

NORWICH BOARD OF EDUCATION Norwich, Connecticut

REGULAR BOARD MEETING A G E N D A September 10, 2019

5:30 P.M.

Kelly STEAM Magnet Middle School Community Room

MISSION STATEMENT

"The Norwich Public Schools will provide each student a rigorous, effective teaching and learning environment where equity is the norm, excellence is the goal, student health and safety is assured."

VISION STATEMENT

To enable each child to reach his/her full potential.

I. SALUTE TO THE FLAG

II. MINUTES

- Approval of the June 11, 2019 minutes.
- Approval of the August 13, 2019 minutes.

III. REPORT OF THE CHAIRPERSON

IV. PUBLIC COMMENT

V. REPORT OF THE SUPERINTENDENT

• Enrollment (Attach. #1)

VI. REPORT OF THE ASSISTANT SUPERINTENDENT (Attach. #2)

- District Improvement Plan (Attach. #3)
- Norwich Educator Evaluation & Development Plan (Attach. #4)
- Norwich Administrator Development & Performance Plan (Attach. #5)
- NPS 2019-2020 Calendar (Attach. #Attach. #6)

ACTION ITEM

- Possible Action for approval of the Norwich Educator Evaluation & Development Plan
- Possible Action for approval of the Norwich Administrator Development & Performance Plan
- Possible Action to change a previous decision on the 2019-2020 school calendar regarding a full day on December 20, 2019 as requested by a Board member

VII. REPORT OF THE BUSINESS ADMINISTRATOR (Attach. #7)

ACTION ITEM

 Possible Action for approval of an instructional supply transfer from individual accounts to the curriculum account (Attach. #8) VIII. <u>Presentation of the Report of the Norwich School Facilities Review Committee appointed by Mayor Peter Nystrom, Mark Bettencourt, Facilities Committee Chairmen (Attach.#9)</u>

ACTION ITEM

 Possible Action to accept the report of the Norwich School Facilities Review Committee so that the City Council may dissolve the Facilities Committee and establish a Building Committee

IX. Leadership Evaluation Committee

ACTION ITEM

• Possible Action to revise the Leadership Evaluation Timeline to change the November Board retreat to a Board of Education 101 & New Member Orientation so that a full Board of Education retreat can be planned for Summer of 2020 (Attach. #10-original timeline)

X. BOARD REPORTS

XI. EXECUTIVE SESSION

Pursuant to CT General Statute 1-200, members of the Board of Education move to go into Executive Session to discuss the Superintendent's Draft Goals as well as a Worker's Compensation settlement. The Superintendent of Schools, Dr. Kristen E. Stringfellow, the Business Administrator, Athena Nagel and attorney Dave Davis may be asked to participate for some or all of the Executive Session at the request of the Board of Education.

XII. ADJOURNMENT

NORWICH BOARD OF EDUCATION Norwich, Connecticut

DRAFT MINUTES OF:

June 11, 2019

REGULAR BOARD MEETING – BOARD OF EDUCATION KELLY MIDDLE SCHOOL COMMUNITY ROOM

PRESENT:

Dr. Yvette Jacaruso, Joyce Werden, Heather Romanski, Dennis Slopak, Aaron Daniels,

Mark Kulos, Patricia Staley, Robert Aldi and James Maloney.

ABSENT:

None

STAFF:

Abby I. Dolliver, Superintendent

Dr. Thomas J. Baird, Assistant Superintendent

Athena L. Nagel, Business Administrator

Jamie H. Bender, Director of Student Services & Special Education Amber Rutigliano, Administrative Assistant to the Superintendent

Dr. Kristen Stringfellow

Administrators, Principals and Teachers

MEDIA:

WICH/WCTY, The Day, The Bulletin

Dr. Yvette Jacaruso called the meeting to order at 6:05 p.m. and a quorum was declared.

Dr. Jacaruso asked Aaron Daniels to lead the Pledge of Allegiance.

APPROVAL OF MINUTES:

MOTION:

Made by Mark Kulos (seconded by Aaron Daniels) to approve the minutes of the May

14, 2019 meeting. Motion passed unanimously.

REPORT OF THE CHAIRPERSON:

Dr. Jacaruso presented Abby Dolliver with a retirement gift and read a statement about her positive impact on the Norwich Public Schools, the community and the children of Norwich. She read an "Irish Blessing".

REPORT OF THE SUPERINTENDENT:

Mrs. Dolliver introduced Sarah Duso, new principal of Wequonnoc Arts & Technology Magnet School. Ms. Duso came forward and addressed the board and introduced her family that attended.

Mrs. Dolliver thanked camera operator, John Green for his service to the board and presented him with a certificate and small gift.

Mrs. Dolliver read a statement to the Board regarding her experience and upcoming retirement.

REPORT OF THE ASSISTANT SUPERINTENDENT

Dr. Baird reported on:

- Closing out of grants/update on new allocations
- Update on proposed alternate use of Priority & Alliance Grant funding

- Update on hiring of new staff & administrators
- New mentoring & support program for new administrators
- Curriculum projects planned for summer
- Update on revisions to Educator & Administrator evaluation plans
- August professional development

REPORT OF THE BUSINESS ADMINISTRATOR

Athena Nagel reported on:

- Facilities Updates: Summer equipment up and running, roof exhaust fans at Moriarty School, quotes for strobe issues, exterior lights at Kelly, HVAC evaluation & vendor supply quotes
- Business Office Updates: Munis conversion & training continues, moved from testing to training platform, upcoming training for financials, HR and Payroll
- Food Service Updates: 2.82% increase in breakfast participation, 9.57% increase in lunch participation, increase TBD for suppers at this point, preparing for summer meal sites
- Technology Updates: May-Technology Dept. resolved 263 technical requests, configured & added 167 Chromebook devices and 30 new iPads, repurpose of Kelly desktop computers

Budget Expenditure Committee

Athena Nagel updated the Board on the information that was presented at the Budget Expenditure meeting prior to the board meeting.

MOTION:

Made by Aaron Daniels (seconded by Dennis Slopak) to approve the 2019-2020 Norwich Board of Education budget for the amount of \$81,039,000. Motion passed 7-2. Dennis Slopak and Robert Aldi voted against the motion.

MOTION:

Made by Robert Aldi (seconded by Dennis Slopak) to approve the submission of the 2019-2020 Program Enhancement Projects (PEP) grant for Adult Education. Motion passed unanimously.

MOTION:

Made by Joyce Werden (seconded by Dennis Slopak) to amend the agenda to add accepting of the Alliance/Priority grant. Motion passed unanimously.

School Facilities Committee

Tricia Staley reported that the next step is for the Mayor and others to meet with the Department of Administrative Services. A formal building committee will need to be formed.

LEARN Liaison

Al Daniels reported on an event he attended last week. The LEARNing Academy in New London is now open. The next meeting will be held on June 13th, he invited other board members to attend.

Board Reports

Mark Kulos reported on the concerts, promotion ceremonies and events he attended in district. He attended the Kelly band concert, the Wequonnoc band concert, the Uncas chorus concert, the Stanton awards ceremony, the Wequonnoc village walk and awards night, the middle school graduations. He thanked Principal Scott Fain for his time in Norwich and welcomed Sarah Duso has the new Wequonnoc Principal.

EXECUTIVE SESSION

MOTION:

Made by Joyce Werden (seconded by Aaron Daniels) to go into Executive Session. The

motion passed unanimously.

The Board went into Executive Session at 7:25 pm. The Board returned from Executive Session at 7:33 pm. There were no votes taken.

MOTION:

Made by Aaron Daniels (seconded by Dennis Slopak) to accept the Superintendent's

evaluation. Motion passed unanimously.

MOTION:

Made by Aaron Daniels (seconded by Heather Romanski) to adjourn the meeting.

Motion passed unanimously.

The meeting was adjourned at 7:46 pm.

Respectfully submitted,

Heather Romanski

Heather Romanski, Secretary

NORWICH BOARD OF EDUCATION Norwich, Connecticut

DRAFT MINUTES OF:

August 13, 2019

SPECIAL BOARD OF EDUCATION MEETING KELLY MIDDLE SCHOOL COMMUNITY ROOM

PRESENT:

Dr. Yvette Jacaruso, Joyce Werden, Heather Romanski, Kevin Saythany, Dennis Slopak,

Mark Kulos, and Patricia Staley.

ABSENT:

Robert Aldi, Aaron Daniels

STAFF:

Dr. Thomas J. Baird, Assistant Superintendent

Athena L. Nagel, Business Administrator

Jamie H. Bender, Director of Student Services & Special Education Amber Rutigliano, Administrative Assistant to the Superintendent

Administrators, Principals and Teachers

MEDIA:

The Day

Dr. Yvette Jacaruso called the meeting to order at 5:30 p.m. and a quorum was declared.

Dr. Jacaruso asked Kevin Saythany to lead the Pledge of Allegiance.

Dr. Jacaruso welcomed new Board of Education member, Kevin Saythany on his recent appointment to the Board. She also explained that Dr. Stringfellow was not present at the meeting due to a family emergency. Dr. Baird would present the information for Dr. Stringfellow and refer any specific questions back to her.

Convocation Update

A draft version of the convocation update was present to the Board by Dr. Baird.

Status Update on Superintendent's 100 Day Plan

Dr. Baird presented Dr. Stringfellow's entry plan to the Board.

EXECUTIVE SESSION

MOTION:

Made by Joyce Werden (seconded by Mark Kulos) to go into Executive Session. The

motion passed 7-0.

The Board went into Executive Session at 5:40 pm.

The Board returned from Executive Session at 5:55 pm. There were no votes take in Executive Session.

MOTION:

Made by Dennis Slopak (seconded by Joyce Werden) for the Norwich Board of

Education to approve the attendance of a student under age 17 to enroll in the

Norwich Regional Adult Education program pursuant to CT Statute Section 10-73d for

Adult Education. Motion passed unanimously.

MOTION:

Made by Joyce Werden (seconded by Tricia Staley) to adjourn the meeting. Motion

passed unanimously.

The meeting was adjourned at 6:00 pm.

Respectfully submitted,

Heather Romanski

Heather Romanski, Secretary

NORWICH PUBLIC SCHOOLS ENROLLMENT 2018-2019

September 5, 2019

| 1 | *************************************** | | | | | * | | | | | | | |
|------------------|---|----------|------------|-------|----------|---------|-------|------|-----|-------|------|-----|---|
| GRAND TOTAL | 174 | 58 | 398 | 249 | 403 | 324 | 258 | 296 | 263 | 652 | 388 | 18 | 3,481 |
| | Bishop | Case St. | Huntington | Mahan | Moriarty | Stanton | Uncas | Vets | Weq | Kelly | TMMS | NTA | |
| PRE-Kindergarten | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| TOTAL PRE-K | 174 | 58 | | 21 | | | | | | | | | 253 |
| | | | | | | | | | | | | | |
| KINDERGARTEN | | | 22 | 16 | 21 | 18 | 19 | 17 | 21 | | | | |
| | | | 22 | 17 | 22 | 18 | 18 | 17 | 20 | | | | |
| | | | 21 | | 22 | 18 | | 16 | | | | | |
| | | | | | | | | | | | | | |
| TOTAL KDG. | | | 59 | 33 | 65 | 54 | 37 | 20 | 41 | | | | 345 |
| | | | | | | | | | | | | | |
| GRADE 1 | | | 24 | 17 | 21 | 19 | 18 | 22 | 20 | | | | |
| | | | 77 | 17 | 21 | 18 | 17 | 23 | 21 | | · | | *************************************** |
| | | | 23 | | 21 | 19 | | | | | | | *************************************** |
| MULTI GRADE 1/2 | | | | | | | 10 | | | | | | *************************************** |
| | | | | | | | | | | | | | |
| TOTAL GRADE 1 | | | 11 | 34 | 63 | 26 | 45 | 45 | 41 | | | | 355 |
| | | | | | | | | | | | | | |
| GRADE 2 | | | 77 | 21 | 22 | 21 | 20 | 18 | 23 | | | | |
| | | | 21 | 21 | 21 | 20 | 19 | 18 | 23 | | | | |
| | | | 21 | | 21 | 20 | | 17 | | | | | |
| MULTI GRADE 1/2 | | | | | | | 6 | | | | | | |
| | | | | | | | | | | | | | |
| TOTAL GRADE 2 | | | 64 | 42 | 64 | 61 | 48 | 53 | 46 | | | | 378 |
| | | | | | | | | | | | | | |
| GRADE 3 | | | 20 | 21 | 22 | 20 | 17 | 20 | 21 | | | | |
| | | | 20 | 19 | 23 | 19 | 17 | 20 | 20 | | | | |
| | | | 20 | | 22 | 19 | 17 | | | | | | |
| | | | | | | | | | | | | | |
| TOTAL GRADE 3 | | | 90 | 40 | 29 | 58 | 51 | 40 | 41 | | | | 357 |

NORWICH PUBLIC SCHOOLS ENROLLMENT 2018-2019

September 5, 2019

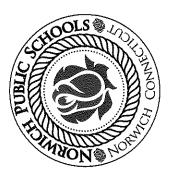
| | Bishop | Case St. | Hunt | Mahan | Moriarty | Stanton | Uncas | Vets | Weq | Keily | TMMS | NTA | Totals |
|----------------|-----------|---|-----------|-----------|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| GRADE 4 | | | 22 | 18 | 23 | 24 | 23 | 21 | 74 | | | | |
| | | | 21 | 18 | 23 | 24 | 23 | 21 | 23 | | | | |
| | | | 21 | | 24 | | | 20 | | | | | |
| | | *** | | | | | | | | | | | |
| TOTAL GR. 4 | | | 64 | 36 | 70 | 48 | 46 | 62 | 47 | | | | 373 |
| | | ***** | | | | | | | | | | | |
| GRADE 5 | | | 25 | 15 | 52 | 24 | 16 | 23 | 74 | | | | |
| | | | 25 | 16 | 52 | 23 | 15 | 23 | 23 | | | | |
| | | | 24 | 1 | 24 | | | | | | | | |
| | | | | | | | | | | | | | |
| TOTAL GR. 5 | | | 74 | 31 | 74 | 47 | 31 | 46 | 47 | | | | 350 |
| | | | | | | | | | | | | | |
| TOTAL GRADE 6 | | | | | | | | | | 230 | 130 | | 360 |
| TOTAL GRADE 7 | | | | | | | | | | 161 | 132 | | 329 |
| TOTAL GRADE 8 | | | | | | | | | | 225 | 126 | | 351 |
| SPED-MAHAN | | *************************************** | | 12 | | | | | | | | | 12 |
| Trans. Academy | | ************* | | | | | | | | | | 18 | 18 |
| GRAND TOTAL | 174 | 28 | 368 | 249 | 403 | 324 | 258 | 296 | 263 | 759 | 388 | 18 | 3,481 |
| | | | | | | | | | | | | | |
| | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| SEPTEMBER | 3,910 | 3,878 | 3,883 | 3,758 | 3,878 | 3,808 | 3,735 | 3,668 | 3,622 | 3,555 | 3,489 | 3,511 | 3,481 |
| OCTOBER | 3,991 | 3,920 | 3,867 | 3,792 | 3,819 | 3,793 | 3,762 | 3,689 | 3,640 | 3,582 | 3,510 | 3,508 | |
| NOVEMBER | 4,016 | 3,901 | 3,873 | 3,853 | 3,803 | 3,786 | 3,754 | 3,701 | 3,630 | 3,575 | 3,525 | 3,529 | |
| DECEMBER | 4,007 | 3,903 | 3,866 | 3,856 | 3,832 | 3,790 | 3,737 | 3,729 | 3,615 | 3,584 | 3,513 | 3,502 | |
| JANUARY | 4,017 | 3,887 | 3,881 | 3,845 | 3,822 | 3,784 | 3,750 | 3,740 | 3,617 | 3,615 | 3,540 | 3,519 | |
| FEBRUARY | 4,034 | 3,883 | 3,899 | 3,839 | 3,848 | 3,792 | 3,730 | 3,725 | 3,630 | 3,604 | 3,561 | 3,545 | |
| MARCH | 4,041 | 3,886 | 3,897 | 3,766 | 3,862 | 3,827 | 3,739 | 3,729 | 3,628 | 3,626 | 3,573 | 3,553 | |
| APRIL | 4,041 | 3,883 | 3,881 | 3,807 | 3,874 | 3,770 | 3,755 | 3,720 | 3,615 | 3,620 | 3,583 | 3,542 | |
| MAY | 4,042 | 3,887 | 3,882 | 3,828 | 3,870 | 3,775 | 3,741 | 3,718 | 3,634 | 3,627 | 3,591 | | |
| JUNE | 4,034 | 3,887 | 3,883 | 3,849 | 3,868 | 3,772 | 3,738 | 3,697 | 3,630 | 3,626 | 3,570 | 3,566 | |

Assistant Superintendent Report - September 2019

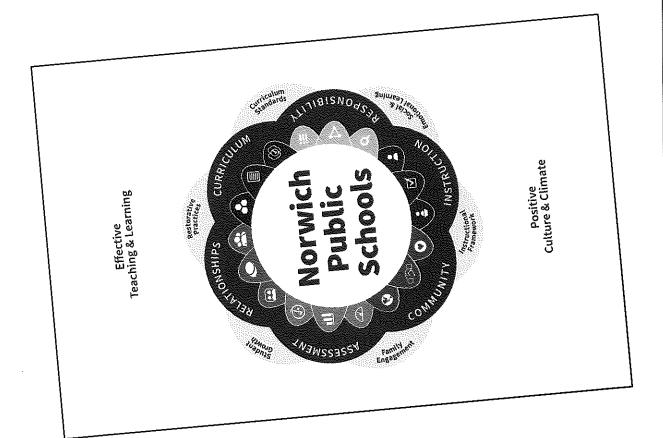
- We have not received the Alliance/Priority Grant application yet. When we do, we will move forward with our application based on your approval of our proposal at the June BOE meeting. We will add one Library Media/Technology Integration Teacher position in place of the two Library Technical Assistants (LTA). The LTA positions were moved to a different funding source in order to make way for the additional teacher position. The additional teacher positively impacts four elementary schools. With this plan, Huntington and Stanton will increase to full time Library Media positions and Uncas and Mahan would increase the number of days for their Library Media positions. This will accomplish a few things for these four schools: 1) increase our ability to implement our small group reading and math interventions, 2) increase our ability to offer teachers collaboration time, and 3) significantly increase students access to coding and robotics at these four schools. Moriarty and Vets already have full time positions. This will leave two split positions: the Uncas/Mahan position and Wequonnoc/Global Studies position. This change came about after discussions with our new Huntington Principal regarding the school schedule although this plan to add another Library Media position has been desired for some time given the above impact to four of our schools. I will alert you once our Alliance and Priority Grants are approved.
- We have not received our title 1-4 grant applications as of this writing. We did get word that our title 4 grant will most likely have a \$10K reduction. Title 1-3 have not historically required BOE approval. Title 4 has both required and not required BOE approval in the past. You may re-call that we actually had to get re-approval of title 4 last year after CSDE changed the rules for private school access to these funds. If CSDE requires BOE approval for any of these grants, it is most likely going to come in the form of retroactive approval as they are typically due in early October. Our School Improvement Grant (SIG) for Veterans will most likely follow this same timeline.
- A federal School Climate Transformation Grant was submitted to USDOE for consideration of a 5-year \$2.7 million project to implement a consistent, district-wide multi-tiered system of support for climate across all PreK-Grade 8 schools. This includes staff to support our climate work at the district and school level, training, technical assistance, and evaluation. UConn will be a district collaborator/partner for this grant.
- A State, 2-year CT State After School Grant was submitted for \$260,000 (\$130,000 per year) to increase the number of after school spaces available in each elementary school from 45 to 60, and to partner with Norwich Human Services to provide Circle of Security training for all Coordinators of After School Programs in-district.
- Veterans Memorial was awarded a \$3,440 Fuel Up to Play 60 grant to purchase resources to support physical activity in school.
- We submitted year 3 implementation plans for our two middle schools under the Magnet Schools Assistance Program grant along with an updated year 3 budget. Our next site visits by our evaluator will take place later this month.
- We had several curriculum projects this summer thanks to grant funds. The largest projects include: revision to our K-5 writing curriculum, completion of the K-5 social

- studies curriculum, continued work on our 6-8 extended core curriculum, and the creation of our new 6-8 English Language Arts curriculum.
- On July 18th we had our "opportunity" meeting with the CT Department of Education (CSDE) Turnaround Office. We focused our discussion on our implementation of our Alliance Grant goals and the overall feeling continues to be that we are moving in the right direction. We had a follow-up meeting with CSDE Academic Office staff regarding our progress and plans for Reading, Writing, and working with our English Learners. Much of this discussion focused on our need for certified Reading Teachers, additional Instructional Specialists (ELA and Math Instructional Specialists for all schools), and additional Bilingual Teachers. We had another follow-up meeting with the Chief Turnaround Officer and Chief Performance Officer specifically about how our Accountability Index is calculated given our relationship with NFA. We explored a few options to have our grade 9-12 data excluded from our index. It was our most productive meeting on the topic to date. We will keep you updated on any progress in this area. The full accountability index will not be out until "winter" and should include science again (excluded last year) and a measure of English-language acquisition for our English Learners for the first time. Smarter Balanced official results for ELA and math will be made public on Monday 9/9. The preliminary results were previously shared with you. I will e-mail you the official results on Monday.
- We concluded our Summer School Program on 8/23/19. We found that shifting our dates of operation to the end of the summer resulted in a small increase in student attendance and a small decrease in academic gains compared to past years. For next year, we decided to sunset our fee-based Summer Enrichment Program and are working to hand this program over to the Parks and Recreation Department. We communicated with staff and families that this program will no longer be offered by NPS but would be offered by Parks and Recreation. In light of our data analysis and with our increased flexibility in terms of operational capacity, we plan to coordinate our Summer School Program with the Extended School Year Program for students with disabilities next year. This will be a collaboration of both my and Jamie's departments moving forward.
- We discussed in the past the concept of offering teaching and learning support and technical assistance to other districts in the spirit of regional collaborative services. This would be similar to how LEARN or CREC provides consultants/coaches and technical services to districts through a contract for services. We know there is interest in the surrounding districts to collaborate with us in future professional development and coaching services. We now have our first district who would like to contract with us for coaching and technical assistance in the area of science instruction. We anticipate that this need will grow over time. The benefit to us is the ability to offset some of our own staffing costs through the receipt of these funds. The staffing savings allows us to engage in additional professional development and training for our teaching and learning team. The BOE has previously voiced support for this concept. We are now asking our attorney for written legal advice for how this will be structured, billed, and the language for our actual contract to be used with other districts. Next month, we will be asking you to authorize, through a vote, our ability to enter into such contracts with districts moving forward.

- Included in your packet is our updated District Improvement Plan for this year. As you know, Dr. Stringfellow will be collaborating with you and the entire community to develop a new five-year District Improvement Plan throughout this school year. Our plan for this year represents a few updates to the plan we have been engaged in for the past four years. We have been on pace in our implementation of that plan (see appendices A and B within the DIP) over these past four years.
- In anticipation of our discussion on our school calendar, I wanted to re-share some attendance data that informed our recommendation to eliminate the early release days prior to Thanksgiving and Holiday Break. In our efforts to improve our student attendance rates and increase student instructional minutes, we have worked over the last three years to reduce/eliminate most of our early release days. These days have historically had lower student attendance rates. The days prior to Thanksgiving and Holiday Break represent our lowest student attendance days each year. In 2017 and 2018, the day before Thanksgiving had a student attendance rate of 84.2% and 87.9% respectively. In 2017 and 2018, the day before Holiday Break had a student attendance rate of 90.9% and 89.7% respectively. For perspective, our early release day average for 2018-2019 was 92.7% and our full day average was 94.6%. In or original calendar for this year, Abby and I recommended a full day off from school for students and staff for the day before Thanksgiving, a full day of school on 12/20, and a professional development day for staff on 12/23. The Board opted to move the professional development day to January 21st, which is the day after MLK Day, and have 12/23 be a full day off for students and staff as part of Holiday Break.
- At our June meeting, I made you aware that we were required to make some changes to our Educator and Administrator Evaluation Plans. Our Professional Development and Evaluation Committee (PDEC) made the required changes over the summer and CSDE has now approved our plans. CSDE recommended that the BOE approve the plans as a best practice as BOE is not required to approve the plans. If the BOE would like to see any changes, we would refer these to PDEC and then engage CSDE and BOE in a new approval process. The plans were emailed out to you after CSDE approval and were included in your packet for this meeting. Our new plans do mirror the state guideline document language for educator/administrator evaluation. Administrators and teachers were trained in the changes over the summer and during our opening professional development time.



Norwich Public Schools District Improvement Plan 2019-2020



VISION

To enable each child to reach his/her full potential.

MISSION

The Norwich Public Schools will provide each student a rigorous, effective teaching and learning environment where equity is the norm, excellence is the goal, and student health and safety is assured

BOARD OF EDUCATION GOALS

The Board of Education believes that the ultimate goal of an education in the district schools should be to prepare each principles of the American culture. Further, the district has outlined below student learning goals for our students and student for a world of rapid change and unforeseeable demands, while retaining the basic values and democratic professional learning goals for us all as members of our educational community.

STUDENT LEARNING GOALS

All Norwich Public Schools students will be challenged to develop, embrace and attain learning goals that encapsulate the following essential elements as a means to prepare them to be independent thinkers and collaborative team players invested in building a better future. Inquiry: Students show intellectual curiosity and wonder about the world. Students ask thoughtful questions, and seek out answers Expression: Students communicate what they know and what they need to know. Students construct arguments with evidence and critique the reasoning of others. Critical Thinking: Students analyze, synthesize, and draw conclusions from information. Students generate solutions to problems using both creative and critical thought. Students keep an open mind to different viewpoints. Collaboration: Students contribute to the overall effort of the group. Students work well with diverse individuals in various situations. Students initiate and cultivate community partnerships.

Organization: Students sift through ideas and data, arranging them wisely and make sense of them. Students set manageable goals, plan, and monitor time to achieve them.

Attentiveness: Students focus on the task at hand and focus on details of their work.

