



Interdistrict School for Arts and Communication
SPECIAL MEETING OF THE BOARD OF DIRECTORS

June 25, 2024 at 8:30 am via ZOOM Link Available on Website

This meeting will be held virtually

AGENDA

- | | | |
|---------|--|---|
| 8:30 am | 1. WELCOME/CALL TO ORDER | <i>Chairman R.F. Muckle</i> |
| 8:31 am | 2. NEW BUSINESS | <i>Chairman R.F. Muckle</i> |
| | 2a. Executive Director Update on Next School Year | <i>Dr. Spera</i> |
| | <ul style="list-style-type: none">• CSDE Update & Reports• 4th Grade Expansion Update• Construction Update• Grant Update | |
| | 2b. Action on the 2024-2025 School Calendar | <i>Chairman R.F. Muckle</i> |
| | <i>Possible Motion: Approve the revised 2024-2025 school calendar to accommodate the expected approval of the 4th grade from the SBE.</i> | |
| | 2c. Executive Director Vacation Days & Contract Language | <i>Chairman R.F. Muckle & M. Spellman</i> |
| | <i>Possible Motion: Approve the adjusted language regarding vacation days and extend the Executive Director Contract through June 30, 2031.</i> | |
| | 2d. ISAAC Educator and Performance Plan for Teachers and Administrators | <i>Dr. Spera</i> |
| | <i>Possible Motion: Approve the ISAAC Educator and Performance Plan for Teachers and Administrators as recommended by the PDEC Committee.</i> | |
| 8:50 am | 3. ADJOURN | <i>Chairman R.F. Muckle</i> |

ISAAC 2024-2025 SCHOOL YEAR CALENDAR

190 Governor Winthrop Boulevard 🏡 New London, CT 06320 📞 860.447.1003
Dr. Nicholas J. Spera, *Executive Director* 🏡 William J. Linski, *Principal* 🏡 Tanya N. Collins, *Associate Principal*



August (6)					September (20/26)					October (23/49)				
Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr
			1	2	2	3	4	5	6		1	2	3	4
5	6	7	8	9	9	10	11	12	13	7	8	9	~~10~~	11
12	13	14	15	16	16	17	18	19	20	~~14~~	15	16	17	18
19	20	21	22	23	23	24	25	~~26~~	27	21	22	23	24	25
~~26~~	~~27~~	28	29	30	30					28	29	30	31	

November (18/67)					December (15/82)					January (20/102)				
Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr
				1	2	3	4	5	6			1	2	3
4	5	6	7	8	9	10	11	12	13	6	7	8	9	10
11	12	13	14	15	16	17	18	19	~~20~~	13	14	15	16	17
18	19	20	21	22	23	24	25	26	27	20	21	22	23	24
25	26	~~27~~	28	29	30	31				27	28	29	30	31

February (17/119)					March (21/140)					April (17/157)				
Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr
3	4	5	6	7	3	4	5	6	7		1	2	3	4
10	11	12	13	~~14~~	10	11	12	13	14	7	8	9	10	~~11~~
17	18	19	20	21	17	18	19	20	21	14	15	16	17	18
24	25	26	27	28	24	25	26	27	28	21	22	23	~~24~~	25

January (20/102)					February (17/119)					March (21/140)				
Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr
		1	2	3	3	4	5	6	7	3	4	5	6	7
6	7	8	9	10	10	11	12	13	~~14~~	10	11	12	13	14
13	14	15	16	17	17	18	19	20	21	17	18	19	20	21
20	21	22	23	24	24	25	26	27	28	24	25	26	27	28

February (17/119)					March (21/140)					April (17/157)				
Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr

March (21/140)					April (17/157)					May (20/177)				
Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr
3	4	5	6	7		1	2	3	4				1	2
10	11	12	13	14	7	8	9	10	~~11~~	5	6	7	~~8~~	9
17	18	19	~~20~~	~~21~~	14	15	16	17	18	12	13	14	15	16
24	25	26	27	28	21	22	23	~~24~~	25	19	20	21	22	~~23~~

April (17/157)					May (20/177)					June (3/180)				
Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr
										~~2~~	~~3~~	4	5	6
										9	10	11	12	13
										16	17	18	19	20
										23	24	25	26	27

May (20/177)					June (3/180)					June (3/180)				
Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr
										30				

June (3/180)					June (3/180)					June (3/180)				
Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr

IMPORTANT DATES:
August 23: First Day of School (Half Day)
June 4: Last Day of School (Half Day)

HOLIDAYS:
September 2: Labor Day
November 28-29: Thanksgiving
December 23 - January 1: Winter Break
January 6: Three Kings Day
January 20: Dr. Martin L. King Day
February 17 – 18: Presidents’ Days
April 14 – April 18: Spring Break
May 26: Memorial Day

PD DAYS (No School for Students):
Full Day: Aug 21 & 22, Nov 5, February 10, May 9, June 5
½ Day: Aug 23-27; March 20-21; May 8,12-16,23; June 2-4

HALF DAY & ACTIVITIES OF NOTE:
August 23, 26, 27: Half Day Students
September 26: ISAAC Open House (Half Day)
October 10: Parent-Teacher Virtual Conf (Half Day)
October 14: LIP DUB DAY! (Half Day)
November 27: Half Day – Thanksgiving Break
December 20: Half Day – Winter Break
February 14: Half Day – February Break
April 11: Half Day – April Break
April 24: Parent-Teacher Virtual Conf (Half Day)
May 8: Half Day/PD for Staff
May 12 to 16: Half Days (SBAC)/PD for Staff
May 23: CT Get Out & Play Day (Half Day) & Intellectual & Developmental Disabilities Awareness & Advocacy Day
June 2-4: Half Days (Last Days of School)

SBAC TESTING (HALF DAYS)
May 12 through 16

MARKING PERIOD QUARTER DATES:
1st: October 25, 2024 2nd: December 20, 2024
3rd: March 21, 2025 4th: June 4, 2025



*We Believe that All Students Can Succeed &
Effort Creates Ability*

www.isaacschool.org

Corrective Action

Guidelines for Corrective Action Plan Template

1. The school team will prioritize **targeted areas of focus** based on the school's identified areas for continued growth relative to conditions regarding corrective action as outlined in the school's latest charter renewal report.
2. For each of the identified targeted areas, the school team must determine the **root causes** that are creating barriers to successfully addressing the identified area(s) for growth (see [Needs Assessment Toolkit Including Root Cause Analysis \(ct.gov\)](#) and [Step 4 - Get to a Root Cause \(ct.gov\)](#) for The Root Cause Fishbone Method and the Five Whys in practice as examples).
3. The school team will describe specific **strategies** to address each of the root causes, including the **person(s) responsible (role) and the interest groups** involved in the development of the plan.

Strategies should be:

- evidence based.
- high impact to improve staff and/or school practices and student outcomes.
- realistic, but rigorous (not too large-not actionable, not too small-insufficient impact).
- a change in practice.

4. **SMART** goal(s) must be developed.

