

CONNECTICUT STATE DEPARTMENT OF EDUCATION
BUREAU OF ACCOUNTABILITY AND IMPROVEMENT



COMMISSIONER'S NETWORK
TURNAROUND PLAN APPLICATION

Draft Release: June 2012

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Purpose: Public Act 12-116 establishes a Commissioner's Network to provide new resources and flexibilities to improve student achievement in the state's lowest performing schools.

Application is due on a date in July, 2012 to be specified by the Commissioner of Education

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**STEFAN PRYOR
COMMISSIONER OF EDUCATION**

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Connecticut State Department of Education
Commissioner's Network
Turnaround Plan Application
2012-13

COVER PAGE

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Name of School: High School in the Community Academy for Law and Social Justice	
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Name of Superintendent: Dr. Reginald Mayo	
Signature of Superintendent:	Date:
Name of Board Chair: Dr. Carlos A. Torre	
Signature of Board Chair:	Date:

Commissioner's Network Turnaround Plan

Section I: Notice of Intent

Please indicate the authorization you have received from the CSDE regarding this application (check one):

On the basis of an initial selection by the CSDE, this application presents a Turnaround Plan for consideration by the CSDE for implementation in 2012-2013 school year.

-or-

On the basis of an invitation to apply for a planning grant, this application describes planning activities that will support the development of a fully responsive Turnaround Plan for future consideration by the CSDE.

Section II: Executive Summary

High School in the Community is a small, teacher-run, interdistrict magnet high school in New Haven, servicing anywhere from 250 to 350 students and families from New Haven and the surrounding towns stretching as far out as Bridgeport, Wolcott, Durham, and Clinton, and focusing on themes of Service, Activism, and Social Justice.

As the situation and position of the school within the larger and developing magnet school program in New Haven has evolved over time, the trends in student enrollment at the school have shifted to include more and more students with need of intensive academic remediation in addition to social and emotional development, to the extent that in 2011-12, 90% of students were on free or reduced meals and 20% were identified Special Education. Although this shift occurred in part based on a reputation for success in working with students with extreme challenges, efforts by teachers and leadership to modify programs and supports through small scale initiatives intended to address this trend have lagged behind the slow but inexorable change in population, and consequently, outcomes have declined in virtually every traditional measure of student and school success.

In order to counteract this ongoing decline of the school, the New Haven Public Schools reached an agreement with the New Haven Federation of Teachers whereby the union would become the managing operator for the school. As part of the agreement, the NHFT and the school agreed to be designated as a turnaround school, as defined in the Collective Bargaining Agreement for New Haven teachers, and that the school would position itself to apply to become part of the Commissioner's Network. To that end, a turnaround team was formed, comprising representation from school leadership, the union, parents, and central office for NHPS. The school itself is represented by the retained leadership team: Building Leader Erik Good, Assistant Building Leader Paulette Jackson, and Student Services Coordinator Cameo Thorne. These leaders have been elected, following established election protocols at HSC, and have a combined 40+ years of service to HSC; they are joined by Academic Coordinator Chris Kafoglis, an Exemplary veteran teacher from another New Haven high school designated by the Superintendent and the NHFT President to work with HSC in the turnaround. NHFT team members include NHFT President Dave Cicarella, Vice President Tom Burns, and Vice President for Reform David Low. Melissa Johnston, mother of three recent (and one future) HSC graduates, and long time participant in education initiatives at HSC and throughout the district, and Jean Smith, mother of a current HSC student and employee of Yale-New Haven Hospital in the Resource Support Unit, speak as parent stakeholders in the turnaround process. Assistant Superintendent for Portfolio and Performance Management Garth Harries, Assistant Superintendent for Curriculum and Instruction Imma Canelli, and the Director of Instruction responsible for HSC, Kim Johnsky, round out the membership of the turnaround team.

This turnaround team has developed strategies for the school across seven areas of interest:

- a) To improve the quality of family (home) and community connections, the school will: formalize processes for ensuring regular and meaningful communication between school and home; increase the integration of technology and social media as means of informing home and community about happenings at the school; and work to develop richly supportive community partnerships.
- b) To improve the quality of the school environment, the school will: establish behavioral and cultural norms using existing program structures informed by the Positive Behavior Interventions and Supports model; improve the technology capabilities and overall physical plant; and integrate meaningful wraparound services and supports for non-academic student needs.

- c) To improve the effectiveness of school leadership, the school will: engage in an expansion and redefinition of existing leadership roles, focusing on portfolios of specific measurable outcomes; and support focused professional development opportunities for individual leaders and the team as a whole.
- d) To improve the effectiveness of teachers and staff, the school will: institute a process for turning around the existing staff (NOTE: This strategy was completed in June of 2012, in anticipation of the writing of this application); strengthen a piloted program of peer observations and conferencing; and develop a comprehensive and focused system of professional development for individuals, subgroups, and the staff as a whole.
- e) To improve the effectiveness of our use of time, the school will: add an additional hour to each school day, with extended time to be split between mandatory student time (especially for students in need of additional support) and collaborative teacher time for data analysis and strategy development, professional development, home contact, and development of school initiatives; and explore the possibility of instituting a later start time as indicated by research findings showing a correlation between start time and student achievement.
- f) To improve the quality of the curriculum and instructional program, the school will: implement a two-tiered instructional program, concentrating first on Core skills and second on individualized programs and experiences bridging the gap between high school and college and career, and focusing throughout on promotion determined by mastery, rather than seat time; design/revise and implement curricula to reflect the new instructional program, the shift of the theme of the school to Law and Social Justice, and the integration of Common Core State Standards; and increase the breadth of student learning experiences, focusing particularly on small and large group trips and other learning opportunities (college classes, internships) occurring outside the school.
- g) To improve our use of data to inform decision making and program development, the school will: strengthen use of the existing Facilitating Unit to supervise the use of data in decision-making processes; develop and implement standards-based assessments to be used as a primary source of student achievement analysis and instructional planning; and develop and implement metrics to provide meaningful measures of long-term student and institutional progress.

Section III: School Description

High School in the Community was founded 40 years ago as a teacher run school, and was established initially as the first small school alternative to New Haven’s large high schools. At the strongest points in its history, High School in the Community exemplified the strengths of teacher leadership – a strong and vibrant professional community, where teams of adults used the opportunity for innovation and professional accountability to produce a first rate education for HSC students. The student population fit this model – independent minded, intrinsically motivated, willing to play an active role in their individual education and in how the community functions. But as new magnet schools have opened, many of HSC’s “typical” students have made other choices, and the school culture has not changed in ways that have offered the best opportunities for all of its students to be successful. In recent years, student enrollment has declined and CAPT scores have dropped across subjects.

	Mathematics				Reading				Writing				Science			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
% Proficient & Above	49.3	53.6	49.2	31.7	62.1	62.3	36.1	50.7	77.6	73.1	77.8	67.1	51.5	40.0	59.7	47.3
% Goal & Above	11.9	21.7	9.5	6.3	15.2	13.0	3.3	2.9	32.8	22.4	17.5	19.2	10.6	14.3	8.1	8.1

Similarly, the 4 year cohort graduation rate has dropped from 79% for the class of 2008 to 60% for the class of 2011.

It is worth noting that as the other new magnet schools have opened and HSC has experienced a significant drop in demand from suburban parents, the school remains a targeted choice for students who need additional support: in 2010 HSC had 16.9% of its population in Special Education, the highest percentage among the non-transitional high schools. In 2011, this percentage increased to just over 20%. The percentage of students qualifying for free and reduced lunch in 2011-2012 was 88%. The learning environment survey results reflect some of the strengths and challenges of the school, with an overall score of 2010-11 in the middle of the satisfied range (7.3 out of 10), and strong results from parents, teachers, and staff. The student survey reflects some of the challenges of the school – while students note high levels of connection in the school (74% note there as at least one adult who knows them well), only 55% of students reported “feeling good about this school,” and only 40% reported “caring about this school.” Some of this feeling about the school may be a result of the poor physical condition of the school and of the student belief that they do not have resources equivalent to those offered at the new magnet schools. While there are positives in the climate survey, given all of the available data, High School in the Community was designated a Tier 3 school in the fall of 2011.

The current leadership team was faced with a range of a challenges when they were elected by the faculty for the 2010-2011 year. The school was losing many of the students that would typically choose HSC to newly constructed schools. Special needs students who were looking for supportive environments were choosing HSC in increasing numbers. The school faculty, while committed, were struggling with change. Although no formalized, or comprehensive plans for overhauling the school were developed by school or district leadership, the leadership team at HSC continually introduced new initiatives to better meet the needs of its students. Peer observations and peer conferences were instituted. Multiple walkthroughs were conducted in all classrooms in the 2011-2012 year. While improvement has occurred (2012 CAPT scores showed significant improvement), the leadership is looking for opportunities to make broader changes. As a turnaround school and a Commissioner's Network school, HSC will have the independence to aggressively pursue new approaches that will support all of its students to be successful.

The district, the NHFT, and the school have agreed to launch a turnaround at High School in the Community. The goal of the turnaround effort is rebuild the identity of the school, to rebuild the professional team in the school, to rebuild the academic and learning program for students, and to expand the use of time and data in the school. The turnaround will happen in partnership with the New Haven Federation of teachers, who will manage the school and take responsibility for school performance and the key decisions about school management and instructional program. In turnaround, High School in The Community will be refocused as an Academy for Law and Social Justice. A revised mission speaks to this focus:

HSC students will explore issues of law, justice, and equity as they apply to their lives, communities, and the world at large. Through a demanding program of learning experiences and performances, HSC graduates master the skills and knowledge necessary for them to thoughtfully and ably engage the social and political issues at the heart of American and global citizenship.

The school, the district and the city are formulating partnerships to support the focus on Law and Social Justice. The Greater New Haven area is a hub for law and social justice within the state of Connecticut, including not only law firms but law schools, advocacy organizations, and a strong history of social justice in both local, statewide, and national policy.

As the school moves forward in this turnaround effort, the foundation of its success and longevity will continue to reside in the area that has been its greatest strength since its inception—the commitment, professionalism, and empowerment of its teachers, and their abiding belief in the unique leadership structure of the school. While teacher satisfaction throughout New Haven Public Schools lagged far behind parent and student satisfaction in Learning Environment Survey results, teacher satisfaction at HSC has climbed steadily into the “Highly Satisfied” range, surpassing satisfaction ratings for students and parents. Teachers this year expressed almost universal agreement with statements measuring their trust in the building leader and the leadership team, their sense of support from leadership and each other, and their belief that they operate as empowered and respected members of the school community. This, combined with central office faith (in the form of feedback from the Director of Instruction for the school) in the current building leader, led the district away from the obvious solution of overhauling the school by replacing the teacher leadership structure with the traditional principal/assistant principal model, and convinced both the district and the New Haven Federation of Teachers, in its new management role, to agree that the existing leadership of the building should be retained to lead and monitor this turnaround.

Section IV: The Turnaround Team and Stakeholder Engagement

In March, 2012 members of the NHFT leadership met with Mayor John DeStefano, Superintendent Dr. Reginald Mayo and Assistant Superintendent Garth Harries to discuss the possibility of having the NHFT manage a Turnaround School. This meeting was initiated by the Mayor and was prior to any discussions of joining the Commissioners Network.

Meetings between the NHFT, the New Haven Public Schools and the Mayor continued over the next two months. It was agreed upon to attempt turnaround our first high school (High School in the Community).

Prior to finalizing the decision, multiple meetings were held with the staff at HSC as well as with the school's SPMT (school governance team, which includes parents).

The Leadership Team along with parents, teachers and representatives from the NHFT participated in conducting new teacher interviews (all teachers had to reapply for their positions and outside candidates were also interviewed).

A Press Conference was held and much positive reaction followed – comments in the newspaper and online were upbeat and supportive. Since the news was reported we have had multiple inquiries from professionals who would like to be a part of our exciting endeavor. We plan to follow-up on these inquiries as well as search for other opportunities as we form our community partnerships.