Perseverance: Students demonstrate tenacity in tackling tasks despite difficulty or delay in achieving success.

Reflection: Students review and think about their actions and work with the purpose of learning more about themselves.

PROFESSIONAL LEARNING GOALS

curious about diverse student needs. The learning community fosters high expectations, effective communication, strong As a professional learning community we will ask thoughtful questions to analyze and draw conclusions while remaining relationships and ownership of learning through engaged collaboration and inquiry.

Inquiry: We observe and are curious about our students and their interests. We value quantitative and qualitative data, ask hard questions and collectively create solutions. We are in a constant state of inquiry about our own practice as educators modeling lifelong learning. Expression: We communicate our professional learning needs as they relate to district goals and as part of creating a structure of support for our development of a unified mindset

Critical Thinking: We analyze, synthesize, and draw conclusions from multiple sources; utilizing this data to generate solutions to problems, rooted in best practice, through both creative and critical thought. Collaboration: We contribute to the overall effort of the group working well with diverse individuals in various situations. We initiate and cultivate partnerships between and amongst buildings and departments and the greater Norwich community

Attentiveness: We stay focused on the task at hand and on the details of our work while keeping clear of the greater district goals.

Perseverance: We demonstrate, and model for our students, tenacity in tackling tasks despite difficulty or delay in achieving success, and recognizing the learning opportunities inherent in mistakes and the value of taking risks.

Reflection: We review and think about our actions and work with the purpose of learning more about ourselves.

Reference: Board Policy 000 Purposes-Goals-Objectives

Norwich Public School Community Philosophy Statements

The Norwich Public School Community includes all students, families, staff, and community members. We believe that coherence is built from a unified mindset in all that we do. Our practices are grounded in our shared philosophies and guide the essential work we do with students. Culture and Climate: We cultivate a safe and positive school environment where we build a strong community through collaboration, communication and commitment. We are dedicated to advancing students academically and socially in preparation for success in school and beyond.

Family and Community Engagement: We build positive and effective partnerships committed to the success of all students. We honor each other's' contributions to ensure a positive school community that fosters consistent communication and positive relationships.

standards, thoughtfully sequenced, paced and organized into units of study, planned with the end in mind. Our curriculum provides students with guaranteed experiences, leaves space for teacher creativity, specifies what the student will know Curriculum: We believe that district curriculum is a blueprint for learning, driven by content, performance and practice and be able to do at each grade level, and centers the student as the worker of the content. Our curriculum provides teachers with a viable, understandable, user-friendly, relevant document as a basis for planning instruction for their individual students. Instruction: We believe all students can learn at high levels. We believe how our students succeed in school and beyond, Instructional Framework, to deliver instruction in a predictable structure with significant amounts of time for students to is at the heart of teaching and learning. Across all content areas, teachers use workshop methods, as defined in the

design differentiated lessons to engage students in critical thinking, problem solving, cooperative learning, discourse and practice and for teachers to provide feedback. Teachers use curriculum, student interest and assessment to carefully goal setting.

We believe there are multiple purposes for assessment: to inform instruction, measure progress, to enrich & intervene, to Assessment: We define assessment as information that is collected, analyzed, organized and interpreted for a purpose. attendance and social emotional learning data) they need to set measurable and achievable goals, and to help make decisions about curriculum, instruction and programming. We believe to effectively use data we must collect the right provide insight into strengths & weaknesses of students, to provide stakeholders with the information (academic, information in the right way so it has timely and actionable value for all stakeholders. Professional Development: We believe professional learning provides each educator access to opportunities to engage in continuous, collaborative, career-long learning to refine and enhance practice. We believe high quality learning is a process that ensures all educators have equitable access to relevant professional practices which advance students' academic and nonacademic outcomes.

Revised 8/19/19

District Improvement Plan

CURRICULUM, INSTRUCTION AND ASSESSMENT:

If we establish a curriculum and instructional framework, develop curriculum materials to support the framework including guaranteed experiences and shared assessments, and support teachers in bringing task-based instruction to the classroom...

attentiveness, perseverance, and reflection while teachers are addressing gaps through ongoing formative Then students will be engaged through inquiry, expression, critical thinking, collaboration, organization, assessment coupled with small group instruction... And the impact will be high-quality instruction that fosters significant progress towards student outcomes where students are motivated to continue learning and mastering skills needed for 21st century life.

| Mid/End-year Impact and Recommended Action Steps | | | |
|--|--|---|--|
| Professional Development (PD), Data Sources, Action Steps | Continue to provide professional development in curriculum writing for the district curriculum framework, performance assessments, and guaranteed experiences. | Provide specific content professional development throughout curriculum implementation as outlined below. | Develop K-5 Social Studies Curriculum in |
| Strategy | Develop district-wide curriculum in all content areas. | | |

| Summer 2018 and Summer 2019 with implementation in 2019-2020. | Develop K-5 Writing Curriculum in Summer 2019 with implementation in 2019-2020. | Develop K-5 Extended Core Curriculum Summer 2019 and Summer 2020 with implementation in 2019-2021. | Develop 6-8 Core and Extended Core Curriculum on-going inclusive of Magnet Theme Integration as outline in MSAP Magnet Grant. | Develop 6-8 English Language Arts (ELA) Curriculum in Summer 2019 with implementation in 2019-2020. | Evaluate resources for K-8 Mathematics and K-5 Science with an eye towards consistent primary instructional resources to be used consistently district-wide. | Impact Data: Smarter Balance Assessment (SBA) Growth Targets, State PE Test (Overall Score) | Implement new District Data Team structure, while eliminating redundant district committees, to provide streamlined professional development to district leaders in data analysis, instructional rounds, district |
|---|---|--|--|---|--|---|---|
| | | | | | | | Refine instructional leadership practices. |

| instructional framework (workshop), visible learning strategies, family engagement practices, culturally responsive instructional strategies, unconscious bias, and strategies for improving school climate. Schools leaders will mirror District Data Team process with their school leadership team and grade-level data teams. | Implement instructional rounds throughout all schools. | Refine and implement consistent instructional coaching cycles. | Refine and implement consistent tier 1 instructional practices for academics and climate. | Refine and implement consistent tiered (2 & 3) intervention practices for academics and climate. | Impact Data: SBA Growth Targets, Academic, Attendance, and Behavioral Intervention Targets | Continue curriculum and assessment development as outlined above. | Implement online data management platform for all academic, intervention, attendance, emotional health, and behavior data goal |
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| | | | | | | Implement the Assessment Committee recommendations. | |

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| setting, tracking, and summarizing. | Provide district and school-level professional development on data platform, data protocols, and data teams. | Continue development of Standards Based Report Cards for grades 6-8 for implementation in 2019-2020 (grade 6), 2020-2021 (grade 7), and 2021-2022 (grade 8). | Impact Data: SBA Growth Targets, Academic, Attendance, and Behavioral Intervention Targets | Increase consistency in collecting, organizing, analyzing, sharing and reporting data to stakeholders through implementation of consistent Scientific Research Based Interventions (SRBI) practices outlined in the district SRBI Manual. | Continue professional development for teachers on specialized instruction to reduce the number of students in specialized programming outside of the tier 1 setting. | Provide professional development for administrators in special education laws and district systems for student support services. | Build consistency within the Special Education and English Learner departments by |
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| | | | | Implement consistent district-wide practices for our high-needs population. | | | |

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| | developing a service delivery vision/model and then communicating to all stakeholders. Continue to refine implementation of our district system of support for emotional, behavioral, and developmental health, which includes more Board Certified Behavior Analyst support at the building level. | |
|---|---|---|
| CULTURE, CLIMATE AND FAMI | MILY ENGAGEMENT: | |
| If we collaborate with students, far coupled with clear expectations. | If we collaborate with students, families, and our professional community to establish positive relationships coupled with clear expectations | positive relationships |
| Then students, families, and our pr | Then students, families, and our professional community will feel welcomed, valued, and supported | and supported |
| And the impact will be a positive c | And the impact will be a positive culture and climat e that losters a sale school environment. | 71501100 |
| Strategy | Professional Development, Data Sources, Action Steps | Mid/End-year Impact and Recommended Action Steps |
| Implement consistent district-wide culture and climate practices. | Continue implementation of restorative practices focused on using school climate survey results to inform next steps outlined in school improvement plans. Schools will continue to implement Restorative Practices through community circles and begin to implement restorative circles to repair harm | |

| done to the school/class community. Schools will continue in their steps to implement a Social-Emotional Learning curriculum as outlined in school improvement plans. | Monitor the implementation of the District Security and Safety Plan through the existing District Security and Safety Committee with an eye towards ALICE practices and training. | Develop and implement a framework and curriculum for Developmental Guidance for the School Counseling Department. | Continue to refine implementation of our district system of support for emotional, behavioral, and developmental health. | Impact Data: Climate Survey, Academic, Attendance, and Behavioral Intervention Targets | Engage in professional development to examine unconscious bias. | Provide professional development for all staff for working with LGBT students and staff members. | Actively examine outcome data with an eye towards subgroup performance and closing achievement and opportunity gaps. |
|---|---|---|--|--|---|--|--|
| | | | | | Develop a unified mindset of equity. | | |

| Impact Data: Climate Survey, Academic, Attendance, and Behavioral Intervention Targets | Finalize and implement academic guides that are grade level specific and parent friendly. | Continue to develop School Improvement Plans in collaboration with families. Reactivate School Governance Councils during the 2019-2020 school year. Use climate survey data to guide family engagement action steps in school improvement plans. | Continue and expand professional development to all administrators and district data team members on family engagement practices consistent with Partnership Schools/Districts with a special focus on "links to learning" for families. | Impact Data: Climate Survey |
|--|---|---|--|-----------------------------|
| | Implement initial district-wide practices for family engagement. | | | |

SYSTEMS, SAFETY AND OPERATIONS:

If we establish coherent practices across district departments, between the district and schools, and amongst schools...

Then resources will be deployed equitably, consistently and efficiently...

And the impact will be that we maximized our ability, with the resources available, to achieve our District Student

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| | Mid/End-year Impact and Recommended Action Steps | | THE PARTY OF THE P | | | | |
|----------------------------------|---|--|--|---|---|---|--|
| | Professional Development, Data Sources, Action Steps | Continue to provide training for extended learning staff so they can target interventions for students who are in the extended learning program. | Impact Data: SBA Growth Targets, Academic, Attendance, and Behavioral Intervention Targets | Audit all operational systems associated with hiring and onboarding (training) of new staff. Revise with an eye towards implementation of practices that ensure equity and result in equitable hiring practices and increase access to diverse educators. | Review and potentially revise the teacher evaluation rubrics. Working with the CDSE, review and potentially create evaluation rubrics for social workers, school counselors, and psychologists. | Continue providing subject area coordinators to support staff and provide specific content/role professional development. | Impact Data: Reduction in staff turnover and |
| and Professional Learning Goals. | Strategy | Connect Extended/After School to our regular day operations to build coherence in our programming, create sustainability in | expertise of staff to student need. | Improve recruitment and retention of staff. | | | |

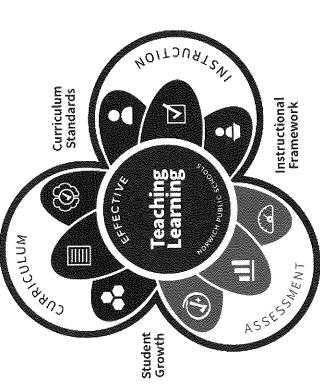
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| | increase number of educators of color. | |
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| Improve collaboration with municipal departments. | Collaborate with Municipal Finance Department to identify any savings that can be achieved while update the HR/Payroll and Accounting software. | |
| | While transitioning to the new software, we will collaboratively work towards improvement of services, streamlining of responsibilities, and improved documentation. | |
| Implement recommendations from the Facilities Review Committee as they are developed. | TBD | |



Curriculum, Instruction and Assessment

| 222 YEAR EIVE, 2020:2021 | ulum Curtulum Implementation Implementation Implementation Implementation Implementation Implementation Core & Extended Core & Extended Core Curtuitum Refinement Merimenter Implement Imp |
|--------------------------|--|
| MEAR FOUR VOICE NOTO | K. 5 Writing & Social Studies Curronium Implementation 6 & Core & Extended Core Curriculum Development & Implementation K. 5 Extended Core Curriculum Development & Persons Curriculum Pevelopment Assessment & Data Systems Refinement |
| YEAR THREE, 2018-2019. | Instructional Framework Refinement K.S. Reading Curriculum Implementation K.S. Writing & Social Studies Curriculum Development C.S. Core & Extended Core Curriculum Development Assessment & Data Systems Implementation |
| YEAR.TWO 2017/2018 | instructional Framework implementation K-S Math & Science Curriculum implementation K-S Reading Curriculum Development 6-8 Core Assessment Development Assessment & Data Systems Development |
| YEAR ONE JOICEJOIL | Conticulum Templates & Instructional Fernawolk Fernawolk Development Instructional Framework Walk through Tool Development K. 5 Math. & Science Curriculum Development Assessment Committee Research |



Curriculum Standards

Curriculum is driven by Connecticut and National Standards. Report cards are aligned to these standards for grades K-5. Standards-based report cards for grades 6-8 are in development.

Instructional Framework

The Instructional Framework is based on workshop practices in all content areas. Workshop places the student as the worker of the content. After a brief lesson, students engage in a task and share their learning.

Student Growth

Workshop allows for teachers to engage small groups of students at their 'just right' level. This, coupled with our supplemental interventions (SRBI), allow us to accelerate student growth towards meeting grade level standards.

DIP Appendix A.—Curriculum, Instruction, and Assessment

Culture, Climate and Family Engagement

YEAR DNE YEAR TWO
Synopsis of Practices
2016-2017
2017-2018

YEAR FOUR
Focus on Family
Engagement
2019-2020

Implementation of Social and Emotional Curriculum

2018-2019

YEAR THREE

Focus on Family Engagement 2020-2021

EARFIVE

Restorative Practices

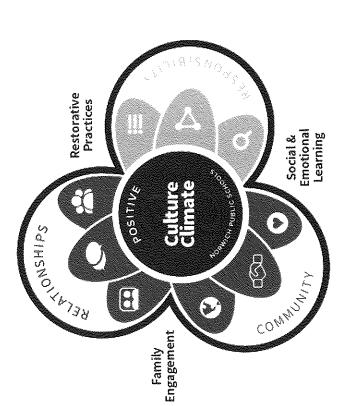
Restorative Practices is a proactive approach to whole-school climate change based on restoring and developing social capital, social discipline, emotional well-being and civic participation through participatory learning and decision-making with all staff. Restorative practice engages students and staff in having a stake in making their school climate better.

Social and Emotional Learning

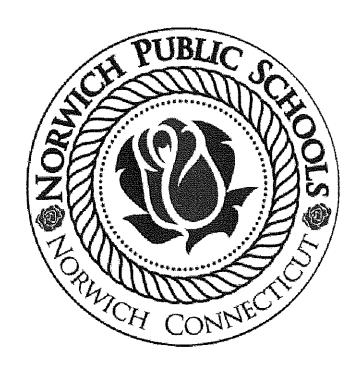
Social and Emotional Learning is the process of acquiring and applying the knowledge and skills necessary to understand and manage emotions, achieve positive goals, show empathy for others, establish and maintain positive relationships and make responsible decisions.

Family and Community Engagement

Families, communities and schools collaborate effectively to develop policies, enhance programs, increase strategies for active involvement in the academic, social and emotional and civic achievement of all students.



DIP Appendix B—Culture, Climate, and Family Engagement



NORWICH PUBLIC SCHOOLS EDUCATOR EVALUATION AND DEVELOPMENT PLAN June 2019

Introduction

Teacher Evaluation Philosophy

The purpose of the teacher evaluation program is to facilitate student learning by promoting and improving skillful teaching and to ensure that all members of the teaching staff perform at or above system standards. The teacher evaluation system is a cooperative effort between teachers and administrators to achieve the district's goals of academic excellence. All Norwich teachers are expected to demonstrate mastery of teaching standards and student growth.

It is expected that the system will provide appropriate assistance to help teachers maintain the district's standard of excellence as well as to encourage innovation and professional growth. The outcome of the evaluation process is that Norwich teachers will continuously strive to refine the skill and art of teaching in order to stimulate their professional growth and the growth of all students.

Evaluation-Based Professional Learning

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Throughout the NPS model, every teacher will be identifying their professional learning needs in mutual agreement between the teacher and their evaluator and serves as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities.

Career Development and Growth

Rewarding Highly Effective performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself and in building the capacity of all teachers.

Examples of such opportunities include, but are not limited to:

- Observation of peers;
- Mentoring early-career teachers;
- Participating in the Norwich Public School's Teacher Leadership program;
- Participating in development of teacher improvement and remediation plans for peers whose performance is *Improvement Necessary* or *Does Not Meet Standards*;

- Leading Professional Learning Communities;
- · Differentiated career pathways; and
- Focused professional development based on goals for continuous growth and development.

Training and Calibration

Evaluators and teachers will be trained in the facilitation of the new Teacher Evaluation & Professional Development system through a professional development session. New teachers to Norwich Public Schools will be trained during the new teacher orientation program. All building and district administrators, in positions which require the supervision and evaluation of teachers, will be trained in teacher evaluation system and the electronic platform. All administrators will demonstrate proficiency and participate in ongoing calibration with their colleagues to ensure that evaluators are proficient in conducting teacher evaluations.

Goals of the Norwich Teacher Evaluation System

- 1. To improve student learning.
- 2. To provide a teacher evaluation/professional growth process that recognizes the importance of observations, feedback, goals, and provides support for both individual and collaborative evaluation and professional growth.
- 3. To provide an opportunity for the staff member and evaluator to collaboratively analyze the staff member's strengths and needs as they relate to the teaching/learning process and to use this knowledge, as a reflective practitioner, to develop plans for continuous professional growth.
- 4. To provide a means for the evaluator to determine the effectiveness of teacher performance. This includes making decisions and recommendations concerning continued employment, granting of tenure, and other personnel related responsibilities

Responsibilities

All Educators have a shared responsibility to:

- grow professionally;
- share their knowledge with one another through various methods of data collection and collaborative work;
- become reflective practitioners; and
- contribute in a positive manner to the culture and climate of the total school community.

The primary responsibility of the staff member shall be successful performance in meeting the foundational skills and competencies as delineated in the <u>Connecticut Common Core of Teaching</u>. The

teacher must be knowledgeable about this evaluation criterion.

To improve student learning, the staff member will actively participate in the evaluation process by:

- acknowledging the need for professional growth and self-improvement;
- establishing growth objectives and a professional growth plan that leads to more skillful teaching;
- engaging in reflection and self-evaluation; and
- seeking assistance and advice whenever necessary.

Ongoing Evaluation & Revision

The Teacher Evaluation and Professional Development Committee, composed of elementary and middle school teachers as well as building and central office administrators and representatives of the Norwich Teachers League is a standing committee charged with the responsibility of overseeing the implementation and evaluation of the Evaluation Plan.

Every three years, at a minimum, the plan will be formally evaluated to ensure that the plan is meeting its stated purposes, goals, and objectives. Input will be sought, through a structured process, from all personnel being evaluated under the plan.

The Teacher Evaluation and Professional Development Committee will be responsible for recommending modifications to the plan to assure that it meets its stated purposes and the professional development needs of all certified personnel of the Norwich Public Schools.

Evaluation Timelines

The following are the deadlines for the annual evaluation:



Observations should begin shortly after the start of the school year. Observations may be performed anytime between September and May. However, observations must be completed in a timely manner such that the results will be of assistance to a teacher in improving instruction.

Goal-Setting and Planning:

Timeframe: Target is October 15; must be completed by November 15

- Orientation on Process—To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and evaluators will commit to set time aside for the types of collaboration required by the evaluation process.
- 2. Teacher Reflection and Goal-Setting—The teacher examines student data, prior year evaluation and the Norwich Public Schools Teacher Evaluation rubrics to draft proposed Performance and Practice goal(s), Student Growth and Development goal(s), a Climate Survey goal, and a School Performance Index goal. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process. (Goal Setting forms in Appendix.)
- 3. Goal-Setting Conference—The evaluator and teacher meet to discuss the teacher's proposed goals and objectives in order to arrive at mutual agreement for the final goals of the year. The evaluator may request revisions to the proposed goals and objectives.

Mid-Year Check-In:

Timeframe: January and February

- Reflection and Preparation—The teacher and evaluator collect and reflect on evidence to date
 about the teacher's practice and student learning in preparation for the check-in. The teacher
 completes the self-assessment prior to the meeting reflecting on their performance. The
 evaluator will also use the rubric to identify the teacher's performance in all areas of the rubric.
- 2. Mid-Year Conference—The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on all goals. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators will deliver mid-year formative feedback on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of goals to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in their development areas. During the mid-year conference, the evaluator and the teacher will discuss the rubric and any areas of disagreement and/or improvement. Any areas of concern and elements of the rubric with a preliminary rating below Effective must be identified in the mid-year conference and within the written summary by the Evaluator. A written summary of the mid-year conference should be completed within two school days (48 hours) of the mid-year conference and submitted to the teacher.

End-of-Year Summative Review:

Timeframe: May and June; must be completed by June 30

- Teacher Self-Assessment—The teacher reviews all information and data collected during the year
 and completes the End of Year Self-Reflection Form for review by the evaluator. The teacher
 will review the rubric for the purpose of self-evaluation and bring evidence of the individual
 indicators.
- 2. End-of-Year Conference and Scoring—The purpose of the end-of-year conference is to collectively reflect on the year and to inform the evaluator's final ratings for the teacher. The evaluator and the teacher meet to discuss all evidence collected to date, discuss areas of growth, and discuss areas of focus for the next school year. During the mid-year conference, the evaluator and the teacher will discuss the rubric and any areas of disagreement and/or improvement. Any areas of concern and elements of the rubric with a preliminary rating below Effective must be identified during the conference. Following the conference, the evaluator reviews submitted evidence, reflects on the end-of-year conference discussion, determines final ratings, and prepares a final summary for the evaluation. The written summary should be completed within two school days (48 hours) of the end-of-year conference and submitted to the teacher. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators significantly to change the final rating. Such revisions should take place as soon as state test data are available. Teachers have two school days (48 hours) to sign and respond to the written summary.

All timelines and procedures may be adjusted upon mutual agreement between the teacher and the supervisor

Modifications for Leaves or Part Time Employment

FTE Modifications

The district will modify the number of observations for a teacher based on their Full Time Equivalent (FTE). For example, if a teacher is a .6 FTE then their observations will be calculated at # of days worked / # of student days (minus all instructional days in June and professional development days) to determine the number of required observations.

Leave Modifications

The district will modify the number of observations for a teacher who is out on approved leave. For example, if a teacher is on a six week leave then their observations will be calculated at # of days worked / # of student days (minus instructional days in June and professional development days) to determine the

number of required observations.

Evaluation System Overview

CATEGORY #1: Teacher Performance and Practice (40%)

The Teacher Performance and Practice category of the model is a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs.

Unless agreed, a maximum of one observation should be conducted during a school week and not until the teacher and supervisor have met and discussed the first observation. All observations will be conducted by the teacher's immediate supervisor unless the teacher is notified in writing that another supervisor will be observing. Observations include both *in-class formal observations* and *reviews of practice*. All observations, regardless of type, include a post conference with timely written and verbal feedback (see feedback section below). In-class formal observations are assumed to be unannounced, unless a pre-conference is required, and will capture evidence of at least thirty minutes of class time. Reviews of practice, or non-classroom observations, might include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans or other teaching artifacts, meetings with families, or school function/performance. The exact combination of *in-class formal observations* (with or without a pre-conference) and reviews of practice shall be mutually agreed upon by the teacher and evaluator at the beginning of the evaluation process, subject to the requirements below. The requirements below establish the minimum number of observations for teachers. Evaluators may always increase the number of observations for teachers above the minimum number after discussion with the teacher when and if the need arises at any time during the evaluation process.

First and second year teachers shall receive at least four observations with at least three in-class formal observations. Two of the three in-class formal observations must include a pre-conference, and all of the observations must include a post-conference with timely written and verbal feedback (see feedback section below). Two observations should be completed within 90 days of the start of the school year or the time of employment if hired within the school year.

Teachers who receive a performance evaluation designation of does not meet standard or improvement necessary shall receive a number of observations appropriate to their individual development plan (structured support or intensive assistance plans are required for any teacher who received a performance evaluation designation of below standard or developing), but no fewer than least four observations with at least three in-class formal observations. Two of the three in-class formal observations must include a preconference, and all of the observations must include a post-conference with timely written and verbal feedback (see feedback section below). Two observations should be completed within 90 days of the start of the development plan.

Teachers who receive a performance evaluation designation of highly effective or effective shall receive a

minimum combination of at least three in-class formal observations and/or reviews of practice, one of which must be an in-class formal observation, and all of the observations must include a post-conference with timely written and verbal feedback (see feedback section below). There are no pre-conference requirements for teachers who receive a performance evaluation designation of highly effective or effective. However, teachers and their evaluators may elect to include a pre-conference for an in-class formal observations when establishing the combination of observations to take place at the beginning of the evaluation process.

Teacher Practice Framework

The Norwich Public Schools has adopted rubrics based on Kim Marshall's evaluation framework; this set of rubrics is designed to measure the level of performance, which contribute to student achievement within a classroom environment conducive to learning.

The following sets of rubrics are divided into six domains:

- A. Planning and Preparation for Learning
- B. Classroom Management
- C. Delivery of Instruction
- D. Monitoring, Assessment & Follow-Up
- E. Family and Community Outreach
- F. Professional Responsibilities.

The six domains are defined by the measurable indicators, which, in sum, contribute to the expectations of each domain for all teachers.

Each domain is based on a four-point scale to assess the <u>overall impact on a specific or group of lessons</u> observed over time through a set of observations. The rubric numerical key represents gradations of performance:

4= Highly Effective:

The teacher demonstrates consistent Highly Effective knowledge and skill in all

domains of practice.

3= Effective:

The teacher demonstrates strong knowledge and skill in a majority of domains and

indicators.

2= Improvement

The teacher demonstrates some or inconsistent attempts at each domain

Necessary* and indicators.