- A **SMART** goal is:
 - **Strategic and Specific** (Who and What?) – Aligned to School Improvement Plan (SIP) goals and focused on specific student learning.
 - **Measurable** (How?) –The success toward meeting the goal can be measured in student achievement. Indicators of success help monitor how well the strategies are working to address the root cause. Consider: “If we do what we say we’re going to do, how will we know if it made a difference?”
 - **Attainable** – The goal can be achieved in a specific amount of time, with increased adult effectiveness. It should be ambitious, yet realistic with observable improvement from the current achievement data.
 - **Results Oriented / Relevant / Rigorous** – The goal is aligned with the SIP goal and focuses on increased student achievement in one defined area.
 - **Time Bound** (When?) – The goal has a clearly defined time frame including a target start and end date.
- **SMART** goals are based upon Every Student Succeeds Act (ESSA) [Milestones](#) or annual targets. These milestones align with Connecticut's approved federal plan for ESSA and allow districts/schools to measure student outcomes and track their progress

Corrective Action

in attaining the state's target indicators of success. The plan establishes a 13-year period for the attainment of the following long-term goals: School Performance Indices (SPIs), with a target of 75.0 index points; Smarter Balanced Growth, with a target goal of 100 percent; LAS Links Growth, with a target goal of 100 percent; Chronic Absenteeism, with a target goal of five percent or less; Four-Year Adjusted Cohort Graduation Rate, with a target goal of 94 percent; Six-Year Adjusted Cohort Graduation Rate (High Needs Students), with a target goal of 94 percent; and Accountability Index, with a target goal of 85 percent. Some of these goals are identical to select indicators in Connecticut's Next Generation Accountability System for districts/schools. Based on performance in the baseline year (first column) and the ultimate target (last column), linear interim milestones are established for every third year. For more information, please see [Connecticut Consolidated State Plan Under the Every Student Succeeds Act \(ESSA\)](#), beginning on page 51. SMART goals are recorded in the table below.

5. The school team must then outline the **intended impact on staff and/or school practices** and **intended impact on student outcomes** resulting from the strategies implemented. Consider: "As a result of strategy implementation, what will be the impact on the staff and/or school practices and student outcomes?"
6. The school team will identify **indicators of success** for the plan in the table below. During the plan's monitoring years, the school will monitor each implemented strategy and provide quantitative and qualitative evidence during monitoring meetings to show how the chosen strategy was successful in changing staff and/or school practices. Identify what the school will use to regularly measure the progress toward changing the practices (e.g., weekly classroom walkthrough data, quarterly staff survey data, self-assessment tools).
7. Progress monitoring for each chosen strategy will be reported on the interim data reporting tracker during the plan's monitoring years.
8. The school team will determine a **timeline**, including a target start and end date, outlining the implementation of each strategy.

Corrective Action

Date: June 12, 2024

Corrective Action for ELA

Interest groups that helped to develop plan: Administration, Social Worker, SRBI Coordinator, TESOL, Parent input

Plan Implementation Years: 2024 - 2027

Data:

Indicator/Measure	2018-19 Interim Target	2018-19 Actual	2019-20 Interim Target	2019-20 Actual	2020-21 Interim Target	2020-21 Actual	2021-22 Interim Target	2021-22 Actual	2022-23 Interim Target	2022-23 Actual Plan Baseline Year
Performance Index	58.8%	57.3%	61.5%	N/A	62.8%	N/A	64.2%	57.5%	65.5%	59.4%
Indicator/Measure	2023-24 Interim Target	2023-24 Actual	2024-25 Interim Target	2024-25 Actual	2025-26 Interim Target	2025-26 Actual	2026-27 Interim Target	2026-27 Actual		
Performance Index	66.9%	N/A	68.25%	N/A	69.6%	N/A	70.9%	N/A		

Corrective Action

Indicator/Measure	2018-19 Interim Target	2018-19 Actual	2019-20 Interim Target	2019-20 Actual	2020-21 Interim Target	2020-21 Actual	2021-22 Interim Target	2021-22 Actual	2022-23 Interim Target	2022-23 Actual Plan Baseline Year
SBAC Growth	52.2%	23.3%	56.8%	N/A	61.1%	30%	65.4%	32%	69.7%	30.2%
Indicator/Measure	2023-24 Interim Target	2023-24 Actual	2024-25 Interim Target	2024-25 Actual	2025-26 Interim Target	2025-26 Actual	2026-27 Interim Target	2026-27 Actual		
SBAC Growth	74.1%	45.3%	78.5%	N/A	82.7%	N/A	87.0%	N/A		

Corrective Action

Identified area for continued growth: ISAAC's 2022-23 ELA Performance Index-All Students was 59.4. The school's 2022-23 ELA Academic Growth-All Students was 59.5%. The school's 2022-23 Performance Index-High Needs Students was 56.8. The school's 2022-23 ELA Academic Growth-High Needs Students 59.7%. The school should continue its efforts to strive toward the Performance Index and Academic Growth targets.

Report Condition: By July 8, 2024, ISAAC shall submit a revised corrective action plan to improve student academic achievement acceptable to the Commissioner of Education. ISAAC shall engage in a root cause analysis utilizing the CSDE Needs Assessment Toolkit (ct.gov). The corrective action plan must include revisions to the identified strategies and action steps found in the 2020 corrective action plan to improve student academic achievement and engage students and families in the educational process. Additionally, the school must convene a team to develop and monitor the implementation of the revised plan that intentionally addresses high quality instruction and maintain a high level of rigor for all learners, and create opportunities that engage and encourage the involvement of students and families in the educational process. ISAAC shall submit to the CSDE, on a bimonthly basis beginning October 2024, a report monitoring its year-to-date progress of improving student academic achievement. The plan shall be developed in consultation with the CSDE Turnaround Office. ISAAC shall implement the corrective actions within thirty days following the Commissioner of Education's acceptance of the plan.

SMART Goal 1: ISAAC will increase its ELA Performance Index from 59.4 percent in 2022-23 to percent in 2026-27, as measured by the attainment of the school's annual interim ESSA targets and ESSA end target in June 2027, by implementing evidence-based strategies within the MTSS framework of Tiers I, II, and III, and utilize AimsWeb Plus and IABs data to analyze ELA Academic Growth.

SMART Goal 2: ISAAC will increase its ELA SBAC Growth from 36.4 percent in 2022-23 to 55.4 percent in 2026-27, as measured by the attainment of the school's annual interim ESSA targets and ESSA end target in June 2027, by implementing evidence-based schoolwide, systematic, multi-tiered approaches to reading and writing instruction/intervention, screening, progress monitoring, and fidelity of implementation.