In order to complete the undertaking of an application to the Commissioner's Network, a turnaround team was formed, comprising representation from school leadership, the union, parents, and central office for NHPS. The school itself is represented by the retained leadership team: Building Leader Erik Good, Assistant Building Leader Paulette Jackson, and Student Services Coordinator Cameo Thorne. These leaders have been elected, following established election protocols at HSC, and have a combined 40+ years of service to HSC; they are joined by Academic Coordinator Chris Kafoglis, an Exemplary veteran teacher from another New Haven high school designated by the Superintendent and the NHFT President to work with HSC in the turnaround. NHFT team members include NHFT President Dave Cicarella, Vice President Tom Burns, and Vice President for Reform David Low. Melissa Johnston, mother of three recent (and one future) HSC graduates, and long time participant in education initiatives at HSC and throughout the district, and Jean Smith, mother of a current HSC student and employee of Yale-New Haven Hospital in the Resource Support Unit, speak as parent stakeholders in the turnaround process. Assistant Superintendent for Portfolio and Performance Management Garth Harries, Assistant Superintendent for Curriculum and Instruction Imma Canelli, and the Director of Instruction responsible for HSC, Kim Johnsky, round out the membership of the turnaround team.

One of the principle strategies to be implemented by this team is the transition to mastery based promotion/advancement, as opposed to traditional advancement based on credit accrual through seat-time. This is no small undertaking, and will require yeoman's work in myriad areas of curriculum, planning, and collaboration between and among faculty and staff. We believe that a teacher-run school is the ideal venue in which to take on this daunting task, because the truly invested and empowered teacher is the most energetic and engaged teacher, capable of doing this difficult work. But we are conscious that the size of the undertaking is so great that we would be ill-advised to attempt it on. As a result, we have built relationships with schools around the country (e.g. Avalon in MN, Urban Academy in NY) who are already deep into this process and have a wealth of knowledge and expertise from which we can draw, without having to reinvent the wheel at every turn. Randi Weingarten's team at AFT National has pledged their support and access to the other teacher-run, union-operated schools across the country, and CAPSS has graciously offered us the services of Larry

Schaefer, the primary author of the Educational Transformation Project at no cost to us. Additionally, we have joined Connecticut's League of Innovative Schools, a consortium of schools which are all transitioning to standards-based promotion and away from the traditional seat-time requirements of the 19th Century model of school.

Section V: Goals and Objectives

The big picture of HSC over the course of the next three years is going to be all about two major focus areas, supported by numerous strategies and initiatives. First and foremost, the most important overarching goal will be to increase and improve the level of student purposefulness in the pursuit of their learning. The most important resource to mine is the engagement and efforts of each individual student as an active participant in their own learning process. Students will be required to demonstrate mastery of the Core Standards as measured by interim and summative performance assessments before moving on with further work. The development of a solid, rigorous curriculum which lays the foundation for this process will be the ongoing work of the faculty over the next four years and beyond, as we transition one grade at a time (beginning with next year's class of incoming students, followed by their second year work and the next incoming class's first year work, until all students are moving ahead based on standards mastery by the end of year four). Of course, the only way to take full advantage of, and put to best use, the energy of the students is by having excellent teachers who can facilitate the transition of each student from a passive receiver of information to an active knowledge worker in the educational endeavor we call school. We have interviewed and chosen only those teachers who have demonstrated the ability to write innovative and engaging curriculum based on standards, as well as a willingness to reflect on and improve their practice through professional development and teacher-to-teacher interaction. To that end, we seek to achieve measurable improvements in both student engagement and learning growth, as well as teacher performance and effectiveness, as measured by the NHPS Teacher Evaluation (TEVAL) process.

The 21st Century requires us to think differently about how to reach every student and move from mass production to mass individualization. Technology will play a large part, to be certain, and our data system will be a key component of the process, but accessing student work energy with engaging content and curriculum with an excellent teaching corps will be the foundation of it all. While levels of purposeful student engagement are as yet difficult to quantify, there are certain proxies (attendance/ tardiness/parent participation) which will serve as interim measures while more meaningful and descriptive indicators can be developed (as Smarter Balanced is doing at the state-wide level, and as we are doing with our Interim Assessment regime at the school level). The remaining goals in the seven categories/areas of Section 6 all serve to support the development of student purposefulness and teacher quality. Our goals can be broken down into process and outcome goals, as set forth below:

- Process Goals:
 - Increase availability of up-to-date home contact information, including email address, for each student
 - Development of Home Handbook and Home Support Contract, specifying communication practices and expectations of the school, extending invitations and identifying opportunities for parent involvement in the school, and establishing commitment of support for each individual student.
 - Development of portfolio process for measuring leadership accountability in designated individual areas of responsibility, including school climate, development of instructional program, support of student learning and effective instruction, coordination of professional development opportunities for administrators and staff, coordination with community partners and parents, differentiated tasks and accountabilities for leadership positions, use of data, and effective use of time.

- Improve overall quality of teaching staff as measured by NHPS Teacher Evaluation (TEVAL) process.
- Increase student learning growth as measured on state and teacher created assessments
- Outcome Goals:
 - Student Learning Growth: While the focus of student work will center on the development of Common Core Standards, the skills addressed through the Common Core should translate to gains in CAPT test scores
 - Year One: CAPT % Above Proficiency – Math: 55%
 - CAPT % Above Proficiency – Reading: 65%
 - CAPT % Above Proficiency – Science: 50%
 - CAPT % Above Proficiency – Writing: 80%
 - Year Two: Pilot Smarter Balanced CCSS Assessments – All levels above state averages in all subjects overall and for all identified subgroups
 - Year Three: Smarter Balanced CCSS Assessments – All levels above state averages in all subjects overall and for all identified subgroups
 - Student Learning Growth: With few exceptions, subgroup performance on CAPT in 2012 was commensurate (most differences not more than +/- 4%) with whole school performance. For 2013-2014, we will focus on reducing performance gaps in the following areas:
 - Gap between female performance and school performance in math: < 8% (from 12%)
 - Gap between male performance and school performance in writing: < 10% (from 14%)
 - Student Learning Growth: On a yearly basis, the school will meet School Performance Index (SPI) targets as determined by the SDE. For 2012-2013, those targets are as follows:
 - Overall SPI: 48.9
 - SPI, Free/Reduced Lunch: 46.9
 - SPI, Black: 45.1
 - SPI, Reading: 46.5
 - SPI, Math: 41.5
 - SPI, Writing: 63.3
 - SPI, Science: 45.9
 - Drop-Out Rate:
 - Year One: Overall and Identified Subgroups - < 4.5 %
 - Year Two: Overall and Identified Subgroups - < 3.0 %
 - Year Three: Overall and Identified Subgroups - < 2.0 %
 - Attendance/Chronic Absences: 2011-2012—37.5% Chronically Absent (district average 18.34%)
 - Year One: < 30% Chronic Absenteeism
 - Year Two: < 20% Chronic Absenteeism
 - Year Three: < 15 % Chronic Absenteeism
 - Chronic Tardiness: 2011-2012—36.25% Chronically Tardy (district average 12.17%)
 - Year One: < 30% Chronically Tardy
 - Year Two: < 20% Chronically Tardy
 - Year Three: < 10% Chronically Tardy

- NHPS Learning Environment Survey: Parent Participation
 - Year One: 25%
 - Year Two: 32%
 - Year Three: 40%
- NHPS Learning Environment Survey: Aggregate Parent results, “Communication”
 - Year One: Average Score – 7.5
 - Year Two: Average Score – 8
 - Year Three: Average Score – 8.5
- NHPS Learning Environment Survey: Aggregate Student Results, “Academic Expectations” and “Engagement”
 - Year One: Average Score – 7
 - Year Two: Average Score – 7.5
 - Year Three: Average Score – 8
- Teacher Quality, as measured by the NHPS TEVAL process:
 - Year One: 100% of faculty will be Effective, 50% will be Strong or Exemplary
 - Year Two: 100% of faculty will be Effective, 75% will be Strong or Exemplary
 - Year Three: 100% of faculty will be Effective, 85% will be Strong or Exemplary

Section VI: The Turnaround Plan

1. The Family and Community Connection

OVERVIEW:

Family (we prefer to say “home” to reflect the number of our students living outside of traditional family structures) connections, and to a lesser extent, community connections, have long been an area of concern at HSC. Especially in recent years, as the number of students coming to us with special educational and/or social-emotional needs has increased dramatically, we have needed to strengthen the home/school bond to better support the purposefulness of students. That strengthening has proven a challenge, as the needs of our student’s homes are generally commensurate with the needs the students exhibit at school, and we have a lot of very transient homes, with phone numbers and addresses that change regularly and without notice. Our turnaround strategies in this category— establishment of a point person and process for strengthening two-way home communication and home support, the development of technology-based communication options, and the building of targeted community partnerships supporting both academics and other student needs—speak to our belief that engaging outside stakeholders as supporters of the purposefulness of our students will be essential to increasing their achievement and engagement.

STRATEGIES DISCUSSION:

STRATEGY 1: Establishment and regularization of home contact process and home contact point person to manage the flow of information from school to home as well as from home to school.

- Goals:
 - Increase availability of up-to-date home contact information, including email address, for each student to 100%.
 - Increase numbers of students receiving multiple quality school/home interactions (quality home/school interaction defined as an exchange of information between student home and school staff, either in a face-to-face or phone conversation, or in a series of emails) each quarter.
 - Development of Home Handbook and Home Support Contract, specifying communication practices and expectations of the school, extending invitations and identifying opportunities for parent involvement in the school, and establishing commitment of support for each individual student.
 - Increase parent satisfaction with school communication on the Learning Environment Survey into the “Highly Satisfied” range.
 - Development of process for identifying and supporting homes/families with intensive needs.
 - Increase percentage of parents completing Learning Environment Survey.
- Sequencing:
 - Year One: Identification and hiring of Home and Truancy Liaison worker or Home Liaison point person (priority to find a bilingual English/Spanish liaison). Expectation that addition of this position will mean that this worker is in school during the school day, greeting and talking with parents, facilitating information

exchange, and developing supportive and interactive relationships. Refine/develop existing process for logging and analysis of school/home interactions. Pursuit of up-to-date home contact information. Begin identifying families with intense needs and identify supports in and out of school. Begin development of Home Handbook and Home Support Contract. At survey time, facilitate dissemination of surveys to homes, provide opportunities for homes to complete the survey at school, and to make direct contact (especially with established home allies) to increase home survey completion.

- Year Two: Continue refinement and development of home contact process. Maintain up-to-date home contact information. Identification of all homes with intense needs, and development and maintenance of support programs for those homes. Complete and distribute Home Handbooks and Home Support Contracts, and begin to develop process for monitoring compliance with home support commitments.
- Year Three: Push for 100% completion of Home Support Contracts; continue maintenance of home contact and home support processes.
- Addressed Deficiencies:
 - Lack of comprehensive and targeted strategy to build and maintain relationships with families with intense and complex needs.
 - Parent satisfaction 7 out of 10 on School Climate Survey.
 - English-only communication
- Previous Efforts:
 - The school began an effort this year to systematize and document efforts at school/home interaction. Logged interactions fell short of goals, both as a result of constraints encountered and of deficiencies in the process. Indifferent past efforts at Parent Handbook and targeting opportunities for parent involvement at school. The identification of a single person to be responsible for all home contact processes will facilitate monitoring and improvement of school efforts to build strong relationships with student homes.
- Constraints:
 - Addition of Home Liaison is a top priority for this funding, contingent upon receipt of state monies; will post and hire for position when funding source in place. Selection of the right person for this role will help us break down the restraints of resistant or non-responsive homes.
- Individual Responsible:
 - The overall monitoring and success of this strategy will be the responsibility of the Assistant Building Leader, Paulette Jackson, who will work the Parent Liaison to establish outcomes and monitoring systems for the work of that position. Parent Liaison TBD by the hiring process.

STRATEGY 2: Development of technology based home and community communication efforts and processes.

- Goals: NOTE: All communications in this strategy to occur, to the extent possible, in English and Spanish.