1= Does Not

Meet Standards*

The teacher demonstrates few or none of the skills required in each indicator.

N/O= Not Observed

* - Teachers who score in Improvement Necessary or Does Not Meet Standards categories will be offered assistance through the Teacher Evaluation system

Feedback

The goal of feedback is to help teachers grow as educators and become more effective with each and every one of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. On the day a teacher is observed, the evaluator will inform the teacher that the observation took place either verbally, in writing, or through the platform. Face-to-face feedback must be provided within two school days of each observation. If a teacher or evaluator is out of school for this period of time, the face-to-face feedback must be completed within two school days (or 48 hours) of the teachers/evaluator return to school. Written feedback will be sent to the teacher electronically, within two school days of the face-to-face feedback, unless a technical difficulty prevents submission. Feedback should include:

- specific evidence and ratings, where appropriate, on observed components of the Norwich Public Schools Teacher Evaluation rubrics;
- prioritized commendations and recommendations for development actions;
- next steps and supports the teacher can pursue to improve their practice; and
- a timeframe for follow up.

All timelines and procedures may be adjusted upon mutual agreement between the teacher and the supervisor.

Teacher Performance and Practice Goal-Setting

As described in the Evaluation Process and Timeline section, teachers develop one to three practice and performance goals that are aligned to the Norwich Public School Teacher Evaluation rubrics. These goals provide a focus for the observations and feedback conversations.

At the start of the year, each teacher will work with his or her evaluator to develop their practice and performance goals through mutual agreement. All goals should have a clear link to student achievement and should move the teachers towards *effective* or *highly effective* on the Norwich Public School Teacher Evaluation rubrics. Schools may decide to create a school-wide goal aligned to a particular indicator (e.g., Strategy: Teachers select and effectively implement highly effective instructional strategies) that all teachers will include as one of their goals.

Progress towards goals and action steps for achieving progress should be referenced in feedback conversations following observations throughout the year. Goals and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although performance and practice goals are not explicitly rated as part of the Teacher Performance and Practice category, progress on goals will be reflected in the scoring of Teacher Performance and Practice evidence.

Teacher Performance and Practice Scoring

At the end of the year, evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. The final teacher performance rating will be evaluated holistically within the domain keeping in mind average scores and the most recent scores in each of the six domains over all of the observations and mid/end of year conference discussions; each of the six domains will be weighted equally in the calculation of the 40% teacher performance rating.

CATEGORY #2: Climate Goal (10%)

Feedback from students, families, and/or staff will be used to help determine 10% of the NPS Educator Evaluation and Development Plan.

The process described below focuses on:

- 1. Conducting a whole-school Climate survey (meaning data is aggregated at the school level);
- 2. School Leadership Teams determine one or more school-level Climate goals based on the survey feedback;
- 3. Teacher and evaluator identify 1-3 goal(s) and set improvement targets;
- 4. Measuring progress on growth targets;
- 5. Determining a teacher's summative rating. This Climate Survey rating shall be based on the four performance levels.

1. Administration of a Whole-School Climate Survey

Climate surveys will be conducted at the whole-school level, meaning feedback will be aggregated at the school level. This is to ensure adequate response rates. A researched based survey will be used with feedback from the School Governance Councils, if applicable, in order to encourage alignment with school improvement goals.

Climate surveys must be administered in a way that allows responders to feel comfortable providing feedback without fear of retribution. At minimum, climate survey should be administered every spring and trends analyzed from year-to-year for students, families, and staff:

2. Determining School-Level Climate Goals

Principals and teachers must review the climate survey results at the beginning of the school year to identify areas of need and set general climate goals based on the survey results. Ideally, this goal-setting process would occur between the principal and teachers (possibly during faculty meetings) in August or September so agreement could be reached on 1-3 improvement goals for the entire school.

3. Selecting Improvement Targets

After these school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators 1-3 climate improvement strategies/targets they will pursue as part of their evaluation. For example, if the goal is to improve communication with families, an improvement strategy/target could be specific to sending more regular correspondence to families such as sending bi-

weekly updates to families.

4. Measuring Progress on Growth Targets

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the Climate survey category. There are two ways a teacher can measure and demonstrate progress on their growth targets. A teacher can (1) measure how successfully they implement a strategy to address an area of need (like the examples in the previous section), and/or (2) they can collect evidence directly from the climate surveys.

5. Arriving at a Climate Survey Rating

The Climate Survey rating should reflect the degree to which a teacher successfully reaches their climate goal and improvement targets. This is Effective through a review of evidence provided by the teacher and application of the following scale:

| ingale Effective (A) | Effective (3) | improvatient Necessary (Ž) | Does Not Meet Standards (II) |
|----------------------|---------------|-------------------------------|------------------------------|
| Exceeded the goal | Met the goal | Partially met the goal | Did not meet the goal |

CATEGORY #3: Student Growth and Development (45%)

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account. Connecticut, like many other states and localities around the nation, has selected a goal-setting process as the approach for measuring student growth during the school year. Goals should be rigorous and aligned with the District Improvement Plan, School Improvement Plan, and State Mandated Targets.

To create their Student Learning Objectives (SLOs), teachers will follow these four steps:

Phase 1: Review the Data

This first phase is the discovery phase which begins with reviewing district initiatives and key priorities, school/district improvement plans and the building administrator's goals. Once teachers know their class rosters, they should examine multiple sources of data about their students' performance to identify an area(s) of need. Documenting the "baseline" data, or where students are at the beginning of the year, is a key aspect of this step. It allows the teacher to identify where students are with respect to the grade level or content area the teacher is teaching.

Examples of Data Review

A teacher may use but is not limited to the following data:

- Initial performance for current interval of instruction (writing samples, student interest surveys, preassessments etc.)
- Student scores on previous state standardized assessments
- Results from other standardized and non-standardized assessments
- Report cards from previous years (results from diagnostic assessments)
- Artifacts from previous learning
- Discussions with other teachers (across grade levels and content areas) who have previously taught the same conferences with students' families
- Individual Education Plans (IEPs) and 504 plans for students with identified special education needs
- Data related to English Language Learners (ELL) students and gifted students
- Attendance records
- Information about families, communities and other local contexts

It is important that the teacher understands both the individual student and group strengths and challenges. This information serves as the foundation for setting the ambitious yet realistic goals in the next phase.

Phase 2: Set Goals for Student Learning Outcomes

Based on a review of district and building data, teachers will develop one or two Student Learning Objectives that address identified needs. Each goal should address a central purpose of the teacher's assignment and should pertain to a large proportion of their students, including specific target groups where appropriate. Each goal should reflect high expectations for student learning at least a year's worth of growth (or a semester's worth for shorter courses) and should be aligned to relevant state, national (e.g., CT Core Standards) or district standards for the grade level or course. Depending on the teacher's assignment, a goal might aim for content mastery, growth, skill development, or some combination of mastery and growth.

Relative to Student Growth and Development, teachers may create one or two Student Learning Outcome goals. One half (22.5%) of the indicators of academic growth and development should be based on a standardized indicator, when available and appropriate. Data used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including standardized indicators for other grades and subjects where available and appropriate. Those without an available standardized indicator will select, through mutual agreement, subject to the dispute-resolution procedure, a non-standardized indicator. The state mastery test data cannot be a measure included as an indicator of academic growth and development. The other half (22.5%) of the indicators of academic growth and development may be a maximum of one additional standardized indicator, if there is mutual agreement subject to the dispute resolution process, or a minimum of one non-standardized indicator. When selecting indicators used to gauge attainment of goals/objectives, teachers and their evaluators shall agree on a balance in the weighting of standardized, when available and appropriate, and non-standardized indicators.

Indicators of academic growth and development should be fair, reliable, valid, and useful to the greatest extent possible. These terms are defined as follows:

- 1. Fair to students The indicator of growth and development is used in such a way as to provide students with an opportunity to show that they have met or are making progress in meeting the learning objective. The use of the indicator of growth and development is a free as possible from bias and stereotype.
- 2. Fair to teachers The use of an indicator of growth and development is fair when a teacher has the professional resources and opportunity to show that their students have made growth and when the indicator is appropriate to the teacher's content, assignment and class composition.
- 3. Reliable Use of the indicator is consistent among those using the indicator and over time.
- 4. Valid The indicator measure what it is intended to measure.
- 5. Useful The indicator may be used to provide the teacher with meaningful feedback about student knowledge, skills, perspective and classroom experience that may be used to enhance student learning and provide opportunities for teacher professional growth and development.

The Norwich Public Schools Teacher Evaluation system, in accordance with the Connecticut Guidelines for Educator Evaluation, defines standardized assessment as being characterized by the following attributes:

- Administered and scored in a consistent—or "standard"—manner;
- Aligned to a set of academic or performance "standards;"
- Broadly-administered (e.g., national-or statewide);
- · Commercially-produced; and
- Often administered only once a year, although some standardized assessments are administered two or three times per year.

Goals should be rigorous, attainable and meet or exceed district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success). Each indicator should make clear:

- What evidence/measure of progress will be examined;
- 2. What level of performance is targeted; and
- 3. What proportion of students is projected to achieve the targeted performance level.

Goals can unify teachers within a grade level or department while encouraging collaborative work across multiple disciplines. Goals can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase 1 examination of student data that teachers will determine what level of performance to target for which population(s) of students. Goals are unique to the teacher's particular students; teachers with similar assignments may use the same assessment(s)/measure of progress for their goal(s), but it is unlikely they would have identical targets established for student performance. For example, all second grade teachers in a district might set the same goal and use the same reading assessment (measure of progress) to measure their goal, but the target(s) and/or the proportion of students expected to achieve proficiency would likely vary among second grade teachers. Additionally, individual teachers may establish multiple differentiated targets for students achieving at various performance levels. Goals provide the evidence that the objective was met.

During the goal-setting process, teachers and evaluators will document the following:

- Baseline data used to determine goals;
- Selected student population supported by data;
- Learning content aligned to specific, relevant standards;
- Interval of instruction for the goals;
- Assessments/measures of progress teacher plans to use to gauge students' progress;
- Instructional strategies;
- Any important technical information about the indicator evidence (like timing or scoring plans); and
- Professional learning/supports needed to achieve the goals.

Review and Approval of Goals

Goals are proposals until the teacher and the evaluator mutually agree upon them. Prior to the Goal-Setting Conference, the evaluator will review draft goals relative to the following criteria to ensure that goals across subjects, grade levels and schools are both rigorous and comparable:

- Baseline Trend Data;
- Student Population;
- Standards and Learning Content;
- Interval of Instruction;
- Assessments/Measures of Progress;
- Growth Targets; and
- Instructional Strategies and Supports.

Evaluators and teachers work together to finalize all goals by November 15th.

Goal Phase 3: Monitor Students Progress

Once goals are finalized, teachers should monitor students' progress towards the objectives. Teachers can, for example, examine student work; administer interim assessments and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress. Progress towards goals and action steps for achieving progress should be referenced in feedback conversations throughout the year.

If a teacher's assignment changes, or if their student population shifts significantly, the goals can be adjusted during the Mid-Year Conference as mutually agreed upon by the evaluator and the teacher.

Goals Phase 4: Assess Student Outcomes Relative to goals

At the end of the school year, the teacher should collect the evidence required by their goals, upload artifacts to the data management software system and submit to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment, which asks teachers to reflect on the goal outcomes by responding to the following four statements:

- 1. Describe the results and provide evidence for each goal.
- 2. Provide your overall assessment of whether this objective was met.
- 3. Describe what you did that produced these results.
- 4. Describe what you learned and how you will use that learning going forward.

Evaluators use the following guide to score each goal:

| Exceeded (4) | All or most students met or substantially exceeded the target(s) contained in the indicator(s). |
|-------------------|---|
| Met (3) | Most students met the target(s) contained in the indicators within a few points on either side of the target(s). |
| Partially Met (2) | Many students met the target(s), but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made. |
| Did Not Meet (1) | A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made. |

For goals with more than one measure, the evaluator may score each indicator separately and then average the scores for the goal score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the goal holistically.

The final student growth and development rating for a teacher is the average of their two goal scores. For example, if one goal was "Partially Met" for a rating of 2, and the other goal was "Met" for a rating of 3, the Student Growth and Development rating would be 2.5 [(2+3)/2]. The individual goal ratings and the Student Growth and Development rating will be shared and discussed with teachers during the End-of-Year Conference.

| | Average Domain-Level Score |
|---------------------------------------|----------------------------|
| Goal 1 | 2 |
| Goal 2 | 3 |
| Student Growth and Development Rating | 2.5 |

PLEASE NOTE: If data that may have a significant impact on a final rating is not available at the end-of-year summative review, the final rating may be revised before September 15.

CATEGORY #4: Whole-School Student Learning Indicators (5%)

A teacher's rating for the Whole-School Student Learning Indicators will be the same as the rating for the Building Principal's average rating for their three locally-determined Student Learning Indicators which align to Connecticut learning standards. Indicators must be relevant to the student population (e.g., grade levels) served by the school and may include:

1. Student performance and growth on district-adopted assessments.

2. Students' performance on growth on school or classroom developed assessments.

All Student Learning Indicators should reflect the measurement of District and/or School Improvement Plans. For schools in "review" or "turnaround" status in the state's accountability system, the indicators used must align with the performance targets set out in the school's mandated Improvement Plan.

Use of the Whole-School Learning Indicators for education evaluation is similar to that of Teacher Effectiveness in administrator evaluation. This rating connects the evaluation system creating a school team that is dependent on one another for success.

Summative Evaluation Scoring

The individual summative teacher evaluation rating will be based on the four categories of performance:

- Observations/Performance and Practice 40%
- Student Growth and Development Goal(s) 45%
- Climate Goal 10%
- School Performance Goal 5%

Every educator will receive one of four performance ratings:

Highly Effective – Substantially exceeding indicators of performance

Effective – Meeting indicators of performance

Improvement Necessary – Meeting some indicators of performance but not others

Does Not Meet Standards – Not meeting indicators of performance

The rating will be determined using the following calculation:

- 1. Take the average of the 5 mini-observations and multiply by 40 (the percentage weight of Teacher performance and practice).
- 2. Take the average of the two goals and multiply by 45 (the percentage weight of Student Growth and Development).
- 3. Take the Climate Survey Goal score and multiply by 10 (the percentage weight of Climate Survey).
- 4. Take the SPI Goal score and multiple by 5 (the percentage weight of Student Feedback).
- 5. Add the totals for Steps 1-4, then divide by 4 (the total number of categories). This will give you a score between 1 and 100; use the chart below to determine your overall rating.

| | A Change But Helle |
|-------------|-------------------------|
| 100-86 | Highly Effective |
| 85-71 | Effective |
| 70-60 | Improvement Necessary |
| 59 or Below | Does Not Meet Standards |

Definition of Effectiveness and Ineffectiveness

Novice teachers and teachers new to Norwich Public Schools (coming from another school district) will be deemed effective if said educator receives at least two sequential Effective ratings, one of which must be earned in the fourth year of a novice teacher's career. A Does Not Meet Standards rating shall only be permitted in the first year of a novice teacher's career. There should be a trajectory of growth and development as evidenced by a subsequent rating of Improvement Necessary or higher in year two and sequential Effective ratings in years three and four. A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential Improvement Necessary ratings or one Does Not Meet Standards rating at any time.

Support and Development

The Teacher Evaluation System utilizes real time data to link Professional Development to Evaluation Level. The system provides the data to pinpoint both skill and knowledge competence, as well as the areas of need. With frequent mini-observations and immediate feedback, evaluators quickly identify areas for professional development for each staff member. After participating in targeted professional learning, teachers are held accountable for new learning through subsequent observations and feedback. As a standalone, evaluation cannot hope to improve teaching practice and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to Highly Effective practice.

Structured Support (H.1)

The purpose of Structured Support is for the staff member and evaluator to work collaboratively to focus and remedy an identified area of concern. It is intended to provide a short-term avenue to address a concern in its early stage. Structured support is intended to be positive and supportive. The sequence of events, options and outcomes of Structured Support Level are listed below. *All teachers who in the previous school year have received a summative rating of Improvement Necessary or Does Not Meet Standards must have an active Structured Support Plan, Supervised Assistance or Intensive Assistance Plan on file (10-153b).

- 1. The evaluator makes the staff member aware of a concern.
- 2. The evaluator and staff member attempt to resolve the concern together. Their efforts will include the development of a collaborative design to remedy the concern and a timeline for review using the Professional Intervention Improvement Planning Form.
- 3. Upon review of the collaborative design, the evaluator will make one of the following recommendations:

A. Concern resolved.

Staff member is removed from Structured Support. Although a record of the concern is created and held with the immediate evaluator (Form H), no documentation is forwarded to the staff member's Central Office Personnel File.

- B. Concern is not resolved.
 - The collaborative design is continued or revised with a new timeline set for review
 using a new Professional Intervention Improvement Planning Form This option is
 available for up to one calendar year from the date of the original Professional
 Intervention Improvement Planning Form that identified the original concern.
 - Staff member moved to the Professional Assistance Program. Documentation including the Professional Intervention Improvement Planning Form is forwarded to the staff member's Central Office Personnel file.

Professional Assistance Program

The Professional Assistance Program is intended to assist educators having difficulty consistently demonstrating competence as described in Connecticut's Common Core of Teaching (CCT). This program is composed of two levels: **Supervised Assistance** and **Intensive Assistance**. Staff members assigned to the Professional Assistance Program will work cooperatively with their evaluators to develop and implement an individualized remediation plan designed to assist the staff member in meeting competence. In general a staff member will be placed in the first level – Supervised Assistance – to address area(s) of concern in their performance. The Superintendent may however immediately place a staff member in the second level – Intensive Assistance – to address serious concerns. The Professional Assistance Program will include sufficient opportunities for the staff member to obtain assistance from peers and evaluators and/or participate in special training that is purposefully designed to build the staff member's competency. The staff member shall be advised by the evaluator to discuss placement in the Professional Assistance Program with a representative of the Norwich Teachers' League (NTL). The staff member has a right to NTL representation in all subsequent meetings. Below is a description of Supervised and Intensive Assistance and the procedures to be followed for each.

Supervised Assistance: (H.2)

- 1. The staff member will receive verbal and written notification when being moved into Supervised Assistance.
- 2. A review of the recommendation to Structured Support level shall occur in the staff member

had been originally previously place in the Structured Support level.

- 3. Subject to the approval of the evaluator, the staff member may select a peer coach from their colleagues. The primary role of the peer coach is to assist the teacher. The peer coach will have no role in the evaluation process.
- 4. A Plan-of Action will be developed and included:
 - Identification of what must be Effective
 - Strategies for resolution of the problem/need and the level and type of assistance to be provided
 - Indicators of success; and
 - A timeline for meeting minimum performance expectations.
- 5. All feedback from the evaluator to the staff member throughout Supervised Assistance shall be in writing. All documentation is forwarded to the staff member's Central Office personnel file.
- 6. Upon review of progress toward correcting the problem/need, the evaluator will make the following recommendation:
 - Problem/need resolved. Staff member is removed from the Supervised Assistance and returned to Continuous Professional Growth Phase.

 OR
 - Staff member is making progress but has not yet addressed all concerns/needs. Staff
 member remains in Supervised Assistance for a one-time extension. (Time to be mutually
 agreed upon).
 - Problem/need not resolved. Staff member moved to Intensive Assistance.

Intensive Assistance: (H.3)

- 1. When concerns are not alleviated through Supervised Assistance, the evaluator should confer with the Superintendent, follow-up the conference with a written statement of the specific concerns the evaluator has about the staff member's performance, and what has been done to date under the assistance process. After discussion and review by the Superintendent, an Intensive Assistance Program will be initiated which will be coordinated by the Superintendent.
- 2. Intensive Assistance begins with a notice to the staff member that a meeting will be held in the Superintendent's office to discuss the staff member's performance. All evaluators involved with the staff member will attend this meeting, and it will be suggested that the staff member invite a representative of the Norwich Teachers' League to attend, as well. This meeting is conducted by the Superintendent and its purpose is to clearly establish that the concerns previously expressed

by the immediate evaluator have now become concerns of the school system.

- 3. The plan is developed clearly indicating what has to be done in order to alleviate the concerns. The responsibility is placed on the staff member, although help continues to be available from the evaluator involved. This meeting is summarized in writing by the Superintendent in the form of a letter to the staff member with copies to the evaluator(s).
 - The plan includes a fixed time period, usually three to four months, with a regular schedule of observations at a designed frequency.
 - Copies of all observation reports and conference summaries are forwarded to the Superintendent when they are prepared and given to the staff member under Intensive Assistance.
- 4. The Intensive Assistance Program plan also includes periodic meetings scheduled by the Superintendent to review progress.
 - The first meeting date for this purpose is established when the Intensive Assistance Program is initiated.
 - The staff member must show clear evidence of an intensive effort to improve teacher performance.
- 5. At the end of the designated three or four month period, all observation reports, conference summaries, and written summaries of progress review meetings will be examined to determine whether there is improved performance or, if improved performance has not occurred, the staff member will be informed that their performance continues to be unsatisfactory. In this case, the records of the Intensive Assistance program may be used to begin the process of termination. All documentation is forwarded to the staff member's Central Office personnel file.

Dispute and Conflict Resolution

A panel, composed of the superintendent, teacher union president and a mutually agreed upon neutral third person, shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions-must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent

Appendices

- A. Observation Rubrics
- B. Annual Goal Setting Form
- C. Annual CLIMATE SURVEY Goal Setting Form

| D. | Annual SPI Goal Setting Form |
|----|---|
| E. | End of Year Self-Reflection Form (Goals) |
| F. | End of Year Self-Reflection (Climate Survey) |
| G. | End of Year Self-Reflection (Student Feedback) & Final Evaluation |
| Н | Structured Assistance & Professional Assistance Program Forms |

Appendix A – Observation Rubrics Planning and Preparation for Learning

| The Teacher | Highly Effective (4) | | nprovement Necessary (2) | Does Not Meet (1) |
|-----------------------|---|---|---|---|
| a. Knowledge | Is expert in the subject area and up to date on authoritative research on child development and how students learn. | Knows the subject matter well and has a good grasp of child development and how students learn. | the subject and has a few ideas of ways students develop and learn. | Has little familiarity with the subject matter and few ideas on how to teach it and how students learn. |
| b. | tightly aligned with high | high standards and be ready for standardized assessments. | about how to cover high standards and test | Plans lesson by lesson and has little familiarity with state standards and tests. |
| _ | Plans units with big ideas, essential questions, knowledge, skills, transfer, and non-cognitive goals covering most Bloom levels. | Plans most units with big ideas, essential questions, knowledge, skills, and noncognitive goals. | thought to larger goals and objectives and higher-order thinking skills. | Teaches on an ad hoc basis with little or no consideration for long-range curriculum goals. |
| d. Assessments | Prepares diagnostic, interim, and/or summative assessments to monitor student learning. | Plans progress monitoring and unit assessments to measure student learning. | | Writes final tests shortly before they are given. |
| e. Anticipation | Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them. | Anticipates misconceptions that students might have and plans to address them. | Has a general idea about one or two ways that students might become confused with the content. | considering |
| f. Lessons | Designs each lesson with clear, measurable, achievable goals closely aligned with standards and unit outcomes. | Designs lessons focused on measurable, achievable outcomes aligned with unit goals. | Plans lessons with some consideration of long-term goals. | Plans lessons aimed primarily at entertaining students or covering textbook chapters. |
| g. Engagement | Designs highly relevant lessons that will motivate all students and engage them in active learning. | Designs lessons that are relevant, motivating, and likely to engage most students. | Plans lessons that will catch some students' interest and perhaps get a discussion going. | Plans lessons with very little likelihood of motivating or involving students. |
| h. Differentiation | Designs lessons that break down complex tasks and address students' learning needs, styles, and interests. | | Plans lessons with some thought as to how to accommodate special populations. | Plans lessons with no differentiation. |
| i. Environment | -Uses room arrangement, materials, and displays to create an inviting climate and maximize student learning. | Organizes classroom furniture, materials, and displays to support unit and lesson goals. | Organizes furniture and materials to support the lesson, with only a few decorative displays. | Has a furniture arrangement that does not support unit and lesson goals, hard-to-access materials, and few wall displays. |

Classroom Management

| 771 - 70 1 | Highly Effective (4) | Effective (3) | Improvement Necessary (2 | 2) Does Not Meet (1) |
|------------------------------------|---|---|--|--|
| a. Expectations | Is direct, specific, consistent, and tenacious in communicating and enforcing very high | Clearly communicates and consistently enforces high standards for student behavior. | Announces and posts classroom rules and consequences. | Comes up with ad hoc rules and consequences as events unfold during the year. |
| b. Respect and | respect and fairness for all | Is fair and respectful toward students and builds positive relationships where discipline problems are few and far between. | most students and builds positive relationships with some, but there are regular disruptions in the classroom. | and disrespectful with students and/or the classroom is frequently chaotic with constant disruptions. |
| c. Social Emotional | Fully implemented classroom management program that successfully develops positive interactions. | Partially implemented classroom management program that successfully develops positive interactions. | Inconsistently implemented classroom management program that develops positive interactions. | a classroom management program that develops positive interactions. |
| d. Routines | Successfully instills class routines up front so that students maintain them. | Teaches routines and most students maintain them. | Tries to teach students the class routines, but many of the routines are not maintained. | Minimal and/or no evidence of routines. |
| e. Prevention & Intervention | Demonstrates several differentiated strategies to prevent and intervene with behaviors for all students. | Demonstrates differentiated strategies to prevent and intervene with behaviors for most students. | Demonstrates inconsistent differentiated strategies to prevent and intervene with behaviors for some students. | Demonstrates minimal or no differentiated strategies to prevent and intervene with behaviors. |