Research for evidence-based strategies: Example to cite research for the selected plan strategies using the CSDE's Evidence-Based Practice Guides (see page 7): [Providing Reading Interventions for Students in Grades 4–9 \(ed.gov\)](#); [Data Based Individualization: Intensive Intervention | NCII](#); [Teaching Academic Content and Literacy to English Learners in Elementary and Middle School \(ed.gov\)](#); [Teaching Secondary Students to Write Effectively \(ed.gov\)](#); [srbi_full_document.pdf \(ct.gov\)](#); [Sensible Assessment Practices](#); [Literacy Look-Fors: WalkThrough Guide](#)

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Strategy #1: Provide professional learning focused on school staff meeting the cognitive, emotional, and social needs of all students. Tier 1, Strong Source: Centers for Disease Control and Prevention, School Connectedness: Strategies for Increasing Protective Factors Among Youth, Atlanta, GA: U.S. Department of Health and Human Services, 2009					
1-2 Identified root cause(s) through root cause analysis	2-3 high-leverage, evidenced-based strategies to address each root cause	Intended impact on staff and/or school practices	Intended impact on student outcomes	Indicators of Success for the plan	Person(s) responsible [Role]
Root cause: Students arrive from ISAAC reading below grade level. Evidence: From a student sample (2022, N = 35; 2023 N = 50), 43.5 percent entered ISAAC scoring below proficiency on the 5th grade SBAC ELA Assessment. From the 2022 and 2023 student sample (N = 85), approximately 50 percent of the students read less than 100 words correct per minute (WCPM) per DIBELS ORF, which falls short of the normed rate of 130 – 150 WCPM. Rationale: Proficient readers require a large volume of background knowledge and vocabulary, if they are	Strategy 1: Across the curriculum, all core teachers will be trained and coached on how to teach effective reading strategies and identify students at risk for reading failure as a means to increase reading success. Therefore, Tier I support will focus on building core knowledge and academic vocabulary. This includes, but is not limited to, the following instructional strategies: - Utilize evidence-based instructional procedures that include explicit teaching pre-, during, and after reading reinforcing activities. - Explicitly teach reading strategies for students to monitor comprehension, predict, question, clarify, summarize, and synthesize information. - Directly teach notetaking strategies: Highlighting, annotating text, citing evidence,	Staff will be able to identify students who are "at-risk" for reading failures based on data compiled from SBAC, IABs, AimsWeb, CBM-R. . PLCs will share and analyze student data on CBMs and IABs for the purpose of progress monitoring and data-driven decisions. SRBI team will monitor student progress to monitor and adapt instruction across the tiered systems of support. Interventionist, TESOL, and spec. ed. will utilize informal reading inventories and reading probes to narrow deficits specific to word recognition, meaning, fluency, and/or linguistical knowledge	The intended increase of student achievement in reading as measured by schoolwide assessments (e.g., AimsWeb Plus and IABs) and SBAC ELA.	Long-Term Indicators: Attainment of ESSA Milestone/annual target and plan's end target (see data table above) Short-Term Indicators: Increase of ELA Performance results at each reporting interval. Increase ELA results on AimsWeb Plus and IABs performance tasks (fall, winter, spring).	- Executive Director - Principals - Dir. of Spec. Ed. - SRBI Team (e.g., SRBI Coordinator, Executive Director, School Administrators, Social Worker). - PLCs (SRBI Coordinator, social workers, and interdisciplinary/intradisciplinary learning communities).

Corrective Action

expected to gain a deep understanding that requires them to infer and synthesize information from multiple passages and media. Reading research recognizes that non-proficient reading can be related to deficiencies with word recognition and/or language comprehension, limited background knowledge, along with socio-economic factors.	noticing author craft/word choice - Utilize diverse texts at a variety of levels and topics to promote motivation to read. - Permit text-based collaborative learning that promotes Accountable Talk and academic discourse among peers that focus on a variety of texts. Tier 1, Strong Providing Reading Interventions for Students in Grades 4–9 (ed.gov). Tier 1, Strong Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (ed.gov) Tiered II and III support will include, but are not limited to: - Addressing limited English proficiency for ML/ELs through Language Academy and EL Supports within the core classes. - Building decoding skills for complex multisyllabic words and fluency-building activities to assist students read effortlessly. - Building and activating background knowledge and providing scaffolding to read complex text that				
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	transfer knowledge to the gen. ed. • Ongoing progress monitoring to drive decisions of effectiveness of intervention, duration, frequency, and small group/individualized instruction. Tier 1, Strong Data Based Individualization: Intensive Intervention NCII Strategy 2: Increase the reading and writing connection across the curriculum by including but not limited to: Think-Write-Pair-Share, Structured notetaking strategies, annotating texts. • Explicitly teach the entire writing process that includes brainstorming, planning, multiple drafts, and final product. • Intentionally include technology to assist with writing fluency, editing, and revising drafts. • Purposefully teach text structures to increase writing for different audiences and to increase reading comprehension. • Utilize assessments of student writing to inform instruction and feedback (e.g., exit slips, on-demand writing prompts, graphic organizers).				
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	Tier 1, Strong Teaching Secondary Students to Write Effectively (ed.gov)				
Plan Timeline					
Year 1 (2024-25): • After results from the 2024-2025 ELA performance index and SBAC growth, the SRBI committee and Curriculum Committee, along with the school administrative team, will review the Corrective Action SMART goals and evaluate student achievement in reading and writing. • Plan and partner with CSDE educational consultants to further align curricula and IABs utilization. • Make any necessary revisions to the curriculum and/or instructional practices to further enhance reading across all subject areas. • Provide professional development in the areas of reading and writing that have shown to have strong correlations with academic growth. • Provide academic coaching to teachers that focus on evidence-based literacy instruction for middle school students. • Continue to partner with families to increase ELA achievement. • Partner with the local library to provide students with access to community-based literacy organization. Year 2 (2025-26): • Review annual data from formative and summative assessments that align to CT Core Standards. • Utilize data to make informed decisions regarding teaching and learning across multiple subjects • Continue to provide professional development in the area of reading and writing to increase all students' critical thinking and academic success. • Continue to use schoolwide and diagnostic measures to evaluate individual student's strength and weaknesses in literacy. • Continue to partner with families to increase ELA achievement. • Continue to partner with the local library to provide students with access to the community-based literacy organization. Year 3 (2026-27): • Review annual data from formative and summative assessments that align to CT Core Standards. • Utilize data to make informed decisions regarding teaching and learning across multiple subjects. • Provide academic coaching to teachers that focus on evidence-based literacy instruction for middle school students. • Continue ongoing professional development in the area of reading and writing to increase all students' critical thinking and academic success. • Continue to utilize schoolwide and diagnostic measures to evaluate individual student's strength and weaknesses in literacy. • Continue to partner with families to increase student achievement. • Continue to partner with the local library to provide students with access to the community-based literacy organization. Ongoing • Continue to review annual data from formative and summative assessments that align to CT Core Standards. • Continue to utilize data to make informed decisions regarding teaching and learning across multiple subjects. • Continue to provide academic coaching to teachers that focus on evidence-based literacy instruction for middle school students. • Continue ongoing professional development in the area of reading and writing to increase all students' critical thinking and academic success.					

Corrective Action

- Continue to utilize schoolwide and diagnostic measures to evaluate individual student's strength and weaknesses in literacy.
- Continue to partner with families to increase student achievement.
- Continue to partner with the local library to provide students with access to the community-based literacy organization.

