 (Part-time)	% of Teachers "Exemplary":	7.1
		% of Teachers "Not Rated"	42.8
# of Social Workers:	1 (Part-time)	3-yr Teacher Retention Rate:	NA
School Day Per Year (2013-14):			
Total # of Student Days/Year:	182	Instructional Minutes/Day:	310
Total # of Teacher Days/Year:	186	Extended Day Program	YES

<b>Student Demographic Breakdown (2013-14):</b>				
% Black:	67.4	% Male:	55.1	
% Hispanic:	16.7	% Female:	44.9	
% White:	1.3	% ELL:	4.8	
% Other:	14.6	% Special Education:	8.2	
% F/R Meals:	54.3	% Eligible for HUSKY Plan, Part A:	NA	
<b>School Climate Data:</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Student Attendance Rate:	92.5%	94.8%	92.8%	90.3%
Chronic Absenteeism Rate:	16%	17%	15%	21%
Total # of ISS/OSS/Expulsions:	13/58/1	11/38/6	8/35/2	3/35/1
Teacher Attendance Rate:	NA	NA	NA	NA
<b>School Performance Index:</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
SPI:	62.3	69.1	45.5	45.1
<b>CMT At/Above Goal:</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Grade 3 – Reading	14.3%	60.9%	10.2%	6.7%
Grade 4 – Reading	31.3%	58.3%	12.0%	9.1%
Grade 5 – Reading	66.7%	23.1%	14.3%	14.3%
Grade 6 – Reading	68.4%	50.0%	35.0%	31.6%
Grade 7 – Reading	34.8%	80.0%	33.3%	46.7%
Grade 8 – Reading	45.5%	54.2%	40.0%	35.7%
Grade 3 – Math	62.2%	47.8%	14.0%	15.6%
Grade 4 – Math	35.3%	60.7%	23.1%	13.6%
Grade 5 – Math	68.4%	61.5%	34.8%	9.5%
Grade 6 – Math	72.2%	26.3%	22.7%	45.0%
Grade 7 – Math	41.7%	80.0%	40.0%	33.3%
Grade 8 – Math	47.8%	70.8%	50.0%	35.7%

## Part III: Audit Findings

Part III of the Audit Report provides a summative analysis of audit findings in the areas of talent, academics, culture and climate, and operations.

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

\*Ratings for these four sub-indicators are based largely on a composite or average score generated from all classroom observations.

	Below Standard
2	Developing
3	Proficient
4	Exemplary

## Talent

The following section provides quantitative and qualitative evidence to support the cumulative ratings provided in the chart on Page 7.

### Strengths:

- **School Leadership:** The principal articulated a breadth and depth of understanding of Lincoln-Bassett's strengths and weaknesses. She conveyed a student-centered vision and a heightened sense of urgency to positively affect student achievement. In her description of the numerous challenges she and her staff face at this early juncture in their working relationship, she presented a "glass half-full" perspective and emphasized evidence of substantive progress since taking over the school last summer. Comments made by district leaders, teachers, students, and parents confirmed the principal's dedication and drive to improve the school. The principal clearly has the support of the district, particularly her supervisor who visits the school frequently.
- **Instructional Support by Literacy and Math Coaches:** Focus group interviews with teachers and parents indicated that the literacy and math coaches have made a positive impact on planning and preparation for instruction. The coaches facilitate and support weekly grade-level meetings on the implementation of the district's reading and math curriculum initiatives. As of this year, the literacy coach is able to work with teachers in their classrooms to model new instructional approaches such as Reader's and Writer's Workshop. The coaching is particularly important at Lincoln-Bassett because the school is behind with regard to standards of practice and service due to its late adoption and implementation of several core district initiatives.

### Growth Areas:

- **Change Management:** Conversations with every stakeholder group supported the fact that Lincoln-Bassett is undergoing significant change. While everyone from the principal to the students cited evidence of progress resulting from recent change efforts, a consistent message surfaced that the urgent press to improve the school and "catch up" in basic areas is also creating a divide among the faculty. There is also some evidence that the professional rapport between the administration and some teachers has become strained. Some teachers expressed the opinion that they feel less empowered as they are being told what to do about everything from handling discipline, to instructional approaches, to the goals specified for their evaluation. If not managed carefully, this divide and tension could impede the school's short- and long-term progress.
- **TEVAL Implementation:** Although TEVAL was phased in throughout the New Haven Public Schools system beginning in the 2010-11 school year, this is Lincoln-Bassett's first reliable year of implementation. Though the school has data to suggest that 57 percent of its teachers were evaluated as *Proficient* or *Exemplary*, the school lacks thorough documentation for completed evaluations. Furthermore, the reported high level of teacher performance is not consistent with the low and declining student achievement outcomes in reading and math over the past two years. Another gap exists between teacher perception about their effectiveness and the school leadership's informal assessment of the instructional delivery. Based on survey data, 92 percent



of the teachers agreed that: "Teachers at this school engage students in higher-order thinking and push them toward content mastery." However, administrators, district leaders, and instructional coaches separately indicated that their estimate on the same criteria would only be around 25 percent.

- **Staff Attendance:** While the district does not officially collect and report data on staff attendance, administrators reported that many staff members are accustomed to showing up late at the start of the school day. Based on school records, between two and seven teachers are absent each day (several are chronically absent). Also, teachers have not been accustomed to participating in the district-wide Curriculum and Instruction meetings, but are now starting to attend.
- **Recruitment and Retention:** The principal and district leaders made clear that the principal has hiring discretion to fill vacancies, but there does not appear to be a plan to retain and recruit the highest-quality and most capable educators needed to support Lincoln-Bassett's improvement efforts. Given the school's non-magnet status and performance record, the school may need to do more than hold a school-specific recruitment fair to attract strong candidates. District efforts to include incentive pay options for teachers who elect to work in low-performing schools could help serve this end.

---

## Academics

The following section provides quantitative and qualitative evidence to support the cumulative ratings provided in the chart on Page 7.

### Strengths:

- **District Curriculum and Assessment Initiatives:** The district has well-defined, structured initiatives for the implementation of Common Core-aligned curriculum and student assessments. The principal and teachers agreed that this structure serves as an instructional road map for Lincoln-Bassett's school leadership, instructional coaches, and teachers to drive school improvement.

### Growth Areas:

- **Differentiation:** Student achievement data and interviews with the instructional coaches suggest that there is a need for the faculty to increase knowledge and skill in differentiating Tier I instruction for all students. Administrators and coaches noted that more students are requiring Tier II and III instruction because of the lack of differentiation in Tier I instruction. Teachers expressed the desire and need for ongoing and embedded professional development accommodating student individual learning needs. Teachers also expressed a desire for additional math tutoring programs.
- **Special Populations Support:** School leadership and teachers indicated that special education students were generally pulled out for services in the recent past. The school's leadership has set out new expectations for the special education teachers to provide more support for

students within the mainstream classroom and to make every effort to serve them in the least restrictive environment possible. This change is still a work in progress and not all staff members are on-board with the change. The school has a relatively small ELL student population (4.8 percent of students), but has recently enrolled several newcomers from different countries as the school has the enrollment space and the families live in the neighborhood. There is no full-time ELL support for these students because the ELL teacher is only assigned part-time to Lincoln-Bassett.

- **Academic Rigor:** A majority of the classroom observations conducted during the audit site visit demonstrated a low level of instructional rigor. Of seven classroom observations scored by the audit team, only one lesson demonstrated a focus on accessible and challenging content and students engaged in higher-order thinking through teacher facilitation. Of the other classrooms observed, half were assessed as “below standard” and half were rated as “developing” based on evidence of teacher-centered instruction and students being engaged at the comprehension level of thinking and understanding. Students and parents both expressed a desire to increase the teaching and learning expectations at Lincoln-Bassett.
- **Data Use:** Administrators and instructional coaches described the school as being at a preliminary stage of data use to guide planning and inform instruction. School leaders indicated that teachers’ technology skills are very elementary and that many teachers don’t know how to access student data (many were not even using their district email accounts, which had closed due to lack of use). School leaders reported that their initial plans to conduct data team meetings were put on hold once it became apparent that the teachers needed more support in becoming familiar with the new curriculum and the necessary technology.