Delivery of Instruction

| he Teacher | Highly Effective (4) | Effective (3) | Improvement Necessary (| 2) Does Not Meet (1) |
|-----------------------------|--|---|---|--|
| a. Expectations | Exudes high expectations, urgency, and determination that all students will master | Conveys to students: This is mportant, you can do it, and 'm not going to give up on you. | subject matter is important and they need to work hard. | Gives up on some students as hopeless. |
| b. Goals | what's expected by posting essential questions, goals, | of purpose by posting the unit's essential questions and the lesson goals. | learning objectives of each lesson. | Begins lessons without giving students a sense of where instruction is headed. |
| c. Purpose | units and lessons by activating prior knowledge, | knowledge, experiences, | Is sometimes successful in making the subject interesting and relating it to things students already know with unclear purpose. | |
| e. Clarity | Presents material clearly and explicitly, with well-chosen examples and vivid, appropriate language. | | Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate. | Often presents material in a confusing way, using language that is inappropriate. |
| f. Repertoire | Uses a wide range of well- chosen, effective strategies, questions, materials, and/or technology, and groupings to accelerate student learning. | Uses effective strategies, questions, materials, technology, and groupings to foster student learning. | Uses a limited range of classroom strategies, questions, materials, and groupings with mixed success. | Uses only one or two teaching strategies and types of materials and fails to reach most students. |
| g. Engagement | Gets virtually all students involved in focused activities, actively learning | | Attempts to get students actively involved but some students are disengaged. | through textbooks and worksheets. |
| h. Differentiatio | and adult helpers. | accommodate most students' learning needs. | students with learning deficits, but with mixed success. | Fails to differentiate instruction for students with learning deficits. |
| i. Monitor and Adjust | Successfully adapts lessons and units to exploit teachable moments for a deeper understanding and/o corrects misunderstandings | 1 | | e Is rigid and inflexible with lesson plans and does not take advantage of teachable moments. |

Monitoring, Assessment, and Follow-Up

| The Teacher | Highly Effective (4) | Effective (3) | Improvement Necessary (2 |) Does Not Meet (1) |
|------------------------------|--|--|---|---|
| a. Criteria | Consistently posts and/or reviews clear criteria for good work, with rubrics and exemplars of student work at each level of proficiency. | proficiency, including rubrics and exemplars of student work. | qualities that their finished work should exhibit. | Expects students to know (or figure out) what it takes to get good grades. |
| b. Pre-assess | constructed diagnostic assessment up front, and uses the information to fine- tune instruction. | knowledge and skills up front and makes small adjustments based on the data. | (Know, Want to Know, Learned) exercise before beginning a unit. | Begins instruction without diagnosing students' skills and knowledge. |
| c. | methods to check for understanding; immediately unscrambles confusion and clarifies. | understanding and gives students helpful information if they seem confused. | (e.g., thumbs up, thumbs down) to check for understanding during instruction. | Uses ineffective methods ("Is everyone with me?") to check for understanding. |
| d. Self- Assessment | Has students set ambitious goals, continuously self- assess, and take responsibility for improving performance. | assess, and know where they stand academically at all | their work, see where they had trouble, and aim to improve those areas. | Allows students to move on without assessing and improving problems in their work. |
| e. Recognition | Frequently posts students' work with rubrics and commentary to celebrate progress and motivate and direct effort. | Regularly posts students' work to make visible their progress with respect to standards. | Posts some 'A' student work as an example to others. | Posts only a few samples of student work or none at all. |
| f. Interims | Works to immediately use interim assessment data to fine-tune teaching, re-teach, and help struggling students | and follow up with struggling students. | follows up by clarifying a few items that caused problems. | with students and moves on without analyzing data and following up with students. |
| G. Progress Monitoring | Relentlessly follows up with struggling students with personal attention so that virtually all reach proficiency. | Takes responsibility for students who are not succeeding and gives them extra help. | Offers students who fail tests some additional time to study and do retakes. | Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum. |

Family and Community Outreach
(Holistic: reviews of practice at mid year and end of year conferences)

| | Highly Effective (4) | Effective (3) | Improvement Necessary (2 | |
|----------------------|---|---|---|---|
| a. Respect | community culture, values, | with parents and is sensitive to different families' culture and values. | culture and beliefs of | Is often insensitive to the culture and beliefs of students' families. |
| b. | depth knowledge of their child and a strong belief | child's ability to reach | cares about their children and wants the best for | Does not communicate to parents knowledge of individual children or concern about their future. |
| c. Expectations | friendly learning and behavior expectations | expectations for student | Sends home a list of classroom rules and classroom expectations. | Doesn't inform parents about learning and behavior expectations. |
| d. Communication | positive news about their children first, and | Promptly informs parents of behavior and learning problems, and also updates parents on good news. | problems their children are | Seldom informs parents of concerns or positive news about their children. |
| g. Responsiveness | addresses parent concerns. Makes parents feel | Responds in a timely manner to parent concerns and makes parents feel welcome in the school. | Is slow to respond to some parent concerns and comes across as unwelcoming. | Does not respond to parent concerns and makes parents feel unwelcome in the classroom. |
| h. Outreach | Takes opportunities such as conferences, report cards, and informal talks to give parents detailed and helpful feedback on children's progress. | conferences and report cards to give parents feedback on | Uses report card conferences to tell parents the areas in-which their children can improve. | Gives out report cards and expects parents to deal with the areas that need improvement. |

Professional Responsibilities
(Holistic: reviews of practice at mid year and end of the year meetings)

| The Teacher F | Highly Effective (4) | Effective (3) | Improvement Necessary (| |
|-----------------------|---|---|--|---|
| a. Reliability | Carries out assignments conscientiously and punctually, keeps meticulous records, and is on time for collaborative meetings | with paperwork, duties, and assignments; keeps accurate records, and is mostly on-time. | assignments, is late, makes errors in records, and misses paperwork deadlines. | Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines. |
| b. Professionalism | professional and always | | and/or violates boundaries. | |
| c. Involvement | teacher teams and | Shares responsibility for grade- level and school wide activities and takes part in extra activities. | THE BOLT OF BELL OF THE PROPERTY OF THE PROPER | Does not serve on committees and attend extra activities. |
| d. Leadership | Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results. | | Occasionally suggests an idea aimed at improving the school. | improve the school. |
| e. Analysis | Works with colleagues to analyze and chart data, draw action conclusions, and leverage student growth. | Analyzes data from assessments, draws conclusions, and shares them appropriately. | Records students' grades and notes some general patterns for future reference. | Records students' grades and moves on with the curriculum. |
| f. Collaboration | Meets regularly with colleagues to plan units, share ideas, and analyze interim assessments. | Collaborates with colleagues to plan units, share teaching ideas, and look at student work. | Meets occasionally with colleagues to share ideas about teaching and students. | Meets infrequently with colleagues, and conversations lack educational substance. |

Appendix B - Annual GOAL Setting Form

Goals are aligned to the School and District Improvement Plans and established between the teacher and evaluator per mutual agreement in accordance with the designated timelines. Teacher goals will be based on the teacher's assignment and show student growth as measured by an appropriate measure that is mutually agreed upon by both parties.

| This goal is worth 22.5% of the total evaluation. |
|---|
| Goal #1 Must be a standardized measure, if applicable to teaching assignment - (22.5 % of Evaluation): |
| Goal #2 — Non-standardized measure (22.5% of Evaluation): |
| Specific: What is your focus or objective for improving student performance in your school? |
| Measurable: How will you establish a baseline and show growth? What data will you collect to document progress? |
| Attainable: What strategies or actions will help you to improve student performance in this area? |
| Relevant: How do your goals align with school and district improvement efforts? |
| Time Bound: When do you expect to reach your goals? What are the benchmarks or checks along the way to indicate that yo are making progress? |
| Goals approved by evaluator Goals need revision |
| Teacher signature: Date |
| Administrator signature: Date |

Appendix C - Annual CLIMATE SURVEY Goal Setting Form

The CLIMATE SURVEY goal is based on District School Climate Survey and aligned to the School Improvement Plan. Data collection and analysis for this goal in accordance with the previously stated guidelines.

| This goal is worth 10% of the total evaluation. | |
|--|---|
| CLIMATE SURVEY goal: | |
| Specific: What is your focus or objective for improving clim | nate in your school? |
| Measurable: How will you establish a baseline and show | growth? What data will you collect to document progress? |
| Attainable: What strategies or actions will help you to im | prove climate in this area? |
| Relevant: How does your goal align with school and district | ct improvement efforts? |
| Time Bound: When do you expect to reach your goal? Whare making progress? | nat are the benchmarks or checks along the way to indicate that you |
| CLIMATE SURVEY goal approved | CLIMATE SURVEY goal approved w/ revision |
| | |
| Teacher signature: | Date |
| Administrator signature: | Date |

Appendix D - Annual School Performance Index Goal Setting Form

The School Performance goal is teacher designed based on the SPI report completed by the CSDE This goal is worth 5% of the total evaluation.

| Enter School performance goal: | |
|---|--|
| Specific: What is your focus or objective for Improving | the school performance index in your school? |
| Measurable: How will you establish a baseline and she | ow growth? What data will you collect to document progress? |
| Attainable: What strategies or actions will help you to | improve feedback in this area? |
| Relevant: How does your goal align with school and di | strict improvement efforts? |
| Time Bound: When do you expect to reach your goal? making progress? | What are the benchmarks or checks along the way to indicate that you a |
| School improvement goal approved | School Improvement goal approved w/ revision |
| Teacher signature: | Date |
| Administrator signature: | Date |

Appendix E - End of Year Self-Reflection Form (Student Growth GOALS)

Please complete this self-reflection form in advance of your end-of-year reflection meeting with your evaluator. If a meeting is requested you should come prepared to discuss the following areas:

Revisit goals

Goal #1 – Must be a standardized measure, if applicable to teaching assignment – (22.5 % of Evaluation):

Goal #2 - Non-standardized measure (22.5% of Evaluation):

II. Assessing progress towards goal

Did you make progress towards your goals? (Please attach data, student work, observational or anecdotal evidence to explain your assessment)

TEXT BOX (No more than 250 Words)

III. Reflection

Where did you make the greatest gains or the most satisfying personal growth? Are there any events or accomplishments you want to highlight or celebrate?

TEXT BOX.... (No more than 250 words)

Smart Goal Rating

Goals are worth a total of 45% of the total Evaluation System.

4= Highly Effective:

The teacher demonstrates consistent Highly Effective knowledge in all domains of practice.

3=Effective:

The teacher demonstrates strong knowledge and skill in a majority of indicators.

2= Improvement Necessary:

The teacher demonstrates some or inconsistent attempts at some indicators.

1=Does Not Meet Standards:

The teacher demonstrates few or none of the skills required in each indicator.

A comment is expected to be provided with each goal rating.

Goal #1 Rating (22.5% of Total Evaluation):

COMMENT TEXT BOX

Goal #2 Rating (22.5% of Total Evaluation):

COMMENT TEXT BOX

Appendix F - End of Year Self-Reflection Form (CLIMATE SURVEY GOAL)

Please complete this self-reflection form in advance of your end-of-year reflection meeting with your evaluator. If a meeting is requested you should come prepared to discuss the following areas:

I. Revisit CLIMATE SURVEY goal

Enter CLIMATE SURVEY goal:

II. Assessing progress towards goal

Did you make progress towards your goals? (Please attach data, student work, observation or anecdotal evidence to explain your assessment)

TEXT BOX.... (No more than 250 Words)

III. Reflection

Where did you make the greatest gains or the most satisfying personal growth? Are there any events or accomplishments you want to highlight or celebrate?

TEXT BOX.... (No more than 250 words)

CLIMATE SURVEY Goal Rating

CLIMATE SURVEY Goal is worth a total of 10% of the total Evaluation System.

4= Exceeded:

Exceeded the mutually agreed upon goal.

3=Met:

Met the mutually agreed upon goal.

2= Partially Met:

Partially met the mutually agreed upon goal.

1=Did Not Meet:

Did not meet the mutually agreed upon goal.

A comment is expected to be provided with the rating.

Climate Survey Goal Rating (10% of Evaluation):

COMMENT TEXT BOX

Appendix G - End of Year Self-Reflection Form (School Index GOAL) & Final Rating

Please complete this self-reflection form in advance of your end-of-year reflection meeting with your evaluator. If a meeting is requested you should come prepared to discuss the following areas:

I. Revisit School Performance goal

Enter School Performance goal:

II. Assessing progress towards goal

Did you make progress towards your goals? (Please attach data, student testimonial, observation or anecdotal evidence to explain your assessment)

TEXT BOX.... (No more than 250 Words)

III. Reflection

Where did you make the greatest gains or the most satisfying personal growth? Are there any events or accomplishments you want to highlight or celebrate?

TEXT BOX (No more than 250 words)

School Performance Goal Rating

School improvement Goal is worth a total of 5% of the total Evaluation System.

4= Exceeded:

Exceeded the mutually agreed upon goal.

3=Met:

Met the mutually agreed upon goal.

2= Partially Met:

Partially met the mutually agreed upon goal.

1=Did Not Meet:

Did not meet the mutually agreed upon goal.

A comment is expected to be provided with the rating.

School Improvement Goal Rating (5% of Evaluation):

COMMENT TEXT BOX

Final Rating/Evaluation

Observation Rating: There are 5 mini-observations (40% of Total Evaluation)

| Total Observation Rating: |
|--|
| Student Growth and Development Goal(s): There are 1-2 Goals (45% of Total Evaluation) Goal #1: (22.5% of Total Evaluation): Goal #2: (22.5% of Total Evaluation): |
| Total Student Growth and Development Rating: |
| <u>Climate Goal</u> : Climate Goal (10% of Total Evaluation) |
| Total Climate Rating: |
| School Index Goal: The School Index Goal (5% of Total Evaluation) |
| Total School Index Rating: |
| Overall Rating |
| (OBSERVATIONS x 45) + (GOAL Average x 40) + (CLIMATE GOAL x 10) + (STUDENT FEEDBACK GOAL x 5) / (# of Categories) |
| Rating Scale 86-100 = Highly Effective 71-85 = Effective |
| 60-70 = Improvement Necessary* |
| 59 or below = Does Not Meet Standards* *Teachers earning summative ratings of Improvement Necessary or Does Not Meet Standards will be placed in a NPS Supervised Assistance Plan. |
| Teacher signature: Date |
| reaction displacement |
| Administrator signature: Date |

Appendix H – Support and Assistance Forms

Norwich Public Schools Teacher Evaluation
Professional Intervention Improvement Planning Form
Structured Support (H.1)

The purpose of Structured Support is for the staff member and evaluator to work collaboratively to focus and remedy an identified area of concern. The following form shall be completed collaboratively with evaluator and staff member.

| Staff Member's | Name: | | Grade/Subject | |
|-----------------|--|------------------|---------------|-----------|
| Evaluator's Nam | ne(s): | | Date of Plan: | |
| Area of Concerr | and/or Domain(s): | | | |
| | | | | |
| Desired Outcon | ne: | | | |
| | | Action Plan | 1 | |
| | | | Time Frame | Resources |
| Objectives | Action Steps | Success Criteria | Time Frame | Resources |
| | | | | |
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| Date(s) to Re | eview Progress: | |
|--------------------------|--|--|
| Evaluator, check one: | Concern resolved Removed from Structured Support; no documentation is forwarded to the staff member's Central Office Personnel File. | Concern not resolved Continue with Structured Support for 1 calendar year from original dated form OR move to Professional Assistance Program (supervised support) |

| Evaluator's Signature: | Date: | |
|--------------------------|-------|--|
| Staff Member's Signature | Date: | |

Norwich Public Schools Teacher Evaluation Professional Intervention Improvement Planning Form Professional Assistance Program- Supervised Assistance (H.2)

The Professional Assistance Program assists the tenured or nontenured educator who is having difficulty consistently demonstrating competence as described in Connecticut's Common Core of Teaching (CCT). This program is composed of two levels: Supervised Assistance and Intensive Assistance. Staff members will work cooperatively with their evaluators to develop and implement an individualized remodiation plan designed to assist the staff member in meeting competence.

| Staff Member's Name: Grade/Subject | | | | | | | |
|------------------------------------|----------------------|--------------------------|-----------------------|---------------------|------------------------|---|---------|
| | | | | | | <u> </u> | |
| Evaluato | or's Name(s): | | | | | | |
| Level 1: | Supervised | Assistance | | | | | |
| Date of | Verbal Notifi | cation: | | Date of W | ritten Notification: | | |
| If applica | able, date of | review of Struct | ured Support Plan | | | | |
| If staff n | nember opts | for peer coach, I | name of colleague | | | *************************************** | |
| | | | | | | | <u></u> |
| | Concern and Outcome: | Domain(s): | | | | | |
| | | | | | | | |
| | | | Actio | n Plan | | | |
| Action | Strategies | Indicators_of Success | Estimated Duration | Resources Needed | Date of Observation | Evaluator's Feedback | |
| | 100 | | | | | | - |
| | | | | | | | |
| | | | | | | | |

| Date(s) | to Review Pr | ogress: | | | |
|---------|--------------|---------|--|--|--|

All feedback from evaluator needs to be submitted to staff member in writing in this stage. How do we want to do that? Create a separate form?

| Evaluato r, check one: | Concern resolved Staff member is removed from the Supervised Assistanc e and returned to Structured Support Plan. | Making progress Staff member remains in Supervised Assistance for a onetime extens ion until: Insert | Not resolved Staff member moved to Level 2: Intensive Assistanc e |
|------------------------------|---|--|---|
| | | Date | |

| Evaluator's Signature: | Date: | |
|--------------------------|-------|--|
| Staff Member's Signature | Date: | |

Norwich Public Schools Teacher Evaluation Professional Intervention Improvement Planning Form Professional Assistance Program-Intensive Assistance (H.3)

The Intensive Assistance Program begins with a notice to the staff member that a meeting will be held in the Superintendent's office to discuss the staff members performance. All evaluators involved with the staff member will attend this meeting, and it will be suggested that the staff member invite a representative of the Norwich Teachers' League to attend, as well. This meeting is conducted by the superintendent and its purpose is to clearly establish that the concern previously expressed by the immediate evaluator have now become concerns of the school system. Copies of all observations and conference summaries will be forwarded to the Superintendent.

| Staff Member's Nam | e: | | (| Grade/Subject | | |
|---|-------------------|-----------------|-----------|-----------------------|--|---|
| | | | | | | |
| Evaluator's Name(s): | | | | | | |
| Level 2: Intensive A | ssistance | | | | | |
| Date of Verbal Notifi | cation: | | Date of V | Written Notification: | | |
| If applicable, date of | review of Structu | red Support Pla | ın: | | | |
| If staff member opts | for peer coach, n | ame of colleagu | ie | | | |
| | | | | | | |
| Area of Concern and Desired Outcome: | /or Domain(s): | | | | | |
| | | Actio | on Plan | | | • |
| Action Strategies Indicators of Success (3 to 4 Meeded Observation Feedback | | | | | | |
| | | | | | | |

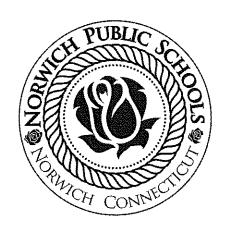
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Date(s) to Review Progress with the Superintendent of schools:

All feedback from evaluator needs to be submitted to staff member in writing in this stage. Please attach the written memorandum that was sent to the teacher to this form.

| Evaluat | Concern resolved | Making progress | Not resolved |
|---------|---|--------------------------------|---------------------|
| or, | Staff member is removed from the Intensive Assi | Staff member remains in | Staff member mov |
| check | stance and returned to Supervised Support Plan. | Intensive Assistance for a one | ed to consideration |
| | , | time extension until: | for the process of |
| one: | | Insert Date | termination. |

| Evaluator's Signature: | Date: | |
|--------------------------|-------|--|
| Staff Member's Signature | Date: | |



NORWICH ADMINISTRATOR Development & Performance Plan

June 2019

ADMINISTRATOR DEVELOPMENT AND PERFORMANCE PLAN

The NPS Administrator Development and Performance Plan is grounded in the following purposes as defined by our team:

- To support student learning, growth and development as a key measure of our success as leaders;
- To commit to continuous growth and development for ourselves and individuals that we lead;
- To use data, not just hunches, as a means to examine our practice and to drive our plans and leadership actions;
- To use reflection as a key tool, both individually and collectively, to shape our practice;
- To ensure that we develop and maintain high quality relationships with our stakeholders;
- To ensure that the practice of leadership incorporates the traits of efficacy, initiative and strategy, feedback and decision making, change management, and communication and relationships;
- To ensure that we communicate well and give and receive feedback on our leadership; and
- To ensure that we examine and seek to strengthen our capacity and resources.

This plan is grounded in the belief that great leaders lead great schools. The Model of Continuous Improvement in the Teacher Development and Performance Plan is a defining connection between the two plans.

The purpose of the evaluation model is both to evaluate administrator performance fairly and accurately and to help each leader strengthen his/her practice to lead to school and district development and improvement. Our administrator evaluation model is founded on a set of core principles about the power of great leaders and the critical role of accountability in developing them.

Guidelines for Administrator Evaluation

Each Administrator will be notified in writing who their evaluator will be for that school year no later than August 31st of the new school year.

If an Administrator is to be assigned a new evaluator or co-evaluator then the change must be in writing prior to the first observation or conference with the new evaluator.

Any Administrator on a Supervised or Intensive Support Plan will be evaluated by the Superintendent supported by the Assistant Superintendent.

All Administrators will be trained on the administrator evaluation plan and new administrators will be provided training upon hire.

Model of Continuous Improvement

The NPS Administrator Development and Performance Plan parallels the Teacher Development and Performance Plan defining effectiveness in terms of practice and performance (practice and stakeholder feedback), and student outcomes and teacher effectiveness outcomes/learning (academic progress and teacher growth and development).

This evaluation model describes 4 levels of performance for administrators and focuses on the practices and outcomes of accomplished administrators. These administrators can be characterized as:

- Meeting Performance Expectations of the CT Standards for School Leaders (as reflected in the NPS administrators rubric) with "Instructional Leadership" evidenced as Effective and/or Highly Effective
- Meeting Performance Expectations in the three other areas of leadership practice
- Meeting one target related to stakeholder feedback
- Meeting local targets on tests of core academic subjects
- Meeting and making progress on two student learning objectives/goals aligned to school and NPS priorities
- Having more than 60% of teachers proficient on the student growth portion of the evaluation

What follows is a description of the plan and the four components on which administrators will be evaluated: 1) leadership performance and practice, 2) stakeholder feedback, 3) student learning indicators, and 4) teacher effectiveness outcomes. The document also includes steps for arriving at a final summative rating.

The evaluation of administrators, as well as supports for their growth and development, are based on 4 categories:

- Leadership practice (40%)
- Stakeholder Feedback (10%)
- Student Learning (45%)

• Teacher Effectiveness (5%)

Overview of the Process

Each administrator participates in the evaluation process as a cycle of continuous improvement. Beginning with the examination of student learning data, the administrator develops a school improvement plan, in collaboration with their leadership team, which supports the district improvement plan and the needs of each individual school. The school improvement plan must support high quality instruction, as well as how administrators provide feedback and collaborate with all stakeholders throughout the process.

The evaluation begins with goal-setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a Mid-Year Formative Review, followed by continued implementation. The latter part of the process offers administrators a chance to self- assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year.

NPS Administrator Evaluation Orientation Process

Annually, NPS will provide professional learning for all administrators so that they will understand the administrator evaluation system including the processes, components, and the timeline for their evaluation. Training will align with the Common Core of Leading Performance Expectations. Prior to the start of the school year and on-going, NPS will provide evaluators training, coaching, and support in the processes, components, and the timelines for the educator/teacher evaluation system. Training for both-plans will include: an in-depth overview of the four categories that are part of the plan; the process and timeline for the plan implementation; conducting effective observations with high-quality and actionable feedback; and the process for arriving at summative evaluation ratings. Training will be provided on the rubric/frameworks so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for educator and administrator proficiency. Year one, NPS administrators also participate in state training for assessment/evaluation, if not completed in a prior district.

NPS Administrator Evaluation Timeline

The cycle itself begins with the following processes and general timeline:

- July-August: Orientation and Context Setting
- August-September: Goal-Setting and Plan Development
- September-December: Plan Implementation and Collect Evidence
- January-February: Self-Assessment & Mid-year Formative Review
- June: Self-Assessment & Summative Assessment

July-August: Orientation and Context Setting

To begin the process, the administrator needs the following:

- 1. Student learning data are available for review by the administrator and the school has been assigned an Accountability Index rating (if available);
- 2. Stakeholder survey data are available for review by the administrator;
- 3. The Superintendent or their designee has communicated student learning priorities for the year; (as outlined in the district improvement plan)
- 4. The administrator has developed a school improvement plan with their leadership team that includes three measurable strategies and reflects applicable areas of the district improvement plan; and,
- 5. The evaluator has reviewed the Educator Development and Performance Plan with the administrator to orient him/her to the evaluation process.

August-October: Goal-Setting and Draft SIP Plan

Complete your school improvement plan.

- 1. Review the District Improvement Plan with your leadership team.
- 2. School administrators meet with their building leadership teams to identify three school improvement focus areas drawing from available data, survey results, District Improvement Plan, and prior evaluation results (where applicable).

- 3. The leadership team led by the building principal or district administrator determines what data will be used to measure each of the goals of the School Improvement Plan and the desired outcomes. (60% of an administrators evaluation is based on student learning, teacher effectiveness, and stakeholder feedback)
- 4. When developing the School Improvement Plan the administrator should reflect if the SIP reflects a plan and data collection for student learning, family and stakeholder feedback, and/or teacher effectiveness.
- 5. The Administrator and the evaluator meet to discuss and agree on the selected outcome goals and the assessment tool for each. This is also an opportunity to discuss the administrator's choices and to explore questions such as:
 - Are there any assumptions about specific goals that need to be shared because of the local school context?
 - Are there any elements for which effective performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?
 - What are the sources of evidence to be used in assessing an administrator's performance?

The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in accomplishing the goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation and support plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports, and sources of evidence to be used. The focus areas, goals, activities, outcomes, and timeline will be reviewed by the administrator's evaluator prior to implementing the goals themselves. The evaluator may suggest additional goals as appropriate.

September-December: Self-Assessment, Plan Implementation and Collect Evidence

1. The administrator may review the NPS rubrics (A0ppendix A) to determine areas of growth for their Leadership Practice (40%, collected through direct evidence during observations and through administrator provided artifacts).