Essential Resources

[Needs Assessment Toolkit Including Root Cause Analysis \(ct.gov\)](#)

[Step 4 - Get to a Root Cause \(ct.gov\)](#)

[Every Student Succeeds Act \(ESSA\) Milestones](#)

[Connecticut State Department of Education Evidence-Based Practice Guides](#)

[CSDE's Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments](#)

[SRBI Using Scientific Research-Based Interventions Full Document.pdf \(ct.gov\)](#)

[CSDE Sensible Assessment Practices](#)

Corrective Action



Interdistrict School for Arts and Communication Needs Assessment and Human Resources Management Plan



Submitted to the CSDE's Commissioner of Education, Charlene M. Russell-Tucker,
and the Charter Office

by ISAAC Executive Director, Dr. Nicholas J. Spera
and ISAAC Board of Directors Chairperson, Richard Muckle

Submitted June 26, 2024

Prepared by Shipman & Goodwin, LLP

ISAAC's Needs Assessment and Human Resources Management Plan
Submitted to the CSDE's Commissioner of Education and Charter Office

I. BACKGROUND

On June 5, 2024, the Connecticut State Board of Education ("SBE") approved a three-year renewal of ISAAC's charter (July 1, 2024 through June 30, 2027), subject to the conditions and recommendations made by the Connecticut State Department of Education ("CSDE") in its memorandum dated June 5, 2024. In its third recommendation, the SBE and CSDE directed ISAAC to engage an external entity to conduct a needs assessment and plan for human resources management as follows:

By July 8, 2024, the ISAAC Governing Board shall begin engagement with an external entity that has expertise and experience in supporting schools with human resources management to: (a) conduct a needs assessment of human resources policies and procedures, (b) to revise and develop improved policies and procedures, and (c) support in the development of a plan for implementing such policies and practices. The needs assessment should include, but not be limited to, a review of policies and practices related to organizational supervisory charts, employee engagement and retention, and employee relations and conflict resolution. ISAAC shall implement the plan prior to the start of the 2024-25 school year and within thirty days following the Commissioner's acceptance of the plan.

Thereafter, ISAAC's Board of Directors voted to engage Shipman & Goodwin to conduct a needs assessment of ISAAC's human resources policies and procedures and develop an improvement plan.

On June 12, 2024, the point of contact for the CSDE's Turnaround Office provided ISAAC with resources to assist ISAAC in the development of corrective actions plans in other areas (student academic achievement and student discipline), as well as a blank template for the human resources management plan, noting that such template may need to be modified for school's needs. This template, and other guidance and resources provided by the CSDE regarding needs assessments, appear to be very helpful resources in certain contexts (e.g., for measuring, tracking, and setting goals for student and school performance outcomes). It does not, however, provide a useful framework for the human resources management review that was identified in the third recommendation related to ISAAC's charter renewal.

As such, we have developed this Needs Assessment and Human Resources Management Plan ("HR Plan") to mirror and address the issues set forth in the CSDE and SBE's recommendations and conditions related to human resources. In addition, we note that we have gathered and analyzed quantitative and qualitative data available for our review. To the extent that the SBE and/or CSDE would like ISAAC to take into consideration data that the CSDE gathered through its own survey and/or information that was submitted to the CSDE, not ISAAC, we respectfully request that the CSDE provide such surveys and any other reports, complaints,

ISAAC's Needs Assessment and Human Resources Management Plan
Submitted to the CSDE's Commissioner of Education and Charter Office

information, etc. to ISAAC, as it is impossible to assess such data based on the limited descriptions provided in the memorandum.

**II. NEEDS ASSESSMENT, REVISION AND DEVELOPMENT, AND
IMPLEMENTATION PLAN FOR IMPROVED HUMAN RESOURCES
POLICIES AND PROCEDURES**

A. Organizational Supervisory Charts

1. Needs Assessment

As a charter school, ISAAC must comply with myriad legal obligations applicable to local educational agencies and much larger school districts. Comparatively, however, ISAAC is a small school with approximately fifty-three (53) full- and part-time employees and four (4) building-wide/central office administrators (i.e., the Executive Director, Principal, Associate Principal/Human Resources Director, and Director of Special Education). As demonstrated by ISAAC's organizational chart, the Executive Director oversees all staff, including members of the Administrative Team (Principal, Associate Principal/Human Resources Director, Director of Special Education).

In organizations of this size, it is not uncommon for leadership to perform dual roles. At ISAAC, one individual serves the role of Associate Principal and Human Resources Director. This individual oversees teachers in the following departments: Math, Science, Art, Music, PE/Health, Theatre/Dance, and Educational Intervention, as well as the Building Substitute. Individuals working in all other departments report directly to the Executive Director, Principal, Director of Special Education, or other administrators.

Given the size of the school, student-centered educational priorities, and budget constraints, it is not currently feasible or advisable for ISAAC to create a separate position of Human Resources Director. That being said, ISAAC is cognizant of two related concerns identified by the CSDE, as follows:

- "ISAAC's organizational structure reveals a potential conflict of interest with the associate principal serving in a dual capacity of supervisor and human resources director," and
- "there is no accessible policy, process, or procedure for employees to report and resolve complaints related to conflict between personnel or workplace harassment."

ISAAC is committed to ensuring that, to the extent practicable, potential conflicts of interest are eliminated and/or minimized, and employees have – and are made aware of – multiple avenues through which they can raise and address complaints related to personnel conflict and/or other workplace issues.

2. Revision and Development of Improved Policies and Procedures

ISAAC's Needs Assessment and Human Resources Management Plan

Submitted to the CSDE's Commissioner of Education and Charter Office

In light of the above, ISAAC has reviewed its personnel policies, procedures, and practices and will revise and adopt improved policies and procedures to minimize any potential conflict of interest, as described in detail in the sections below.

In addition, given the importance of ensuring best practices, all members of the Administrative Team will attend a training regarding best practices in addressing workplace conflict, investigating workplace complaints, and related issues.

3. Plan for Implementation of Improved Policies and Procedures

- Recommended revisions to Board policies and procedures (as described below) will be presented to and reviewed by the ISAAC Board of Directors in accordance with Board bylaws and as described in each section below. *Projected Timeline: Prior to the start of the 2024-025 school year and within 30 days after acceptance of the HR Plan.*
- Members of the Administrative Team will attend training regarding best practices in addressing and investigating addressing workplace conflict, investigating workplace complaints, and related issues. *Projected Timeline: Prior to the start of the 2024-025 school year and within 30 days after acceptance of the HR Plan.*

B. Mandated Policies and Procedures

1. Needs Assessment

ISAAC currently maintains legally compliant personnel policies and procedures in all areas mandated by federal and state law, including but not limited to policies and procedures regarding Non-Discrimination, Section 504/Title II of the ADA, and Sex Discrimination and Sexual Harassment.¹ Among other things, all three non-discrimination policies (1) make clear that ISAAC expressly prohibits discrimination and/or harassment, (2) contain detailed procedures for filing and addressing complaints; and (3) prohibit reprisal or retaliation against any individual who reports incidents in good faith and/or participates in the investigation of such reports. They also contain information about appeal processes and how to file complaints with external state and federal agencies.

ISAAC's personnel policies and procedures are available in its online policy manual, in its Faculty-Staff Handbook, and/or upon request from the main office of the school. However, the policies and regulations are not easily accessible on the Staff page of ISAAC's website (the "Staff Page"). In addition, relevant complaint forms are not included on the Staff Page.

2. Revision and Development of Improved Policies and Procedures

Given recent changes in the law, some revisions to the mandated policies are recommended for the 2024-2025 school year. For example, given significant changes to federal

¹ The CSDE's Charter Renewal Memorandum acknowledged that "ISAAC has clear guidelines and procedures required under state and federal law for managing complaints of discrimination and harassment based upon sex." It also has clear policies and procedures for receiving and addressing complaints of discrimination based on all other protected classes.