- State of the art, current, and regularly updated website, including links for homes and community partners.
- Development of communication platforms via social media (Facebook, Twitter, blogs) and through district switch to PowerSchool, with regularly updated information and communications from leadership team, teachers, and classes to homes and to the community at large. Communications, to the extent possible, to occur in both English and Spanish.
- Increase number of followers of existing Twitter account, and build numbers of Facebook followers
- Increase parent satisfaction with school communication on the School Climate Survey into the “Highly Satisfied” range.
- Sequencing:
 - Year One: Prioritize revamping of website—identification of outside service provider to undertake the overhaul of the site. Targeted re-launch of site to correspond with beginning of recruitment season in December, 2012. Continue improvement of website, including at least monthly updates, and allowing for regular additions either through service provider or by school personnel. Routinize use of existing HSCNewHaven Twitter account to send weekly updates of what’s happening at HSC. Create HSC Facebook presence. Begin development of regular blogs from leadership and school, either through Facebook or on other site. Links to social media and blogs established on website.
 - Year Two: Continue maintenance of website, and begin to incorporate student work/performances as key feature of website. Continue use of Twitter updates, possibly expanding to daily tweets. Continue development of HSC Facebook presence. Begin to routinize blog updates from leadership, and begin to establish regular blog updates and/or student work artifacts on display from every class.
 - Year Three: Maintain website, with incorporation of student work/performances as key feature. Regular deployment of communications via Twitter, Facebook, and/or regular emails from school to home. Regular blogs from leadership and classes.
- Addressed Deficiencies:
 - Little systemic use of technology for communicating and establishing relationships with student homes
 - Problems with website
- Previous Efforts:
 - Attempt to use email more regularly for mass communication to homes. Existing website not state of the art or replete with helpful info on school. Established Twitter account, but not used regularly. Outside help is essential for development of competitive web presence via website—no current personnel able to establish that web presence. Identification of key people in charge of supervising social media communications will improve monitoring and success.
- Constraints:
 - May be limits to what can be done with website based on existing infrastructure—need upgrade. Will need to ensure that social media communications are manageable within portfolio of individual(s) responsible.
- Individual Responsible:

- The monitoring and success of this strategy will be the responsibility of Academic Coordinator Chris Kafoglis. He will be joined in this work by one or two members of the teaching staff with expertise in these areas, TBD.

STRATEGY 3: Establish new and/or enhance existing community partnerships.

- Goal:
 - Establishment of six to eight vibrant and interactive community partnerships (especially relating to themes of Law and Social Justice). Each partnership to promote creation of student performances, either as internship work, participation in presentations or community based learning experiences, and/or as supplement to established curriculum.
 - Other goals TBD based on nature of partnerships formed.
- Sequencing:
 - Year One: Cultivation of at least two vibrant and interactive community partnerships resulting in student learning artifacts.
 - Year Two: Continue development of existing partnerships, adding at least two additional partners to supplement.
 - Year Three: Continue development of existing partnerships, adding at least two additional partners to supplement.
- Addressed Deficiencies:
 - Lack of connections to community agencies
- Previous Efforts:
 - HSC has always worked with a revolving door of community partners, sometimes in sustained efforts and sometimes in one time partnerships. This instability between school and partners resulted from two main realities: either the partnerships were dependent on relationships of specific staff members with partners, and therefore disappeared as staff members left the school, or they were funded through our dwindling state magnet grant, and had to be discontinued as the school became more financially strapped. This strategy will help us target efforts around our theme, rather than around specific staff member relationships, and focused on artifacts demonstrating student work and engagement. The development of exciting and meaningful partnerships will lead to an increase in regional enrollment, and boost our state magnet money to make the partnerships sustainable in the long term.
- Constraints
 - Need to identify a person able to take this strategy as a driving focus; should fall under the purview of the Independent Study and Magnet Resources Coordinator, a requested position.
- Individuals Responsible:
 - Chris Kafoglis, member of leadership team, would be responsible for formulating these partnerships, in full cooperation with our anticipated hire for Magnet Resource coordinator, Cari Strand, a validated “Exemplary” New Haven educator who has worked with the school on a part time basis in the past.

2. The School Environment

OVERVIEW:

In recent years, as the school's identity and reputation have changed within the development of New Haven's magnet program, HSC has faced increasing levels of absenteeism, tardiness, and academic disengagement. While the school's Learning Environment Survey shows students have positive relationships with the adults in the school, new systems need to be instituted to increase accountability and family involvement. The physical appearance and condition of the building (and the technological limitations) are detrimental to the school culture, and renovations are overdue. The strategies in this category—behavioral support systems, improvement of physical plant and infrastructure, and addition of wraparound supports—underscore the effects of the non-academic realities of the school on the purposefulness of students, and the motivation and support systems and infrastructures necessary to maximizing their achievement and future success.

STRATEGY 1: School Culture Initiative (PBIS, Home Support Contracts, Guidance Groups)

- Goals:
 - Increase family involvement and awareness of school culture
 - Reduce absenteeism and tardiness
 - Increase student readiness for learning
 - Increase student buy-in to school systems
 - Increase student involvement in the community
 - Reduce dropout rate
 - Increase student recognition
 - Focus students on steps they need to take to successfully move through the levels of HSC and to be ready for college and career
- Sequencing:
 - Year One: Rewrite Home Handbook. Write and Implement Home Support Contract. Integrate PBIS with new handbook and contract. Prepare for/Preempt pushback from returning students/families in orientation meetings. Use Guidance groups (A Guidance Group is a small group of 10-12 students assigned to a particular Guidance Teacher by grade level (shifting to mastery level, as the program shifts from numerical promotion to mastery promotion). The Guidance Teacher serves as a guide and resource for the individual students in the Guidance Group throughout their experience at HSC. Guidance Teachers will work with students in development and refinement of School Success Plan, in addition to conferring with students about midterm and quarterly reports of progress and about overall credit/mastery status relative to graduation. As relationships develop between students and teachers, some students may request to change Guidance Groups; those requests will be honored to the extent that the teacher is in agreement and that the level of the group is appropriate to the student) to reinforce new systems, to develop individualized 4 year+ plans, and to support students academically, socially, and emotionally.
 - Year Two: Review school culture data from 2012-2013. Revise and strengthen systems. Develop individualized plans for students who continue to struggle with attending school.

- Year Three: Review school culture data from 2013-2014. Revise and strengthen systems.
- Addressed Deficiencies:
 - Lack of well-defined and coherent approach to student behavior problems and student absenteeism
 - Lack of well-defined and coherent approach to student retention
 - Lack of a systematic approach for challenging students based on individual needs and talents.
- Previous Efforts:
 - Previous efforts have focused on handling problems by working out solutions with students. While good relationships have led to students feeling satisfied with their interaction with adults, a lack of ramifications has led to repeated problems and chronic violators. The school has been exploring the benefits of PBIS for some time, and had made a determination to attempt to proceed with the program prior to the turnaround, in the belief that establishing systems of expectations with incentives will correct short term problems and benefit students in future endeavors.
- Constraints:
 - Time. Weekly leadership schedules must have built in time for parent contact.
 - Contact info. We have typically had difficulty keeping contact info up to date.
 - While up to 90% of our attendance and behavior issues may be resolved with clearer expectations and ramifications, and greater family involvement, some issue will be more difficult to resolve and will require additional strategies and/or services.
- Individual Responsible:
 - Leadership Team: Paulette Jackson, Assistant Building Leader, Cameo Thorne, Student Services Coordinator, with PBIS support and input from Lauren Evanovich and Emilie Penner, Special Education teachers trained in PBIS interventions.

STRATEGY 2: Targeted building repair, upgrade instructional technology, and update technology infrastructure.

- Goal:
 - Create a physical environment that is welcoming, safe, and attractive.
 - Appropriate instructional technology in all classrooms.
 - Increase productivity and capacity
- Sequencing:
 - Years One - Three: Building Repair and Upgrades to be completed as budget allows.
 - Possibility of new building for HSC to be discussed in 2012-2013
 - Year One: IT infrastructure, Smartboards, teacher computer updates, and additional instructional technology
 - Year Two: iPads for students
 - Year Three: Additional technology as needed and identified by instruction.
- Addressed Deficiencies:
 - Building lacks appealing appearance; leaks and improperly functioning windows lead to damage and uncomfortable environment; insufficient science lab and performance spaces
- Previous Efforts:

- As state magnet budget has declined with declining enrollment, budget for technology and building upgrades has deteriorated, although both areas have remained priority spending areas for building leadership. This effort will allow us to “catch up,” particularly relative to the other New Haven magnet schools with whom we must compete for students.
- Constraints:
 - Upgrades take time and money. The district has committed to some immediate, high impact/low cost upgrades to the exterior, and the submitted budget reflects significant investments in improving the “look” of the school as well as investments in state of the art technology to support instruction
- Individuals Responsible:
 - Building Leader, Erik Good, with supervision and planning from Business Manager/Executive Assistant Alison Pierce and Valynne McFarlane, HSC’s Technology Coordinator.

STRATEGY 3: Identify specific wraparound service needs and integrate wraparound supports as needed on an individual student, subgroup, and schoolwide basis.

- Goals:
 - Increase student survey results to 100% for “adult in the school who cares”
 - Decrease in truancy and tardiness measures identified in Section 5.
 - Increase in successful Student Staff Support Team (SSST) interventions, with corresponding decrease in failure rates and increase in student achievement results across multiple measures
- Sequencing:
 - Year One: Using the intervention log sheets in the existing SSST structure, develop a system for monitoring and documenting types and intensities of student service referrals and interventions. Analyzing these data, identify specific high priority wraparound service needs; explore state and district supported grants/initiatives for providing this wraparound support to schools in the short term, as well as identification of priority services to be integrated past the temporary funding increase (probably through allocation of state magnet funds as enrollment increases).
 - Year Two: Revision and regularization of system for identifying wraparound needs; expansion of partnerships to meet needs, and continued relationship building with state and district funded supports. Identification of priority wraparound service need and provider
 - Year Three: Monitoring and revision of process as needed, and integration of identified service provider; exploration of longterm funding source for this service
- Addressed Deficiencies:
 - Dropout, truancy, and tardiness rates
 - Deficiency in district assigned supports (nursing, social work, truancy)
 - Lack of wraparound services
- Previous Efforts:
 - The school has scrambled in recent years to stretch its shrinking magnet budget to most meaningfully impact perceived student needs. Systems and supports have been developed on an ad hoc basis, but with little monitoring of outcomes, and without any

long term sustainability. This strategy will allow for thoughtful analysis of needs, and extended planning for how to integrate long term and impactful supports.

- Constraints:
 - The sheer volume of needs in a school with 90% of students in meal programs and 20% in Special Education has been crushing in the past, although we have never ceased fighting to provide supports. The school would benefit tremendously from help in the form of long term professional service providers with expertise in areas of need.
- Individuals Responsible:
Paulette Jackson, Assistant Building Leader and Cameo Thorne, Student Services Coordinator.

3. Effective Leadership

OVERVIEW:

This category had mixed findings in the audit process. On the one hand, both teachers and the Director of Instruction for the school (central office administrator) expressed satisfaction with the performance of the existing building leadership. There was little documented evidence, however, in areas of student purposefulness and learning outcomes, development of talent, or community and home engagement, to speak to the effective performance of the leadership team. The strategies in this category—the additional leadership position and accompanying differentiation and distribution of tasks, and the targeted professional development of building leadership—will help improve the quality of evidence demonstrating the link between individual leaders and the leadership team as a whole with the overarching goal of improving student achievement outcomes by maximizing the quality of the teaching and the home and community support necessary to support student needs.

STRATEGIES DISCUSSION:

STRATEGY 1: Addition of leadership position to existing administrative structure, and (re)distribution and differentiation of leadership tasks.

- Goals:
 - Development of documents outlining differentiated tasks and accountabilities for each leadership position.
 - Development of portfolio process for measuring leadership accountability in designated individual areas of responsibility, including school climate, development of instructional program, support of student learning and effective instruction, coordination of professional development opportunities for administrators and staff, coordination with community partners and parents, use of data, and effective use of time.
- Sequencing:
 - Year One: Initial redistribution of differentiated tasks in August. Preliminary distribution of focus established. Building Leader to focus on overall coordination and supervision of all school systems, with special focus on developing leadership, use of data, and use of time. Assistant Building Leader to work with Building Leader on coordination and supervision, with special focus on Teacher Evaluation process and Home/School relations. Student Services Coordinator to focus on school environment initiatives, expectations and discipline, and coordination of wraparound supports. Academic Coordinator to focus on curriculum development, integration of theme, and development of outside partnerships. Establishment of top priority tasks for each member of administrative team. Monthly leadership meeting, incorporating District Director of Instruction for the school, to review progress towards completion of tasks, and to reflect on both the overall distribution of tasks and responsibilities and shifting priorities for each team member.
 - Year Two: Continued reflection and redistribution as needed in monthly leadership meeting. Development of complete portfolio of tasks and responsibilities for each team member, including measurable indicators of progress/success for all aspects of portfolio. Indicators of progress to include outcomes defined in Turnaround Plan

(Home/School relations, development of wraparound supports, student learning growth, etc.) as well as additional measures to be developed specific to the elements of the leader's portfolio (i.e., quality measures for instructional and building data team work, numbers and quality of documented observations of teaching, etc.)