- 2. Evidence collection The administrator collects evidence about their practice and the superintendent or designee collects evidence about administrator practice to support the review. The superintendent or designee must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession, or who have received ratings of developing or below standard. Examples of school site observations could include observing the administrator leading professional development or facilitating teacher teams, observing the administrator working with families and community members, observing classrooms and instructional quality, or assessing elements of the school culture.
- 3. The administrator will meet monthly/bi-monthly with their building leadership team to review the goals of the School Improvement plan.
- 4. The administrator will review the data being collected for each of the three goals of the school improvement plan as applicable.

Unlike visiting a classroom to observe a teacher, school visits to observe administrator practice can vary significantly in length and setting and focus. This may include direct observation of the administrator's practice, observations of the day to day operations of the school and instructional practice, and discussing other forms of evidence with the administrator. Further, central to this process is providing meaningful feedback based on observed practice. Evaluators need to provide timely feedback (oral or written) after each visit. This process relies on the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence.

January-February: Mid-year Formative Review

Midway through the school year (especially at a point when interim student assessment data are available for review) is the appropriate time for a formal check-in to review progress. In preparation for meeting:

- The administrator analyzes available student achievement data and considers progress toward the stated goals. (Student Learning Targets are 45% of the administrators final evaluation score)
- The administrator may share samples of evaluation documents, feedback to teachers, etc. or other artifacts to identify key themes for discussion. (Teacher Effectiveness is 5% of an administrators final evaluation score)

- The administrator may share School Governance Council agendas, highlights from family events, and/or other data that supports their stakeholder feedback goal. (Stakeholder feedback is 10% of the final evaluation)
- The administrator will use the NPS Administrator Evaluation Rubric (see Appendix A) to self-assess and reflect on their own leadership practice. During the mid-year the administrator and their evaluator will review the rubric and discuss areas of growth and areas for continued improvement as necessary. (Leadership Practice as measured through observation using the rubric is 40% of the final evaluation score).

The administrator and evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could impact accomplishment of outcome goals; goals may be changed at this point. The evaluator provides a mid-year summary to inform the leadership practice for the remainder of the school year.

June: Summative Assessment

At the end of year conference, the administrator and evaluator analyze the administrator's performance based on all available evidence.

- Using the School Improvement Plan, the administrator reports on the results and outcomes that were achieved based on the plan and its actions. Those goals connect to the student learning outcomes, teacher proficiency and effectiveness, and stakeholder feedback.
- 2. Regarding the leadership practice, the administrator will self-reflect using the NPS rubric (*Appendix A*). The administrator and the evaluator will discuss the three observations and any artifact data the administrator presents.
- 3. The administrator and evaluator will review areas of improvement and reflect on areas of growth. At this time the evaluator and administrator may also work together to plan evaluation-based professional learning for the summer or following school year with the goal of growth and development.

Following the conference, the evaluator completes the summative evaluation report, shares it with the administrator, and adds it to the personnel file with any written comments attached that the administrator requests to be added within two weeks of receipt of the report. Summative ratings are expected to be completed for all

administrators prior to June 30 of a given school year. Should any data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator may recalculate the summative rating when the data is available and submit the adjusted rating no later than September 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

The Four Components of the Evaluation

Administrators will be evaluated and supported on the basis of four key components:

- 1. Leadership Performance and Practice
- 2. Stakeholder Feedback
- 3. Student Learning Indicators
- 4. Teacher Effectiveness Outcomes

| 4. Teache | LIICCLI | veness Outcomes |
|-------------------------|---------|--|
| School | 45% | Student Learning |
| Improvement Planning | | Student Learning Indicators, as measured by at least three locally-determined student learning indicators, represent 45% of the administrator's summative rating. |
| | 10% | Stakeholder Feedback |
| | | Feedback from stakeholders represents 10% of an administrator's summative rating. It is assessed by administration of a survey with measures that align to the Connecticut School Leadership Standards. |
| | 5% | Teacher Effectiveness |
| | | Teacher effectiveness – as measured by an aggregation of teachers' student learning objectives (goals) – is 5% of an administrator's evaluation. Improving teacher effectiveness is central to the administrator's role in driving improved student outcomes. |
| Observations | 40% | Leadership Practice |

| An assessment of an administrator's leadership practice is 40% of the summative rating. It is determined by direct |
|--|
| observation of practice and the collection of other evidence based on the NPS Administrator Leadership Rubric. |

Summative Evaluation and Administrative Support Planning

Summative Administrator Evaluation Rating

Each administrator shall annually receive a summative rating in writing at one of four levels:

- 1. Highly Effective: Substantially exceeding indicators of performance
- 2. Effective: Meeting indicators of performance
- 3. Needs Improvement: Meeting some indicators of performance but not others
- 4. Does Not Meet Standard: Not meeting indicators of performance

Determining a Summative Rating for Student Learning Indicators (45%)

An administrator's evaluation shall be based on at least three locally-determined indicators which align to Connecticut learning standards.

For 092 holders serving in central office administrative roles, performance will be based on results in the group of schools, groups of students, or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results. For assistant principals or building-based administrative specialists, indicators may focus on student results from a subset of teachers, grade levels, or subjects consistent with the administrator's job responsibilities.

For all school-based administrators, selected indicators must be relevant to the student population (e.g., grade levels) served by the administrator's school and may include:

- 1. Student performance and growth on district-adopted assessments.
- 2. Students' performance on growth on school or classroom developed assessments.

All Student Learning Indicators should reflect the measurement of District and/or School Improvement Plans. For any administrator assigned to a school in "review" or "turnaround" status in the state's accountability system, the indicators used for administrator evaluation must align with the performance targets set out in the school's mandated Improvement Plan.

The administrator and evaluator collect interim data on the goals to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings. Based on this process, administrators receive a rating for each goal based on a 4-point system (found below) and averaged together to arrive at a final score.

| Highly Effective (4) | Effective (3) | Needs Improvement (2) | Does not Meet Standard (1) |
|-------------------------------------|---------------|---|---|
| Substantially exceeded target | Met target | Made substantial progress but did not meet target | Made little or no progress against target |

Determining a Summative Rating for Stakeholder Feedback (10%)

Feedback from stakeholders represents 10% of an administrator's summative rating. It is assessed by administration of a survey with measures that align to the Connecticut School Leadership Standards.

The stakeholders surveyed will be those in the best position to provide meaningful feedback to the administrator. For administrators, stakeholders may include teachers and parents and other staff, community members, students, etc. Surveys will be administered anonymously and all NPS administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement. The surveys shall be administered annually. Data will be used as baseline data for the following year. Using the survey data, administrators will establish goals, within their school improvement plans, to address stakeholder feedback. Once the stakeholder feedback goal has been determined, the administrator will identify the strategies he/she will employ to meet the target.

Ratings should reflect the degree to which an administrator makes growth on feedback measures, using data from the prior year or beginning of the year as a baseline for setting a growth target.

Exceptions to this include:

- Administrators with high ratings already, in which case, the rating should reflect the degree to which measures remain high
- Administrators new to the role, in which case the rating should be based on a reasonable target, using district averages or averages of schools in similar situations.

This is accomplished in the following steps, undertaken by the administrator being evaluated and reviewed by the evaluator:

- 1. Select appropriate survey measures aligned to the CT Standards for School Leaders.
- 2. Review baseline data on selected measures.
- 3. Set one (1) target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high).
- 4. Later in the school year, administer surveys to relevant stakeholders.
- 5. Aggregate data and determine whether the administrator achieved the established target.
- 6. Assign a rating, using the 4-point scale:

| Highly Effective (4) | Effective (3) | Needs Improvement (2) | Does not Meet Standard (1) |
|-------------------------------------|---------------|---|---|
| Substantially exceeded target | Met target | Made substantial progress but did not meet target | Made little or no progress against target |

Summative Evaluation of Teacher Effectiveness Outcomes (5%)

Teacher effectiveness – as measured by an aggregation of teachers' student learning objectives (goals) for those teachers being evaluated by the administrator – is 5% of an administrator's evaluation. Improving teacher effectiveness is central to an administrator's role in driving improved student learning outcomes. That is why, in addition to measuring the actions that administrators take to increase teacher effectiveness – from hiring and placement to ongoing professional development to feedback on performance – the administrator evaluation model also assesses the outcomes of all of that work.

As part of Norwich Public Schools teacher evaluation model, teachers are assessed in part on their accomplishment of goals. This is the basis for assessing administrators' contribution to teacher effectiveness outcomes.

In order to maintain a strong focus on teachers setting ambitious goals for their evaluation, it is imperative that evaluators discuss with the administrators their strategies in working with teachers to set goals. During the evaluation process, administrators are expected to share samples of their work with teacher supervision and evaluation, as the process of evaluation is also a critical variable in an administrator's success.

| Highly Effective (4) | Effective (3) | Needs improvement (2) | Does not Meet Standard (1) |
|---|---|---|--|
| 100-95% of teachers are rated accomplished or exemplary on the student growth portion of their evaluation | 94.99-85% of teachers are rated accomplished or exemplary on the student growth portion of their evaluation | 84.99-75% of teachers are rated accomplished or exemplary on the student growth portion of their evaluation | 74.99-0% of teachers are rated accomplished or exemplary on the student growth portion of their evaluation |

The same effectiveness ratings apply for Assistant Principals or other administrators who evaluate teachers. For Central Office Administrators, the 5% is based on the ratings of the individuals that the Central Office Administrator evaluates. It is supported by evidence of the level of success of the evaluations that were conducted.

Summative Evaluation of Leadership Practice Rating (40%)

An assessment of an administrator's leadership practice is 40% of the summative rating. It is determined by direct observation of practice and the collection of other evidence based on the NPS Administrator Leadership Rubric. These expectations are described in the Common Core of Leading; Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June, 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations. These standards form the foundation of the NPS Leadership rubric. Administrators are evaluated on the 4 domains that directly define their work.

Domain 1: Instructional Leadership

Domain 2: Talent Management

Domain 3: Organizational Skills

Domain 4: Culture and Climate

Improving teaching and learning is at the core of what effective educational leaders do. As such, "Performance Expectation 1: Instructional Leadership" comprises half of the

leadership performance and practice rating and the other three performance expectations are equally weighted.

In order to arrive at these ratings, administrators are measured against the NPS Leadership Rubric (Appendix A) which describes leadership actions across four performance levels for each of the performance expectations and associated attributes.

Summative ratings are based on the preponderance of evidence for each Performance Expectation in the Norwich Administrator Evaluation Rubric. Evaluators collect written evidence about and observe the administrator's leadership practice across the performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development. This is accomplished through the steps described above, undertaken by the administrator being evaluated and by the evaluator completing the evaluation. The steps include:

- 1. The administrator and evaluator meet for a School Improvement Plan Review meeting to identify focus areas for development of the administrator's leadership practice.
- 2. Evidence collection The administrator collects evidence about their practice and the superintendent or designee collects evidence about administrator practice to support the review. The superintendent or designee must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession, or who have received ratings of developing or below standard. Examples of school site observations could include observing the administrator leading professional development of facilitating teacher teams, observing the administrator working with families and community members, observing classrooms and instructional quality, or assessing elements of the school culture.
- The administrator and evaluator hold a Mid-Year Conference, with a focused discussion of progress toward the expectations of effective performance, with particular emphasis on any focus areas identified as needing development or attention.
- 4. Near the end of the school year, the Administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.
- 5. The evaluator and the Administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of

evidence to assign a summative rating of *Highly Effective, Effective, Needs Improvement, or Does Not Meet Standard* for each Performance Expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year.

| Highly Effective (4) | Effective (3) | Needs Improvement (2) | Does not Meet Standard (1) |
|---|---|---|--|
| Exceeds the expectations of educational and personal leadership practices of the NPS Leadership Rubric. | Meets expectations of educational and personal leadership practices of the NPS Leadership Rubric. | Progressing toward expectations of educational and personal leadership practices of the NPS Leadership Rubric. (developing on instructional leadership) | Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the NPS Leadership Rubric. |

Determining End of Year Summative Ratings

Each administrator shall annually receive a summative rating in writing at one of four levels:

- 1. Highly Effective: Substantially exceeding indicators of performance
- 2. Effective: Meeting indicators of performance
- 3. Needs Improvement: Meeting some indicators of performance but not others
- 4. Does Not Meet Standard: Not meeting indicators of performance

The rating will be determined using the following calculation:

1. Take the total score for Leadership Performance and Practice and multiply by 40%.

- 2. Take the total score for Student Learning Indicators (average of the three goals) and multiply by 45%.
- 3. Take the Stakeholder Feedback score and multiply by 10%.
- 4. Take the Teacher Effectiveness score and multiple by 5%.
- 5. Add the totals for Steps 1-4. This will give you a score on the 4-point scale. The table below assigns a final rating.

| Total Points | Summative Rating |
|---------------|---------------------------|
| 3.4 or higher | Highly Effective |
| 2.8 to 3.39 | Effective |
| 2.4 to 2.79 | Needs Improvement |
| 2.39 or Lower | Does Not Meet Standard |

Supporting administrators to reach the effective level is at the very heart of this evaluation model. *Highly Effective* ratings are reserved for performance that significantly exceeds accomplished and could serve as a model for leaders district-wide or even statewide. Few administrators are expected to demonstrate *Highly Effective* performance on more than a small number of practice elements. *Effective* represents fully satisfactory performance, that is, effective performance.

A rating of *Needs Improvement* means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected and a pattern at the *Needs Improvement level* is, for an experienced administrator, a cause for concern: an administrator would then be put on the professional assistance plan. On the other hand, for administrators in their first year, performance rated *Needs Improvement is* acceptable at the beginning of their practice. If a pattern of *Needs Improvement* continues without adequate progress or growth, the Administrator will be moved to professional assistance. A rating of *Does not Meet Standard* indicates performance that is below proficient on all components or unacceptably low on one or more components. The Administrator will be moved to a professional assistance plan.

Administrator Professional Assistance Plan

An experienced administrator who receives a final summative rating of "Needs Improvement" or "Does not Meet Standard" will be required to work with their evaluator to design a professional assistance plan unless their work assignment has changed in such a way that the concern is no longer applicable. This personalized improvement plan will be created after the completion of the summative evaluation rating conference. If an administrator does not successfully complete the plan and make adequate progress or growth, they will be deemed ineffective. An administrator may be moved to a Professional Assistance Plan at any point during the school year as appropriate.

The Administrator Evaluation System is not intended to address disciplinary action. It is meant to support educators in refining their skills in the art of teaching in order to stimulate professional growth. The system utilizes real time data to link Professional Development to Evaluation. The system provides data to pinpoint both skill and knowledge competencies, as well as areas of need. With three observations and immediate feedback, evaluators quickly identify areas for professional development as needed. After participating in targeted professional learning, administrators are held accountable for new learning through subsequent observations and feedback. As a standalone, evaluation cannot hope to improve teaching practice and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move administrators along the path to Effective practice. Within the Administrator Evaluation System, differentiated support is given to administrators as detailed below. In most cases, support would begin with Targeted Professional Learning and/or Structured Support. However, the evaluator may, with the approval of the Superintendent, support an administrator in a more intensive fashion through the Professional Assistance Program.

Tier 1 - Targeted Professional Learning

Using observations and feedback, administrators and /or evaluators identify areas for professional development. Resources and supports are discussed that will help move administrators to the *effective* or *highly effective* category.

Tier 2 - Structured Support (H.1)

The purpose of Structured Support is for the administrator and evaluator to work collaboratively to focus and remedy an identified area of concern. It is intended to provide a short-term avenue to address a concern in its early stage. Structured Support is intended to be positive and supportive.

The sequence of events, options and outcomes of Structured Support Level are listed below.

1. The evaluator makes the administrator aware of a concern.

- 2. The evaluator and administrator attempt to resolve the concern together. Their efforts will include the development of a collaborative design to remedy the concern and a timeline for review using the Professional Intervention Improvement Planning Form (Form H.1).
- 3. The plan is executed.
- 4. Upon review of the plan, the evaluator will make one of the following recommendations:
 - a. Concern resolved.

Administrator is removed from Structured Support. Although a record of the concern is created and held with the immediate evaluator (Form H.1), no documentation is forwarded to the administrators Central Office personnel file.

- b. Concern is not resolved.
 - The collaborative design is continued or revised with a new timeline set for review using a new Professional Intervention Improvement Planning Form. This option is available for up to one calendar year from the date of the original Professional Intervention Improvement Planning Form that identified the original concern.
 - Administrator member moved to the Professional Assistance Program. Documentation, including the Professional Intervention Improvement Planning Form is forwarded to the administrator Central Office personnel file.

Tier 3 - Professional Assistance Program

The Professional Assistance program is intended to assist the tenured or non-tenured educator who is having difficulty consistently demonstrating competence as described in Connecticut's Common Core of Leadership.

Ex: Despite targeted professional learning and structured support for all areas of concern, the administrator is now having difficulty consistently demonstrating competence in CCL.

This program is composed of two levels: **Supervised Assistance** and **Intensive Assistance**. Administrator members assigned to the Professional Assistance Program will work cooperatively with their evaluators to develop and implement an individualized

remediation plan designed to assist the administrator member in meeting competence. In general a administrator will be placed in the first level — Supervised Assistance — to address area(s) of concern in their performance. The Superintendent may however immediately place an administrator in the second level — Intensive Assistance — to address serious concerns. The Professional Assistance Program will include sufficient opportunities for the administrators to obtain assistance from peers and evaluators and/or participate in special training that is purposefully designed to build the administrators competency. The administrators shall be advised by the evaluator to discuss placement in the Professional Assistance Program with a representative of the Norwich Administrators' League. The administrator has a right to union representation in all subsequent meetings. Below is a description of Supervised and Intensive Assistance and the procedures to be followed for each.

Supervised Assistance: (H.2)

- 1. The administrator will receive verbal and written notification when being moved into Supervised Assistance.
- 2. A review of the recommendation to Structured Support level shall occur if the administrator had been originally previously place in the Structured Support level.
- 3. Subject to the approval of the evaluator, the administrator may select a peer coach from their colleagues. The primary role of the peer coach is to assist the administrator. The peer coach will have no role in the evaluation process.
- 4. A Plan of Action will be developed and included:
 - Identification of what must be Effective
 - Strategies for resolution of the problem/need and the level and type of assistance to be provided
 - Indicators of success; and
 - A timeline for meeting minimum performance expectations.
- 5. All feedback from the evaluator to the administrator throughout Supervised Assistance shall be in writing.
- 6. Upon review of progress toward correcting the problem/need, the evaluator will make the following recommendation:

- Problem/need resolved. Administrator is removed from the Supervised Assistance and returned to Continuous Professional Growth Phase.
 OR
- Administrator is making progress but has not yet addressed all concerns/needs. Administrator remains in Supervised Assistance for a one-time extension. (Time to be mutually agreed upon).
 OR
- o Problem/need not resolved. Administrator moved to Intensive Assistance.

Intensive Assistance: (H.3)

- 1. When concerns are not alleviated through Supervised Assistance, the evaluator should confer with the Superintendent, follow-up the conference with a written statement of the specific concerns the evaluator has about the administrator's performance, and what has been done to date under the assistance process. After discussion and review by the Superintendent, an Intensive Assistance Program will be initiated which will be coordinated by the Superintendent.
- 2. Intensive Assistance begins with a notice to the administrator that a meeting will be held in the Superintendent's office to discuss the administrator's performance. All evaluators involved with the administrator will attend this meeting, and it will be suggested that the administrator invite a representative of the Norwich Administrators' League to attend, as well. This meeting is conducted by the Superintendent and its purpose is to clearly establish that the concerns previously expressed by the immediate evaluator have now become concerns of the school system.
- 3. The plan is developed clearly indicating what has to be done in order to alleviate the concerns. The responsibility is placed on the administrator, although help continues to be available from the evaluator involved. This meeting is summarized in writing by the Superintendent in the form of a letter to the administrator with copies to the evaluator(s).
 - a. The plan includes a fixed time period, usually three to four months, with a regular schedule of observations at a designed frequency.
 - b. Copies of all observation reports and conference summaries are forwarded to the Superintendent when they are prepared and given to the administrator under Intensive Assistance.

- 4. The Intensive Assistance Program plan also includes periodic meetings scheduled by the Superintendent to review progress.
 - a. The first meeting date for this purpose is established when the Intensive Assistance Program is initiated.
 - b. The administrator must show clear evidence of an intensive effort to improve their performance.
- 5. At the end of the designated three or four month period, all observation reports, conference summaries, and written summaries of progress review meetings will be examined to determine whether there is improved performance or, if improved performance does not occur, the administrator will be informed that his/her performance continues to be unsatisfactory. In this case, the records of the Intensive Assistance program may be used to begin the process of termination.

Evaluation-Based Professional Learning

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Throughout the NPS model, every administrator will be identifying their professional learning needs in mutual agreement between the administrator and his/her evaluator and serves as the foundation for ongoing conversations about the administrator's practice and impact on student outcomes. The professional learning opportunities identified for each administrator should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among administrators, which can then be targeted with school-wide professional development opportunities.

NPS, as an organization, is committed to supporting the continuous growth and development of the leadership of the organization. NPS prevides professional learning opportunities for administrators, based on the individual or group of individuals' needs that are identified through the evaluation process. These learning opportunities are clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observations of professional practice, or the results of stakeholder feedback. They may be provided through our regularly scheduled administrative team meeting time, or additional sessions as necessary. In addition, individual opportunities to NPS may be provided both within and outside of the organization to meet individual learning needs.

Career Development and Growth

NPS values opportunities for career development and professional growth. These opportunities may be about deepening skills, knowledge or understanding in the particular job an administrator holds and/or helping to develop and explore new career options, and/or helping others to develop into leaders throughout the organization. NPS provide opportunities for career and professional growth based on an Administrator's performance identified through the evaluation process. Examples of these range of growth opportunities include but are not limited to: observation of peers; mentoring/coaching early career administrators, leading NPS experiences for peers, cultivating leaders within a building, connecting research to practice, contributing to NPS as an organization and providing opportunities for others to grow, differentiated career pathways, or the development of skills to lead to new career opportunities, and targeted professional development based on areas of need. The development of leadership occurs on a continuum. The NPS approach allows for the development of leadership at every stage of a leader's career and to support others along that journey of growth and development.

Appendices

- A. NPS Leadership Rubric
- B. Professional Assistance Planning Forms (H.1, H.2, H.3)

Appendix A: NPS Leadership Rubric

Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

Shared Vision, Mission and Goals

Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.

| | Highly Effective | Effective | Needs Improvement | Below Standard |
|-----------------------------|---|---|--|--|
| Data Driven Decision Making | Builds capacity of staff to use a wide-range of data to guide ongoing decision making to address student and adult learning needs and progress toward school or district vision, mission and goals. | Analyzes varied sources of data about current practices and outcomes to guide ongoing decision-making that addresses student and adult learning needs and progress toward the school or district vision, mission and goals. | Uses some data to guide ongoing decision making to address student and adult learning needs. | Uses little to no data to guide ongoing decision making to address student and adult learning needs. |
| Analysis of Instruction | Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team and school and district improvement goals, identify and address areas of improvement and celebrate | Develops collaborative processes for staff to analyze student work, monitor student progress and examine and adjust instruction to meet the diverse needs of students. | Guides individual staff to examine and adjust instruction to meet the diverse needs of students. | Provides little guidance or support to individual staff regarding the analysis of instruction. |

| | successes. | | | |
|--|--|---|--|--|
| Solution Focused Leadership | Builds the capacity of staff to develop and implement solutions to school wide or districtwide challenges related to student success and achievement. | Persists and engages staff in solving school wide or districtwide challenges related to student success and achievement. | Attempts to solve school wide or districtwide challenges related to student success and achievement. | Makes little or no attempt to solve school wide or districtwide challenges related to student success and achievement. |
| High Expectations for Students | Creates a process to regularly review and renew shared vision, mission and goals that articulate high expectations, including college and career readiness, for all students. | Develops implements and sustains shared vision, mission and goals that articulate high expectations, including college and career readiness, for all students. | Develops implements and sustains vision, mission and goals with limited commitment to high expectations for all students. | Does not develop, implement or sustain vision, mission and goals that convey a commitment to high expectations for all students. |
| School/District Improvement Plan (SIP/DIP) Action Plan and Goals | Develops capacity of staff to create and implement cohesive SIP/DIP and goals that address student and staff learning needs; the plan is aligned to district goals, teacher goals, school or district resources, and best practices of instruction and organization. | Creates and implements cohesive SIP/DIP and goals that address students and staff learning needs; the plan aligns to the district goals. Teacher goals, school or district resources, and best practices of instruction and the organization. | Creates and implements SIP/DIP and goals that partially address student and staff learning needs; the plan aligns district goals, teacher goals, school or district resources, and best practices of instruction and the organization. | Does not create or implement SIP/DIP and goals to address student and staff learning needs; the plan is not aligned to district improvement plan or does not apply best practices of instruction and organization. |
| Stakeholder Engagement | Builds capacity of staff, students and other stakeholders to collaboratively develop, implement and sustain the shared vision, | Engages a broad range of stakeholders to develop, implement and sustain the shared school or district vision, | Engages some stakeholders to develop, implement and sustain the school or district's vision, mission and goals. | Rarely engages with stakeholders about the school or district's vision, mission and goals. |

| | mission and goals of the school and district. Builds capacity of staff to identify and address barriers to achieving the vision, mission and goals. | mission and goals. Identifies and addresses barriers to achieving the vision, mission and goals. | | |
|--|--|---|--|--|
| Instructional Strategies and Practices | Builds the capacity of staff to collaboratively research, design and implement evidence based instructional strategies and practices that address the diverse needs of students. | Promotes and models evidence based instructional strategies and practices that address the diverse needs of the students. | Promotes and models evidence-based instructional strategies and practices that address the diverse needs of some students. | Does not or rarely promotes the use of instructional strategies or practices that address the diverse needs of all students. |

Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to highly-quality systems for professional learning.