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regulations implementing Title IX of the Education Amendments of 1972, which go into effect August 1, 2024, the Board will update its Sex Discrimination and Sexual Harassment in the Workplace policy and regulations to ensure compliance with the new legal standards, procedures, and requirements. In addition, ISAAC's non-discrimination policy and regulations will be revised to identify examples of remedial action that may be taken to eliminate the discriminatory, harassing, or retaliatory conduct; prevent its recurrence; and address its effects on the complainant and any other affected individuals. Finally, to the extent allowed by law, ISAAC's procedures for investigating complaints of discrimination will provide alternate pathways for complaint review if a complaint is filed against the member of the Administrative Team assigned to handle such complaint, in order to minimize any potential conflict of interest. ISAAC will also create additional "points of access" so that faculty and staff can readily locate and download relevant policies, procedures, and forms.

3. Plan for Implementation of Improved Policies and Procedures

- Recommended revisions to Board policies and procedures will be presented to and reviewed by the ISAAC Board of Directors in accordance with Board bylaws. *Projected Timeline: Prior to the start of the 2024-2025 school year and within 30 days after acceptance of the HR Plan.*
- For ease of reference, ISAAC will create links on the Staff Page, under "Forms & Resources", where staff can locate ISAAC's Non-Discrimination, Section 504/Title II of the ADA, and Sex Discrimination and Sexual Harassment policies and procedures, as well as forms for filing complaints in any of these areas. *Projected Timeline: Prior to the start of the 2024-2025 school year and within 30 days after approval of the HR Plan.*
- During Professional Development at the beginning of the 2024-2025 school year, ISAAC's administration will continue to review ISAAC's Non-Discrimination, Section 504/Title II of the ADA, and Sex Discrimination and Sexual Harassment policies and procedures, including their prohibition against discrimination and/or harassment, procedures for filing and addressing complaints, and their prohibition against reprisal or retaliation against any individual who reports incidents in good faith and/or participates in the investigation of such reports. ISAAC's administration will also review where relevant policies, procedures, and forms can be accessed by faculty and staff wishing to file a complaint. *Projected Timeline: During Professional Development at the start of the 2024-2025 school year.*

C. Employee Engagement and Retention

1. Needs Assessment

ISAAC maintains personnel policies regarding Concepts and Roles in Personnel; Hiring of Certified Staff; and Hiring of Non-Certified Staff. Together, these policies establish that the Board is committed to hiring the most qualified applicants to positions of employment and will establish a school environment that will attract and retain "the best qualified people whose mission will be to provide the best possible learning opportunities for the students." Among other things, the Concepts and Roles in Personnel policy includes the long-range goals of providing

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compensation and benefit programs sufficient to attract and retain qualified employees, providing an in-service training program for all employees to improve their performance, and conducting an employee evaluation program that will contribute to the continuous improvement of staff performance.

In addition, in March 2024, ISAAC submitted its Increasing Educator Diversity Plan to the CSDE. ISAAC currently employs its most diverse educator workforce in ISAAC's history, with 22.6% diverse educators in 2023-2024 (*Note: Based on EdSight data, ISAAC's educator diversity rate for 2023-2024 is almost double the state average of 11.7%*).

Regarding employee engagement, a review of relevant data indicates the following:

- ISAAC's teacher absence rate for 2023-2024 was 4.34%, with ISAAC teachers being absent an average of 8 days during 2023-2024. (*Note: This is considerably lower than the average absence rate of Connecticut teachers, which according to EdSight's latest reported data, was 13.2 days for the 2021-2022 school year*).
- ISAAC has adopted various initiatives to support teacher learning and growth and maintain high-quality relationships with teachers, including but not limited to:
 - Professional Learning Communities and Interdisciplinary Professional Learning Communities to facilitate weekly professional dialogue and collaboration among grade-level and content-area educators;
 - Teacher-led professional development and faculty meetings;
 - Myriad informal and formal professional learning, mentoring, and evaluation opportunities; and
 - Individual conferences regarding commitment to ISAAC's core values, beliefs about learning, and school improvement and performance plan.
- ISAAC also offers various morale-building events and activities to foster a positive work environment, including:
 - Regular team building activities (e.g., Step Challenges, Jeopardy, and Bowling) offered by the Wellness Committee for all staff;
 - Coffee for all staff each morning and throughout the day;
 - Weekly faculty emails with information and updates; and
 - Teacher Appreciation Week lunches, breakfast, ice cream, and plants.
- ISAAC provides partial tuition reimbursement to support teachers' continuing education.
- ISAAC offers various avenues for staff to voice concerns, including but not limited to:
 - A Principal Advisory Committee, comprised of teachers representing all grade levels, that meets with the administration at least twice each month to address building-wide concerns identified by other staff members. Staff are informed about the Principal Advisory Committee at staff meetings and occasional emails.
 - ISAAC's administration's Open Door policy for faculty and staff. Staff are informed about the Open Door policy at staff meetings.

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- ISAAC conducted Climate and Culture Faculty Surveys twice during the 2023-2024 school year. These surveys, which were conducted anonymously, offer a different snapshot than the comments highlighted in the CSDE's memorandum.² Indeed, ISAAC's 2023-2024 Faculty Surveys are overwhelmingly positive. Qualitatively, ISAAC's Spring 2024 Faculty Surveys contained very positive comments (and no negative comments).³ Quantitatively, the 2023-2024 Faculty Surveys indicate the following:

QUESTION	Fall '23	Spring '24
The culture and emotional climate of the school is positive and supportive.	100%	92.7%
I feel like I am part of a school community.	100%	95.1%
I feel my contributions are valued and important.	100%	92.7%
I feel comfortable going to at least one member of the administrative team if I have a problem.	100%	95.1%

² According to a survey conducted by the CSDE, some respondents reportedly indicated “that there is a climate and culture of where some teachers feel a sense of reserve and not able to openly share their thinking due to “fear of repercussions” and “requested that the ISAAC leadership team work to build a “stronger sense of community and appreciation for all staff” in order to create an inclusive and positive climate and culture.”

The CSDE memorandum also states: “Respondents also requested that the human resources practices related to hiring, non-renewal, firing, resignations be examined. Specific instances with dates and staff roles were shared as examples for further review.” ISAAC follows relevant state and federal law and contractual provisions, as applicable when taking employment actions. ISAAC is unable to address any “specific instances” as that information was not shared with ISAAC.

³ The faculty comments were:

- “Best year yet!”
- “Best team (family) and environment to work in.”
- “Cannot thank the administration enough for understanding the demands of the profession. Every time I need support, they are there for me. I love working at ISAAC!”
- “This is such a supportive and wonderful place to work!”
- “I’m very happy working here. I feel valued, supported, and part of a school community that is creating an amazing school for all students.”
- “I am continually amazed at how focused the admin team stays on ensuring that we can come in and do our jobs well. From clear protocols and support around student behavior, to ensuring that we are not taking too much work home, to making it easy to take a day off if it is needed, I have never felt so supported as a whole person. More so, the emphasis on laughing together and treating one another like family makes this a place I am happy to come to every day.”
- “I am thankful to be a part of our ISAAC family community.”
- “I feel that there is not a better place to work. The administration is so supportive, they care and it is visible. My colleagues are the same, there is such a family (we take care of each other) vibe here. I’m so happy to be a party of this school.”
- “I value the positive and honest feedback I receive as part of our team.”
- “I Love working at Isaac! Keep up the amazing work.”