---

## Culture and Climate

The following section provides quantitative and qualitative evidence to support the cumulative ratings provided in the chart on Page 7.

### Strengths:

- **Student Care and Concern:** It was evident in the tone and substance of the interviews with all stakeholder groups that there is a shared and genuine care and concern for the students at Lincoln-Bassett. Teachers talked about how they know all of the students in the school and check in with all students and not just the one’s assigned to them. One teacher said “we are a family for these kids and we would move heaven and earth for them.” This sense of caring comes through to the students, who reported that the teachers are nice and are trying to help them.
- **Community Engagement:** Similar to the shared expression of care and concern for students, the interviews with all stakeholder groups revealed growing appreciation between the Lincoln-Bassett faculty/staff and the community. The new principal was cited as being a driving force in renewing connections between the school and the community. District leaders indicated that the community has seen Lincoln-Bassett as a deteriorating school, but is now excited about the

prospect of it turning around. The principal has developed strong relationships with the local alderwoman, police, parents, and community partners since coming to the school last summer.

- **Parental Support for School Leadership:** The principal has made an active and concerted effort to reach out to parents and make them feel welcome in the school. One parent summed up the sentiment of the parent focus group when she said: “It feels like the same building but a new home.” Parents not only expressed their support for the difference the principal has made in a short period of time, they also expressed a willingness to help her and the teachers overcome challenges to increase student achievement.
- **Physical Environment:** The environment is bright and generally clean, helping to create a welcoming environment for the students. Staff members have made an effort to put up student work and colorful visuals in classrooms and hallway bulletin boards. The school has spacious classrooms that all have new classroom libraries and reading rug areas as of this year. There is an effort to foster school identity through the school’s mascot (the eagle) and a school song sung every morning.
- **Community Health Clinic:** The community health clinic operating in the school is fully staffed this year. It supports the school’s wraparound efforts to meet student health and wellness needs.

#### Growth Areas:

- **Staff Divide:** While there is a positive rapport among the faculty as professional friends, the focus groups and survey revealed a sentiment that there is an approximate 50/50 divide among the faculty in their support for the school leadership’s effort to quickly make changes at Lincoln-Bassett. Teachers who support the new direction demonstrated positivity and optimism about the changes; those who do not talked about how things weren’t so bad before and how there was more of a “family atmosphere” last year. Overall, there appears to be some tension between teachers who are more comfortable with the pace of change and those who are not yet sure that so much change is needed.
- **Behavior Management:** Interviews revealed that the current school leadership has made it a priority to make a significant change in the way student discipline is managed. In the recent past, teachers established their own behavior rules and expectations. If students were sent to the office, they were often placed in in-school suspension in the cafeteria – many times for very long periods of time – or sent home. While the current administration came into the school with a well-developed behavior management plan on paper, the plan is not yet being fully implemented as the school is pursuing a complete PBIS planning process. For example, administrators are asking teachers to conference with students more and not just send them out of class; however, there seems to be a lack of clarity on the staff’s part as to when they may call for administrator involvement. Additionally, some teachers do not feel that they have the support of the administration in managing student behavior and that there are mixed messages about how they are supposed to be responding to inappropriate student behavior. Some teachers reported consequences are being administered inconsistently.

- **Attendance:** Student attendance rates reported on the school's data profile indicate that attendance rates have consistently been below the district average and that chronic absenteeism has increased. In 2012-13, the average daily student attendance rate was 90.3 percent, and the chronic absenteeism rate was 21 percent. In response, this year, the assistant principal is coordinating an attendance committee. The committee has tied attendance to student recognition, focused efforts to support and recognize families for their children's attendance, and worked with community partners to provide additional incentives. Early indicators suggest that this work appears to be paying off as chronic absenteeism was at 5.4 percent for first quarter of this school year.
- **Parent Involvement:** The parents in the focus group interview expressed an interest in becoming more actively involved in supporting the school. Specifically, they requested district support to clarify the volunteer application system as some parents reported filling out the forms and not hearing back about a decision. Parents currently do not participate on the School Planning and Management Team (SPMT), but parental interest in participating seems to be there. The parents also expressed interest in workshops where they can learn more about the curriculum and things they can do to support learning at home.
- **Student Support Staffing:** The school psychologist and social worker are assigned part-time at Lincoln-Bassett. These individuals spend a significant amount or all of their time on campus in meetings. Both the representatives of the SPMT and the parents interviewed during the audit site visit expressed interest in additional staffing support in these areas to enhance services for students.

---

## Operations

The following section provides quantitative and qualitative evidence to support the cumulative ratings provided in the chart on Page 7.

### Strengths:

- **Improved Student Arrival and Dismissal Routines:** Arrival and dismissal procedural changes made by the principal were acknowledged and celebrated by the parents in their focus group for making things more orderly and safe for the students. Not having the students enter through the loading dock platform in the morning also improves the climate of the school by making it more student-centered. Teachers are also now expected to help greet students when they enter in the morning. Dismissal is now done from the auditorium to better control when different groups of students leave the building.
- **Security Guard:** A long-time member of the Lincoln-Bassett staff, the security guard demonstrated care and attentiveness in doing her job. The interviews with the principal, parents, and SPMT representatives revealed a high regard for her positive impact in promoting school safety in routine and crisis situations.
- **Student Access to Books:** Parents, teachers, and students all commented on the increased availability of books in every classroom. The change in library policy that allows checked-out

books to be taken home is student-centered and aligns with the goal of improving student achievement in literacy and math. In addition, the literacy coach is sending home some supplemental reading materials for struggling students that parents greatly appreciate.

#### **Growth Areas:**

- **Safety:** Security emerged as a topic of conversation with every stakeholder group. While there is agreement that safety and security inside the building has improved this year, parents, students, and school leadership voiced special concern about threats to safety from the surrounding community. With several shootings in close proximity of the school (including the parking lot), there is an evident need for the district to ensure the consistent working order of existing security equipment, door locks, and the public address system at the school. Reasonable options to improve school security offered by the principal and SPMT representatives include the allocation of a second security guard or the assignment of a school resource officer. One additional concern raised by parents focused on the maintenance and security of the playground. They reported that it is effectively unusable because it is used by drug dealers. While most of the safety concerns raised were about issues outside of the building, the student focus group suggested the need for more attention on student interactions.
- **Time:** A review of classroom schedules as well as the focus group interviews with the principal and teachers suggests that the school is struggling to meet expectations for implementing district initiatives for several reasons, including inadequate or ineffective use of instructional time. The loss of a specialist teacher when Grades 7 and 8 were pulled from the school just before the start of the school year required reorganization of the schedule to fit in daily teacher prep time for every teacher. With the current schedule, not all grade levels have sufficient instructional time to meet the district-specified number of minutes for specific subject areas. Teachers reported that they are asked to cover a lot and new requests for what they need to do with their students keep coming so there is less time to gauge what the students need. Students reported that math is an area where they feel that teachers do not have time to help them if they do not understand. They are then left to do their homework on their own, which they find frustrating.
- **Facility:** Lincoln-Bassett operates in a facility designed for a 20<sup>th</sup> Century middle school. The space is vertically spread out, which can make safety a bigger concern as the Grade 4 and 5 classrooms are far from the main office. The audit team experienced the random sounding of a bell system covered during a previous construction project. Such a distraction, while minor, is disruptive to learning. Classrooms also lack basic resources such as white boards, SMART boards, and projectors. Other instructional technology such as Wi-Fi and upgraded computer labs or computer stations in each classroom could support teachers' instruction and the administration of Smarter Balanced Assessments.
- **Transition Routines:** Observations during student transitions to and from the cafeteria suggest the need for more consistent routines and procedures in common spaces. While students were often in class lines walking to the cafeteria, they were also observed running while in line and there was a physical altercation between two students. The noise level was high during these transitions. Supervision in the cafeteria may need to be increased as well; during the audit site

visit, two young girls were observed wandering outside of the cafeteria for nearly five minutes without being re-directed.