- Year Three: Refinement of differentiated roles and portfolios
- Addressed Deficiencies:
 - Lack of school-based professional learning opportunities
 - Lack of definition in roles and responsibilities
 - Need for greater academic leadership
 - Need for administrator solely responsible for student achievement
 - Need for mentoring and professional learning for the leadership team
- Previous Efforts:
 - There are existing documents differentiating administrative roles, but they contain a great deal of overlap. We have not ever made efforts to consciously and specifically measure outcomes or task completion for leadership. The process we are proposing will help us to highlight and track the school progress and needs across all areas.
- Constraints:
 - The additional administrator has already been hired and is already at work. Operational constraints will likely continue to exist to the extent that administrative time is often consumed by management of behaviors and situations that negatively impact the school environment and operation, but the addition of this administrator should alleviate some of that.
- Individual Responsible:
 - The monitoring and success of this strategy will be the responsibility of the existing Building Leader, Erik Good.

STRATEGY 2: Targeted ongoing professional development of leadership team.

- Goal:
 - All members of the leadership team will participate, individually, in subgroups, and as a whole team, in multiple (4-6), regular, professional development opportunities each year, in areas specific to their differentiated areas of responsibility, pertinent to the ongoing assessment of student and teacher needs, and general to the overall operational success of the school.
 - Members of the leadership team will utilize professional learning experiences to develop systems and responsibilities with specific measurable outcomes for the improvement of school operations.
- Sequencing:
 - Years One through Three: Discussion of needs and opportunities for development will occur prior to the beginning of the school year, and ongoing in the monthly administrative team meetings. Each member of the team will participate, ideally, in at least one professional development opportunity outside the building each quarter, in addition to one or two experiences each summer. These opportunities will be individualized based on the needs of the leader and the school.
- Addressed Deficiencies:
 - Need for greater academic leadership

- Need for mentoring and professional learning for the leadership team.
- Previous Efforts:
 - Leaders have participated in professional learning opportunities on a limited, if somewhat targeted, basis. Building Leader has built strong relationship with Director of Instruction for the school, which can be developed to incorporate the entire team, and Leader’s supervision of team. The identification of and support for professional learning opportunities relevant to specific roles of leaders and specific needs of the school will help leaders identify and create specific systems, staff development, and instructional strategies to improve the operations, instruction, and student learning outcomes of the school.
- Constraints:
 - Opportunity to participate in professional learning experiences has been limited previously by the need to maintain an administrative presence in the school during the school day. This constraint will be removed by the addition of the administrative position.
- Individual Responsible:
 - The monitoring and success of this strategy will be the responsibility of the existing Building Leader, Erik Good.

LEADERSHIP STRUCTURE/HEIRARCHY:

Building Leader—Erik Good

Assistant Building Leader—Paulette Jackson

Student Services Coordinator—Cameo Thorne; Academic Coordinator—Chris Kafoglis

- All leaders are elected by the certified faculty of the school, in an established process (see attachment with Election Protocols). Protocols to be established for newly created leadership position, and to reflect changes in titles.
- To the extent possible, major day to day (one time schedule changes, major disciplinary consequences, presentations and performances, etc.) administrative decisions are formed by consensus of the elected leadership team, with lesser decisions relating to specific initiatives or programs in individual portfolios made by individual leaders.
- Decisions relating to long-term or significant systemic or programmatic changes are made with the consensus of the faculty at large. Generally, proposals flow from the Facilitating Unit (the FU is the building leadership data and management team, comprising leadership and representatives from all departments, and meets weekly). The FU generates proposals in one of three ways—suggestions from the leadership, suggestion from teachers through their representatives, or as result of discussions and reflection occurring within normal FU analysis of building data and outcomes. The FU determines whether such proposals require the deliberation and vote of the entire staff, or can simply be adopted by the FU itself, based primarily on a sense of the level of existing faculty buy-in for the proposal and of the difficulty and/or level of disruption with which the proposal will be implemented. Should the FU determine that a proposal

requires staff deliberation and vote, the FU frames the discussion and proposal, and establishes the timeline and procedures for whole staff deliberation and arrival at consensus on these questions. Generally, consensus on proposals is determined by conducting a Yes or No vote of certified staff conducted publicly in a faculty meeting; in some situations, the faculty may decide instead to proceed through a secret ballot or some other election process. These deviations from the usual Yes or No are themselves determined by a majority of the faculty voting Yes or No to adopt a different method for establishing consensus.

- At any time, any individual member of the faculty may introduce concerns about an approved proposal, either to the FU or to the faculty at large, and request reconsideration of the decision. Such request will initiate a whole-staff discussion, deliberation, and, if so moved, another vote to accept or reject the initial proposal.

4. Effective Teachers and Support Staff

OVERVIEW:

Of the seven categories listed in this section, teachers and staff represents the greatest strength of HSC going into this turnaround process. Teacher satisfaction with building leadership and their sense of support and empowerment as professionals was almost universally in the “Satisfied” to “Highly Satisfied” range on the School Learning Environment Survey for 2011-2012. The primary area of concern, both on the survey and in the audit findings, is for the lack of purposeful professional development to maximize teachers’ efforts to support and promote students’ purposefulness in school and in college and career. Strategies in this category—the staff turnaround, the Peer Observation process, and targeted professional development—work to fill that deficiency, and work towards overall goals of increasing the quality of teaching to drive a corresponding increase in students’ purposefulness and academic success across a range of measures.

STRATEGIES DISCUSSION:

STRATEGY 1: Turnaround of 2011-2012 staff.

- Goals:
 - Improve overall quality of teaching staff as measured by NHPS Teacher Evaluation (TEVAL) process.
 - Improve outcomes on state standardized tests and other self- and externally-generated learning measures.
- Sequencing:
 - Year One (ALREADY DONE): In the spring of 2012, all interested 2011-2012 staff reapply for their positions, with all school positions posted internally to NHPS and externally as well. Interview team (school leadership, parent, Director of Instruction, New Haven Federation of Teachers (NHFT) representatives) conduct interviews and select staff. Incoming staff arrives with understanding that there will be extended working hours and having demonstrated some facility in curriculum design. 10 out of 28 non leadership teaching positions are replaced in this process, including the transfer of four teachers from other NHPS positions and hiring of six teachers from external applicants.
 - Years Two and Three: Evaluation of staff using TEVAL, with identifications of developmental needs for individual teachers and the staff as a whole; fill any vacancies using same process used for initial staff turnaround.
- Addressed Deficiencies:
 - Distribution of teacher evaluation ratings
 - Student achievement gains
- Previous Efforts:
 - With the implementation of TEVAL system in 2010, the possibility existed to remove teachers unable to develop to at least an Effective rating, but had not been put into practice yet. This turnaround allows us to shortcut that process and start with a blank slate, while retaining those teachers whose work had already demonstrated their quality and commitment to student achievement.

- Constraints:
 - The staff turnaround resulted in the replacement of 10 out of 28 teachers. There will likely be residual bad feeling and/or anxiety as a result of making everyone go through process, as well as questions as to the validity of interview team's decisions. Will address through teambuilding and collaborative exercises in week before official start of school year, and ongoing throughout year.
- Individuals Responsible:
 - Erik Good*, Building Leader; Paulette Jackson, Assistant Building Leader; Cameo Thorne, Academic Coordinator; Kim Johnsky*, Director of Instruction for NHPS; Dave Low*, NHFT Vice-President for Reform; Shelia Brantley; NHFT Trustee and district SPMT/SGC consultant; Melissa Johnston*, HSC parent. (*Denotes member of Turnaround Committee)

STRATEGY 2: Establish and develop Peer Observation process for collaborative reflection on instructional quality and student learning.

- Goal:
 - Improve overall quality of teaching staff as measured by NHPS Teacher Evaluation (TEVAL) process.
 - All members of the staff will observe and be observed by both a randomly selected group of peers and targeted colleagues, with documentation of observed practice referencing the domains and indicators of the NHPS TEVAL process.
 - Improve outcomes on School Climate Survey for teachers to “Highly Satisfied” for measures on quality of instruction, collaborative practice, and support from colleagues.
- Sequencing:
 - Year One: Establishment/refinement of Peer Observation process piloted in 2010-2011. All teachers complete and document observations and reflective conferences. Findings of areas of development from peer observations used to drive professional learning for individuals and staff as a whole (see Strategy 3).
 - Years Two and Three: Continued refinement of process to facilitate both ease and effectiveness of peer observations
- Addressed Deficiencies:
 - Need for greater academic leadership (from Effective Leadership findings)
 - Lack of clear and consistent focus for professional learning
 - Weak relationship between professional learning and student learning outcomes
- Previous Efforts:
 - The Peer Observation process was piloted in the 2010-2011 school year. Documented results of the observations and conferences that occurred are scant; anecdotally, teachers reported enjoying the opportunity to visit other classes and talk about practice with other teachers. Reflectively, the process needed revision to improve focus and to maximize usefulness of the observations. Planned revisions will address those needs, and allow for further development of the process as it evolves.
- Constraints:

- The primary constraint to making these peer observations real is finding time to make them happen. The extra hour in the school day will provide planned, dedicated time for this process, and the addition of quality co-teachers (see new positions in the budget) will ensure coverage for teachers to leave classes for the purpose of observing elsewhere. There will also be some teacher learning that will need to happen regarding peer observations and peer-to-peer conferencing; the staff members responsible for this strategy have received training that they will pass on in these areas.
- Individuals Responsible:
 - Monitoring and success of this strategy will reside with the Peer Observation and Professional Development Team, comprising LMS Fran Pierson, Math teacher Wayne Austin, and English teachers Matt Presser and Desiree Bisailon. Three of the four members of the team were accepted into the National Academy of Advanced Teacher Education program, and participated in training for two weeks in Chicago in the summer of 2012, and further training continues in the summer of 2013.

STRATEGY 3: Using findings of Peer Observation process, as well as teacher reports of professional development needs, arrange and/or present regular professional learning opportunities within the extended day schedule, and identify and participate in other, non-school-based, professional learning opportunities.

- Goals:
 - Improve overall quality of teaching staff as measured by NHPS Teacher Evaluation (TEVAL) process.
 - Align professional development opportunities with measured student outcomes.
 - Increase student learning growth as measured on state and teacher created assessments.
- Sequencing:
 - Year One: Prior to the beginning of the school year, review of student learning outcomes information available from CAPT, SAT, and AP scores, district benchmark assessments, and other available measures of student achievement. From this analysis, looking particularly at areas of weakness in student outcomes, identify specific *teacher* learning priorities for the year that will impact those outcomes moving forward. Throughout the year, team will compile findings from Peer Observation process, teacher needs assessments, and outcomes measured on developed interim assessments and metrics, to identify professional learning needs of whole staff, subgroups, and individuals, and use these findings to identify and implement targeted professional learning opportunities, using talent within the school and NHPS as well as seeking consultants and presenters from outside HSC.
 - Years Two and Three: Professional learning will continue in an ongoing cycle of matching needs with corresponding learning opportunities
- Addressed Deficiencies:
 - Need for greater academic leadership (from Effective Leadership findings)
 - Lack of clear and consistent focus for professional learning
 - Weak relationship between professional learning and student learning outcomes

- Previous Efforts:
 - The school lost its targeted, focused professional learning program with the loss of two staff positions several years ago. The extended day afforded to us in this turnaround will allow for reimplementation of that program, informed by the process of peer observations and conferencing.
- Constraints:
 - Again, the primary constraint is lack of time. The extra day will provide planned, dedicated time for this process. Additionally, lack of budget has prevented meaningful collaboration with outside consultants; this financial constraint is addressed in a fund for professional development in the proposed budget.
- Individuals Responsible:
 - Peer Observation and Professional Development Team, comprising LMS Fran Pierson, Math teacher Wayne Austin, and English teachers Matt Presser and Desiree Bisailon. The latter three members of the team were accepted into the National Academy of Advanced Teacher Education program, and participated in training for two weeks in Chicago in the summer of 2012, with further training continuing in the summer of 2013. Ms. Pierson was validated as an Exemplary educator in the 2011-2012 Teacher Evaluation process.

5. Effective Use of Time

OVERVIEW:

As a result of the NHPS Turnaround School process, HSC will be allowed to add one hour to the school day, which will be used to both increase teacher collaboration on student work and information/data sharing, and give students who need further support in any area of study a chance to receive targeted intervention with teachers in that specific area. Additionally, faculty time and energy will be focused on improving or changing the existing practices in three areas – Sustained Silent Reading (SSR), X Block (Activities), and the weekly Guidance (Advisory) period – which have all been identified as in need of better organization, coordination and purposeful focus on student engagement to support the growth of the HSC community and prepare students for success beyond high school. In order to better implement these changes at the start of the 2012-13 school year, we will also add four teacher days each prior to the start of and after the end of school for planning and coordination of these initiatives. Although we will initially add the hour at the end of the current school day for the 2012-13 school year, we will spend some of our shared meeting time evolving to a later start time for students, with the additional teacher time occurring in the mornings on days when the time is to be used for teacher collaboration. The mandatory extra time for students in need of support will remain at the end of the day even when the start time moves later in the day.