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I generally feel respected by students.	100%	100%
I trust that another staff member will support me in time of need inside and outside of school.	100%	100%
I feel that at least one member of the administrative team is willing to make changes for the better of the school culture and climate.	100%	97.6%
I trust that at least one member of the administrative team will support me in time of need inside and outside of school.	97.1%	95.1%

Regarding employee retention, in addition to the initiatives described above, a review of relevant data indicates the following:

- In an effort to support staff and promote student success, ISAAC has increased support staff, increased teacher preparation time,⁴ and reduced class sizes.⁵
- For the 2023-2024 school year, as of June 13, 2024, ISAAC had a 96% retention rate for teachers, and 100% retention rate for administrators. Since the final evaluation submission, ISAAC received resignations from two teachers and one school counselor who will not return in the Fall of 2024.
- A review of four exit surveys indicates the following reasons for teachers leaving ISAAC: for a position closer to home (2), for a better fit (1), and for higher pay/benefits (1).

2. Revision and Development of Improved Policies and Procedures

ISAAC has several general personnel policies and staff initiatives designed to attract, engage, and retain faculty and staff. ISAAC's policies and practices have proven successful in establishing a diverse workforce with low absenteeism. Some initiatives, however, may not be well communicated or publicized; for others, ISAAC has limited or no data regarding faculty and staff experiences. As such, ISAAC will review its practices to ensure increased data collection, continued monitoring of trends, and increased publicization of resources available to address employee concerns, as described below.

3. Plan for Implementation of Improved Policies and Procedures

- Continue monitoring absentee rates for all staff, noting and addressing any issues with particular staff members with an increased number of absences, if any. *Projected Timeline: Ongoing.*

⁴ According to the Director of Human Resources, contractually, teachers are guaranteed 200 minutes of preparation time each week. In practice, most teachers receive 375 minutes of preparation time each week.

⁵ Average class size is approximately 18 students.

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- Continue implementing various initiatives to provide engaging professional development, mentoring, evaluation, and collaboration opportunities, as well as morale-building events and activities to foster a positive school climate and culture. To gauge employee interest and satisfaction and garner new ideas for continued professional growth and community building, ISAAC will conduct an annual staff survey. *Projected Timeline: Develop survey prior to the start of the 2024-2025 school year and within 30 days after approval of the HR Plan; conduct survey in the Spring of 2025.*
- Continue offering avenues for staff to voice concerns (e.g., Principal Advisory Committee and the administration's Open Door policy). Include information about these means for communicating concerns in the Faculty-Staff Handbook and via links on the Staff Page, under "Forms & Resources." *Projected Timeline: Prior to the start of the 2024-2025 school year and within 30 days after acceptance of the HR Plan.*
- Continue conducting anonymous biannual Climate and Culture Faculty Surveys. Evaluate and analyze quantitative and qualitative data, including any changes in responses from the Fall to the Spring. *Projected Timeline: Fall 2024 and Spring 2025.*
- Continue monitoring teacher, administration, and staff retention rates and reasons staff voluntarily leave positions of employment. Evaluate, analyze, and address trends. *Projected Timeline: Ongoing.*

D. Employee Relations and Conflict Resolution

1. Needs Assessment

ISAAC's collective bargaining agreement ("CBA") with the ISAAC Education Association contains grievance procedures in which grievances can be addressed informally or formally with the Executive Director ("ED") at Level One, with opportunities to appeal to the Board of Directors at Level Two (with the) and Arbitration at Level Three. The CBA states: "No reprisals of any kind shall be taken by the Board, the Association, or by any member of the administration against any participant in the grievance procedure by reason of such participation." There is no such policy or procedure for non-affiliated staff to raise complaints, other than the non-discrimination policies and procedures identified above, which apply to all ISAAC employees.

ISAAC's Faculty-Staff Handbook identifies a Communication Flow Chart outlining how students and parents can raise concerns. Although ISAAC has a Principal Advisory Committee and maintains an Open Door policy (see discussion above), there is no parallel communication flow chart/process identified in the Faculty-Staff Handbook for employees to raise concerns about workplace conflict or similar issues.

2. Revision and Development of Improved Policies and Procedures

As noted above, ISAAC does not have a general policy or procedure for non-affiliated staff to raise concerns and file complaints about issues (such as employee relations and conflict

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resolution) that fall outside the realm of ISAAC's non-discrimination policies and procedures. Similarly, ISAAC's Communication Flow Chart, which offers a clear, concise way to address a wide variety of concerns, applies only to students and families, not staff. As such, ISAAC will develop a policy, procedures, and/or practices to address concerns that fall outside its current policies, regulations, and grievance procedures. In doing so, ISAAC will be cognizant of the potential conflicts of interest in raising concerns with direct supervisors and will provide alternate pathways for raising workplace issues.

3. Plan for Implementation of Improved Policies and Procedures

- For all staff, including non-affiliated staff, ISAAC will create a policy and/or procedures, as well as a Communication Flow Chart for Employee Concerns, for addressing workplace concerns that do not fall under the umbrella of ISAAC's non-discrimination policies and regulations or grievance procedures. The line of progression will be as follows, with the ability to "skip" any step if the concern involves the individual in that position:
 - Leadership team, as applicable (Director of Finance, IT, Nursing Services, Maintenance and Facilities, School Security, Safety and Residency, Special Education)
 - Associate Principal/HR Director
 - Principal
 - Executive Director

The flow chart, policy and/or procedures will be included in the Faculty-Staff Handbook and on the Staff Page, and discussed with faculty and staff during Professional Development at the beginning of the school year. *Projected Timeline: Prior to the start of the 2024-2025 school year and within 30 days after acceptance of the HR Plan.*

III. CONCLUSION

ISAAC is committed to being an outstanding charter school guided by its Core Values and Beliefs, which include "fostering a safe, fun, and nurturing environment that promotes hard work, happiness, and effort for all who work, learn, and grow within our school community." ISAAC looks forward to implementing the action steps identified in this human resources management plan, and knows that its "success as an ISAAC Family is deeply rooted in the positive relationships shared among our diverse student body, devoted staff, and engaged families."



ISAAC Educator Development and Evaluation Plan:

**A Process of Support and Evaluation for
ISAAC Teachers & Administrators**

Dr. Nicholas J. Spera
ISAAC Executive Director

JULY 2024

Adopted by the ISAAC Board of Directors on July 25, 2024

Section I: ISAAC Educator Development and Performance Plan

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Section Two: ISAAC Administrator Development and Performance Plan

Appendix

Definition of Terms

Citation from Revised CT General Statutes

2017 Connecticut Common Core of Teaching for Effective Teaching

2017 Connecticut Common Core of Teaching for Effective Delivery

ISAAC/Shoreline Leadership Framework Rubric

Leadership Performance Expectation Rubric

Forms:

Goal Setting Form

Mid-Year Check-in Goal Conference Form

Pre-Observation Conference Form

Post-Observation Conference Form

End of the Year Summative Rating Form

ISAAC Written Observation and Conference Summary Form

Informal Observation/Review of Practice Feedback Form

ISAAC Teacher Evaluation and Support Plan

Process Timeline:

- **Before October 30:** Collaborative Goal Development meeting between the faculty member and his/her evaluator. The goal is to be submitted to the evaluator on or before October 15th.
- **October 15 – November 15:** Goals are finalized by mutual agreement among the teacher, and Primary Evaluator.
- **January/February:** Formative Mid-year Review conducted to assess progress to date toward mutually agreed upon performance goal(s).