Professional Learning

Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and conditions improvement through the use of data to advance the school or district's vision, mission and goals.

| | Highly Effective | Effective | Needs Improvement | Below Standard |
|--|--|---|---|---|
| Cultivation of Positive, Trusting Staff relationships | Leads others to cultivate trusting, positive relationships with school and district staff and external | Develops and maintains positive and trusting relationships with school and district staff and external | Develops positive or trusting relationships with some schools and district staff and external partners to | Does not have positive or trusting relationships with staff or relationships have an adverse effect |

| | partners to recruit and retain highly qualified and diverse staff. | partners to recruit and retain highly qualified and diverse staff. | recruit and retain highly qualified and diverse staff. | on staff recruitment and retention. |
|---|--|--|---|---|
| Reflective Practice and Professional Growth | Leads others to reflect on and analyze multiple sources of data to identify and develop their own professional learning. | Models reflective practice using multiple sources of evidence and feedback to determine professional development needs and exhibits a commitment to lifelong learning through individual and collaborative practices. | In some instances, uses evidence that may or may not promote reflection and to determine professional learning opportunities. | Does not use evidence to promote reflection or determine professional development needs. |
| Evidence-based Evaluation Strategies | Fosters peer-to- peer evaluation based on evidence gathered from multiple sources, including peer-to- peer observation, which results in improved teaching and learning. | Evaluates staff using multiple sources of evidence such as observation, artifact review, collegial dialogue and student-learning data that is aligned to educator performance standards, which result in improved teaching and learning. | Evaluates staff using limited evidence such as observation, artifact review, collegial dialogue or student-learning data that is aligned to educator performance standards, which may result in improved teaching and learning. | Evaluates staff using minimal evidence that is not aligned with educator performance standards. |
| Feedback | Establishes conditions for peers to lead difficult conversations to strengthen teaching and enhance student learning. | Regularly provides clear, timely and actionable feedback based on evidence. Proactively leads difficult conversations about performance | Provides ambiguous or untimely feedback that may not be actionable. Participates in some difficult conversations with staff, only when | Provides inappropriate or inaccurate feedback, or fails to provide feedback. Avoids difficult conversations with staff resulting in status quo or |

| | or growth to | prompted. | negative impact on |
|--|---------------------|-----------|--------------------|
| | strengthen teaching | | student learning |
| | and enhance | | and results. |
| | student learning. | | |
| | | | |

Domain 3: Organizational Systems

Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

Operational Management

Strategically aligns organizational systems and resources to support student achievement and school improvement. Below Effective Needs Hitaling Standard Improvement Effective Decisions about There is little or no Decisions about Organizational Builds staff evidence that the establishment, the establishment capacity to make **Systems** decisions about implementation implementation or inform the establishment; and monitoring of and monitoring of decisions about organizational implementation organizational the establishment,

| | implementation and monitoring of organizational systems that support the vision, mission and goals and orderly operation of the school or district. | systems consistently support the vision, mission and goals and orderly operation of the school or district. | system usually support the vision, mission and goals and orderly operation of the school or district. | and monitoring of organizational systems support the vision, mission and goals or orderly operation of the school or district. |
|---------------------------------|---|--|---|--|
| School Site Safety and Security | Empowers staff to address and resolve any identified safety issues and concerns in a timely manner. | Designs and implements a comprehensive school site safety and security plan. Ensures safe operations and proactively identifies and addresses issues and concerns that support a positive learning | Partially implements a school site safety and security plan. Reactively addresses safety requirements. Addresses physical plant maintenance, as needed. | Fails to respond to or comply with feedback regarding the school site safety and security plan. Does not enforce compliance with safety requirements. Fails to address physical plant maintenance or |

| | | environment. Advocates for maintenance of physical plant. | | safety concerns. |
|--------------------------------|--|---|---|--|
| Communication and Data Systems | Solicits input from all stakeholders to inform decisions regarding continuously improving the data and communication systems. Collaboratively develops capacity of staff to document and access student learning progress over time and continually seeks input on improving information and data systems. | Develops or implements communication and data systems that assure the accurate and timely exchange of information. Develops capacity of staff to document and access student learning progress over time. | Develops communication and data systems that provide information but is not always timely in doing so. Minimally develops capacity of staff to document and access student learning progress over time. | Uses existing data systems that provide inadequate information or does not establish communication systems that encourage the exchange of information. |
| Budgeting | Builds capacity of staff to play an appropriate role in the creation and monitoring of budgets within their respective areas. | Develops implements and monitors a budget aligned to the school and district improvement plans and district, state and federal regulations. The budget is transparent and fiscally responsible. | Develops and implements a budget that is partially aligned to the school and district, state and federal regulations. | Does not develop a budget that aligns to the school and district improvement plans or district, state and federal regulations. |

Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community partners and other stakeholders to support the vision, mission and goals of the school and district.

| | Highly Effective | Effective | Needs Improvement | Below Standard |
|---------------------------|--|---|--|---|
| Communications | Creates a school wide or districtwide culture in which all staff makes themselves accessible and approachable to families, students and community members through inclusive and welcoming behaviors. | advocates for the vision, mission and SIP/DIP and goals to families, community partners and other stakeholders understand and support equitable and effective line in which all vision, mission and SIP/DIP and goals to families, community partners and other stakeholders. | | Provides limited or ineffective communication about vision, mission and SIP/DIP and goals to families, community partners and other stakeholders. |
| Inclusive Decision Making | Engages families and members of the community as leaders and partners in decision making that improves school wide or districtwide student achievement or student specific learning. | Provides opportunities for families and members of the community to be actively engaged in decision making that supports the improvement of school wide or districtwide student achievement or student-specific learning. | Promotes family and community involvement in some decision-making that supports the improvement of student specific learning. | Minimal attempts to involve families or members of the community in decision making about improving student-specific learning. |
| Relationship Building | Actively engages with local, regional or national stakeholders to advance the vision, mission and goals of the school or district. | Develops and maintains culturally responsive relationships with a wide range of families, community partners and other stakeholders to discuss, respond to and influence | Maintains professional and cordial relationships with some families, community partners and other stakeholders regarding educational issues. | Takes few opportunities to build relationships with families, community partners and other stakeholders regarding educational issues. |

| | | educational issues. | | |
|--------------------------------------|---|--|---|---|
| Student Conduct | Establishes a school culture in which students monitor themselves and peers regarding the implementation of expectations for conduct. | Establishes implements and monitors expectations for student conduct aligned to stated values for the school or district, and provides appropriate training for staff and students to uphold these expectations. | Establishes expectations for student conduct aligned to stated values for the school or district and provides some opportunities to reinforce expectations with staff and students. | Establishes limited or unclear expectations for student conduct or provides unclear communication about expectations. |
| Positive School Climate for Learning | Supports ongoing collaboration with staff and community to maintain and strengthen a positive school climate. | Advocates for, creates and supports a caring and inclusive school or district climate focused on learning, high expectations and the personal well-being of students and staff. | Seeks input and discussion from school community members to build his or her own understanding of school climate. Maintains a school climate focused on learning and the personal well-being of students. | Acts alone in addressing school climate issues. Demonstrates little awareness of the link between school climate and student learning, or makes little effort to build understanding of school climate. |

Appendix B: Professional Assistance Plan

The following appendices includes Structured Support planning (H.1), Supervised Support Planning (H.2), and Intensive Support (H.3)Norwich Public Schools Administrator Evaluation Professional Intervention Improvement Planning Form

Professional Assistance Program: Structured Support (H.1)

The purpose of Structured Support is for the administrator and evaluator to work collaboratively to focus and remedy an identified area of concern. The following form shall be completed collaboratively with evaluator and administrator.

| Administrator's Name: | | | | | Grade/Subject: | |
|---------------------------|---------|---|------------|--------|----------------------------------|--|
| Evaluator's Name(s): | | | | | Date of Plan: | |
| | | | | | | |
| Area of Concern and/or D | omain(s |): | | | | |
| Desired Outcome: | | | | | | |
| | | | Action Pl | an | | |
| Objectives | Action | ı Steps | Success Cr | iteria | Time Frame | Resources |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Date(s) of Review Progre | ess: | | | | | |
| | | | | | | |
| Evaluator: (check one) | | Concern resolved Removed from Structured Support; no documentation is forwarded to the administrator's Central Office Personnel File. | | ded to | Continue 1 calenda form OR | not resolved with Structured Support for ar year from original dated move to Professional ce Program (supervised |
| Evaluator's Signature: | | | | Date: | | |

| Administrator's Signature: | | | Date: | ŀ | | |
|--|--|--|---|---|--------------------------------|---|
| Norwich Public Schools A Professional Assistance The Professional Assistance consistently demonstrating composed of two levels: So their evaluators to develop meeting competence. | se Program assists the competence as descupervised Assistance | ogram: e tenured or r ribed in Conr and Intensive | Super nontenured necticut's Co e Assistanc | vised Assi administrator who ommon Core of L e. Administrators | stan o is hav eadersl will wor | ring difficulty hip. This program is k cooperatively with |
| Administrator's Name: | 1.00 | | | Grade/Subject: | | |
| Evaluator's Name(s): | | | | Date of Plan: | | |
| | Level 1 | 1: Supervis | ed Assist | ance | | |
| Date of Verbal Notificatio | n: | | Date of W | ritten Notification | : | |
| If applicable, date of revie | ew of Structured Supp | oort Plan: | | | | |
| If administrator opts for p | eer coach, name of c | olleague: | | | | |
| Area of Concern and/or Domain(s): | | | | | | |
| Desired Outcome: | | | | | | |
| | | Action | Plan | | | |
| Objectives | Action Steps | Success | Criteria | Time Frame | | Resources |
| | | 100 mars 100 mars 200 | The second second second | Service Control of Control | | - Communication |
| | - Landerson - Land | | | | | |
| | | | | | | |

| | | ···· | | | | |
|----------------------------|------------------------------|---|---------------------|---|-------|---|
| Date(s) of Revie | ew Progress: | | | | | |
| All feedback from | n evaluator nee | eds to be submitted t | to admin | istrator in writing in this st | tage. | |
| Evaluator: (check one) | Admini from th Assista | rn resolved strator is removed e Intensive nce and returned ervised Support | A in fo un | laking progress dministrator remains Intensive Assistance or a one-time extension ntil: | | Concern not resolved Administrator moved to Level 2: Intensive Assistance. |
| | | | | | | |
| Evaluator's Signature: | | | Date: | | | |
| Administrator's Signature: | | | Date: | | | |

Norwich Public Schools Administrator Evaluation Professional Intervention Improvement Planning Form

Professional Assistance Program - Intensive Assistance (H.3)

The Intensive Assistance Program begins with a notice to the administrator that a meeting will be held in the Superintendent's office to discuss the administrators performance. All evaluators involved with the administrator will attend this meeting, and it will be suggested that the administrator invite a representative of the Norwich Administrators' League to attend, as well. This meeting is conducted by the superintendent and its purpose is to clearly establish that the concern previously expressed by the immediate evaluator have now become concerns of the school system. Copies of all observations and conference summaries will be forwarded to the Superintendent.

| Administrator's Name: | | | | Grade/Subject: | |
|--------------------------------------|-------------------|-----------------|------------|----------------------|-----------|
| Evaluator's Name(s): | | | | Date of Plan: | |
| | Leve | el 2: Intensive | ∍ Assistan | nce | |
| Date of Verbal Notification: | | | Date of Wr | ritten Notification: | |
| If applicable, date of review | of Structured Sup | pport Plan: | | | |
| If administrator opts for pee | r coach, name of | colleague: | | | |
| | | | | | |
| Area of Concern and/or Domain(s): | | | | | |
| Desired Outcome: | | | | | |
| | | Action F | Plan | | |
| Objectives | Action Steps | Success C | Criteria | Time Frame | Resources |
| | | | | | |
| | | | | | |
| | | | | | |

| Date(s) of Revie Superintendent | ~ | ith the | | | |
|------------------------------------|------------------------------|---|---------------|---|---|
| | | eds to be submitted the administrator to | | _ | ge. Please attach the written |
| Evaluator: (check one) | Admini from th Assista | rn resolved strator is removed e Intensive nce and returned ervised Support | A in fo | daking progress dministrator remains Intensive Assistance or a one-time extension ntil: | Concern not resolved Administrator moved to consideration for the process of termination. |
| Evaluator's Sign | ature: | | | Date: | |
| Administrator's | | | | Date: | |



NORWICH PUBLIC SCHOOLS 2019-2020 CALENDAR

(Board Approved 3/12/19)

26 Staff PD

27 Staff PD

28 First Day School: Grades 6-8

28 Staff PD: Grades K-5

29 First Day School: K-5

30 First Day School: Pre K

| | AUGUST '19 | | | | | | | | | | |
|----------------|------------|----|----|------|----|----|--|--|--|--|--|
| S M T W Th F S | | | | | | | | | | | |
| | | | | **** | 2 | 3 | | | | | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | | | | | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | | | | | |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | |
| | | | | | | | | | | | |

FEBRUARY '20 S M T W Th F 8 2 3 4 5 6 9 10 11 12 13 14 15 16 17 18 19 20 21 22 27 28 23 24 25 26 29 BOE Meeting - 5:30 pm

17-18 No School:

Winter Recess

2 No School: Labor Day

10 BOE Meeting - 5:30 pm

| SEPTEMBER '19 | | | | | | | | | | |
|---------------|----|------------|----|----|----|----|--|--|--|--|
| S | Μ | M T W Th F | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | | | | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | | |
| 29 | 30 | | | | | | | | | |
| | | | | | | | | | | |

MARCH '20 Μ T W Th F 3 4 5 8 9 10 11 12 13 14 15 16 17 18 19 20 22 23 24 25 26 27 28 29 30 31

4-6 Early Release / Family Conferences

10 BOE Meeting - 5:30 pm

13 No School / Staff PD

3 Early Release / Staff PD

10 BOE Meeting - 5:30 pm

14 No School:

Columbus Day

| OCTOBER '19 | | | | | | | |
|-------------|----|----|----|----|----|----|--|
| S | М | T | W | Th | F | 5 | |
| | | 1 | 2 | 3 | 4 | 5 | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | |
| 27 | 28 | 29 | 30 | 31 | | | |
| | | | | | | | |

APRIL '20 T W Th S M FS 3 4 2 10 11 5 6 8 9 12 13 14 15 16 17 18 19 21 22 23 24 25 20 26 27 28 29 30

7 BOE Meeting - 5:30 pm

10 No School:

Good Friday

13-17 No School: Spring Recess

5 No School / Staff PD

6-8 Early Release / Family Conferences

11 No School: Veterans Day

12 BOE Meeting - 6:00 pm

27-29 No School:

Thanksgiving Recess

| | NOVEMBER '19 | | | | | | | |
|----|--------------|----|----|----|----|----|--|--|
| s | М | Ţ | W | Th | F | S | | |
| | | | | | 1 | 2 | | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | | |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | | |
| | | | | | | | | |

MAY '20 S M T W Th F \$ 2 9 5 6 8 3 4 12 13 10 11 14 15 16 17 18 19 21 23 20 22 24 25 26 27 28 29 30 31

7 Early Release / Staff PD

12 BOE Meeting - 5:30 pm

25 No School: Memorial Day

10 BOE Meeting - 5:30 pm23-31 No School:

Holiday Poo

Holiday Recess

| DECEMBER '19 | | | | | | | |
|--------------|----|----|----|----|----|----|--|
| S | M | T | W | Th | F | S | |
| T-A-T-A | 2 | 3 | 4 | 5 | 6 | 7 | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | |
| 29 | 30 | 31 | | | | | |
| | | | | | | | |

- **JUNE '20** M T W Th F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 25 26 21 22 23 24 27 29 30 28
- 9 BOE Meeting 5:30 pm
- 12 Last Day School (ER) for Grades 6-8* (180 student days)
- 15 Last Day School (ER) for Grades Pre-K-5* (180 student days)
- 15 Staff PD: Grades 6-8
- *Additional days may be added

 No School: New Year's Day

14 BOE Meeting - 5:30 pm

20 No School:

Martin Luther King Day

21 No School / Staff PD

| JANUARY '20 | | | | | | | | |
|-------------|----|----|----|----|----|----|--|--|
| S | W | T | W | Th | F | S | | |
| | | | 1. | 2 | 3_ | 4 | | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | | |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | | |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | | |
| 26 | 27 | 28 | 29 | 30 | 31 | | | |
| | | | | | | | | |

Key:
BOE: Board of Education, ER: Early Release, PD: Professional Development
www.norwichpublioschools.org

Contact Translations Services at 860.823.4211 x2598 or ts@norwichpublicschools.org for translations in Spanish, Halitan Creole or Chinese.

Para servicios de traducción contáctenos al 860.823.4211 x2598 o al correo is@norwichoublicschools.org para traducciones en Español, Criollo Haltiano o Chino.

如果您需要翻译服务,请拨打 860.823.4211 x2598 或者 <u>Is@norwichpublicschools.org</u> 可翻译的语言者西班牙语,海地/海地克里奥尔语,和中文。

Рои aylsyen ki pale kreol selman, si ou gen on dokiman ou bezwen tradwi, kontakte nou nan nimero sa 860.823.4211 x2598 ou byen sou entenet nan t<u>s@norwichpublicschools.prq</u> Nou tradwi tou an panyol ak chinwa.

Summer 2019 Update

Food Services

This summer we served a total of 43 days, with several having rain. We served at 35 sites between Norwich, Sprague and the Mashantucket Pequot Tribal Nation Community Center. We had 22 open community sites and 13 closed sites.

We served a total of 39541 meals: 16923 breakfast 22618 lunch

This is down 1857 meals compared to last summer but we had more rain days this summer. Next year we will be removing the sites that had little to no attendance.

For the 19-20 school year:

- We will continue to be CEP (Community Eligibility Provision), allowing all students to eat for free breakfast and lunch.
- We have received the (F)resh (F)ruit and (V)egetable (P)rogram grant for 5 schools.
 This year we will be able to serve a daily snack of fresh fruit or vegetable at Moriarty,
 Stanton, Uncas, Veterans and Wequonnoc, to every student and their teacher to
 model. Moriarty is new to the program this year.
- We will serve hot suppers in all Norwich Public Schools on Monday and Wednesday.
 Tuesday, Thursday and Friday will be cold suppers. We will continue to serve/provide cold suppers at NFA and Wildwood Christian School.
- We will have the CSDE down in October to perform an administrative review at three

 (3) of our schools, for a selected week in September. They have selected Case St.,
 Stanton and Wildwood (an interschool agreement school). Sacred Heart is also being reviewed and we will handle the food portion since we vend to them.
- We hired a dietitian for 20 hours a week to assist as a liaison between Food Service and Nursing. She will assist with allergies, meal modifications and with our Administrative Review.

Changes to the kitchens over the summer, early school year

• Teacher's kitchen was reconfigured to resemble Kelly and open up the area to the students. We have added a merchandiser, to provide access to grab and go meals so the students do not have to wait in line. We have also added a made to order deli bar and revamped the menu so the students at Teachers receive the same daily options as students at Kelly. We have also added new grab and go options for both schools. They will start mid-September.

- A merchandiser was added the Huntington since they are very limited on serving area.
 It will allow students to take the meals that are assembled (yogurt meals, pb&j meals, veggie sticks, assorted fruits) to not have to go in line to receive them.
- A merchandiser is on order for Kelly. We will be removing the small cold line and adding a large merchandiser so the students too can have grab and go to avoid lines.
- All kitchens/cafeterias have received new posters and signs.
- Sneeze guard was added to Stanton
- Sneeze guards were ordered for both Uncas and Teachers

Technology

During the summer months of 2019 the Norwich Public Schools Information Technology Department completed many new technology implementations as well as maintenance across all fourteen buildings in district.

Computers, projectors, laptops, iPads and smartboards were all cleaned at the beginning of the summer and check for functionality. 290 MacBooks were recycled as they were deemed end of life. The funds from the MacBooks will be used as credit to purchase new chromebooks and carts for those buildings that they were removed from.

Technicians spent the remainder of their summer days combing through the 3500 Chromebooks devices that we have across the district. Many of the devices were sent out for warranty repairs such as screen replacements and keyboard keys. A new computer lab was installed at Norwich Regional Adult Education using donated computers from the Kelly STEAM Middle Magnet School library. STEAM's library was outfitted with a new chromebook and iPad cart that was funded through Alliance last spring.

Facilities

Several of our facilities hosted the summer programs including the Norwich Rec. Dept. Our custodians worked very hard to accommodate the programs as well as completing their summer tasks to make sure the buildings were ready to go.

All custodians and maintainers completed the following training with Mystic Air Quality Consultants: asbestos, fall protection & ladder safety, walking and working surfaces safety, lifting & back safety, and blood borne pathogens for custodial personnel, fire safety, hazard communications and electrical safety with lock out tag out.

Aside from regular daily maintenance, our Facilities Department has completed the following projects.

- Floors have been stripped and waxed
- Furniture was cleaned and disinfected
- · Classrooms cleaned and various walls and hallways painted
- · Carpets were shampooed and disinfected
- Kitchens and bathrooms cleaned and disinfected

Adult Education

Fourteen air conditioners installed in the classrooms

Building was cleaned and painted

Bishop Early Learning Center

Re-lined parking lots

Building & furniture cleaned and some rooms painted

Case Street Early Learning Center

Re-lined parking lot

Building and furniture was cleaned and painted

Brush has been cut back in the entrance way

Huntington

D/E/F upgraded the camera server

Simplex upgraded the fire panel

Accommodated the new principal with his requests

Kelly STEAM

Re-lined parking lot

All filters changed in the roof top units

Mahan

Room 9 has been set up as an academic office

All interior doors were re-painted and re-numbered Hallways were all painted Brush was cut back in the entrance way Moriarty

Re-Carpeted the front office

Re-lined parking lot

Installed new water fountains

Stanton

Portable was been remodeled

Re-lined parking lot

Handicap ramp installed out back from the gym to playground

Some classrooms and hallways painted

Teachers Global

Re-Installed sound barriers in the cafeteria

Installed projector screen the in cafeteria

Transition Academy

Front porch has been torn down and re-built

Handicap ramp been installed

Uncas

Brush cut back in the entrance as well as the playground

Veterans

Re-lined parking lot

Wequonnoc

Re-lined parking lot

Accommodated the new principal with her requests

On Going Projects:

- · Meeting with NPU and Superintendent to discuss school boilers and urgent needs
- Working with Kone on elevator maintenance and
- Need to set up meeting with Superintendent, Athena and Garland Company to review and discuss the conditions of our roofs.
- Maintainers and NPU to install heat exchanger on Huntington roof.
- · Up-grade Teacher's Global fire panel. Possible during winter break.
- · Fix out-side lights at Kelly STEAM
- Will be re-furnishing the Student Services Dept, with new furniture and cubicles.

Business Office

The Munis conversion for financials (accounting) has taken place and we have a great deal to learn while we begin to use it. Simultaneously, we are training for the Human Resources/Payroll conversion which is still scheduled for January 2020.

There are still quite a few issues to resolve, which are taking some time to get through. Reports aren't quite accurate yet so we have held off on this months 19/20 board report.

The summer has been extremely busy with some staffing transitions, the 18/19 closeout and the 19/20 startup. The first pay cycle of the new year is 9/6.

Annual filings for the state have been submitted and certified.

TOTAL EDUCATION (UNAUDITED) EXPENDITURES 18/19 = \$95,911,131

Does not include:

Adult Education (not even the portion out of the general fund)

Food Services - no food service information

Non public health expenditures (not even the portion out of the general fund)

Non public state/federal/private grants

Does include:

Parent fees that are used towards expenditures

State Grants

Federal Grants

Miscellaneous Grants and Private Donations

\$1.4 supplemental appropriation from the city

Associated in kind costs as provided by city departments

| General Fund Expenditures | \$79,820,237 |
|--|--------------|
| Less Adult Education | (\$175,116) |
| Less Non Public Health and Transportation | (\$381,309) |
| Plus Inkind City | \$418,088 |
| Plus Excess Cost | \$1,833,082 |
| Plus Magnet | \$76,700 |
| Plus Other | \$39,699 |
| Plus Federal | \$6,200,071 |
| Plus State | \$7,346,023 |
| Plus Miscellaneous (Private/Donations/Other) | \$733,654 |
| Grand Total | \$95,911,131 |

In the future I think this is how we should represent this information to the city when they ask the true cost of education. This is the formula the state uses, it doesn't make sense to add in expenditures that the state specifically excludes.

Transportation

Transportation (as of this writing we have completed four full days of school for the entire district) is still in the process of "fixing" runs to meet the times at the schools. At this time buses are all clear before 5:30pm (approximately one half hour earlier than this same time last year). As of last night (9/4) there are still two buses arriving to elementary schools after 4pm.

We have had several situations causing further delays in those first four days of school. Approximately half of all the students we transport are NPS pre-K to 12. The other half are definitely causing some impacts to our transportation runs so delays are beginning at the middle school level. They are working to try and adjust runs/schedules enough to pick back up some of that time - both upon school arrival and departure.

The "late" bus protocol has been re-implemented on day 4 and it immediately needed to be used due to a bus accident.