STRATEGIES DISCUSSION:

STRATEGY 1: Additional time – 1 hour added to each school day, 4 days added at the beginning and end of the school year, adding a total of 240 hours to the school year each year.

- Goals:
 - Increase instructional time for students in need of support/remediation
 - Increase teacher collaboration on developing curriculum and student work
 - Increase time for teachers to identify student learning needs and share, review, and provide feedback on instructional practices that address these needs
- Sequencing:
 - Year One:
 - In the summer of 2012, staff will return to school four days earlier than the rest of the NHPS teaching staff, in order to participate in team-building training and devote much of the time to both developing the structure, norms and expectations of how the extra time in every day is to be used and reconfiguring the existing student programs identified as in need of change/restructuring/refocusing: SSR, X Block, and Guidance period
 - Mondays' and Fridays' extra hours will be devoted to looking at curriculum and student work, including: diagnosing student needs based on class performance and work turned in (Academic Data Teams); whole faculty guidance-oriented discussions of individual student successes and needs; planning for specific initiatives (X block, guidance/advisory time, etc.); discussions unique to teacher-led schools (consensus building around proposals for program changes, etc.)

- Tuesdays' and Thursdays' extra hours will be spent on mandatory extended day for students deemed "in need of support" in specific classes, with Math, Science, and Arts on Tuesdays and English, History, and Languages on Thursdays. Initial plan for year one will add 100 hours of targeted instructional time for students. Teachers without mandated student support assignments on a given day choose from a menu of options (supervising enrichment activities, making home contact, collaborative planning, research, participating in Staff/Student Support Team, etc.), and track their work during that time in a running log documenting their progress for that day. Mandatory extended day sessions will also be logged, with signature from student, work addressed/completed, etc.
 - The extra hour on Wednesdays will be devoted to planning and coordinating Peer Observations, Professional Development, and Collaborative Team work. Collaborative Teams take the place of former committees/task forces. Teachers choose a team to work with, and that team develops initiatives with measurable outcomes and then pursues those outcomes (e.g. Truancy, Home Outreach, Partnerships and Development, Extracurricular Clubs/Activities, etc.)
 - At the end of each semester, analyze student learning outcomes (failure rates, interim assessment and metric outcomes, standardized test scores, etc.) to inform evaluation of relative success of our use of additional time, and increase or adjust additional student learning time as necessary (and possible—difficult to change times for students in the middle of the year).
 - Years Two and Three: Continuous feedback loop on existing systems. Reevaluate and reassess the effectiveness of initiatives (as spelled out in Year One) at the end of each year to decide as a faculty what to change and what to continue using that has been shown to be effective in increasing student purposefulness and engagement with learning.
- Addressed Deficiencies:
 - Instructional day for students should be expanded
 - No evidence of extended learning time for either struggling students or students in need of enrichment
 - Current length of the school day insufficient to meet the learning needs of the students
 - No evidence of time for teachers to identify student learning needs and share, review, and provide feedback on instructional practices that address these needs
 - Time not structured and focused on strengthening instruction based on student data
- Previous Efforts:
 - SSR, X Block and Guidance period have existed in previous years, but have suffered from a lack of staff consensus on how to use the time and inconsistent adherence to the norms and expectations of the time. The concepts are sound, but the execution and fidelity to the concepts within have been lacking. Much of the early work to be done around these areas will consist of developing a consistent vision and mission of the programs and their goals, always with an eye toward increasing student purposefulness in all areas of their daily school lives and interactions. The staff re-hiring process has brought together a group of teachers who share a similar vision of the school community and, coupled with the extra planning time necessary to properly coordinate

these activities and making necessary changes based on the experience gained from previous years, will result in a focused program that targets student skills, engagement and development in support of their learning.

- Constraints:
 - The NHPS/NHFT collective bargaining agreement (CBA) allows for the changing of work rules and responsibilities in a Turnaround School as designated by the district's tiering system, and which HSC has been identified as being after the 2011-12 school year. All changes are approved by the new faculty and then go into effect only for that school. No
- Individuals Responsible:
 - Erik Good, Building Leader; entire HSC faculty – these initiatives will be the focus of two of the four extra days prior to the start of the 2012-13 school year

STRATEGY 2: Transition to a later start to the school day in Year Two.

- Goal:
 - Address the research-based reality that high-school aged students have a naturally occurring cycle which puts them at their best later in the morning than the current traditional school beginning time of 7:55 a.m. Some of the time for teacher collaboration and planning referenced above in Strategy 1 will be used in making this transition go as smoothly as possible for students and their families in school year 2013-14
- Sequencing:
 - Year One: Development of the transition plan – early parent contact, with full explanations of the research supporting the change and the reasons behind it (increased purposefulness of student efforts), busing logistical planning with the district, etc.
 - Years Two and Three: Full implementation, coordination with the district on the transition of some K-8 schools to earlier start times, as well as one or more other high schools (specifically Metropolitan Business Academy, with whom we share bus routes) to later start times by the 2014-15 school year (2015-16 at the latest)
- Addressed Deficiencies:
 - Improving school environment/culture
 - High chronic absenteeism/tardiness
- Previous Efforts:
 - We have one of the latest start times in New Haven, but are subject to the demands of bussing in a large district. A shift to a later start time reflects an embrace of a wealth of research pointing to increased student outcomes resulting from later start times.
- Constraints:
 - Busing and how to pay for that busing in the long term, once the Commissioner's Network funds cease to be available after Year Three. Although extra funds will be necessary to contract the services of extra buses in the interim period of transition to a later start time, there is now sufficient support from within the district (including a number of K-8 schools who would like to change their later start time to an earlier one) that this transition will be possible on a sustainable basis by the end of year three. By that time we will have coordinated with enough schools to be able to plan a transition to

switched busing times/routes using the same number of buses New Haven currently uses, without increasing costs in the long term.

- Individuals Responsible:
 - Erik Good, Building Leader, with cooperation of Imma Canelli and Garth Harries, Assistant Superintendents, and Teddi Barra, Coordinator of Transportation.

6. An Effective Curriculum and Instructional Program

OVERVIEW:

Our graduates need to be better prepared for college and the workplace, and a program that requires students to master competencies to advance through high school will ensure that our students are ready for the next step – whatever that may be – when they leave HSC. A newly revised and aligned curriculum will not only ensure rigor and mastery of the Common Core, but also bring relevance to our students through the theme of Law and Social Justice. The curriculum will be reinforced through authentic learning experiences in and out of school. HSC has joined the League of Innovative Schools which are moving to mastery based promotion, has developed relationships with schools outside of the state which have implemented similar transitions, and secured the promise of unrestricted support from both AFT National’s Educational Issues and Curriculum teams, and Larry Schaefer of CAPSS, author of the Educational Transformation Project, all of which will provide a great source of scaffolding for our collective work.

STRATEGIES DISCUSSION:

STRATEGY 1: Implement the Two Tiered Instructional Program, with mastery promotion rather than credit or seat time promotion, designed to ensure that all students master essential skills and content.

- **Goals:**
 - Core Academy: Mastery of core skills and content, aligned with CCSS and other (developing) 9th-10th grade standards
 - Community Bridge Academy: Identification and pursuit of individualized student Focus program, fostering independent and self-directed learning to build a bridge between supported high school learning and independent college or career readiness.
 - Promotion between levels within Core and Community Bridge Academies, and from Core to Community Bridge, determined by student defense to parents and staff of a Portfolio of Student Work, demonstrating mastery in all standards at that level.
- **Sequencing:**
 - Year One: Core Academy required for entering first year students. Intensive work with students and families on requirements needed to move from level to level. Community-wide work on competencies and how mastery is attained and measured.
 - Year Two and beyond: review Year One data and develop individual plans for students who did not achieve mastery in Year One. Revise program for first year students as necessary.
- **Addressed Deficiencies:**
 - Lack of clear definition of skills student should have at each level of high school (these definitions will need to be clear to students, teachers, parents/guardians, and school leaders).
 - Students graduating from high school unprepared for college and/or career.
- **Previous Efforts:**

- Previous efforts have focused on earning credits by acquiring seat time and achieving a minimum grade of 60 on an arbitrarily-assigned 100-point scale, rather than by demonstrating mastery of the skills and content
- Constraints
 - Time
 - Limited numbers of schools have adopted mastery promotion – external expertise from outside sources will need to be called on from time to time
- Individuals Responsible:
 - HSC Leadership Team: Erik Good, Paulette Jackson, Cameo Thorne, and Chris Kafoglis

STRATEGY 2: Curriculum Revision

- Goal:
 - Maximize student growth by creating rigorous and relevant curriculum:
 - a) Align Curriculum with Common Core and integrate theme of Law and Social Justice.
 - b) Align Curriculum with standards required for advancement from level to level of Core-Focus (including alignment with 21st Century skills).
 - c) Determine key standards to emphasize to maximize student achievement. Revise curriculum based on data from interim and end-of-course assessments.
 - d) Integrate higher order thinking skills school-wide through the HOTS program.
- Sequencing:
 - In the summer of 2012, teachers are rewriting course curricula to align with Common Core and the theme of Law and Social Justice, and to lay a foundation for all of the items above. Specific attention is being given to the first-year program, as those students will be the first to encounter the transition to standards-based, rather than grade-based, advancement. These curricula (see sample from English 1 class attached in the appendix) will be used as a basis for developing a standards-based interim assessment program that will give teachers meaningful data to inform instruction (see Effective Use of Data section). In the summer of 2013 the curriculum will be revised based on data from 2012-2013. The curriculum revision will be iterative and data-driven; each year's results will be used to revise for the following year. Ultimately HSC will evolve to a system that drives curriculum revision as an on-going process. Additionally, as the district solidifies curriculum and outcomes in grade 8 to reflect Common Core State Standards, disciplines at HSC will review and revise curricula for alignment with feeder schools (because we are a magnet, the whole district, as well as surrounding towns, are feeder schools, so we expect that this will largely be about aligning with outcomes suggested by the CCSS).
- Addressed deficiencies:
 - Lack of integration of HSC's magnet theme into the curriculum
 - Lack of relevant curriculum for all students
 - Lack of complete information in course guide
- Previous Efforts
 - District wide curriculum has been used
- Constraints:

- Some departments will need support in writing/aligning curriculum
- Time will be needed throughout the school year for additional revision
- Individual Responsible:
 - Curriculum Revision: Chris Kafoglis, Academic Coordinator; Course Selection Guide: Diana Hernandez–DeGroat, Head Guidance Counselor

STRATEGY 3: Increase the breadth of student learning experiences at HSC.

- Goals:
 - Students will gain a sense of the world beyond HSC and New Haven
 - Students will make connections between student learning and skills needed beyond high school
 - Students will see the role of Law and Social Justice in our society, and develop a vision of what it means to them individually
- Sequencing:
 - Year One: Every student will participate in a related field trip to New York or Boston
 - 2012-2013 Law and Social Justice Experiences:
 - (i) Two community-wide experiences (guest speaker or whole-school activity)
 - (ii) Each department will have one department-wide experience
 - (iii) 25% of graduating class will have internships in a Law- or Social Justice-related setting
 - For the following three years, the initial goal is to repeat (i) and (ii) above, but increase the percent of seniors having internships to 50%, 75%, and then 100% (a requirement of graduation) for the class of 2016
- Addressed Deficiencies:
 - Need to integrate theme into curriculum and fabric of school life
 - Need to create a varied set of educational experiences for all students
- Previous Efforts:
 - Field trips intermittent, some students did not participate.
 - Theme integrated on a teacher by teacher basis without coordination.
- Constraints:
 - Time and money.
- Individuals Responsible:

HSC Leadership Team: Erik Good, Paulette Jackson, Cameo Thorne, and Chris Kafoglis

7. Effective Use of Data to Inform Decision-Making and for Continuous Improvement

OVERVIEW:

The use of data must be fully integrated into decision-making at HSC. Interim assessments based on the Common Core will be developed and implemented to guide instruction, and professional development will be provided in the areas of examining student work to improve teaching and learning. Metrics will be developed and implemented to monitor student growth and institutional progress.