Note: *The evaluator and evaluatee may mutually agree upon mid-year adjustments of student learning goals/ objectives, if warranted.*

- **April/May:** A year-end meeting is held with the evaluator on or before May 15 to review and discuss the year's work on the goal(s). A year-end Self-Reflection from the evaluatee is due to the Primary Evaluator on or before May 25.
- **May/June:** An End-of-Year Summative Evaluation meeting is conducted between the teacher and the Primary Evaluator. At this meeting, the Primary Evaluator presents and discusses the End-of-Year Summative Evaluation with the teacher.

Note: *The evaluatee will provide evidence of student progress toward meeting the student learning goals/ objectives and submit to the evaluator. Following the conference, the evaluator will assign a rating based on the extent to which students met the learning goals/ objectives.*

ISAAC Educator Development and Evaluation Plan

Background Information and Acknowledgments

The committee charged by the Executive Director with the revision of the Evaluation Plan includes representatives of the teachers' bargaining unit, ISAAC Education Association (IEA), containing instructional and non-instructional faculty, and members of the administrative team. The Evaluation and Professional Development Committee initially adopted a plan that was written in collaboration with LEARN leadership and the current Executive Director, Dr. Nicholas Spera.

For the 2023-2024 school year, the Connecticut State Department of Education mandated that all districts reimagine the teacher and administrator evaluation plan using the guidance from the CSDE. The redesign was required to be completed in collaboration with the teachers and administrators of the district with the final approval coming from the ISAAC Board of Directors. Moreover, the PDEC was comprised of an equal number of teachers in the bargaining unit and members of the leadership team.

The Professional Development and Evaluation Committee met numerous times analyzing the components of the current plan, the recommended considerations from the CEA, and the corresponding documents provided from CSDE.

The following plan for the 2024-2025 school year was revised and written by the following educators representing the school administration, central office, and teacher's union who make up the Professional Development and Evaluation Committee (PDEC):

- Mercedes Alger, 6th Grade Science Teacher, Vice-President of IEA
- Tanya Collins, Associate Principal
- Amy Geary, Director of Special Education
- ELA Teacher
- Lisa Lazarou, SRBI Coordinator, President of IEA
- William Linski, Principal
- School Counselor
- Social Worker
- Tucker Regan, Student Supports Coordinator
- Dr. Nicholas J. Spera, Executive Director

Core Values and Beliefs About Learning

At ISAAC Middle School, we pride ourselves on fostering a safe, fun, and nurturing environment that promotes hard work, happiness, and effort for all who work, learn, and grow within our school community. We believe that *All Students Can Succeed* with high expectations, maximum effort, and a growth mindset. Our success as an ISAAC Family is deeply rooted in the positive relationships shared among our diverse student body, devoted staff, and engaged families. Our professional learning community of talented and passionate educators is committed to the delivery of a rigorous and innovative curriculum, which promotes the shared belief that *Effort Creates Ability*. We support the growth of each student by developing the academic, civic, and social skills essential to succeed in high school and beyond.

INTERDISTRICT FOR ARTS AND COMMUNICATION

EDUCATOR DEVELOPMENT AND PERFORMANCE PLAN

Philosophy

The fundamental purpose of the Educator Development and Performance Plan at the Interdistrict School for Arts and Communication is to ensure that each student can experience high-quality learning by assuring that highly competent professionals are employed and by stimulating the continued professional growth of all faculty members involved in the educational process.

This plan recognizes that ISAAC employs and continually seeks to employ, outstanding teachers and other professionals who are committed to excellence through the regular enhancement of skills and knowledge and who model the habits of lifelong learning that they hope to instill in students. Moreover, the retention and growth of our diverse staff is a priority for the Board of Directors and school administration.

ISAAC's evaluation plan aligns with the four core design principles of the state model:

1. Considering multiple, standards-based measures of performance, promoting both professional judgment and consistency,
2. Fostering dialogue about student learning,
3. Encouraging aligned professional development, coaching, and feedback to support teacher growth,
4. Ensuring feasibility of implementation.

ISAAC's evaluation plan concentrates a great deal of time and attention on new teachers (and in very rare cases tenured teachers who need intensive assistance). We have worked diligently to conduct multiple observations of teachers before they attain tenure in order to support them; foster their growth as professionals and ensure that only outstanding teachers receive tenure status. Therefore, we remain confident in maintaining our existing practice of frequent observations (by multiple evaluators) of non-tenured faculty members and supporting the ongoing professional growth and improvement of tenured faculty members.

Our plan also aligns with the state's induction program (TEAM) through our consistent focus on the four domains of Connecticut's Common Core of Teaching:

1. Learning Environment, Engagement, and Commitment to Learning
2. Planning for Active Learning
3. Service Delivery
4. Professional Responsibilities

ISAAC's plan is based on our extensive work to expand knowledge and awareness of the Common Core of Teaching Domains and the requirements of the TEAM program by involving all interested faculty members in the support of new teachers. To that end, over twenty percent of our faculty members are also trained mentors in the Connecticut TEAM program. We partner with Mitchell College, Sacred Heart University, Eastern Connecticut State University, University of St. Joseph, and the University of Connecticut to welcome college students, interns, clinical student placements, and student teachers to work with our talented faculty each semester.

Our plan is designed to encourage creativity, innovation, and the sharing of expertise in the planning and implementation of teaching strategies. It is expected that all professional staff members work together to support each other in the shared quest for effective instructional programs through our Professional Learning Community model. This cooperative effort may take several forms:

- teachers and other professionals collaboratively working together as peers
- mentor teachers providing assistance and leadership to other teachers
- providing leadership opportunities for teachers within the building
- administrative staff members working with teachers to provide support and guidance

This plan recognizes that an effective program that enables students to perform at high levels will rest upon a foundation comprised of:

- The 2029 Strategic Plan from the Board of Directors
- The school's goals as outlined in the School Improvement Plan
- The specific definition of each professional position in the school system where general responsibilities and the specific tasks of each position are described
- The written objectives developed as a result of faculty member and evaluator collaboration, which are directly related to instruction and the Connecticut Common Core of Teaching, as well as professional standards for support service faculty

In the following description of the evaluation process, the term "teacher" includes each employee of ISAAC, below the rank of Executive Director, who holds a certificate or permit issued by the CT State Department of Education. The term "evaluator" includes members of the administrative staff and coordinators given responsibility for the evaluation of ISAAC faculty members. All assigned evaluators hold intermediate administrator certification (Endorsement #092) and receive continued training for the enhancement of their evaluative skills. All evaluation assignments will be made by the Executive Director.

The evaluation process includes two components: Evaluation-Informed Professional Learning and Career Development and Professional Growth. The evaluation component involves the assessment of current performance by an assigned evaluator. We conduct two (2) formal evaluative observations of new teachers during each of their first two years and one (1) formal observation along with one (1) informal observation or review of practice for teachers at ISAAC beginning their third year or above in the evaluation process. After completing the TEAM program and/or finishing year two at ISAAC, faculty members will be evaluated as follows:

- 1.) Teachers with a previous summative rating of accomplished or exemplary: One formal classroom observation and one informal and/or review of practice each year.
- 2.) Tenured teachers with a rating of developing or below standard: A minimum of three formal classroom observations per year and an improvement plan.