\*\*\*

The audit team would like to express its sincere appreciation to the Lincoln-Bassett community for all of its hospitality on the day of the site visit. We appreciate the openness and transparency demonstrated by members of the school community. There is a willingness and desire on the part of staff, parents, students, and community members to improve the school.

# Appendix A: Operations and Instructional Audit Rubric

		TALENT	
Indicator		Developing	Proficient
1.1. Instructional Practice		Instructional quality is moderate; however, teacher effectiveness is variable from classroom to classroom. Staffing decisions do not always reflect teacher effectiveness and student needs.	Most classes are led by effective educators, and instructional quality is strong. There are some systems in place to promote and develop teacher effectiveness and make appropriate staffing decisions.
1.2. Evaluation and Professional Culture	There are significant concerns about staff professionalism. Staff come to school unprepared, and there is little sense of personal responsibility. There is a culture of low expectations; individuals are not accountable for their work. Evaluations are infrequent, and few if any staff were formally evaluated 3 or more times in 2012-13. Instructional leaders do not provide regular feedback to staff.	There are some concerns about professionalism. Some staff come to school unprepared. Some teachers feel responsible for their work. Some teachers were formally evaluated at least 3 times in 2012-13, but most were not. Leaders communicate some expectations for and feedback on performance, but do not consistently follow-up to see whether or not the feedback is acted upon.	The school is a professional work environment. Most staff are prepared to start the school day on time with appropriate instructional materials ready to go. The vast majority of staff feel deep personal responsibility to do their best work. All teachers were formally evaluated at least 3 times in 2012-13. Leaders conduct frequent informal evaluations and provide meaningful feedback. Individuals are held accountable for their performance.
1.3. Recruitment and Retention Strategies	The school and/or district lack systems to recruit and attract top talent. Retention of high-quality staff is a significant concern. The school lacks systems and strategies to retain top teachers and leaders.	The school and/or district have components of a plan for recruitment and retention of quality educators (e.g., mentoring, induction). The plan is not fully developed or consistently implemented.	The school and/or district effectively implement a long-term plan for recruitment and retention. Efforts are made to match the most effective educators to the students with the greatest needs. Deliberate, successful efforts are made to retain top talent.
1.4. Professional Development	Professional Development (PD) opportunities are infrequent and/or of inconsistent quality and relevance. PD does not align to staff's development areas and/or students' needs. As a result, teachers struggle to implement PD strategies. There is no clear process to support or hold teachers accountable for the implementation of PD strategies.	PD opportunities are provided; however, they are not always tightly aligned with student and adult learning needs. The quality of PD opportunities is inconsistent. Sometimes, teachers report that PD improves their instructional practices. Teachers are not generally held accountable for implementing skills learned through PD.	The school consistently offers rich and meaningful PD opportunities that are aligned to student needs and staff growth areas identified through observations. Teachers effectively translate PD strategies into their daily instruction. The school has a process for monitoring and supporting the implementation of PD strategies.
1.5. Leadership Effectiveness	Leadership fails to convey a school mission or strategic direction. The school team is stuck in a fire-fighting or reactive mode, lacks school goals, and/or suffers from initiative fatigue. The school community questions whether the school can/will improve.	The mission and strategic direction are not well communicated. A school improvement plan does not consistently guide daily activities and decision-making. The community generally understands the need for change; however, actions are more often governed by the status quo.	Leadership focuses on school mission and strategic direction with staff, students, and families. The school has a manageable set of goals and a clear set of strategies to achieve those goals. The plan is being implemented and monitored with fidelity. Leadership conveys deep urgency.

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

ACADEMICS		
Indicator	Developing	Proficient
2.1. Academic Rigor* <sup>1</sup>	Some observed lessons are somewhat student-centered, challenging and engaging. Teachers engage students in some higher-order thinking. Many students demonstrate only a surface-level understanding of concepts. Teachers demonstrate moderate expectations and some urgency.	Some observed lessons are appropriately accessible and challenging for most students. Teachers engage students in higher-order thinking, and students are pushed toward content mastery. Lessons begin to engage students as self-directed learners. Teachers communicate solid expectations.
2.2. Student Engagement*	Some students exhibit moderate engagement, but many are engaged in off-task behaviors. Some observed lessons appeal to multiple learning styles. Students are involved in the lessons, but participation is more passive than active. Students are easily distracted from assigned tasks.	Most students are engaged and exhibit on-task behaviors. The observed lessons appeal to multiple learning styles. Students are involved in the lesson, but participation is, at times, more passive than active. A handful of students are easily distracted from the task at hand.
2.3. Differentiation and Checking for Understanding*	Some teachers are differentiating at least part of the observed lessons; however, the practice is not consistent or widespread. There is some evidence of the use of student data to adapt the learning process. Some teachers use strategies to monitor understanding.	Most teachers employ strategies to tier or differentiate instruction at various points in the lesson. Most teachers use data or checks for understanding to differentiate the learning process on the fly. Teachers take time to support students struggling to engage with the content.
2.4. Curriculum and Instruction Aligned to Common Core State	The school has curricula for some grades and content areas, some of which are rigorous, standards-based. Curricula are implemented with some fidelity. Teachers struggle with consistent pacing. The percentage of	Rigorous, standards-based curricula exist for almost all grade levels and content areas, and are being implemented consistently across classrooms. Teachers demonstrate consistent pacing. The percentage of
	The school lacks a rigorous, standards-based curriculum that is aligned to the Common Core State Standards (CCSS) and/or the curriculum is not being implemented with fidelity. As a result, pacing is inconsistent. The percentage	Rigorous, standards-based curricula exist for all grade levels and content areas. Curricula are aligned with the CCSS and are being implemented with a high degree of fidelity throughout the school. The percentage of

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



**ACADEMICS**

Indicator	Developing	Proficient
<b>Standards</b>	students at or above goal on state assessments is 6-10 points below the state average.	students at or above goal on state assessments is within 5 percentage points of the state average.
<b>2.5. Support for Special Populations</b>	The school typically meets the needs of its high-needs students. Most special education students meet their IEP goals, but LRE is not always considered when making placement determinations. The school typically meets the needs of its ELLs, and attempts to track progress and set content and language mastery goals. There are significant gaps between subgroups and non-identified students as measured by state assessments and marginal progress over time.	The school consistently meets the needs of its high-needs students. Special education students regularly meet their IEP goals and LRE is a critical factor in placement determinations. The school meets the needs, tracks progress, and sets content and language mastery goals for all ELLs. There are small gaps between subgroups and non-identified students as measured by state assessments, and some signs of progress toward closing the gaps.
<b>2.6. Assessment Systems and Data Culture</b>	The school lacks a comprehensive assessment system (including summative and benchmark assessments). Teachers rarely collect, analyze, and/or discuss data. The school lacks or fails to implement SRBI protocols linking data to interventions.	The school implements a clear system of benchmark assessments. Some teachers are developing familiarity with regularly using formative assessments to differentiate instruction. The school has emerging processes in place to use the data to inform interventions.
	The school struggles to provide a welcoming environment conducive to high-quality teaching and learning. Large sections of the school are not clean, bright, welcoming, or reflective of student work. Though the school has some data and student work displayed, efforts to brand the school and convey high expectations are very minimal. Sections of the school need significant attention.	The school provides a welcoming and stimulating learning environment. Common spaces and classrooms are bright, clean, welcoming, and conducive to high-quality teaching and learning. Data and student work are visible and present throughout the school, inspiring students and teachers to do their best work. There is clear branding and consistent messaging throughout the school, promoting school identity and pride.