STRATEGIES DISCUSSION:

STRATEGY 1: Use the Facilitating Unit as the school-wide Building Data Team to oversee the use of data in decision-making.

- Goals:
 - Create a culture of using data to drive decisions
 - Create transparency in decision-making
- Sequencing:
 - Year One: Develop and implement explicit guidelines for Facilitating Unit to serve as school-wide Building Data Team.
- Addressed deficiencies:
 - Facilitating Unit not explicitly acting as data team or consistently using data in decision making
 - No evidence of a comprehensive approach to using data school wide.
- Previous Efforts:
 - While data has been used in decision making, it has not been in a consistent and fully integrated manner.
- Constraints:
 - None
- Individual Responsible:
 - HSC Leadership Team: Erik Good, Paulette Jackson, Cameo Thorne, and Chris Kafoglis

STRATEGY 2: Develop and implement standards-based interim assessments, and use student work to improve teaching and learning.

- Goals:
 - Use data to monitor student progress and guide instruction.
 - Use assessment data to guide re-teaching with a focus on key standards.
 - Use assessment data to guide professional development individually, departmentally, and school-wide.
 - Use assessment data as a tool for collaborative reflection on efficacy of designed student work as well as comprehensive curriculum and instructional program.
- Sequencing:

- Year One: Use restructured time (see section on Effective Use of Time) for extended dedicated periods of time for this work. Two interim assessments per discipline in Year One. Professional development on using data and examining student work.
- Year Two: Four interim assessments in each discipline
- Year Three: Six interim assessments in each discipline
- Addressed deficiencies:
 - Lack of a comprehensive approach to use data to address student needs and improve instruction.
 - Lack of consistent opportunities for teachers in content areas to review student work and reflect on the effectiveness of instructional practices as they relate to student achievement.
- Previous Efforts:
 - Intermittent use of data to drive instruction
- Constraints:
 - Time
 - Expertise – external support may be needed
- Individual Responsible:
 - Chris Kafoglis, Academic Coordinator, and designated lead teachers in content areas.

STRATEGY 3: Develop and implement metrics to monitor student growth and institutional progress.

- Goals:
 - Develop measures for monitoring student growth that include standardized test scores, student performance in and out of class, portfolio work (identified as Not Yet Proficient, Proficient, Mastery, or Exemplary) and other factors
 - Use measures to drive change and to determine professional development needs
- Sequencing:
 - Year One: Select criteria for metrics and create initial design
 - Year Two: Test metrics, modify design as needed
 - Year Three: Implement metrics school-wide
- Addressed deficiencies:
 - Lack of clear criteria to monitor student progress
 - Need for tools that will help to maintain focus on student growth
- Previous Efforts:
 - Efforts have been intermittent and often driven by external factors (school needs assessment overridden by district needs, etc.)
- Constraints:
 - Time – Developing consensus on these metrics will be time consuming
 - Expertise – External support may be needed
- Individuals Responsible:
 - Chris Kafoglis, Academic Coordinator, and designated lead teachers in content areas, and supported by the building leadership team.

Section VII: Budget

In the 2011-2012 school year, High School in the Community operated with a total budget of just over \$3 million (\$3,009,637.65), with about \$2.7 million in personnel expenditures and about \$350,000 in non-personnel expenditures. The bulk of the budget, approximately \$1.9 million, comes from New Haven Public Schools General Funds; the rest of the budget, about \$1.1 million, derives from the Connecticut State Department of Education funding formula for interdistrict magnet schools, and is based on the school's ability to attract students from outside of New Haven. The district and the New Haven Federation of Teachers have agreed to maintain existing district funding levels as part of the turnover to union management. This provision allows us to continue to pay for existing teaching positions, and to allocate the rest of our discretionary budget amongst technology and instructional supplies upgrades and purchases, field trips, and integration of some instructional programs.

The three-year plan for High School in the Community includes seven (7) areas of focus. The first relates to personal services and the salaries required for each item. These include an amount allocated for salaries to cover the extended day. There is also a stipend for lead teachers in each of the departments. The following new positions have been added as suggested in the Commissioner's Report: Academic Coordinator, which focuses "solely student achievement," a Magnet Resource Officer to increase out of district enrollment, a Parent Liaison, to help foster a strong connection and collaboration with parents, a co-teacher to who will cover classes when teachers are collaborating and working on areas of professional development. There is also money included to extend the year by two weeks; one before and after the school year. The total for this category is (641,281.60) (666,791.60) (692,301.60) for years one through 3.

The additional funds for personal services and employee benefits associated with these new positions total (95,140.00) (97,344.00) (99,548.00) for years one through 3.

Professional and technical services needed to support the school and staff include: an overhaul of the school website to make it easier and more convenient for parents and students to stay informed and connected to the school community, additional funding for psychological, social services, and health related supports for students who need assistance in order to succeed academically. Money has been included in this category for professional development to increase the "instructional tools and strategies" that lead to student success. Funds for miscellaneous legal services have also been incorporated. Totals for years one through three are (280,000) (305,000) (335,000).

The property services necessary to support technology and student acquisition of 21st Century skills include a major overhaul of the IT infrastructure to enable the adequate use of technology and some other miscellaneous services to the physical plant that include classroom modifications. Totals for the next three years are: (120,000) (50,000) (125,000)

Other services include a budget for the staff to travel to conduct research with regard to the successes of other schools in the area with similar demographics. Funds are also included for student travel. The three totals are: (90,000) (90,000) (90,000).

Instructional supplies include books and classroom materials. The three year totals are: (35,000) (35,000) (35,000).

The final category, property, mainly consists of upgrades to our technology. This includes Smart Boards, iPad carts, Macbooks and iPads for teachers, iPads for students, computers, and in the third year, the inclusion of a Mac Lab. Money is also allocated for classroom and office furniture. The three year totals are: (365,000) (410,000) (215,000).

The figures represented here reflect the ideal budget for the High School in the Community turnaround. There are two other prospective budgets whose goals are less comprehensive in the event that there is less money available.

It is our expectation that, with the infusion of money for three years, particularly to support curriculum and technology upgrades, the school will increase its attractiveness to parents from outside New Haven, allowing us to maximize money available to us from the state magnet school fund. This resulting increase would allow us to maintain commitments to maintenance of technology and instructional infrastructure, as well as to the school trips and other “breadth of educational experiences” programs.

By the end of our time in the Commissioner’s Network, we anticipate involvement in the larger NHPS initiative for support of wraparound services, funded by a grant from the United Way.

New Haven Federation of Teachers and New Haven Public Schools officials will negotiate, prior to the end of year three, for maintenance by the district of the extended school day and retention of the positions added. When the school experiences an enrollment increase, as anticipated by the end of this process, some additional staffing will become a necessity in any event, with staff likely added both to General Funds and state magnet funds.

Finally, the school and the NHFT will explore development opportunities available from potential school partners to help support increases in school expenditures. We expect to have identified at least two or three contributing partners/angels/patrons (potential partners include local law firms, law schools, and the American Federation of Teachers, among others) by the end of the year, who will commit to funding specific aspects of the program expanded by the turnaround plan.

Section VIII: Monitoring and Oversight

After reading the audit and through multiple discussions with the School Leaders, areas of concern were identified and defined. They are as follows:

- Retention of students from the beginning of their high school experience to the end
- Declining graduation rates
- Declining CAPT scores and student growth
- Lack of systematic plan to get parents involved (effective and consistent communication)
- Declining student recruitment and enrollment
- Students' chronic absenteeism
- Lack of a whole school approach to social, emotional and behavioral management
- Lamentable state of technology and facilities
- Concerns about sufficient effective leadership in the academic and behavioral realms
- Lack of regular professional development opportunities for the staff that are pertinent to their duties and support student purposefulness
- Lack of a well-developed path to College/Career readiness for all students

In order to monitor the implementation and progress of the strategies outline in Section VI of this application that will address these and other concerns at HSC, and in the spirit of the history of teacher leadership at HSC, certain teams will be developed and given responsibility for initiatives and strategies appropriate to that team. A leader of each of these teams will be identified and will be responsible for the team's actions and outcomes. Appropriate team members from the certified staff, as well as from parents and students (as appropriate and possible), will also be chosen to serve, based on interests and abilities. These teams will assume monitoring and oversight of all strategies, objectives, and goals discussed in this application, in addition to ongoing oversight of other school functioning.

In addition to (or in reiteration of) identified responsible individuals in Section VI, the school will establish the following teams, led as indicated here.

- Truancy Team – Paulette Jackson, Assistant Building Leader
- Student Staff Support Team – Chris LeSieur, Guidance Counselor
- Student Success Plan Team – Chris LeSieur and Diana Hernandez, Guidance Counselors
- Partnership/Internship Development Team – Chris Kafoglis, Academic Coordinator, and Cari Strand, Magnet Resource Coordinator
- Recruiting Team – Cari Strand, Magnet Resource Coordinator
- School Culture (PBIS) Team – Cameo Thorne, Student Services Coordinator, and Lauren Evanovich, Special Education Teacher
- Instructional Data Teams – Chris Kafoglis, Academic Coordinator, and Fran Pierson, Library Media Specialist, with additional leadership TBD by departments
- Professional Development Team – Fran Pierson, LMS, Wayne Austin, Math Teacher, Desiree Bisailon and Matt Presser, English Teachers
- Parent Engagement Team – Paulette Jackson, Assistant Building Leader, and Cameo Thorne, Student Services Coordinator

The committees listed above, through a designated representative (most likely the leader of the team) will all provide regular reports on progress towards goals to the Building Leadership Data Team, called the Facilitating Unit (FU), and supervised by the Building Leader, Erik Good.

The FU, in turn, will provide regular reports and updates, for review and feedback, to: the School Planning and Management Team (SGC), comprising parents, teachers, and students; the Turnaround Committee (Including the Commissioner's Designee) named in Section II of this application; the Director of Instruction and other interested NHPS administrators; and to New Haven Federation of Teachers leadership. As part of this, the partnership agreement will include monitoring and oversight, as discussed section 9 and in the draft agreement. The next draft of the partnership agreement will include the turnaround committee, and thus the state department of education, as an explicit partner in the regular monitoring and oversight.

The Turnaround Committee agrees to work with the CSDE, cooperate with fiscal and programmatic compliance reviews, provide any information requested in a timely manner and report annual progress against goals in an annual report format to be established by the CSDE.

Turnaround Plans may be modified from time to time on the basis of changed conditions or strategies with the approval of the Turnaround Committee, including the Commissioner's designee.

In the course of the school's participation in the Commissioner's Network, the Commissioner or his designee may review the progress of the school. In the event that the Commissioner or his designee determines that the school is not making sufficient progress or identifies other issues, the Commissioner or his designee may, on the basis of such review, convene the Turnaround Committee to consider and enact changes to the Turnaround Plan, utilizing the processes described in Section 20 et seq. of Public Act 12-116, as amended by Public Act 12-1. If the Turnaround Committee is unable to reach consensus, does not develop a revised Turnaround Plan, or develops a revised Turnaround Plan that the Commissioner determines is deficient, the Commissioner may exercise other options, including but not limited to the Commissioner developing a revised Turnaround Plan, utilizing the processes described in Section 20 et seq. of Public Act 12-116, as amended by Public Act 12-1.

Section IX: Partner Entity Responsibilities and Agreements

This section was not completed at the time of submission of this application. We will forward documents pertaining to Section IX as soon as they become available.

HIGH SCHOOL IN THE COMMUNITY (HSC)

ELECTION DETAILS AND PROTOCOL

- I. Elected Positions and Term Lengths at HSC**
- II. Elected Position Job Descriptions**
- III. Elected Position Term Schedule**
- IV. Election Protocol**
- V. Candidacy**
- VI. Continuation of Elected Teachers in Elected Positions**
- VII. Tally of Votes and Disputing Elections**
- VIII. Validity of Elections**
- X. Archiving of Election Materials**

I. Elected Positions and Term Lengths at HSC

- Facilitator – stipended term of two school years
- Student Membership Coordinator –stipended term of two school years
- Academic Coordinator –stipended term of one school year

II. Elected Position Job Descriptions

Many of the responsibilities and duties of the Facilitator, Student Membership Coordinator (SMC), Staff Developer and Academics Coordinators overlap with each other's duties.