19/20 Supply Account Transfer

| Location | 18/19 Students | Cu | irrent Budget | \$1 ! | 5 per student | | Change |
|---------------|----------------|----|---------------|--------------|---------------|----|-------------|
| Huntington | 388 | \$ | 5,404.00 | \$ | 5,820.00 | \$ | 416.00 |
| Mahan | 255 | \$ | 4,438.00 | \$ | 3,825.00 | \$ | (613.00) |
| Moriarty | 414 | \$ | 7,098.00 | \$ | 6,210.00 | Ś | (888.00) |
| Stanton | 345 | \$ | 5,572.00 | \$ | 5,175.00 | 4 | (397.00) |
| Uncas | 265 | \$ | 4,228.00 | \$ | 3,975.00 | \$ | (253.00) |
| Veterans | 302 | \$ | 4,620.00 | \$ | 4,530.00 | \$ | (90.00) |
| Wequonnoc | 270 | \$ | 3,640.00 | \$ | 4,050.00 | \$ | 410.00 |
| Kelly | 652 | \$ | 26,818.00 | \$ | 9,780.00 | \$ | (17,038.00) |
| Teachers | 388 | \$ | 10,909.00 | \$ | 5,820.00 | \$ | (5,089.00) |
| Curriculum Tr | ransfer | | | | | \$ | 23,542.00 |

Report of the Norwich School Facilities Review Committee August 2019

Committee Members

Mark Bettencourt, Chair – Community member
Patricia F. Staley, Vice-Chair - Board of Education representative
Yvette Jacaruso, Board of Education representative
Joseph DeLucia, Alderman, City of Norwich
Stacy Gould, Alderwoman, City of Norwich
Charles Cottle, Parent representative
Ryan Telford, Parent representative
Cindy Beauregard, Norwich Public Schools representative
Susan Blinderman, Norwich Public Schools representative
Paula Bell, Community member
John LeVangie, Community member

Ex Officio:

Dr. Kristen Stringfellow, Superintendent of Schools Athena Nagel, NPS Business Administrator Peter A. Nystrom, Mayor Ed Guntner, NPS Facilities Supervisor Joshua Pothier, City Comptroller John L. Salomone, City Manager Atty. Michael Driscoll, Corporation Counsel

Executive Summary

The School Facilities Review Committee concludes that the Norwich Public Schools physical building assets are in dire need of reconfiguration and renovation based on the following factors; 1) several of the existing school buildings have either reached or exceeded their design service life span (see Appendix B), 2) several existing school buildings are serving educational purposes for which they were not designed, 3) at least four of the existing school buildings do not comply with Federal and/or State regulations regarding accessibility under the Americans with Disabilities Act, and 4) aside from the Kelly STEAM Magnet Middle School, almost every existing school building currently or will soon require a major building component upgrade (i.e.; roof, floors, accessibility, or other building system). It is based on these and other significant factors that the School Facilities Review Committee makes the following recommendations to the Norwich City Council and the citizens of the City of Norwich.

Narrative

The School Facilities Review Committee was recommended by Mayor Peter A. Nystrom and was appointed by the Norwich City Council in May 2018, and was charged to review the findings of the 2016 Norwich Public Schools Facilities Strategic Planning Study and develop an updated recommendation for the reconfiguration, location, renovation and expansion of the Norwich Public Schools buildings.

The committee developed a 22-question survey to assess community sentiment with regard to the role and purpose of school buildings within the community. The survey was active from December 2018 through March 2019. A copy of the survey results, including comments, is contained in Appendix A of this report.

The committee specifically reviewed the 2016 facilities report relating to the physical condition of the existing school buildings as well as the considerations relating to the existing sites that would affect the feasibility of expanding or renovating individual schools.

The Committee's proposal considers the district's anticipated needs for the next 25 or more years, and is predicated upon the following rationale and parameters:

Rationale

- 1. Increases in student population should be anticipated because of projected population increases in Norwich; due primarily to the development of residential projects in the community.
- 2. With adequate space, the school district would be able to establish programs that would facilitate the return of students who currently attend programs outside of the district, as well as providing the opportunity for specialized programs that would attract tuition-paying students from other communities.
- 3. The state government is requiring local school districts to provide comparable, full education programming for students who have been expelled. This will necessitate additional classrooms as well as ancillary space.
- 4. It is anticipated that within the timeframe of this project (5 to 10 years), state and/or federal government regulations will require local school districts to provide full-day preschool to all eligible students. This could be expected to increase pre-K enrollment by 100 students or more.
- 5. Historically, renovated schools attract new students. In Norwich, this could mean students who currently attend an out-of-district charter or magnet school would wish to return to NPS. Additionally, *should* any of the city's private (including parochial and/or

- charter) schools close, it could mean an immediate school population increase of 150-200 students.
- 6. As cited in the 2016 School Facilities report, several of the existing school buildings have either reached or exceeded their design service life span (see Appendix B).

Parameters

- 7. Each elementary school will house Pre-Kindergarten through Grade 5.
- 8. Each of the two middle schools will serve Grades 6, 7, and 8.
- 9. The committee advocates planning for a student population of 3000-3200 pupils in Pre-Kindergarten through Grade 5, and for a student population consistent with current enrollment projections for grades 6, 7, and 8.

Recommendation

The School Facilities Review Committee proposes the following plan for the Norwich Public Schools buildings:

Bishop Early Learning Center

- Distribute Pre-Kindergarten classes among individual elementary schools
- Move Registrar to Huntington
- Move Technology Department to Huntington
- Facilities move to site to be determined
- List property for sale

The Deborah Tennant-Zinewicz Early Learning Center at Case Street

- Pre-Kindergarten program moves into elementary schools
- List property for sale

Hickory Street (2 separate buildings)

- Move Norwich Transition Academy to Huntington School
- Move Adult Education Consortium and Virtual Learning Academy to Wequonnoc School
- Move Food Services to site to be determined
- List both properties for sale

Samuel Huntington School

- Capital improvements/renovation as needed for continued use and conversion to office space
- Move Central Office from John Mason building
- Move nurse supervisor from Bishop
- Move registration from Bishop
- Move technology from Bishop
- Move Norwich Transition Academy from Hickory Street

John Mason School/Central Administrative Offices

- Move central office staff to Huntington School
- List property for sale

John B. Stanton Network Elementary School

- Renovate as new
- Expand to accommodate 850 students

Kelly STEAM Magnet Middle School

- Remains Middle school for Grades 6-8
- No construction necessary

Moriarty Environmental Services Magnet School

- Renovate as new
- Expand to accommodate 850 students

Thomas W. Mahan Elementary School

- Decommission
- List property for sale

Teachers' Memorial Global Studies Magnet Middle School

- Renovate as new
- Expand to accommodate educational space needs

Uncas Elementary School

- Renovate as new
- Expand to accommodate 700 students

Wequonnoc Arts and Technology Magnet School

- Move to Moriarty with magnet school program intact
- Capital improvements (new roof and handicapped accessibility)
- Move Adult Education Consortium from Hickory Street
- Move Virtual Learning Academy program from Hickory Street

New-construction elementary school

- Pre-Kindergarten through Grade 5
- Build to accommodate 300-600 students, depending on the final decision about the size of the other schools

Veterans Memorial School

 Status will be contingent upon the final capacity (student population) of the proposed four (4) elementary schools (Moriarty, Stanton, Uncas and New School)

Maintenance and Food Service

- Move staff from Bishop and Hickory Street
- Relocate to either Huntington or Wequonnoc

Appendix A Community Survey Responses

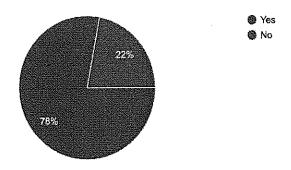
The following is the results of the Community survey the School Facilities Review Committee conducted from December 2018-March 2019.

A. Demographic Information

- 1. Do you currently reside in Norwich?
 - a. Yes (419) 78%
 - b. No (118) 22%

Do you currently reside in Norwich?

537 responses

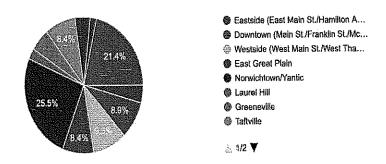


2. If yes to question #1, in which general neighborhood do you reside?

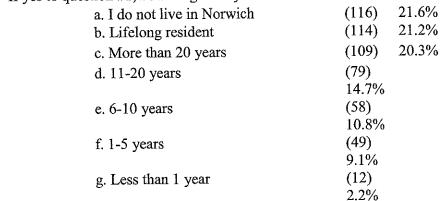
| a. Norwichtown/Yantic | (137) | 25.5% |
|-----------------------------|-------|-------|
| b. I do not live in Norwich | (115) | 21.4% |
| c. Westside | (50) | 9.3% |
| d. Downtown | (48) | 8.9% |
| e. EGP | (45) | 8.4% |
| f. Taftville | (45) | 8.4% |
| g. Greeneville | (29) | 5.4% |
| h. Eastside | (23) | 4.3% |
| i. Occum | (22) | 4.1% |
| j. Laurel Hill | (14) | 2.6% |
| k. I'm not sure | (9) | 1.7% |

If yes to question #1, in which general neighborhood do you reside?

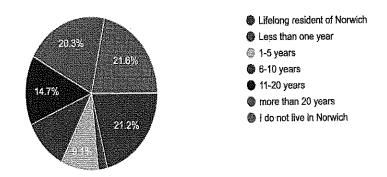
537 responses



3. If yes to question #1, how long have you lived in Norwich?



If yes to question #1, how long have you lived in Norwich?

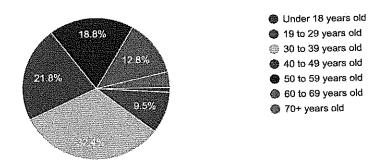


4. What is your current age?

- a. 30 to 39 years old (174) 32.4%
- b. 40 to 49 years old (117) 21.8%
- c. 50 to 59 years old (101) 18.8%
- d. 60 to 69 years old (69) 12.8%
- e. 19 to 29 years old (51) 9.5%
- f. 70+ years old (19) 3.5%
- g. Under 18 years old (6) 1.1%

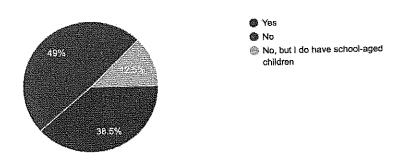
What is your current age?

537 responses



- 5. Do you have children who currently or will attend Pre-K thru 8th grade in the Norwich Public Schools?
 - a. No (263) 49.0%
 - b. Yes (207) 38.5%
 - c. No, but I do have school-aged children (67) 12.5%

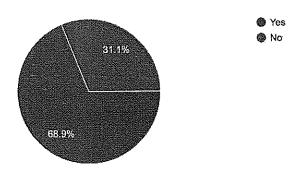
Do you have children who currently or will attend Pre-K thru 8th grade in the Norwich Public Schools?



- 6. Are you registered to vote in Norwich?
 - (370) 68.6% Yes a.
 - (167) 31.1% No b.

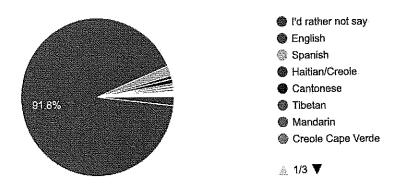
Are you registered to vote in Norwich?

537 responses



- 7. What is your primary language (i.e., the one you speak most of the time)? 91.8%
 - a. English (493)
 - b. Spanish
- 2.0% (11)
- c. I'd rather not say
- (10)1.9%
- d. All others combined (23) 4.3%

What is your primary language (i.e., the one you speak most of the time)?



8. Do you own taxable property in Norwich?

a. Motor Vehicle (336) 62.6%

b. Real Estate

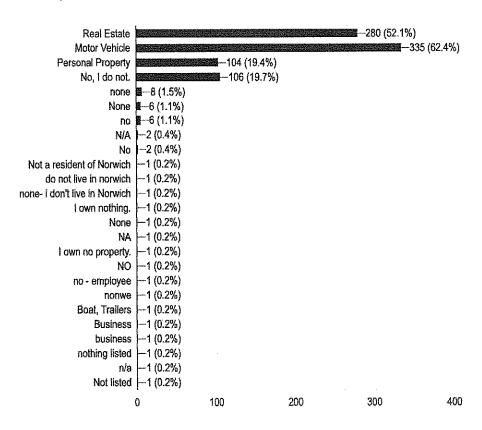
(280) 52.1%

c. Personal Property (106) 19.8%

d. No, I do not

(143) 26.8%

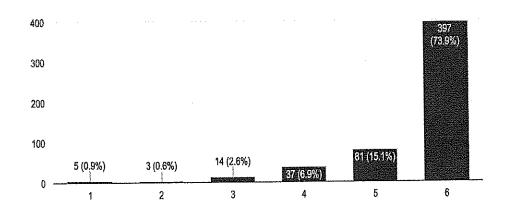
Do you own taxable property in Norwich?



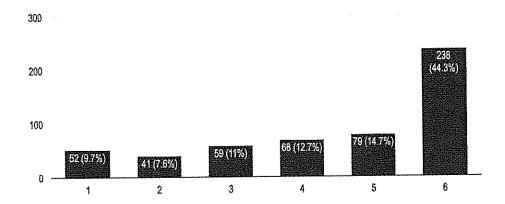
Survey Questions

It is important that the Norwich community financially invest in our schools.





Currently, there are two Pre-K centers. How important is it that Pre-K programs be available at each elementary school?



- 3. My preference for grade-level configuration of Norwich Public Elementary Schools is;
 - a. K thru grade 5 (all schools)

(240) 44.7%

b. K thru grade 6 (all schools)

(181) 33.7%

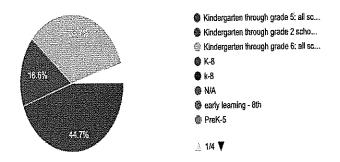
- c. K thru grade 2 schools, and grade 3 thru grade 5 schools
- (89) 16.6%

d. All other responses

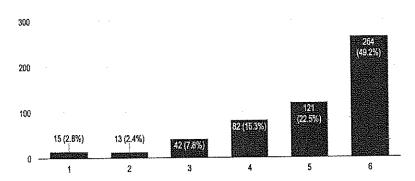
(27) 5.0%

My preference for grade-level configuration of Norwich Public Elementary Schools is;

537 responses



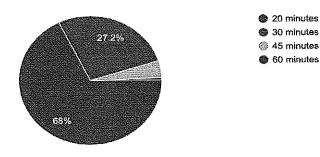
Grade-level configuration of the school system is important to me.



- 5. Kindergarten thru grade 2 bus ride.
 - a. 20 mins.
- (365) 68.0%
- b. 30 mins.
- (146) 27.2%
- c. 45 mins.
- (23)
- 4.3%
- d. 60 mins.
- (3)
- 0.6%

I am willing to have a Kindergarten-grade 2 child's bus ride be ____ minutes long each way.

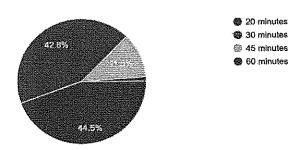
537 responses



- 6. Grade 3 thru grade 5 bus ride.
 - a. 20 mins.
- (239) 44.5%
- b. 30 mins.
- (230) 42.8%
- c. 45 mins.
- (62) 11.5%
- d. 60 mins.
- (6)

I am willing to have a grade 3 - grade 5 child's bus ride be ____ minutes long each way.

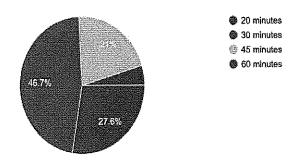
1.2%



7. Grade 6 thru grade 8 bus ride.

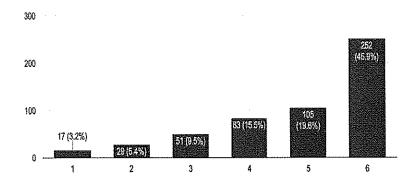
a. 20 mins. (148) 27.6% b. 30 mins. (251) 46.7% c. 45 mins. (113) 21.0% d. 60 mins. (25) 4.7%

I am willing to have a grade 6 - grade 8 child's bus ride be ____ minutes long each way.

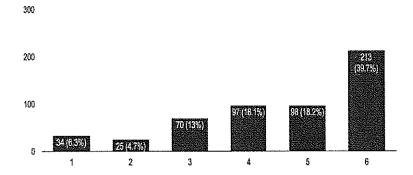


Schools should have outdoor spaces/facilities that are available to be shared with the community during off-hours.

537 responses



Schools should have indoor spaces/facilities that are available to be shared with the community during off-hours.



- 10. What additional indoor/outdoor facilities or spaces would you like to have in our schools?
 - a. See attachment
- 11. What additional indoor/outdoor facilities or spaces would you NOT support in our schools?

 a. See attachment

12. The three (3) most-important items in a school/school system are:

| a. | Grade-level configuration | (314) | 58.5% | |
|----|---------------------------------------|-------|-------|-------|
| b. | Library-Technology Center | (281) | 52.3% | |
| c. | School location | (241) | 44.9% | |
| d. | Cost | (186) | 34.6% | |
| e. | Busing | (179) | 33.3% | |
| f. | School Choice | (157) | 29.2% | |
| g. | Outdoor recreational community spaces | (7 | 78) | 14.5% |
| ĥ. | Indoor community spaces | (76) | 14.2% | |
| i. | Pool | (39) | 7.3% | |

13. In addition to Core Academics, the three (3) most-important programs in the school system are:

| a. Physical Education | .40) 4 | 4.7% |
|-------------------------------------|--------|-------|
| b. Consumer Math & Life Skills | (203) | 37.8% |
| c. Music | (184) | 34.3% |
| d. Computer Lit./Keyboarding/Coding | (180) | 33.5% |
| e. Art | (144) | 26.8% |
| f. Exploratory Technology Education | (131) | 24.4% |
| g. World Language | (129) | 24.0% |
| h. Library Media Center | (102) | 19.0% |
| i. Organized Sports | (87) | 16.2% |
| J. Home Economics | (84) | 15.6% |
| k. Exploratory Building Trades | (73) | 13.6% |
| 1. Industrial Arts | (25) | 4.7% |
| m. Drama | (9) | 1.7% |
| | | |

14. Additional comments

a. See attachment

Comments in response to open-ended questions

What additional indoor/outdoor facilities or spaces would you NOT support in our schools?

- A community pool A pool—too costly to build and to have insurance for.
- All non-required spaces
- Any for which there was not a demonstrable need.
- Any problems that are ADULT only...
- Anything that does not help our kids
- Anything that promotes shooting as a recreation
- Anything that would not directly impact current curriculum, or be built for the community to use, that would not be accessible to students/staff.
- Anything that would require school staff to be present, with the exception of a full time maintenance/custodial staff whose main purpose would be after school events
- Boxing, football Can't think of any.
- Can't think of one
- Community center
- Community should not be involved unless strict background checks on ppl in community with our children.
- drug dealing in our schools
- Expensive technology
- Fields or spaces that NFA would be allowed take over for their team sports practices and events.
- I am opposed to their constant use of Red McKeon Park in Occum.
- Focus on sharing existing spaces rather than building out facilities specifically for nonschool functions.
- Frisbee
- I believe there should be an emphasis on children activities having priority over adult activities.
- I do not support any
- I don't know at this time
- I don't think non students should have access to the schools.
- I will not support arming our teachers I
- would not support facilities built in multiple schools that if used for after school activities could be built instead in one location for all to share.
- Indoor Community use when students are present Inordinate athletic fields, just basic
- Me gustaria que involugrar mas a la comunidad ("I would like to involve the community more") open area pool
- Pool
- Pool
- Pool
- Pool

- pools
- pools
- pools, computers (like at the public library), would be nice to get voting out of the schools too.
- religious organizations
- Schools should be safe and secure, with after school activity spaces limited for strict security.
- Skate Park / Gaming skateboard area
- Soccer
- Strength training
- Swimming Pool
- Swimming pool
- Swimming pool
- Swimming pools
- Swimming pools.
- Anything other than a standard gymnasium, playground or ball field.
- Swimming Pools... tennis courts, baseball fields, football fields, soccer fields the more
 the better use of classrooms or offices as this would likely compromise their daily use
 and they need time to air-out

What additional indoor/outdoor facilities or spaces would you like to have in our schools?

- (Able to be) Lighted fields for recreational sports
- A community / recreation center all students and families can utilize!
- A community pool
- a community swimming pool
- A court for sports
- A decent playground for students, a gymnasium.
- A larger playground for students with more activities to do on them.
- A separate gym from cafeteria
- a pool
- A pool. a separate space for a gym and a cafeteria. Currently most school use the lunch room as the gym.
- Added security
- Adult education, satellite college courses, adult & children recreation activities, after school programs/childcare, community enrichment activities
- Adventure based activities- rock climbing wall, pool, multi-sensory rooms, etc
- Air conditioning
- All schools should have outdoor recess/playscape facilities, multipurpose sports courts and dedicated physical education only spaces within their buildings.
- Artist/Maker Space, Open Shop
- Athletic facilities

- Auditorium, Gymnasium, sports fields, community rooms [like the one at Kelly] auditoriums, cafeterias, playgrounds
- Ball fields, basketball courts that are maintained well so when kids use them they are not getting hurt.
- Basket ball
- Basket ball or volley ball.
- Basketball
- Basketball -playground
- Basketball courts
- Basketball Courts, Fields, Track
- Basketball courts, gaming rooms, art rooms basketball courts, soccer fields
- Basketball courts, Track,
- Classes that are of little costs.
- Better play grounds and a pool cafeteria separate from the gym/ fenced in fields
- Community center
- Community Garden, Park community like center for sports, etc.
- Community Meeting areas, Gym, bathrooms, cafe, family centers, stem labs, community courtyard
- Community meeting rooms, gym/rec areas
- Community pool for children and adults.
- Community Room, which parents can attend meetings with students. community rooms
- Community rooms for meetings. Classrooms for adult education classes.
- Fields for after school sports.
- Community rooms, play grounds community swimming pool
- Composting/recycling/garden
- Computer labs computer labs that can be used on weekends
- Crafts, homework club
- Dedicated art and music rooms in every school not just some of them
- Every school needs an outdoor play/recreation space to encourage free play, exercise & wellness.
- Family oriented fitness center, pool
- Fitness equipment/ Outdoor walking tracks
- Football fields, tennis courts, separate caf and gym
- Gym / home ect gym for family/community use, distinct sporting fields
- Gym, Fields, Cafe, and Auditoriums rented out to Youth Programs for a fee
- Gymnasium track playground
- Would love a pool gymnasium, soccer and/or ball field, gardening
- Gymnasiums, stages, playscapes, ball fields Gyms and playgrounds Gyms for use, community rooms
- Gyms, auditoriums, tracks, fields ,basketball courts, large libraries(joint with Otis)
- Handicap accessible playgrounds. Not just one swing.
- Pool.
- Handicapped accessible playgrounds

- Hiking trails/Gardening areas/Sports type activity areas/Common study areas/rooms or community areas/ rooms.
- I don't know at this time.
- I like publicly accessible playgrounds and basketball/tennis courts like we have I'm
 happy that I can take my children to the playground at school after hours or during the
 summer
- I think it would be nice if there were some additional or modified playground equipment that handicapped children or adults could use. The playground in Groton is wheelchair accessible.
- Nobody wants taxes to go up but if something is added, I think an all-inclusive playground would be fantastic. My children attend Mahan Elementary. I don't know if other Norwich elementary schools have accessible playgrounds. This play equipment is expensive. At the very least, it would be great to have an all inclusive play area perhaps in the park in Norwich. But that's a different budget. if you create things that the students enjoy these things will keep the children in school....Arts also fashion Indoor activitie center indoor community/school swimming pool Indoor Track and indoor swimming pool Indoor track, indoor pool Indoor/outdoor rec open to all grade level students with guardians.
- KSMMS would benefit from having a black top to use during social time to reduce the amount of dirt tracked into the building.
- Larger play areas for the students so that more students and families are able to use them.
- Baseball and basketball courts that are maintained and can be used for games.
- Separate gymnasium and cafeterias/auditoriums.
- Conference rooms for meetings.
- Larger playgrounds
- Library
- Library access is most important.
- Library, swimming pool, tennis courts, walking trails maker spaces, gardens-fields, hiking trails, inside school spaces need to be modernized-redesigned, solar panels, recording studio
- Maybe a splash pad
- meeting area suitable for small event meeting rooms, event hall, and maybe commercial kitchen.
- Meeting spaces
- Monitored sport facilities wherein teens have access to well-lit, safe (outdoor courts)
 more classrooms, such as specific art and music rooms more laptops and pencils available
 for students
- More supportive services as well as more after school programs available for children with transportation available. So that children can be productive. After school help if needed and ect. more teachers so they don't get tired more teachers so they don't get tired
- Music, arts, sports New playgrounds.
- No more religious after school programs hosted at NPS schools facilities.

- open gyms would be a great resource to the community! Or a pool! open soccer or football field. Would be beneficial for leagues like NYFL to use for games (Better parking and lighting)
- Open weekly Gym nights for community pick up sports example Canterbury school out door basketball hoops outdoor sports
- Outdoor facilities that allow for multipurpose uses and not just grass outdoor track for use , outdoor/indoor track facility
- Parent resource center and behavioral programming for students requiring specialized programming
- Pavilion, pool, meeting room
- Place you can rent for parties.
- Places that nonprofits could hold meetings/fund raisers and community events. play areas/sport fields Playground
- Playground
- Playground and grassy area outside, separate cafeteria and gymnasium
- Playground/basketball courts/tracks
- Playgrounds
- Playgrounds, basketball courts playgrounds, gyms, and meeting rooms
- Playgrounds, playing fields, recreation courts
- Playgrounds, tracks
- Pool
- Pool and Music/ Art clss
- Pool,
- Pool, community center type space available for low cost rental pool, separate gyms and cafeterias, area for special needs physical activities
- Pool, Soccer Fields, Tracks, Individual auditoriums separate from cafeterias/gyms
- Pool, Track, Climbing equipment (indoor and/or out)
- Pools
- Pools, stadiums, gym Recreation centers recreation sports recreational facilities indoor and outdoor

- Running track, technology center running track/trails (have you ever seen Franklin's wooded xcountry area!? It's great!), basketball/tennis/racket ball courts, updated playgrounds Safer/updated fenced in playgrounds, bigger classrooms, more work space for non teacher staff (site coordinators, school social workers etc), more flexible seating areas for students, gymnasium space that can be divided up easily, newer/cleaner/more modern bathroom facilities secured grassy areas for recess for all buildings and cafeteria and gymnasiums for all schools. Sensory friendly classrooms, learning kitchens where students can learn to cook, bake etc, school stores where students can manage all aspects of the business, innovative school gyms where students can be physically active in non traditional activities (yoga, gymnastics, cycling etc).
- Separate cafeteria Separate gym and cafeteria areas! Conference rooms and larger community/multipurpose rooms to fit multiple classes for presentations and activities needing more space. Bus drop-off area, separate from incoming traffic and parent-drop offs. Current parking lots are unsafe for staff and students. Better parking lot lighting for staff here after dark. Non-negotiable space/room(s) for students in crisis. Separate gym and cafeteria, workout space for staff, track, daycare (at a cost) for staff
- Separate gymnasiums and cafeterias spaces for sports basketball, soccer, baseball, cheerleading, ect. splash pad plus adult interests
- Sports facilities, auditorium, gym, Sports field..)
- Sports fields
- Sports fields/tracks, gyms not combined with cafeterias
- Sports spaces Stem lab for other outside groups to have access with.
- Study space for kids falling behind in grades
- swimming
- Swimming pool
- swimming pool for public
- Swimming pool, basketball courts, soccer fields, art, music rooms
- Swimming pool, track/walking path, community room/hall
- Swimming pool. swimming pools, basketball courts, running tracks or paths
- Technology centers
- Teen Center
- Tennis
- Tennis courts Table Tennis

- Tennis courts,
- There should be a sensory/motor room in every building.
- Track
- Track field
- Track for running, secure benches, lighting track, fields, playground, auditorium, gym if using them does not compromise their primary function for the children track, pool
- Tracks to run/work out tracks, basketball courts, playground
- Uncertain
- Use of all gymnasiums and ball fields.
- Swimming pool for public use.
- Use of gym, recreational programs, classes for the arts for all community members.
- Walking track, sports fields and gym
- We need access to a pool
- Well kept lawns for outdoor sports.
- YMCA. Norwich doesn't have much to offer kids for after school activities.
- Youth center

14. Additional comments

- All academics are good but, we should not take the original fundamentals out of our schools like Music, Art, Physical Education and, Library skills.
- All schools need to have proper air conditioning in each classroom.
- Visiting the various schools i have noted most classrooms did not have adequate AC.
- An intra mural sports program available for all is better than organized competitive sports for some. School security is important.
- A coastal area city without swimming lessons is sad.
- Neighborhood schools with maximum family participation are far better than over-rated magnet schools.
- As an educator and Norwich resident, our schools need help especially Moriarty, they need wall!!!!!!!!
- Common core needs to go.
- Continue to look at ways of cutting special education costs. It is way out of control!
- Deben de tener mas seguridad para los estudiantes ademas de adiestarlos mas acerca del bullying.
- Everyone of the above can be important.
- The arts are essential. Experience with languages is essential.
- Access to technology (not a computer lab) and innovation is essential.
- Life skills are essential.
- The city council must fund education sufficiently.
- The mayor must be held accountable for economic development.
- Exposure to industrial arts, homemaking, life skills First and foremost, our schools must be safe, secure and welcoming.