**CULTURE AND CLIMATE**

Indicator	Developing	Proficient
<b>3.1. School Environment</b>	The school fails to create a welcoming and stimulating learning environment. Communal spaces and classrooms may be unkempt, rundown, unsafe, or sterile. Many classrooms are neither warm nor inviting and lack intellectual stimulation. Little to no student work or data is displayed to help convey a sense of pride and high expectations.	The school generally provides a welcoming learning environment. Most of the facility is in good repair and conducive to teaching and learning. Most classrooms and common spaces are bright and clean, displaying data and student work; however, some sections lack visual stimulation. The school has made an effort to foster school identity through branding and consistent messaging in classrooms and communal spaces.
<b>3.2. Student Attendance</b>	The school has few, if any, strategies to increase attendance. Average daily attendance is ≤ 88% and/or chronic absenteeism is > 20%.	The school implements effective strategies to increase attendance and on-time arrival. Average daily attendance is > 97% and chronic absenteeism is ≤ 10%.

CULTURE AND CLIMATE	
Indicator	Developing
<b>3.3. Student Behavior</b>	A school-wide behavior management plan is in place, but there is little evidence of implementation. Student misbehavior is a significant challenge and creates regular distractions. Disciplinary approaches appear to be inconsistent; students and staff do not have a common understanding of behavioral expectations. Discipline is mostly punitive. The rate of suspensions/expulsions as a proportion of student enrollment is greater than 20% (total # 2012-13 incidents/total enrollment).
<b>3.4. Interpersonal Interactions</b>	There is a moderate sense of community. Students are somewhat respectful toward one another and adults. There is some teasing and divisiveness; however, it does not define school culture. Communication between students and staff is somewhat positive. There are some connections between students and staff.
<b>3.5. Family and Community Engagement</b>	The school offers several family events throughout the year. Roughly half of families participate in school activities. More than half of all teachers reach out to families regarding their child's academic progress.
<b>3.6. Community Partners and Wraparound Strategy</b>	The school offers some support to address students' nonacademic needs through wraparound services. Community and partner engagement is spotty and event-specific.
	<b>Proficient</b>
	A school-wide behavior management plan is in place and effectively implemented most of the time. Student behavior is under control. Misbehavior is infrequent, with periodic distractions to instruction. Most students behave in a calm and respectful manner. Students and staff have a common understanding of the behavior policy. There is positive reinforcement of desired behaviors. The suspension/expulsion rate is between 10% and 14%.
	There is a good overall sense of community. Students are generally respectful toward one another and adults. Interactions are mostly positive. There is minimal teasing and divisiveness. Communication between students and staff is generally positive and respectful. There are signs of connections between students and staff. Most staff seem invested in their students.
	The school offers periodic, meaningful opportunities for parents/families to engage in student's education. Most families participate in school activities. Most educators communicate regularly with families.
	The school offers a range of wraparound services to address students' nonacademic needs. The school has several sustained community partnerships.
	<b>Developing</b>
	A school-wide behavior management plan is consistently and effectively implemented. All students behave in a calm, orderly, and respectful manner throughout the school day. Classroom distractions are minimal, and immediately and appropriately addressed. Rewards and consequences are clear and appropriate, and are consistently applied across the school. The suspension/expulsion rate is < 10%.
	There is a strong sense of community. Students are respectful and courteous of one another and adults. Student interactions are overwhelmingly positive and polite. The school has an inclusive and welcoming environment. Student/adult interactions are positive and respectful, demonstrating strong relationships. Staff seems invested in the well-being and development of students.
	The school frequently engages parents/family as partners in student's education. Almost all families participate in school activities. Nearly all educators communicate with families on a regular basis.
	The school has a clear process for evaluating students' needs and connecting students to appropriate wraparound services. The school has sustained community partnerships to help address student needs.

OPERATIONS	
Indicator	Developing
<b>4.1. Adequate Instructional</b>	Students would benefit from increased instructional and/or intervention time. The school
	<b>Proficient</b>
	The school has taken steps to increase instructional time on task through extended learning opportunities. The
	The school has multiple extended learning opportunities available to students. The school implements a

OPERATIONS			
Indicator	Developing	Proficient	Exemplary
<b>Time</b>	calendar and daily schedule could be improved to increase time on task. The schedule includes > 5 and ≤ 5.5 hours of instruction per day, and > 60 and ≤ 90 minutes of ELA time.	school calendar and daily schedule are well constructed. The schedule includes > 5.5 and ≤ 6 hours of instruction per day, and > 90 and ≤ 120 minutes of ELA time.	thoughtful and strategic school calendar and daily schedule. The schedule includes > 6 hours of instruction per day, and > 120 minutes of ELA time.
<b>4.2. Use of Instructional Time*</b>	Staff and students use time ineffectively. Misused instructional time results from misbehavior, poor scheduling, and inefficient transitions. There are missed opportunities to maximize time on task. Observed teachers struggle with pacing and fail to use class time in a constructive manner.	Staff and students use time well. A handful of students require redirection; however, the majority of students transition quickly to academic work when prompted by the teacher. There is minimal downtime. Lessons are well planned, paced, and executed. Teachers are adept at managing and using class time.	Staff and students maximize their use of time. There is no downtime. Transitions are smooth and efficient. Students transition promptly to academic work with minimal cues and reminders from teachers. Teachers meticulously use every moment of class time to prioritize instructional time on task.
<b>4.3. Use of Staff Time</b>	Educators lack adequate and/or recurring professional development and/or common planning time. Common planning time is currently disorganized and the time is not used effectively. As a result, staff members are unable to develop and/or share practices on a regular basis.	All academic teams have common planning periods (1-2 hours/week) and they are seldom interrupted by non-instructional tasks. Staff members use this time to discuss instructional strategies, discuss student work, develop curricular resources, and use data to adjust instruction.	All educators have weekly common planning time for vertical and horizontal planning (more than 2 hours/week). Common planning periods are tightly protected and only interrupted by emergencies. The school has established tight protocols to ensure that common planning time is used effectively.
<b>4.4. Routines and Transitions</b>	The school is chaotic and disorderly. The safety of students and staff is a concern. The school lacks critical systems and routines. Movement of students is chaotic and noisy with little adult intervention. Adults are not present during transitions; therefore, there is very little re-direction.	The school environment is calm and orderly in most locations and during most of the day. Rules and procedures are fairly clear, consistent, and evident. Routines seem somewhat apparent and institutionalized. Adults are present to reinforce norms.	The school environment is calm and orderly. Rules and procedures are clear, specific, consistent, and evident. Routines are largely unspoken and institutionalized. Adults are consistently present to reinforce norms.
<b>4.5. Financial Management</b>	Budget decisions are sometimes focused on factors unrelated to student needs and school goals. A number of expenditures and initiatives lack a plan for sustainability beyond the current school year. School and/or district leaders do not effectively advocate for school needs or pursue additional resources.	The school and/or district have emerging strategic budgeting practices. The school and/or district have begun to repurpose funds to align expenditures more closely with school goals and student needs. Sustainability may pose a concern. School/district leaders effectively advocate for school needs and pursue additional resources.	The school and district engage in strategic budgeting. The school and district invest in high-yield, research-based initiatives aligned to student needs and school goals. There is a clear sustainability plan for all major expenditures. School/district leaders effectively advocate for school needs, and build strategic relationships to pursue needed resources.