A. Facilitator (two-year stipended term)

- 1. Approximate hours: 6:00 am to 6:00 pm**

2. Responsibilities concerning Central Office Administration:

- Spokesperson and advocate for HSC
- Maintain positive relationships with central office personnel
- Maintain positive and collaborative relationships with administrators of other programs
- Defend and argue for what we need
- Attend monthly administrative meetings
- Prepare and submit state reports: ED 153, 165, etc.
- Prepare and defend Comprehensive School Plan, personal MBOs, city budget allocation, state magnet funds budget
- Work with personnel to request and defend staff changes
- Research and interview candidates for all staff positions
- Prepare Annual State Magnet School Report
- Prepare Annual School Strategic Profile
- Prepare annual presentation to Superintendent regarding school programming, testing data, attendance data, discipline and suspension data, improvements to instruction, etc.
- Review annually the Crisis Plan and submit to Central Office
- Work with Student Membership Coordinator and Truancy personnel to track and monitor truant students, document interactions with families and submit monthly reports
- Respond to the many and varied requests of any and all departments in Central Office

2. Responsibilities concerning HSC and the community at large:

- Prepare and present recruitment sessions at K-8 schools (4-5 evenings throughout the Fall)
- Prepare and present at 2 city-wide recruitment sessions (1 evening and 1 Saturday morning in January/February)
- Prepare and conduct 2 in-school recruitment sessions (1 evening and 1 Saturday or Sunday afternoon in January/February)
- Review and edit all advertising and recruitment materials for the Magnet Office
- Attend quarterly Magnet Office meetings
- Attend curriculum meetings as needed for special contract requests (ie: Camp Cedarcrest, Social Worker contracts, Elm Shakespeare contact, etc.)
- Accept phone calls and record requests for substitutes, and call for substitutes as needed
- Attend monthly PTISO meetings, work with PTISO on building improvements, budget support and programming

3. Responsibilities concerning Discipline:

- In collaboration with office staff, provide guidance, counseling, and discipline as needed to HSC students
- Respond to disciplinary requests from teachers
- Maintain constant contact with parents
- Make decision for suspensions as needed

- Make decision for expulsions, collect related information, write expulsion packages, and testify at expulsion hearings all as needed
- Collaborate with security to investigate criminal activity or activity in violation of school and/or district policies
- Refer students to appropriate support agencies when necessary
- Interface with law enforcement, DCF, or other outside agencies when necessary
- Submit monthly discipline reports to the Directors of High Schools and Student Services

4. Responsibilities concerning the Budget for HSC:

- Gather requests by faculty
- Allocate money for supplies, trips, services, programming, etc.
- Review budget requests, list priorities and fund what is feasible
- Support innovative ideas for addressing the academic needs of our students

5. Responsibilities concerning Teachers at HSC:

- Visit classrooms
- Facilitate Supervisor evaluations of teachers
- Support classroom teachers
- Be present and available for teachers and students
- Monitor hallways and cafeteria during break and lunch
- Work with the Facilitating Unit (FU) to prepare staff meetings, staff development, evening parent/guardian meetings, etc.
- Consult on scheduling and program development
- Provide support for innovation, create an atmosphere of dialogue, and hold discussions on learning and what is best for students
- Facilitate just and intelligent conversation regarding differences of opinion
- Arrange parent/guardian meetings with teachers to discuss student behavior, academic progress, etc.
- Protect classroom teachers from irate/irrational parents
- Maintain dialogue with the Curriculum Committee
- Arrange for and receive progress reports from committees and/or task forces
- Clarify and maintain legal boundaries

6. Responsibilities concerning Students at HSC:

- Meet with student council
- Prepare Town Meeting agendas
- Maintain stable and consistent positive interactions with students
- Model appropriate behavior
- Attend and contribute to all Planning and Placement Team Meetings (PPTs) or appoint a designee when necessary
- Attend and contribute to SSST

- Clarify and maintain legal boundaries

7. Responsibilities not listed above:

- Work with contracted non-educational staff (clerical, cafeteria, custodial, security, etc.) to resolve building maintenance and repair issues, security issues, clerical issues, cafeteria issues

B. Student Membership Coordinator (two-year stipended term)

This position requires teaching one class (20%) per school year.

1. Responsibilities concerning Discipline:

- Handle discipline referrals
- Arrange parent/guardian meetings with teachers and students
- Mediation between students
- Maintain communication with parents

2. Responsibilities concerning Recruitment for HSC:

- Coordinate student shadowing experience
- Attend all recruitment activities
- Present at recruitment fairs
- Spearhead student recruitment
- Attend student orientations
- Production of orientation materials, catalogs, registration materials

3. Responsibilities concerning Transportation to and from HSC:

- Coordinate transportation
- Resolve transportation issues for both morning and afternoon transportation services
- Maintain communication with transportation services
- Assist students in determining their transportation home (correct bus, tokens if necessary, etc.)

4. Responsibilities concerning General Affairs at HSC:

- Member of the FU
- Chair of the Attendance Committee, Scheduling committee and others
- Arrange school-wide events
- Attend and contribute to PTSO meetings

- Attend evening events to support student activities (ie: Prom, talent shows, dances, etc.)
- Write expulsion packets when necessary
- Attend expulsion hearings when necessary
- Assist in writing School Improvement Plan
- Assist in updating school profile
- Assist in writing Annual Magnet School Report
- Generate correspondence to parents (written, Parentlink, etc.)
- Attend PPTs when necessary
- Overnight at Camp Cedarcrest
- Teach one credit per year
- Cover classes when necessary
- Mentor staff members when requested
- Attend administration meetings when necessary
- Overview of scheduling and guidance group membership
- Research and interview candidates for teaching positions
- Help supervise office functioning

D. Academics Coordinator (one-year stipended position)

1. Responsibilities concerning Students and Teachers

- Intervention with students sent from staff for behavior, failure to do work, cutting class, etc.
- Conferences between teachers, students and staff concerning classroom issues
- Continue communication with teachers about developing/ongoing student issues, both academic and nonacademic
- Participate in SSST
- Facilitate communications between student and staff
- Communicate with students regarding academic, extra- and co-curricular, and post-secondary options
- Work with Guidance Counselors to efficaciously process schedule changes
- Monitor midterm and end of term failures; work with staff, parents and students to develop plans to address these failures
- Monitor daily attendance record and communicate with appropriate staff
- Teach one class

2. Responsibilities concerning HSC at large:

- Facilitate smooth operation of all school systems including
 - Create and distribute monthly attendance cards
 - Distribution of student schedules
 - Create and distribute Interim and End of Quarter grading packets, progress reports, report cards, and teacher class lists
 - Maintain and update Emergency and Parent Contact forms
 - Create and maintain master schedule and student schedule books

- Create and distribute alternative schedules (delays, events, etc.)
- Create, maintain and (re)distribute collateral duty assignments
- Create and distribute master student phone list
- Create and distribute quarterly attendance summaries/totals
- Organize and Supervise CAPT testing and reporting:
 - Organize results and communicate results with students and staff
 - Create and maintain lists for retesting
 - Create parent mailing to communicate results and consequences, if any, of those results
 - Create and maintain accurate list of sophomores to ensure compliance
 - Reschedule students as needed to prepare for testing
 - Attend district CAPT coordinator meetings
 - Prepare testing boxes daily with all required books and materials
 - Count and recount books
 - Supervise make-up testing
 - Pack completed testing materials for shipment
 - Organize schedule of testing and all that entails
- Communicate with cafeteria staff regarding student issues and schedule changes
- Monitor hallways at change of classes and as needed
- Serve collateral duty at lunch and break
- Attend office, attendance and crisis team meetings
- Assist in evacuation of building
- Work with attendance clerk to monitor, verify and address daily attendance issues
- Attend Central Office administrative meetings as required
- Attend Facilitating Unit (FU) meeting, keep minutes and communicate with faculty
- Work with FU members to organize materials needed for faculty meetings
- Facilitate faculty meetings when assigned
- Cover classes as needed
- Interview potential candidates for HSC positions

III. Elected Position Term Schedule

Year 1

- Facilitator
- Academics Coordinator

Year 2

- Student Membership Coordinator
- Academics Coordinator

IV. Election Protocol

A. Schedule of Elections

Elections are held in the month of March of each school year. The second week in March, candidates must alert the Election Task Force and/or the Facilitating Unit of their intentions to run for available positions. Interested candidates should refer to the Election Details and Protocols document to research the position for which they are interested in running. At the faculty meeting at the end of the second week in March, each candidate must present to the faculty for no longer than five minutes per person their intention to run for the position they desire. The end of the third week or the third Friday faculty meeting in March, the faculty votes on the positions up for election.

B. Election Standards

The day of the election is at the end of the third week in March, or the day of the third Friday faculty meeting, whichever comes first. HSC faculty members eligible to vote are full-time faculty members for the City of New Haven Board of Education and assigned to HSC full-time.

1. Voting for all in attendance at the Faculty Meeting

Each eligible voting HSC faculty member will be given a ballot to be filled out anonymously at an Election Faculty Meeting. Each eligible voting faculty member's name will be checked off on the Election Roster when they are given the ballot. Ballots will be handed out one at a time by a member or the Election Task Force or an impartial member of the faculty running the election. The names of the positions up for election, the person(s) running for those positions, and the option of "Abstain" for each position will be printed on the ballot. Voting faculty will place a clear mark next to the name or names of their choice for each position listed on the ballot.

2. Voting with an absentee ballot for all previously aware of their non-attendance at the Faculty Meeting

If a member or members of the faculty are aware of their non-attendance for an Election Faculty Meeting ahead of time, meaning no less than 24 hours prior to the election, they can request and fill out an absentee ballot.

The absentee ballot will be given to the faculty member in a sealed envelope, including a blank envelope for returning the ballot. The teacher will return the ballot in a sealed envelope to a member of the Election Task Force or an impartial member of the faculty running the current election. When the absentee ballot is returned, on the Election Roster the eligible voting faculty member's name will be marked with the date, initials of the person receiving the ballot and the

eligible voting faculty member will place their initials confirming that their ballot has been handed in correctly.

3. Voting via email

If a faculty member is absent for unforeseen circumstances on the date of an election, that faculty member can email their vote to an Election Task Force member before 12:00pm the day of the election. Emails received after 12:00pm will not be counted. The faculty member who emails their vote understands that their vote will not be 100% private, and that the person receiving the email may have knowledge of their choice vote.

4. Voting via phone

Faculty members absent on the day of the election who have not handed in an absentee ballot and have not emailed their vote to an Election Task Force member by 12:00pm the day of an election cannot cast their vote by phone. If a faculty member chooses to cast their vote by phone, it will not be counted under any circumstances.

V. Candidacy

Any tenured HSC faculty member who would like to run for a position must express his/her desire to run for the position he/she is interested in to any member of the Election Task Force or to an impartial member of the faculty who will be running that particular election. This may be expressed in writing or verbally. This must be expressed during the second week in March (see section III. Election Protocol, A. Schedule of Elections).

At the Faculty Meeting during the second week in March or the second Faculty Meeting during March, Candidates must present statements of intent at the Faculty Meeting. This process will be for no longer than 5 minutes per Candidate and should express/explain their reason for running for the position sought.

VI. Continuation of Elected Teachers in Elected Positions

Elected teachers will hold their positions until their terms are up (see section I. Elected Positions and Term Lengths at HSC). Elected Teachers must run again and follow the protocol for Candidacy (see section IV. Candidacy).

A. Termination of Term by Means of Resignation from HSC and/or the City of New Haven Board of Education (BOE)

If a teacher in an Elected Position resigns from HSC and/or the City of New Haven BOE, the teacher must do so following proper protocol for the City of New Haven BOE. This resignation from their teaching position is also a resignation from their Elected Position at HSC effective in the terms of said resignation.

1. If the Elected Teacher resigns effective immediately, a special election must be held by HSC faculty in order for the Elected Position to be filled. The person elected to the position after the resignation will immediately begin to fill the position and finish the term previously held and must run again when said term is up for re-election.

2. If the Elected Teacher resigns effective the end of the school year, a special election by the HSC faculty must be held in order for the Elected Position to be filled. The person elected to the position after the resignation will begin the Elected Position at the commencement of the next school year, finish the term previously held and must run again when said term is up for re-election.

B. Termination of Term by Resignation from Elected Position Only

If an Elected Teacher resigns from their Elected Position prior to their term ending, but not from HSC or the City of New Haven BOE, a special election must be held by the HSC faculty to fill the position. If the resignation is in effect immediately, the special election process must begin the following faculty meeting beginning with the distribution of the vacant elected position description, followed the following faculty meeting by candidate announcements and presentations, post-ceded the following faculty meeting with the special election vote for the newly vacated position. The newly elected teacher will begin their elected position immediately, finish the term previously held and must run again when said term is up for re-election.