- They must be designed to reflect the educational programs and philosophy that will support the varying needs of our young people. or the magnet school focus
- When planning for a restructuring or reorganization of our schools, I believe that a PreK or K-6 model will build school connectedness between our families and staff.
- As we reduce the number of transitions for our students, our families will be more likely to partner with our teachers and administrators to ensure that children achieve the best possible social, emotional, physical and cognitive outcomes.
- Cost should be a consideration, but not the ultimate deciding factor in the quality of our facilities.
- Our residents should feel welcome to use our schools when school related events are not scheduled.
- I hope that the committee is visiting districts that have recently renovated schools to seek ideas that solve the problems educators are facing due to antiquated buildings.
- Our schools must provide an optimal learning environment for all students.
- Having all students with autism in one place is not a great idea. If there are 100 kids with autism, this also means that there will be 1 paraprofessional per student.
- 200 people in one space to start off, then add the rest of the faculty, staff, and other students.
- Home economics is vitally important as well and world languages should be taught to all children starting in kindergarten not high school, we are failing our children in preparing them for success in the future I also think Exploratory Building Trades, Library Media Center, Exploratory and Technology Education is very important as well.
- I am strongly against K-2 and 3-5 schools. They will further split up families. I am also against keeping Pre-K housed in a separate school. Pre-K classes should be brought back to each elementary school to ease the burden on the parents of separate schools for their school-aged children and help ease our budget crisis. Pre-K students need to be exposed to older students and Kindergarten curriculum to help prepare them for the future.
- I believe that financial investment from the community is necessary. In addition, mentoring programs from local businesses on a regular basis would be a great way for children to see how our community functions together as well as separately.
- I do not support k-2, 3-5 grade level configuration
- I don't think the schools should be used for community centers. I have seen too much go missing or things broken because the general public does not respect the property. The kids in the school end up losing in that scenario.
- I have always loved how New London has their elementary and Middle schools structured. One school for STEM, one school for arts, one school for interdisciplinary. It's a fantastic model, and my children would go there if the bussing situation were better.
- I'm excited for a lot of the current changes that have happened in Norwich, the STEM elementary, the environmental elementary and most recently the additional of STEAM to Kelly.
- As a taxpayer, former home-educator and a parent, Norwich NEEDS to invest in its schools if it is ever to change the public perspective of Norwich being the ghetto. When we better educate our children, we are preparing for a better future.

- I thank the institution that can help the community to see a future tomorrow I think it is very important that our town considers more than cost when making these decisions. In a town where our students face a great deal of challenges, additional transitions create more chaos in their already chaotic lives.
- Our students need to attend schools where relationships are created and fostered throughout the years. These are relationships with adults and children.
- The proposed k-2, 3-5, 6-8 model is not best for our town's students and their families.
- Things like a pool and fitness center are nice and welcoming to the community, but calm, nurturing classrooms are crucial. Decisions should be made with school culture and climate at the forefront of our minds.
- I think the magnet choice for elementary schools is operating poorly. I have seen where 3 separate buses go to a single bus stop to collect students for different schools. If parents opt to lottery for in-district magnet school, they should transport. There should be less lottery slots for magnets and more students who live in geographical area. (Not sure what the ratio has to be as designated by the magnet funding).
- I think it is a poor design for a student to live within walking distance to one of our elementary school, but that student is bused across town because when they moved in the magnet slots were filled by students from other parts of town.
- I was only able to pick three but I believe all of the above programs are important for schools to have I will not support the super school model. We can keep neighborhood, family-based schools in Norwich, if we continue to build upon the culture and climate initiative. Developing relationships will promote "buy-in" from from permanent families and would facilitate an immediate welcoming atmosphere for the transient families. Norwich needs to have a vision for the future, set the goal, and pursue it! Stop changing the rules every year, spinning our wheels, with the lack or data to show the growth we make.
- I wish arts/music had been one choice, because computer literacy is equally important I would like to see an increase in good ,sound, fundamental parenting. Parents should not be missing in action. Their presence and physical input are extremely important for proper student development. Thank you.
- I would like to see the teachers given what they need in order to do their jobs.
- IF parents want their children to attend schools that are not closest to their home. I.E. "Magnet" school across town then THEY should be responsible for the additional busing fees OR have to provide their own transportation.
- It is important for us to consider what school themes we want. This will help better mold if every school needs to focus on things such as sports and arts
- Life skills are important to teach and schools need to get back to teaching basics such as
 reading, writing, arithmetic and home economics. Life Skills should include home
 economics. The ability to cook and do basic things from home ec should be taught to all.
- Lobby politicians to change the education statues so we are helped due to the large population of special ed students in our district. Make Norwich great again!
- Narrowing my above choices to three is not going to get the district a real picture of my community priorities. This survey was only in English- the vocabulary was "educational

jargon "and will be misunderstood. It's the third survey I've participated in and these options have not improved. Is the committee just going to continue asking questions until the committee gets the answers it's looking for or is the BOE going to make hard choices and risk not being voted for in the next election? Consolidate schools, balance class size, save tax dollars, and reduce administrative costs per building.

- The schools are run down. It costs too much to fix them and Norwich is not going to pass bonds to fix old schools. Be bold and have a vision for the Norwich community which provides a quality education for all students!! Or risk falling further behind our neighbors.
- None at this time
- None.
- Norwich schools lack curriculum consistency.
- Students are not given needed interventions when falling behind standards.
- Many students are not are grade level and are continually pushed ahead regardless of capabilities.
- Norwich should focus on the actual teaching of its students rather than who can use the
 facility. That is why my grandchildren (who live in Norwich) are forced to go to private
 school.
- Norwich does not provide the proper education.
- Not sure why the survey when the people who are in charge are going to do what they want to do even if its not what the tax payers want.
- Please do not split the schools K-2 and 3-5. The younger children benefit greatly from their older peer group at the same school.
- Please incorporate local history into the curriculum. Maybe offer a local history section for students to pick. Please invest in our schools
- Pupils should have better foundation in order to excel in their academic pursuits. school behavior and overall culture needs to be congruent across staff and students. if the behavior is there the academics will follow. spend money on hiring more staff to help our students instead of just buying more facilities.
- School configuration is needed so older kids can help mentor the younger ones.
- There needs to be more community in our schools. Configuration can help this as well as things like sports & other competition between schools and availability and use of the school facilities after hours.
- Schools should be about educating children, it should not be a substitute daycare center or community center. SCHOOLS TODAY NEED TO BE A SAFE HAVEN FOR KIDS TO BE ABLE TO THRIVE AND LEARN. FREE FROM BULLYING, DRUGS AND WEAPONS. IN OUR DIVERSE COMMUNITY, THESE KIDS NEED TO LEARN TOLERANCE [AT SCHOOL] WHEN THEY ARE NOT TAUGHT THIS AT HOME. IN TODAY'S WORLD IT IS A FUNDAMENTAL AS THE CORE ACADEMICS
- Smaller schools are better for youths and families Better communities.
- Something needs to be done to lower special education costs.
- More parents need to volunteer time at the school to see what teachers see/do on a daily basis. Teachers need more support from administrators, and board of Ed.

- parents, Sports keep kids off the street and out of trouble!
- Stop wasting taxpayers money on new schools. Use the facilities in place currently.
- Plenty of facilities here in Norwich.
- Stronger teacher support
- That last question was really hard... three choices was not enough! the 3 most important items in a school are: skip cost (I put 2 items in "other" so had to supply a third check mark (the options were very limiting more "other" boxes would have helped)
- The city of Norwich has a responsibility to all its residents and children to contribute to our schools. You can't complain about the decline in Norwich's economy or cultural experiences or property values if you aren't willing to support that students that will one day impact all of those things.
- The last question is very difficult. There are a number of items that should be available to children because of all their different interests. The overall availability of electives at the elementary and middle levels needs to be increased to give our students more exposure to non-typical educational experiences. This is important as we are asking our young people to make more targeted choices in electing which middle school they prefer and in order to be better informed in regards to choosing their high school which is beginning to place them on career/college track.
- The programs listed in the last question are all important and have been neglected by the Norwich school system for years. It is one of the major reasons, along with school configuration, that I do not send my kids to school in Norwich.
- The school system has declined in the past 10 years. Make sure these kids are ready for high school/college which I have seen is not getting done.
- There needs to be a re-evaluation of how pick-ups are done at schools, especially Stanton. Waiting outside for children to be dismissed is somewhat ridiculous especially in bad weather. There has to be a better system for this.
- There needs to be our own alternative high school so we are not held hostage to NFA's continued cost increase at the expense of other earlier grades. it would be a great opportunity for HS students to work with elementary students.
- k-8 configuration would minimize warehousing all middle schoolers in a larger school at such a vulnerable age and hopefully minimize the behaviors at the MS level which are out of control.
- Many in the public are terrified to send their kids to the MS based on their very poor behavior reputation. Also, cut back on Central Office staff and put the monies towards the schools. They must ALL be included.
- thinking maybe these non-questions were developed to support lack of decision making that Norwich has been known for when it comes to supporting education.
- We need to get our kids ready for the world, teach life relevant subjects.
- Where ever you live closest to should be the primary school for a child to attend. The
 lottery system I do not care for. Each child's education in each town should be equal, to
 all programs and any specialty extra curricular. Science programs should be in every
 school-not just magnet schools.

Appendix B

Norwich Public Schools Building Inventory

| BUILDING | Year Built | Site Size (Acres) |
|---------------------------------------|----------------------------|-------------------|
| 1. Bishop School | 1925 (renovated: 1996) | 0.93ac |
| 2. Huntington School | 1928 (renovated: 1996) | 4.2ac |
| 3. Mahan School | 1968 | 10.6ac |
| 4. Moriarty Magnet | 1975 | 14.0ac |
| 5. Stanton School | 1956 | 24.7ac |
| 6. Uncas School | 1975 | 11.9ac |
| 7. Veterans School | 1968 | 12.3ac |
| 8. Wequonnoc Magnet | 1962 | 8.7ac |
| 9. Hickory Street-1 (Adult Ed.) | 1963 | 0.69ac |
| 10.Hickory Street-2 (NTA) | 1920 (fmr. convent) | 0.75ac |
| 11.D.T.Z. Early Lrng. Ctr. (Case St.) | 1977 (fmr. fraternal org.) | 10.7ac |
| 12.Kelly STEAM Magnet | 1962 (renovated: 2013) | 18.9ac |
| 13.Teachers' World Studies Magnet | 1975 | 30.2ac |
| 14.John Mason School (Central Office) | 1895 | 0.52ac |

APPENDIX C

Operational Savings Estimates Tocition Consider William Consider Cons で こ で

August 7, 2019

June 1, 2019 Enrollment

| | Bishop | Bishop Case | Humington | Mothom | Monianty | Slamton | Uncos | Veits | Weq | Kelly II | IM NIA | | Total | | |
|---|---------|-------------|--|---------------------------------------|----------|--|--|--|--------------|-------------|---------------------------------------|--|-------|--|---|
| Fe School 207 | À | 3 | | | | | | | ¥ 111.00 | | | | 380 | | |
| ************************************** | | | | h | 3 | 3 | | S | ₩ | | | | 365 | | |
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| | | | | | | | | | | | | | | | |
| TOTAL | R | | 38 6 | 5 52 | \$1.K | 37 | 245 | 8 | 270 | 229 | 88 | | 3,564 | | |

PK-5 Enrollment 2,526

6-8 Enrollment 1,040

On July 10, 2019 the Norwich Facilities Committee voted on the following district configuration:

- Kelly & Teachers Middle Schools Grades 6-8
- Moriarty, Stanton and Uncas Elementary Schools will be renovated and expanded Grades Pk-5
- A new elementary school will be built Pk-5 (near the Veterans School site)
- Central Office will relocate to Huntington and the Mason Building will be taken off line
- Mahan, Veterans and Wequonnoc will be taken off line
- Bishop will serve as the CO overflow and Special Needs Programs

The committee charged the school district staff to determine if there was a possibility for programs currently at Bishop, Case St, Hickory (Adult Ed) and Hickory (NTA) to be housed at Bishop or another site (Mahan, Veterans or Wequonnoc)

Also, if the NPS expanded special education programs in an effort to return out of district placed students to the district could those programs be housed at Huntington or Bishop or another school?

0797 - TO 250 | - O 250 |

School department staff toured Huntington, Bishop, Case St, Hickory NTA and Hickory NAE with the following parameters in mind:

- All central office staff need to be accommodated in the new configuration.
- Adequate parking is necessary for all staff and visitors.
- Handicap accessibility is required.
- NTA (Norwich Transition Academy), NAE (Norwich Adult Education) and VLA (Virtual Learning Academy Program for expelled out of district high school students) need to be accommodated in the new configuration.
- Maintenance, Technology, Registration and Food Service need to be accommodated in the new configuration.
- Location on the city/state transportation bus route is important.
- It would be advantageous for student programs to be offered at both sites so that future capital expenses are reimbursable by the state.

Huntington will need renovation to become office space (HVAC, etc.) but can likely accommodate:

- All central office staff, registration, technology and NTA (student program)
- Possibly maintenance & food service

Wequonnoc will need renovation for Handicap Accessibility but can likely accommodate:

- Norwich Adult Education-student program
- VLA (Virtual Learning Academy)-student program
- Possibly maintenance & food service (if they cannot fit at Huntington)

This would allow the facilities committee the flexibility to take offline the following (if that is their wish):

- Case Street (currently preschool)
- Bishop (currently preschool)
- Hickory #1 (currently NAE Norwich Adult Ed)
- Hickory #2 (currently NTA Norwich Transition Academy)

Bishop does not appear to offer parking, accessibility or site size conducive to the needs of the planned facilities use.

The Special Education program expansions will need to be accommodated in the PK-8 buildings per state and federal guidelines.

Operational savings estimates in taking a

- Staffing savings vary by site.
- Utilities (provided by NPU & school department business office) include
- Trash and Insurance information provided by the school department business office.

electricity, gas, sewer and water.

Known capital expenditures were provided by the business office (not a complete comprehensive capital plan).

- Deferred maintenance costs on each building were not included.
- Costs associated with the expansion of sites are also not included.

Electricity, Water & Sewer

| | | 2018-2019 |
|---|------------|--------------|
| | Bishop | \$45,610.81 |
| | Huntington | \$73,315.86 |
| | Mahan | \$43,290.31 |
| | Moriarty | \$110,515.63 |
| | Stanton | \$96,952.34 |
| | Uncas | \$88,888.74 |
| | Veterans | \$37,350.42 |
| | Weq | \$47,581.85 |
| | Kelly | \$212,309.00 |
| | Teachers | \$114,571.45 |
| | Adult Ed | \$19,175.00 |
| | 00 | \$16,236.39 |
| | NTA | \$7,053.30 |
| | Case St | \$18,941.45 |
| 1 | TOTAL | \$931,729.55 |
| Š | | |

Natural Gas-Heat

| | 2018-2019 |
|------------|--------------|
| Bishop | \$27,644.21 |
| Huntington | \$70,433.35 |
| Mahan | \$34,124.19 |
| Moriarty | \$45,009.20 |
| Stanton | \$55,213.25 |
| Uncas | \$38,274,49 |
| Veterans | \$22,681.78 |
| Wed | \$30,105.40 |
| Kelly | \$71,903.30 |
| Teachers | \$87,310.55 |
| Adult Ed | \$17,892.78 |
| 03 | \$15,760.96 |
| NTA | \$3,490.69 |
| Case St | \$5,548.07 |
| TOTAL | \$525,392.22 |

Trash Removal *the closure of sites may not impact these costs if overall trash remains the same.

| | and menous propositions | ************************************** | 7 | Adversary and a second | nan de Saldella (Sarman schauft negyri | nau dh'hallaith ann a hagh agus (), ag e anns da, ann an saigh ann an airte | uum da kalainin maa kan ka ka ka ka maran oo | | | | and distribution to the Part of the Control of the | | | | |
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| | 878.53 | 2,248.36 | 1,355.26 | 2,408.66 | | 1,505.16 | 1,505 | 1,505 1,694 1,355 | 1,505.16 1,694.60 1,355.26 1,280.32 | 1,505.16 1,694.60 1,355.26 1,280.32 3,801.40 | 1,505.16 1,694.60 1,355.26 1,280.32 3,801.40 | 1,505.1(1,694.6(1,355.2(1,280.3) 3,801.4(3,274.7(| 1,505.1 1,694.6 1,355.2 1,280.3 3,801.4 678.67 | 1,505. 1,694.(1,355. 1,280. 3,801. 3,274. 678.6 678.6 27.06 | 1,505.11 1,994.6 1,355.2 1,280.3 3,801.4 678.67 678.67 27.06 |
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| | Bishop | Huntington | Mahan | Moriarty | Ctonton | <u>-</u> | Uncas | Uncas | is is | ans | Uncas Veterans Weq Kelly | Uncas Veterans Weq Teachers | is s s s s s s s s s s s s s s s s s s | is is is is in the second seco | hers ans to the state of the st |
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|------------------------|--|--|--|----------------------|-------|
| Bishop | Huntington | Mahan | Moriarty | Stanton | Uncas |
| Serveriment at a state | Santana and Sa | e and a second proportion of the second propor | баск и помочення | ance acumos-rocaroes | D SC |

21,798.43

36,166.31

38,741.58

24,209.29

14,130.47

FY 19

*insurance will decrease in sites closed and increase in sites renovated

Insurance

*City will need to maintain insurance coverage specific to vacant buildings pending any future use

| \$ 27,256.40 | \$ 21,798.43 | \$ 20,592.98 | \$ 78,403.70 | \$ 52,671.13 | \$ 10,916.94 | \$ 4,853.56 | \$ 435.28 | \$ 2,975.11 | 3 |
|--------------------------|--------------|-----------------------------------|--|--------------|--------------|-------------|-----------|-------------|---|
| Uncas | Veterans | Weq | Kelly | Teachers | Adult Ed | 00 | NTA | Case St | |
| THE RESERVE TO SECURE OF | e O | aurona fire Park Colora PT Colora | THE PARTY OF THE P | | | | | | |

354,949,61

Bishop Offline Estimated Operational Savings

| Staffing | \$177,500 |
|-----------|----------------|
| Capital | \$1,544,000 |
| Utilities | \$73,255.02 |
| Total | \$1,794,755.02 |

Utilities do not include insurance or trash removal

Capital-Replace 2 portions of roof, replace elevator, replace floors

Case St Offline Estimated Operational Savings

| Staffing | \$101,600 |
|-----------|--------------|
| Capital | NA |
| Utilities | \$24,489.52 |
| Total | \$126,089.52 |

Utilities do not include insurance or trash removal

Capital-None

Mahan Offline Estimated Operational Savings

| Staffing | \$515,000 |
|-----------|----------------|
| Capital | \$719,750 |
| Utilities | \$77,414.50 |
| Total | \$1,312,164.50 |

Utilities do not include insurance or trash removal

Capital-parking lot and floors

Huntington Offline Estimated Operational Savings

| Staffing | \$540,000 |
|-----------|----------------|
| Capital | \$1,533,000 |
| Utilities | \$143,749.21 |
| Total | \$2,216,749.21 |

Utilities do not include insurance or trash removal

Capital-Roof and floors

Veterans
Offline Estimated Operational Savings

| Staffing | \$515,000 |
|-----------|-------------|
| Capital | \$367,500 |
| Utilities | \$60,032.2 |
| Total | \$942,532.2 |

Utilities do not include insurance or trash removal

Capital-Floors

Wed WonnocOffline Estimated Operational Savings

| Staffing | \$510,000 |
|-----------|----------------|
| Capital | \$1,002,750 |
| Utilities | \$77,687.25 |
| Total | \$1,590,437.25 |

Utilities do not include insurance or trash removal

Capital-fire alarm system and roof

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Offline Estimated Operational Savings

| Staffing | NA |
|-----------|--------------|
| Capital | \$200,000 |
| Utilities | \$10,543.99 |
| Total | \$210,543.99 |

Utilities do not include insurance or trash removal

Capital-elevator

Mason Building-Central Office Offline Estimated Operational Savings

| Staffing | NA |
|-----------|--------------|
| Çapital | \$708,750 |
| Utilities | \$31,997.35 |
| Total | \$740,747.35 |

Utilities do not include insurance or trash removal

Capital-Elevator, Windows, Roof

191 Hickory NAE Adult Education Offline Estimated Operational Savings

| Staffing | NA |
|-----------|----------------|
| Capital | \$2,437,500 |
| Utilities | \$37,067.78 |
| Total | \$2,474,567.78 |

Utilities do not include insurance or trash removal

Capital-roof & windows

Building Details From NPU

| Location | Year Built | Sq Ft | Acreage |
|----------------------|------------|---------|---------|
| Bishop | 1925 | 23,350 | 1,165 |
| Huntington | 1928 | 118,334 | 4,184 |
| Mahan | 1968 | 36,000 | 10.62 |
| Moriarty | 1975 | 64,000 | 14 |
| Stanton | 1956 | 40,000 | 24.7 |
| Uncas | 1975 | 45,000 | 11.9 |
| Veterans | 1968 | 36,000 | 12.26 |
| Wequonnoc | 1962 | 34,000 | 8.67 |
| Keily | 1962/2013 | 133,240 | 18.9 |
| Teachers | 1975 | 87,000 | 30.2 |
| Adult Ed | 1963 | 18,000 | 69 |
| Central Office Mason | 1659/1998 | 3,351 | minimal |
| NTA Hickory St | 1920/1998 | 700 | .75 |
| Case St | 1977/2001 | 4,910 | 10.67 |

| success distributed and the second se | Location | Energy STAR Rating 1-100 (100 being best) | in a |
|--|----------------------|---|----------|
| P. | | | |
| | Bishop | 21 | 68.3 |
| Energy Star | Huntington | 92. | 48.9 |
| Katilig | Mahan | 43 | 75.9 |
| | Moriarty | 35 | 71.5 |
| Energy Use Index | Stanton | CO CO | |
| (Consumption relative to sq Ft) | Uncas | 33 | 23.4 |
| | Veterans | 49 | 90.4 |
| oreen ingmignis indicate best | Wequonnoc | 58 | . |
| | Kelly | 29 | 76.2 |
| | Teachers | 26 | 85.9 |
| | Adult Ed | N/A (energy ratings are on schools) | |
| | Central Office Mason | N/A (energy ratings are on schools) | |
| | NTA Hickory St | N/A (energy ratings are on schools) | 72 |
| | Case St | 2 | |

NPS Leadership Evaluation Process and Timeline Board of Education and Superintendent leadership team

Board Approved June 13, 2017 Revised November 2018

September

1. Superintendent presents draft Goals and Objectives to the Board of Education for the current school year.

NOTE: A copy of these shall be provided to each Board member PRIOR to the meeting, in order for members to come prepared at the BOE meeting to ask questions, make suggestions, and discuss.

<u>October</u>

Final discussion and approval of Goals and Objectives

November

Board Retreat: BOE professional development

- NON-ELECTION YEARS: including BOE self-assessment
- ELECTION YEARS: including BOE member orientation

January

Superintendent presents written self-assessment to the Board regarding his/her midyear performance. Board is given the opportunity to ask questions and provide (Executive Session)

April

Superintendent presents FINAL written self-assessment regarding his/her performance. (Executive Session)

- *GUIDELINES FOR SUPERINTENDENT EVALUATION PROCESS:
- Each Board member completes his/her written evaluation instrument.
- Completed evaluations are handed in to a central location prior to the May BOE meeting.
- Two Board members are appointed to compile a draft summary based on the written comments of Board members.

May

Formal evaluation of Superintendent of Schools finalized prior to May 31st.

(Discussion = Executive Session; Vote = Open Session)

*GUIDELINES FOR SUPERINTENDENT EVALUATION PROCESS:

- The draft summary is presented by one of the compilers and discussed with the full Board.
- o After discussion, changes may be made to the summary if all BOE members are in agreement.
- Summary is shared with Superintendent before leaving executive session, to give opportunity for clarification.

June:

Executive Session: Final presentation and discussion of the final version of the Superintendent's evaluation

Open Session:

- Board approval of the Superintendent's evaluation: Moved: The Board approves the
 20__-20__ written evaluation of the Superintendent of Schools, dated [date of meeting].
- Board approval of the Superintendent's contract.