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



Lincoln-Bassett Community School  
 Central Office Staff Expectations

Key Areas:	Professional Duties and Responsibilities:
<p>I. Purpose</p>	<p>A. We must take collective responsibility for raising Lincoln-Bassett up and doing right by our students and families. All focus must be on our students.</p> <p>B. These commitments are specific to Lincoln-Bassett and shall remain in effect for the full duration of the school’s participation in the Commissioner’s Network and until the school meets and surpasses district achievement averages in reading and mathematics; the commitments shall not be precedent setting for any other school.</p>
<p>II. Work Rules</p>	<p>A. <b>Flexible Work Rules:</b> New Haven Public Schools (NHPS) recognizes Lincoln-Bassett’s need to develop a culture of successful performance and learning, operate within redesigned work rules, modify the length of the instructional day and year, and create schedules, instructional programs, and pedagogy aligned to student needs and school goals. Therefore, NHPS shall ensure flexible work rules for Lincoln-Bassett’s leadership, instructional staff, and non-instructional staff.</p>
<p>III. School-Level Staffing</p>	<p>A. <b>Initial Teacher Staffing Process:</b> NHPS will ensure that all incumbent teachers complete the initial staffing process by May 16, 2014.</p> <p>B. <b>Hiring:</b> NHPS will employ a competency-based hiring process, requiring mutual consent, to fill vacancies at Lincoln-Bassett with top talent, recruiting candidates both internally and externally. The district shall utilize incentives to attract high-quality teachers aligned to school needs. NHPS will ensure that student and programmatic needs exclusively drive all staffing and staff placement decisions; the district will not use seniority when filling openings that occur at Lincoln-Bassett. The school will be exempt from forced placement and bumping practices. School leadership will have jurisdiction over teacher placement at the school based on performance and a determination of the teacher’s fit and overall alignment with the school’s vision, model, and goals. NHPS and school leadership will make every effort to ensure that the school is fully staffed by the first day of school.</p> <p>C. <b>Annual Staffing and Teacher Evaluation:</b> NHPS will ensure that implementation of TEVAL is objective, timely, and consequential. At the end of the 2014-15 school year, tenured teachers rated as “Developing” may be transferred out of Lincoln-Bassett and tenured teachers rated as “Needs Improvement” may be terminated, consistent with the existing collective bargaining agreement; non-tenured teachers rated as “Developing” or “Needs Improvement” may be transferred out of the school at the request of the principal or terminated. NHPS will provide school administrators with adequate training and additional support, as necessary, to conduct evaluations. Teachers evaluated as “Exemplary” or “Strong” will be encouraged to apply for leadership opportunities at Lincoln-Bassett as identified by New Haven’s Talent Council or school leadership through the open proposal process, with additional compensation in the form of a stipend.</p> <p>D. <b>Annual School Leader Evaluation and Renewal:</b> NHPS will ensure that the implementation of PEVAL is objective, timely, and consequential; evaluation of leadership must, by the nature of the work, be contextual, individualized, and</p>

Lincoln-Bassett Community School  
 Central Office Staff Expectations

Key Areas:	Professional Duties and Responsibilities:
	<p>evidence-based. At the beginning of each academic year, NHPS will work with school leaders to complete a 360 feedback exercise, which shall include multiple feedback sources including peers, superiors, subordinates, and external partners selected by the school leader, to identify and prioritize focus areas for professional growth. In collaboration with the Connecticut State Department of Education (CSDE) and the School Administrators Association (SAA), NHPS will ensure that school leaders develop annual targets for professional growth and school performance. School leaders must show continuous improvement in PEVAL growth areas and in engaging staff and parents, as measured by factors agreed upon by NHPS, CSDE, and SAA. In collaboration with the CSDE, NHPS will identify and provide specific professional learning opportunities for school leaders. In consultation with the CSDE, in March of each year, the Superintendent and the Director will decide whether to retain the principal and/or assistant principal of Lincoln-Bassett in accordance with the SAA contract.</p> <p>E. <b>Non-Instructional Support Staff:</b> By June 2014, NHPS shall conduct a reapplication process for all paraprofessionals, secretaries, cafeteria workers, custodians, and other non-instructional support staff employed at Lincoln-Bassett. Prior to the reapplication process, support staff will be notified of any and all modifications to existing work rules consistent with Lincoln-Bassett’s redesign strategy and process. School leadership shall have hiring authority around non-instructional support staff. Additionally, school leadership shall have the authority to assign projects to support staff based on student needs and school goals.</p> <p>F. <b>Additional Staff:</b> In April 2014, NHPS assigned a part-time dean of social skills and a full-time social worker to the school. For the 2014-15 school year and beyond, NHPS shall repurpose the part-time dean of social skills position as a full-time dean of students, and shall maintain a full-time social worker. Similarly, the district shall maintain the Refocus Room and full-time staffing for that service at the school, supporting students who may have difficulties in the traditional classroom setting. NHPS shall make every effort to provide at least one part-time school resource officer for Lincoln-Bassett, in addition to the one security guard currently employed at the school.</p>
<p>IV. <b>Class Size</b></p>	<p>A. <b>Grades K through 2:</b> Classes shall not exceed 22 students, allowing for rigorous and relevant academic instruction, particularly supporting early literacy; every K-2 classroom shall have one full-time paraprofessional. The district will adjust staffing to allow for this student-teacher ratio.</p> <p>B. <b>Grades 3 through 6:</b> Classes shall not exceed 24 students, allowing for rigorous and personalized academics. The district will adjust staffing to allow for this student-teacher ratio.</p>
<p>V. <b>Professional Development</b></p>	<p>A. <b>Site-Based Autonomy:</b> NHPS shall secure site-based autonomy over the design and delivery of professional development aligned to school goals and staff development needs. Site-based professional learning opportunities may be in lieu of required district-led professional development.</p>

Lincoln-Bassett Community School  
 Central Office Staff Expectations

Key Areas:	Professional Duties and Responsibilities:
	<p>B. <b>Educator Effectiveness Coaching:</b> NHPS shall collaborate with an educator effectiveness partner identified by the CSDE. Through this partnership, several of Lincoln-Bassett’s teachers may receive intensive and job-embedded coaching. Coaches will work on-site to support teacher effectiveness.</p> <p>C. <b>Data-Driven Instruction Coaching:</b> NHPS shall collaborate with an assessment and data partner identified by the CSDE. This partnership will promote data-driven decision-making and the effective use of assessments.</p>
<p>VI. <b>Academics</b></p>	<p>A. <b>Site-Based Programming Autonomy:</b> NHPS shall provide autonomy around academic and non-academic programming decisions by granting the school leader the ability to modify or eliminate existing programs, and/or pursue new programs, based on student needs and school goals.</p> <p>B. <b>Access to Data:</b> NHPS shall provide teachers, leaders, and families with real-time access to aggregate and disaggregated school climate and student performance data to inform instruction and decision-making.</p> <p>C. <b>Access to Resources and Materials:</b> By the first day of school and on an ongoing basis, NHPS shall ensure that Lincoln-Bassett has the curricular materials and supplies necessary to successfully deliver the school’s academic program (e.g., textbooks, novels, paper, school supplies).</p> <p>D. <b>Access to District Leadership:</b> In April 2014, NHPS increased executive team and central office presence in Lincoln-Bassett to support the school environment and identify additional opportunities for support. For the 2014-15 school year and beyond, NHPS shall maintain such support and provide a specific plan for executive team engagement at the school.</p> <p>E. <b>Access to Curriculum Supervisors:</b> District Supervisors for English Language Arts, Math, Science, Social Studies, and Music shall visit Lincoln-Bassett at least three times a year to provide professional development, coaching, modeling, and/or other supports for teachers and school leaders.</p>
<p>VII. <b>Enrollment</b></p>	<p>A. <b>Additional Classrooms:</b> For the 2014-15 school year, NHPS shall add a second Pre-Kindergarten class, a third Grade 3 class, and a third Grade 6 class.</p> <p>B. <b>Placement and Entry Processes:</b> In accordance with the Turnaround Plan, NHPS shall improve student placement and entry processes for students entering the school after the start of the school year.</p>
<p>VIII. <b>Before / Afterschool Student Programming</b></p>	<p>A. <b>Asset Mapping:</b> By June of each year, NHPS shall collaborate with the CSDE to engage in a thorough community asset mapping exercise. This process will inform potential community partnerships at the school.</p> <p>B. <b>Community Partnerships:</b> NHPS will support redesign efforts to re-establish Lincoln-Bassett as a community school and catalyst for neighborhood revitalization. To that end, NHPS shall engage in performance-based partnerships with community partners to provide before/afterschool student programming and family/community engagement activities. NHPS shall also engage an anchor partner to: (1) work collaboratively with all other community partners providing wraparound services at the school, including Boost! partners; (2) provide before-school and/or afterschool services for a subset of students; (3) plan and coordinate family/community engagement</p>