If the resignation is in effect the start of the following school year, the special election process will be followed as part of the general election in March if the resignation takes place prior to March (see section III. A.) If the resignation takes place after March, then the Special Election will follow the protocol stated in the paragraph above. The newly elected teacher will begin their elected position at the start of the following school year finish the term previously held and must run again when said term is up for re-election.

C. Termination of Term by Death of Elected Teacher

If an Elected Teacher terminates their position by reason of death, a special election by the HSC faculty must be held in order for the Elected Position to be filled. The person elected to the position will immediately begin to fill the position, finishing the term previously held and must run again when said term is up for re-election.

D. Suspension of Staff Developer Position

When unforeseen extreme academic circumstances arise (i.e., an inordinate number of incoming students or scheduling issues which can not lessen an elected staff developer's schedule), the elected staff developer may be required to suspend his/her role for a specified and finite duration.

When such an urgency arises, it will be understood that the effected staff developer will immediately resume his/her position to which elected for the remainder of the term (the entire length from the time the suspension occurred to the full completion of a two-year term).

No redundant election will be required for the suspended staff developer to resume the full measure of the remainder of his/her term after the suspension ends.

This aforementioned type of suspension of duties and protocols will only apply to the Staff Developer position because of the nature of this office position as not being integral to or impacting the daily operation of the school.

VII. Counting of Votes and Dispute of Elections

Although elections are overseen by the HSC Elections Task Force, votes for any election must be counted by three (3) non-faculty HSC staff to ensure fairness and integrity. Counting of votes must take place outside the venue of the faculty meeting. One person will count and tally the votes first, followed by 2 confirmations, for each Elected Position respectively. The final outcome will be announced by one of the three non-faculty HSC staff at the faculty meeting by announcement of Elected Teacher only. Specific count numbers will not be announced.

If a teacher wishes to dispute the election results, s/he must do so at the faculty meeting whence the voting and announcing of the Elected Teachers took place. The dispute must be announce verbally and seconded by another member of the faculty. If seconded, a recount will take place immediately by the three non-faculty HSC staff. A member of the Election Task Force will monitor the recount, but not handle the ballots nor will participate in the recount.

VIII. Validity of Elections

A. Election Validity as Part of Conditions

All elections are valid if the following occurs:

1. HSC Staff has been notified as to when the election shall occur in adequate time via announcement of the Election schedule and an information email (at least the week prior to election)
2. HSC Staff has access to and knowledge of Elected Positions up for election and their respective Position Descriptions
3. HSC Staff has been notified and/or has access to Election Standards as outlined in Section IV, Part B.

B. Election Validity as Part of Voting and Results

Election results are based on a Majority count of votes cast on the day of the respective election. The HSC Candidate for each Elected Position receiving the most votes is the teacher in receivership of the Elected Position. This is based on the votes received at the time of the election as outlined in Election Standards, Section IV, Part B.

IX. Archival of Election Records

Election results and Protocol will be stored in an area in the school facility that is accessible to all HSC faculty. The ballots both used and unused (including absentee ballots and email votes), a copy of Election Details and Protocol, Elected Position Termination notifications, and Dispute notifications and responses thereof will be part of the Election Records Archive.

Sample Curriculum Unit for Foundation Level English 1 course

Grade/Subject	Ancient World Literature and History
Unit Title	Imaginative Texts Reveal Cultural Values/Beliefs
Overview of Unit	<p>Many students are unaware how the study of history and historical literary texts pertain to their lives and world today. This unit seeks to enlighten students to the connection between other, older cultures with contemporary culture by specifically studying characters in the literary text and prominent leaders in current events. Students will learn how authors in various media present these figures, using specific words to shape the audience’s perception of the figures, reflecting their beliefs about the key qualities the text highlights. By noting these key qualities in both the literary text and the current event texts, students will understand their own culture’s connection to ancient cultures.</p>
Pacing	4-6 weeks

Background Information For The Teacher

In addition to providing a context or rationale for the teaching of the unit, this section may include information such as: displaced concepts, changes from past practice, essential vocabulary for the teacher, etc.

Rationale:

- Students need to learn how to read any text to glean understanding of what it reveals about the writer and/or culture for which it represents; therefore, the PT introduces new text(s) that students need to analyze in relation to the text(s) studied in the Learning Activities use. Students need to use the skills they honed during the unit and transfer those concepts and skills to a new text.
- Units integrate many standards, sometimes at once, such as honing Speaking and Listening 9-10.1 to develop Reading Literature 9-10.1. Standards work in concert with each other.
- Students need to learn what it means to read closely and time to practice this skill in order to perform this skill independently.
- It is a characteristic of a 21st environment that people, including students, “actively seek to understand other perspectives and cultures through reading [so that they can] communicate effectively with other people of varied background” (College and Career Ready).
- Effective writing is a skill that requires multiple opportunities to practice and receive individual feedback in order to improve. As shown in the equal treatment that the CCSS gives to writing, much more time and constructive opportunity needs to be devoted to honing writing skills. Small, focused assignments with constructive feedback serve to allow students to adequately hone these skills before the Performance Task (PT) is assigned so that students can complete the PT independently.

- This unit is designed in conjunction with a world history class. Therefore, if teachers are not co-teaching, they may need to develop students' knowledge of key leaders (who they are and what their job is).
- This unit requires that the teacher continuously research current media for "articles" (video and sound clips included) pertinent to the chosen current leaders the teacher wishes to use.

Changes from Past Practice:

- Rather than frontloading how the media portrays the perception of the key leaders in the current event texts or characters is in the selected imaginative text, allow the students to discover how each text presents the leaders and characters.

Essential Vocabulary:

Essential Questions (and Corresponding Big Ideas)

Why should people read classical texts from other cultures? What can one society learn about itself by learning about another culture?

Why do people gain understanding of their own culture’s beliefs by writing expository essays that connect one culture to their own?

Core Standards

CCR	Reading: Literary Texts	Reading: Informational Texts	Writing	Speaking and Listening	Language
CCR.R1	RL.11-12.1	RI.11-12.1	W.11-12.1	SL.11-12.1	L.11-12.1
CCR.R2		RI.11-12.3	W.11-12.4		L.11-12.2
CCR.R3		RI.11-12.5	W.11-12.5		L.11-12.3
CCR.R5		RI.11-12.7	W.11-12.7 (synthesis)		L.11-12.6
CCR.R7			W.11-12.8		
CCR.W1			W.11-12.9		
CCR.W4			W.11-12.10		
CCR.W5					
CCR.W7 (synthesis)					
CCR.W8					
CCR.W9					
CCR.W10					
CCR.SL1					
CCR.L1					
CCR.L2					
CCR.L3					
CCR.L6					

ISTE Standards

<http://www.iste.org/standards/nets-for-students.aspx>

K-U-D

KNOW

Facts, names, dates, places information, vocabulary

Depends on the chosen instructional text—alter as needed:

Gilgamesh
 Babylon
 Barak Obama
 Mitt Romney

Essential to this unit of instruction:

	<p>Close reading Annotate Context clues Characterization—explicit and implicit Inference Websites that references for MLA and English language Tone Diction Denotation Connotation Inference Dialogue Bias Point of view Narrator Speaker All media can be “read”</p>
<p>UNDERSTAND <i>Big ideas, generalizations, principles, ideas that transfer across situations</i></p>	<p>Students will understand that:</p> <p>Cultural narratives give readers insights about what human qualities cultures value and do not value.</p> <p>Writers and speakers choose words that imply their view/perception of the topic about which they are writing.</p> <p>By reading written narratives closely, readers gain a better understanding of what texts say explicitly and implicitly.</p> <p>By reading images and videos closely, readers gain a better understanding of what multimedia texts say explicitly and implicitly.</p> <p>Juxtaposing central ideas found in different texts gives readers understanding about how seemingly different cultures are similar and different.</p> <p>There are references on the Internet that people can use to learn or refresh learning about citing sources.</p> <p>Writers use specific words to sway the readers’ perception of a person.</p> <p>By analyzing what people say and do, readers can infer what those people value and do not value.</p>
<p>DO <i>Skills of the discipline, social skills, production skills, processes</i></p>	<p>Students will:</p> <p>Read closely to analyze passages that give insight into characterization.</p>

<p><i>(usually verbs/verb phrases)</i></p>	<p>Identify words, phrases, and/or sentences in a reading that show characterization.</p> <p>Analyze identified words, phrases, and/or sentences in a text that imply the narrator's/writer's perception of a character or person.</p> <p>Analyze specific parts of multimedia texts to ascertain the authors' view of the subject.</p> <p>Design a graphic organizer in order to better comprehend similarities and differences about a given topic.</p> <p>Express effectively how and why evidence illustrates a key characteristic that students note in their reading.</p> <p>Gather strong and appropriate evidence from multiple sources.</p> <p>Synthesize gathered evidence to create a well-reasoned, well-supported informational essay.</p> <p>Evaluate evidence to determine what it illustrates (implicitly or explicitly) about a figure.</p> <p>Use OWL at Purdue to check citation format.</p> <p>Draft, revise, edit, and proofread an informative essay for final submission.</p>
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Common Student Misconceptions for this Unit

Many students may believe:

Formal essays do not need to be revised, edited, and proofread.

Citing sources is crucial to avoid plagiarism.

The format to cite sources does not matter.

They only need to read a text once and read it quickly to glean meaning.

They always need a reference, such as a dictionary or a teacher, to tell them what a word means or implies.

A quotation without explication is all that is needed to support a writer's claim.

Ancient literature has no bearing on today's world.

Current literature is the only type of literature that is interesting.

News media is objective.

Unit Assessment/Performance Task	DOK
<p><i>Include rubric/scoring guide</i></p> <p>Students will independently write an analysis of key valued and devalued characteristics of Obama and Romney that they discover by closely reading given texts. Students will annotate each text, create a compare/contrast graphic organizer, from which they will write a compare/contrast essay that juxtaposes Obama’s and Romney’s portrayal in these articles to valued and devalued characteristics in Gilgamesh. Students will then turn their test into a 2-3 page formal essay to hone their formal writing and language skills where they compare Gilgamesh to both presidential candidates.</p>	

Suggested Texts				
Title	Author	BRIEF Synopsis	Genre	Lexile/ F & P
Gilgamesh	Unknown		Epic Narrative	1090
Odyssey	Homer		Epic Narrative	1050
Things Fall Apart	Chinua Achebe		Novel	890
Supplemental Materials and Resources				
<p>As supplemental for any fulcrum text:</p> <p>Current periodical articles about presidential candidates or government leaders</p> <p>Images of Obama and Romney or any other key leader in the news</p> <p>Videos of Obama and Romney or any other key leader in the news</p>				

Academic Vocabulary

Include content- or domain-specific vocabulary

Key leaders

Close reading

Annotate

Context clues

Characterization—explicit and implicit

Inference

MLA

Tone

Diction

Denotation

Connotation

Inference

Dialogue

Analyze

Integrate

Bias

Point of view

Narrator

Speaker

Interdisciplinary Connections

Civics—Periodical articles about Obama and Romney or other key leaders

History—Historical readings about ancient Mesopotamia and Babylon and other selected cultures

Key Learning Activities/Possible Lesson Focuses

The students will ___ in order to ___

Student will critique student sample written analyses in order to better understand analysis and written expression.

Students will participate in small groups in order to analyze specific textual passages.

Students will participate in small groups in order to analyze specific current news texts in various media formats in order to understand the media's presentation of key leaders.

Students will create a class wall organizer, such as a T-chart or Venn diagram, in order to visually understand similarities and differences.

Students will write in-class analysis of selected passages in order to independently practice their analysis skills.

Students will participate in one-on-one conferencing with the teacher in order to hone their skills in analysis and writing.

Students will debate which passages include strong and thorough evidence to support claims about characterizations in order to hone their analytical skills.

Students will participate in a response blog in order to more fully understand each other's claims.

Students will revise their practice paragraphs of their analysis in order to hone their formal writing skills.

Students will create an error/area of improvement log in order to create a reference to further hone their writing skills.

Students will use Word, Word Edit, and the Internet to write, revise, edit, proofread, and submit their final essays.

Students will use OWL at Purdue in order to learn how to correctly cite sources parenthetically and in the Works Cited page.

Suggested Formative Assessment Practices/Processes

In-class written responses with feedback from the teacher and peers

Small group assignments

Graphic organizer(s)

Peer revision comments/worksheet

Homework assignments for independent practice with feedback from the teacher