Lincoln-Bassett Community School  
 Central Office Staff Expectations

Key Areas:	Professional Duties and Responsibilities:
	<p>efforts; and (4) help to establish a welcoming school environment. NHPS shall terminate relationships with community partners found to have delivered less than high-quality programming.</p> <p>C. <b>Security:</b> In addition to the security provided for the regular school day, NHPS shall provide at least one security guard for the morning (7:00 – 8:30 AM) and afterschool (3:00 – 6:30 PM) enrichment programming. NHPS shall also work with the New Haven Police Department (NHPD) to make every effort to station a uniformed officer on the school grounds between 5:30 and 7:00 PM. As necessary, NHPS shall increase security support in collaboration with the NHPD.</p>
<p><b>IX. Summer School Programming</b></p>	<p>A. <b>Summer School:</b> Beginning in July 2015, Lincoln-Bassett will host a mandatory summer school for students who fail to show sufficient growth during the school year; summer school shall be optional for all other Lincoln-Bassett students. Teachers will be invited to apply to teach during the summer program. Lincoln-Bassett may form a Summer School Design Committee to develop and implement programming aligned to student needs and school goals. Leaders, teachers, and staff who volunteer to serve on the committee may be eligible for a stipend in recognition of their service.</p>
<p><b>X. Budgeting</b></p>	<p>A. <b>Site-Based Budgeting Autonomy:</b> NHPS shall maximize site-based budgetary authority as much as possible pertaining to local, state, federal, and grant funds. Over time, NHPS shall seek to increase school-level discretionary authority in a manner that is most responsive to student needs and school goals. NHPS shall collaborate with school leadership to ensure the sustainability of grant-funded positions and reform initiatives. To that end, the district shall provide school leaders with monthly budget reconciliation reports, including year-to-date spending analyses.</p> <p>B. <b>Equity:</b> NHPS will work to ensure equity within and across district schools, ensuring that Lincoln-Bassett receives proportional funding, reflective of the unique and concentrated needs at the school.</p> <p>C. <b>Purchasing and Supplies:</b> NHPS shall make every effort to expedite purchasing and procurement processes, in part by completing all purchase orders within 3 business days of receipt from the school leader.</p>
<p><b>XI. Transportation</b></p>	<p>A. <b>School Busing:</b> NHPS shall maintain transportation to the school and adjust the school’s busing schedule and routes to accommodate changes to the school schedule and/or to increase the busing radius for the school in an effort to increase attendance and stabilize enrollment.</p> <p>B. <b>Before/Afterschool Busing:</b> NHPS shall provide transportation to enable students to attend the school’s morning (7:00 – 8:30 AM) and afterschool (3:00 – 6:30 PM) enrichment programming.</p>
<p><b>XII. Facilities</b></p>	<p>A. <b>Site-Based Flexibility:</b> NHPS shall grant school leaders the authority and flexibility to pursue improvements to the school facilities and grounds in a manner that is most likely to benefit students, families, and teachers. For example, Lincoln-Bassett may work with partners and volunteers on painting and improvement projects; such activities shall not be considered an</p>



Lincoln-Bassett Community School  
 Central Office Staff Expectations

Key Areas:	Professional Duties and Responsibilities:
	<p>infringement on the roles and job functions of non-instructional support staff.</p> <p>B. <b>Work Order Requests:</b> NHPS shall demonstrate a timely and professional response to all facilities and ground maintenance needs by completing all work order requests within 7 business days.</p> <p>C. <b>Previously-Scheduled Renovations:</b> NHPS and the City of New Haven shall execute all previous commitments to facilities renovations, upgrades, and improvements.</p>
<p><b>XIII. Technology</b></p>	<p>A. <b>Work Order Requests:</b> NHPS shall demonstrate a timely and professional response to all information technology needs by completing all IT requests within 3 business days.</p>
<p><b>XIV. Communication</b></p>	<p>A. <b>Central Office-School Communication:</b> NHPS will make every effort to streamline all communication with the school, including with teachers and school leaders.</p>



Lincoln-Bassett Community School  
Transformation Work Rules | Teachers

Key Areas:	Professional Duties and Responsibilities:
<p><b>I. Purpose</b></p>	<p>A. We must take collective responsibility for raising Lincoln-Bassett up and doing right by our students and families. All focus must be on our students.</p> <p>B. These work rules shall remain in effect for the full duration of Lincoln-Bassett’s participation in the Commissioner’s Network and until the school meets and surpasses district achievement averages in reading and mathematics. The Turnaround Committee may amend these rules by consensus.</p>
<p><b>II. School Day and School Year</b></p>	<p>A. <b>Student Day:</b> 6 hours and 15 minutes; 8:35 AM – 2:50 PM. Students may participate in optional morning (7:00 – 8:30 AM) and afterschool (3:00 – 6:30 PM) enrichment and intervention programming.</p> <p>B. <b>Teacher Day:</b> 7 hours and 35 minutes; 7:30 AM – 3:05 PM. The extended teacher day is designed to promote and facilitate collaborative planning time (e.g., vertical/horizontal planning, data teams, committees) and a rigorous, relevant academic program based on high-quality instruction; individual teacher schedules shall be determined by the school leader consistent with Section VI.A of these work rules.</p> <p>C. <b>Student School Year:</b> 182 days, consistent with the NHPS calendar.</p> <p>D. <b>Teacher School Year:</b> 191 days; 186 contractual days, consistent with the NHPS calendar, with 5 additional school-based professional development days in August.</p> <p>E. <b>Before/Afterschool Student Programming:</b> As part of the community school model, Lincoln-Bassett shall offer before/afterschool student programming. Teacher participation in afterschool student programming is optional; if teachers elect to participate, they may apply to lead afterschool classes. Selected teachers will be compensated in the form of a stipend.</p>
<p><b>III. Staffing</b></p>	<p>A. <b>Staffing Process:</b> By May 16, 2014, all incumbent teachers must review these work rules and determine whether they are willing and able to fulfill the responsibilities and expectations outlined herein. Teachers who are unable or unwilling to abide by these rules shall request a transfer to another district school. District administration shall work to ensure timely transfers; the Superintendent reserves all rights articulated within the existing collective bargaining agreement.</p> <p>B. <b>Hiring:</b> New Haven will employ a competency-based hiring process to fill vacancies at Lincoln-Bassett with top talent, recruiting candidates both internally and externally. The hiring process will require mutual consent between the candidate and the school leader. The district shall utilize incentives to attract high-quality teachers aligned to school needs. Such incentives may include, but not be limited to, signing bonuses up to \$5,000, stipended leadership positions, and site-based professional learning opportunities. In 2014, incumbent teachers will be eligible for signing bonuses if they opt in to these work rules and then participate in an interview with the principal. For those teachers who interview, the principal may decide whether to offer them a position at Lincoln-Bassett; teachers receiving an offer shall be awarded a signing bonus; teachers not receiving an offer shall be transferred to another district school. Teachers receiving a signing bonus must commit to</p>

Lincoln-Bassett Community School  
Transformation Work Rules | Teachers

Key Areas:	Professional Duties and Responsibilities:
	<p>teach at Lincoln-Bassett for at least three years. All staffing and staff placement decisions will be driven exclusively by student and programmatic needs; the district will not use seniority when filling openings that occur at Lincoln-Bassett. School leadership will have jurisdiction over teacher placement at the school based on performance and a determination of the teacher's fit and overall alignment with the school's vision, model, and goals.</p> <p>C. <b>Staffing and Evaluation:</b> Implementation of TEVAL shall be objective, timely, fair, and consequential. At the end of the 2014-15 school year, tenured teachers rated as "Developing" may be transferred out of Lincoln-Bassett and tenured teachers rated as "Needs Improvement" may be terminated, consistent with the existing collective bargaining agreement; non-tenured teachers rated as "Developing" or "Needs Improvement" may be transferred out of the school at the request of the principal or terminated. Teachers evaluated as "Exemplary" or "Strong" will be encouraged to apply for leadership opportunities at Lincoln-Bassett as identified by New Haven's Talent Council or school leadership through the open proposal process, with additional compensation in the form of a stipend.</p>
<p>IV. <b>Class Size</b></p>	<p>A. <b>Grades K through 2:</b> Classes shall not exceed 22 students, allowing for rigorous and relevant academic instruction, particularly supporting early literacy; every K-2 classroom shall have one full-time paraprofessional.</p> <p>B. <b>Grades 3 through 6:</b> Classes shall not exceed 24 students, allowing for rigorous and personalized academics.</p>
<p>V. <b>Professional Development</b></p>	<p>A. <b>Professional Development:</b> All teachers will participate in 9 professional development days, 5 of which shall occur in August. Professional development during the school year shall be consistent with the existing collective bargaining agreement; however, school leaders shall have additional autonomy to design and deliver site-based professional learning opportunities, which may be in lieu of required district-led professional development.</p> <p>B. <b>Educator Effectiveness Coaching:</b> Lincoln-Bassett's faculty shall collaborate with an educator effectiveness partner identified by the Connecticut State Department of Education (CSDE). Through this partnership, several of the school's teachers may receive intensive and job-embedded coaching. Coaches will work on-site to support teacher effectiveness. Teachers can express an interest to participate in the coaching process, or may be selected by school leadership.</p> <p>C. <b>Data-Driven Instruction Coaching:</b> Lincoln-Bassett's faculty shall collaborate with an assessment and data partner identified by the CSDE. This partnership will promote data-driven decision-making and the effective use of assessments.</p>
<p>VI. <b>Professional Expectations</b></p>	<p>A. <b>Common Planning:</b> All teachers must collaborate with their colleagues during at least 4 of the 5 morning collaborative planning periods (7:30 – 8:20 AM); teachers may use the remaining morning for independent planning. During the morning collaborative planning periods, teachers must participate in:</p> <ul style="list-style-type: none"> <li>• One day of grade-level planning;</li> <li>• One day of school committee meetings, student advising, and/or delivery</li> </ul>

Lincoln-Bassett Community School  
Transformation Work Rules | Teachers

Key Areas:	Professional Duties and Responsibilities:
	<p>of small-group interventions and instruction;</p> <ul style="list-style-type: none"> <li>• One day of common planning; and</li> <li>• One day of mixed-grade content planning and curriculum development.</li> </ul> <p>B. <b>Staff Meetings:</b> Consistent with the existing collective bargaining agreement, teachers must participate in 3 staff meetings per month, lasting no more than 90 minutes each; the school leader may elect to use up to 2 of these meetings for alternate programming aligned to student needs and school goals.</p> <p>C. <b>Collaborative Culture:</b> Lincoln-Bassett shall employ an open-door approach to teaching in which teachers and staff are welcome at all times in any classroom, while respecting the autonomy of the classroom teacher and without disrupting the lesson in progress. Teachers shall pursue opportunities for co-teaching and peer observations, contributing positively and constructively to teaching and learning. Teachers shall welcome feedback from peers. Teachers will be expected to solve problems through no-fault problem solving, and participate in team building and school climate programs instituted at the school.</p> <p>D. <b>Teacher Leadership:</b> Teachers will have the opportunity to apply for up to 3 Lead Teacher positions selected through a formal interview process. These individuals will work with grade-level teams to analyze data, monitor the fidelity in curriculum implementation, and promote instructional excellence for all students. These individuals will serve on the SPMT, in addition to any other school leadership team, as appropriate.</p> <p>E. <b>Additional Professional Responsibilities:</b> At minimum, all teachers are expected to:</p> <ul style="list-style-type: none"> <li>• Adopt an approach of constant reflection and self-improvement, using the teacher evaluation professional values continuum;</li> <li>• Collect and analyze student data, and use data to inform and differentiate instruction on a daily basis;</li> <li>• Develop and maintain daily lesson plans that, at minimum, state the objective of the lesson, identify strategies to achieve the objective, list method(s) to measure student mastery of the objective, and state plans to support students who don't master the objective with remediation and interventions, as necessary; lesson plans may be collected and reviewed by school leadership on a weekly basis;</li> <li>• Maximize the use of instructional time and staff collaborative planning time, and strive to incorporate technology in daily instruction;</li> <li>• Collaboratively develop units of study for project-based learning, with scope and sequence, in alignment with student learning objectives and based on New Haven's Common Core-aligned curriculum.</li> <li>• Develop and maintain student portfolios, and use a specific protocol, developed by a school-based committee, to review student work and measure student growth; portfolios may be collected and reviewed by school leadership on a monthly basis;</li> <li>• Maintain a professional and collegial relationship with all staff and families, including regular communication;</li> </ul>

Lincoln-Bassett Community School  
Transformation Work Rules | Teachers

Key Areas:	Professional Duties and Responsibilities:
	<ul style="list-style-type: none"> <li>• Implement the school’s positive behavior management system;</li> <li>• Create and maintain a positive, welcoming learning environment conducive to high-quality teaching and learning, and reflective of the highest professional standards (e.g., bulletin boards, data walls, displays of student work, regular email communications, no-fault problem-solving);</li> <li>• Confer and collaborate with before/afterschool staff and partners, including Boost! partners, regarding student needs and development;</li> <li>• Support the delivery of wraparound services for students and families;</li> <li>• Assist with student arrival and dismissal, as directed by school leadership;</li> <li>• Supervise student recess for 20 minutes per day;</li> <li>• Eat lunch with students at least twice a week to build student-teacher relationships; teachers may not be asked to supervise lunch on these occasions.</li> <li>• Follow a business casual dress code;</li> <li>• Participate on IEP and intervention teams, as directed by school leadership; and</li> <li>• Actively contribute to the community school model by engaging students, families, and partners to promote academic achievement and students’ social and non-cognitive development.</li> </ul>
<p><b>VII. Family Engagement and Communication</b></p>	<p>A. <b>Family Engagement:</b> Teachers are strongly encouraged to plan and schedule whole-school family engagement activities. In addition to Open House and orientation, teachers shall participate in at least two family and/or school community events (e.g., PTO meetings, Parent Academy, literacy/math nights, music performances, art shows).</p> <p>B. <b>Report Card Conferences:</b> On a quarterly basis, all teachers shall lead parent-teacher conferences for each student. During these conferences, teachers and families will discuss students’ strengths and growth areas, and collaboratively identify opportunities to promote academic success.</p> <p>C. <b>Progress Reports:</b> On a monthly basis, all teachers shall prepare progress reports for each student, and send them to families.</p> <p>D. <b>Communication:</b> All teachers shall develop and share biweekly, grade-level newsletters with students’ families regarding classroom activities, academic content, and academic expectations. Teachers shall respond to all parent emails and phone messages within 24 hours.</p>

Lincoln-Bassett Community School  
Transformation Work Rules | School Leaders

Key Areas:	Professional Duties and Responsibilities:
<p><b>I. Purpose</b></p>	<p>A. We must take collective responsibility for raising Lincoln-Bassett up and doing right by our students and families. All focus must be on our students.</p> <p>B. These work rules shall remain in effect for the full duration of Lincoln-Bassett’s participation in the Commissioner’s Network and until the school meets and surpasses district achievement averages in reading and mathematics. The Turnaround Committee may amend these rules by consensus.</p>
<p><b>II. School Day and School Year</b></p>	<p>A. <b>Student Day:</b> 6 hours and 15 minutes; 8:35 AM – 2:50 PM. Students may participate in optional morning (7:00 – 8:30 AM) and afterschool (3:00 – 6:30 PM) enrichment and intervention programming.</p> <p>B. <b>Teacher Day:</b> 7 hours and 35 minutes; 7:30 AM – 3:05 PM. The extended teacher day is designed to promote and facilitate collaborative planning time (e.g., vertical/horizontal planning, data teams, committees) and a rigorous, relevant academic program based on high-quality instruction; individual teacher schedules shall be determined by the school leader consistent with Section VI.A of these work rules.</p> <p>C. <b>Student School Year:</b> 182 days, consistent with the NHPS calendar.</p> <p>D. <b>Teacher School Year:</b> 191 days; 186 contractual days, consistent with the NHPS calendar, with 5 additional school-based professional development days in August.</p> <p>E. <b>Principal Work Year:</b> 12-months, consistent with the existing School Administrators’ contract.</p> <p>F. <b>Assistant Principal Work Year:</b> 10-months, consistent with the existing School Administrators’ contract.</p> <p>G. <b>School Leader Day:</b> 8 hours, consistent with the existing School Administrators’ contract. However, the school leader’s responsibility to his/her students and teachers and their profession generally entails the performance of duties and the expenditure of time beyond the normal scheduled work day.</p> <p>H. <b>Before/Afterschool Student Programming:</b> As part of the community school model, Lincoln-Bassett shall offer before/afterschool student programming. Teacher participation in afterschool student programming is optional; if teachers elect to participate, they may apply to lead afterschool classes. Selected teachers will be compensated in the form of a stipend.</p>
<p><b>III. Staffing</b></p>	<p>A. <b>Teacher Hiring:</b> After the district has completed the initial teacher staffing process described in Section 3.1 of the Turnaround Plan, Lincoln-Bassett’s school leader shall have decision-making authority with respect to hiring and staff placement. The principal shall lead a competency-based recruitment and hiring process that seeks to fill all vacancies with highly capable and talented individuals. The hiring process shall ensure that all placements require mutual consent.</p> <p>B. <b>Teacher Evaluation:</b> All teachers shall be evaluated in accordance with TEVAL. The evaluation process shall be fair, consistent, and consequential. Additionally, Lincoln-Bassett’s administrators shall commit to frequent informal observations and provide the CSDE with formal and informal observation data to inform Network-wide professional development and support efforts. The</p>

Key Areas:	Professional Duties and Responsibilities:
	<p>school leader shall maintain a visible presence throughout the school, visiting classrooms five days per week. The leader shall provide meaningful, frequent, and actionable feedback to teachers. The leader shall communicate individual feedback to teachers, and whole-school observations and commendations during a regular rollup communication to staff.</p> <p>C. <b>School Leader Hiring:</b> The Commissioner, or his designee, shall have approval authority over the school’s principal and assistant principal.</p> <p>D. <b>School Leader Evaluation:</b> Implementation of PEVAL shall be objective, timely, and consequential; evaluation of leadership must, by the nature of the work, be contextual, individualized, and evidence-based. In addition, at the beginning of each academic year, school leaders shall participate in a 360 feedback exercise, which shall include multiple feedback sources including peers, superiors, subordinates, and external partners selected by the school leader, to identify and prioritize focus areas for professional growth. In collaboration with NHPS, CSDE, and the School Administrators Association (SAA), school leaders shall develop annual targets for professional growth and school performance. School leaders must show continuous improvement in PEVAL growth areas and in engaging staff and parents, as measured by factors agreed upon by NHPS, CSDE, and SAA. School leaders shall participate in specific professional learning opportunities as determined by district administrators and/or the CSDE.</p> <p>E. <b>Annual Renewal:</b> In consultation with the CSDE, in March of each year, the Superintendent and the Director will decide whether to retain the principal and/or assistant principal of Lincoln-Bassett in accordance with the SAA contract.</p>
<p><b>IV. School Leadership Model</b></p>	<p>A. <b>Distributed Leadership:</b> Lincoln-Bassett will adopt a distributed leadership model in which the principal functions as a “leader of leaders.” The School Planning and Management Team (SPMT) will advise the school’s leadership team, which will consist of the principal, assistant principal, instructional coaches, and director of school operations. Representatives from the district and the CSDE may join the school’s leadership team as necessary.</p> <p>B. <b>Instructional Leadership:</b> The principal and assistant principal shall serve as true instructional leaders responsible for the overall academic success of the school. As such, they should spend the majority of their time in classrooms observing lessons, providing actionable feedback, coaching teachers, and empowering their staff to serve the school’s students and families to the best of their abilities. The school leader shall design and deliver the school’s professional development strategy aligned to staff growth areas.</p> <p>C. <b>Academic Program:</b> School leadership shall establish clear instructional priorities and a shared philosophy for teaching and learning at the school. In support of this, the school leader will identify academic programs for all grade levels and content areas (e.g., curricula, programs, textbooks), in addition to a comprehensive assessment calendar. School leaders shall communicate clear and high expectations for all students and staff.</p> <p>D. <b>Accountability:</b> School leaders shall receive increased flexibility and autonomy</p>



Lincoln-Bassett Community School  
Transformation Work Rules | School Leaders

Key Areas:	Professional Duties and Responsibilities:
	<p>around school scheduling, staffing, budgeting, and programming; in exchange, school leaders are accountable for results and must create a culture of school-wide accountability. School leaders maintain ultimate accountability for turnaround plan implementation and results.</p>
<p><b>V. Professional Development</b></p>	<p>A. <b>Relay GSE:</b> In July 2015, the principal will be encouraged to participate in the National Principals Academy Fellowship, a school leadership program operated and run by Relay GSE. The program would focus on instructional and cultural school leadership, beginning with a 12-day summer intensive in New York City. During the 2015-16 school year, there would be four weekend intersessions to provide additional opportunities for professional learning and leadership development. In the event that the principal is unable to participate in the National Principals Academy Fellowship, the principal shall take part in additional opportunities for professional learning and leadership development.</p> <p>B. <b>Professional Development:</b> School leaders will participate in CSDE-led leadership development opportunities, biweekly school and classroom walkthroughs, quarterly NetStat sessions, and quarterly on-site monitoring visits. In collaboration with the district, CSDE, and/or external partners, school leaders shall plan, coordinate, and/or lead professional development sessions for teachers. As such, school leaders shall have autonomy to design and deliver site-based professional learning opportunities, which may be in lieu of required district-led professional development.</p> <p>C. <b>Educator Effectiveness Coaching:</b> School leaders shall collaborate with an educator effectiveness partner identified by the CSDE. Through this partnership, several of the school’s teachers may receive intensive and job-embedded coaching. Coaches will work on-site to support teacher effectiveness. Teachers can express an interest to participate in the coaching process, or may be selected by school leadership.</p> <p>D. <b>Data-Driven Instruction Coaching:</b> School leaders shall collaborate with an assessment and data partner identified by the CSDE. This partnership will promote data-driven decision-making and the effective use of assessments.</p>
<p><b>VI. Family Engagement and Communication</b></p>	<p>A. <b>Family Engagement:</b> School leaders shall plan, schedule, and/or lead whole-school family engagement activities on a regular basis.</p> <p>B. <b>External Communication:</b> School leaders shall respond to all parent emails and phone messages within 24 hours.</p> <p>C. <b>Internal Communication:</b> School leaders will facilitate periodic staff meetings and maintain regular communication with teachers and staff via emails, newsletters, etc.</p>