The professional development component involves the annual setting of and working toward meeting objectives for continued enhancement of professional skills. The evaluation process provides for clear, constructive feedback at regular intervals throughout the evaluation period.

PART ONE: INTRODUCTION

The Interdistrict School for Arts and Communication (ISAAC), a Connecticut Public Charter School, is a choice school that provides educational experiences in a safe and diverse environment that delivers an academically rigorous curriculum with opportunities to experience unique programmatic courses in the fields of arts and communication. Our core values and beliefs guide our work:

At ISAAC Middle School, we pride ourselves on fostering a safe, fun, and nurturing environment that promotes hard work, happiness, and effort for all who work, learn, and grow within our school community. We believe that All Students Can Succeed with high expectations, maximum effort, and a growth mindset. Our success as an ISAAC Family is deeply rooted in the positive relationships shared among our diverse student body, devoted staff, and engaged families. Our professional learning community of talented and passionate educators is committed to the delivery of a rigorous and innovative curriculum, which promotes the shared belief that Effort Creates Ability. We support the growth of each student by developing the academic, civic, and social skills essential to succeed in high school and beyond.

ISAAC leaders and teachers promote the success of all students by supporting and living our core values and beliefs about learning. To meet and support the needs of our students, the ISAAC Educator Development and Performance Plan was derived from a collaborative effort between administrators, teachers, and certified support staff with an interest in strengthening our evaluation and accountability model. The model is aligned with state law and core requirements for evaluation. Although the roles of all staff members who work at ISAAC are unique in nature, this common set of expectations attempts to set guidelines and expectations that cut across all of the positions that exist at ISAAC. Through the multitude of roles with our school, a set of expectations aligns within the evaluation practices throughout ISAAC. This document addresses: 1) teacher evaluation and 2) school administrator and leader evaluation

Purposes of Educator Evaluation

The purpose of educator evaluation is to improve and support high levels of achievement for all students by supporting and strengthening teacher and administrator performance and practice. This plan includes:

The Teacher Development and Performance Plan

The ISAAC Administrator Development and Performance Plan

The ISAAC Educator Development and Performance Plan is grounded in a theory of action of growth and continuous improvement. Our plan uses the work from our regional educational service center's plan that was co-written by a member of the ISAAC leadership team. This plan is grounded in the theory that improvement in teaching is derived from work in the key components of the "instructional core" that is "the teacher and the student in the presence of content." (City, Elmore, Fiarman and Teitel, 2009, p. 22). The instructional core provides the basic framework for how to intervene in the instructional process so as to improve the quality and level of student learning. The authors assert:

"...There are only three ways to improve student learning at scale. The first is to increase the level of knowledge and skill that the teachers bring to the instructional process. The second is to increase the level and complexity of the content that students are asked to learn. And the third is to change the role of the student in the instructional process. That's it. If you are not doing one of these three things, you are not improving instruction and learning. Everything else is instrumental. That is, everything that's not in the instructional core can only affect student learning and performance by somehow influencing what goes on inside the core." (p. 24).

At ISAAC we also acknowledge that changes in context can affect the teaching/learning process and outcome.

Guiding Values and Beliefs

The following guiding values and beliefs have guided the development of this plan:

- 1) We are committed to our students' learning and our own learning as professionals.
- 2) We know the students that we teach and personalize learning experiences to meet student needs.
- 3) We are responsible for collecting data using multiple means to analyze students' performance, and to use that data to inform planning and instruction.
- 4) We think systematically about our practice and continuously learn from our experience and others.
- 5) We learn from challenges, mistakes and setbacks and use that learning to inform our practice.
- 6) Our professional learning is driven by student learning needs, teacher needs, and research/best practices in teaching, learning, and content.

- 7) We build professional learning communities through a systematic process that is engrained in improving our instructional practice, analyzing assessment data, collaborating our feedback, and organically revising our curriculum.
- 8) We hold ourselves accountable for demonstrating/practicing our core values and beliefs in action.
- 9) We believe the research-backed ideology that a strong culture and climate supports and enhances student achievement.

Goals of Program

The purpose of the evaluation model is to evaluate teacher performance fairly and accurately and to help each educator strengthen his/her practice to improve student learning. The process of evaluation has four purposes:

1. to increase student learning,
2. to promote effective teaching,
3. to maintain the positive school culture and climate
4. to enhance school improvement, and
5. to provide for accountability in the educational system.

This evaluation plan aligns with the four core design principles of the past state model:

1. Considering multiple, standards-based measures of performance, promoting both professional judgment and consistency
2. Fostering dialogue about student learning
3. Encouraging aligned professional development, coaching, and feedback to support teacher growth
4. Ensuring feasibility of implementation

The ISAAC Educator Development and Performance Plan connects to student achievement and aligns with professional development and school improvement. The purpose of the new evaluation model is to evaluate teacher performance fairly and accurately and to help each teacher strengthen his/her practice to improve student learning. Our teacher evaluation model is founded on a set of core principles about the power of great teachers and the critical role of accountability in developing them.

The following four design principles are interdependent; each is critical in determining that evaluations meet the needs of teachers, school leaders and students.

1. Focus on Student Learning

Research continues to show that high-quality classroom instruction has a greater impact on student learning than any other school-level factor. In a study titled, *Understanding Teachers' Impact on Student Achievement*, conducted by Isaac M. Opper, the greatest impact on student success was based on the effectiveness of the teacher as best identified by their performance, not by their background or experience. The ISAAC Educator Development and Performance Plan aims to improve student learning outcomes through effective instruction and support for student and educator learning. Furthermore, through the use of a variety of data sources, teachers will organize, plan, and set goals that meet the needs of the individual student and the class. Moreover, teachers will be held

accountable for the use of various types of assessment data throughout the school year to evaluate student progress and to make adjustments to the teaching and learning process.

2. Multiple Measures of Performance Data

No single data point can paint a complete picture of a teacher's performance. The ISAAC Educator Development and Performance Plan uses multiple measures to determine whether teachers have met performance expectations. Each measure within the plan has a specific weight that allows teachers and administrators to understand how each component will factor into the final evaluation rating.

3. Evaluation Outcomes with Significance

An evaluation process must have meaningful implications, both positive and critical nature, in order to earn sustained support from teachers and school leaders and to contribute to the systematic improvement of the teaching profession. The ability to identify, develop and retain talented teachers is arguably the most important priority of any school leader. Therefore, evaluators are held responsible for evaluating teachers fairly, accurately, and consistently while acting on results and helping teachers to improve over time. Moreover, the model provides clear, concise tools and professional development to help administrators evaluate teachers consistently.

4. Support, Professional Development, and Regular Feedback

This plan allows instructional leaders to cultivate a performance-focused culture by observing their teachers frequently. Administrators will have regular conversations with teachers to discuss overall classroom performance and student progress; to establish professional goals and developmental needs; and to provide the support available to meet those needs.

PART TWO: TEACHER DEVELOPMENT AND PERFORMANCE PLAN

The Teacher Development and Performance Plan includes multiple measures to assess a teacher's performance comprehensively. It is grounded in our Model of Continuous Improvement.

The ISAAC Model of Continuous Improvement

The ISAAC Model of Continuous Improvement is one of supporting the development of teacher skill, knowledge, understanding and practice. It is grounded in our definition of high-quality teaching, defined in the rubric later in this document. It depends on teacher reflection, teacher collaboration, and ultimately, teacher growth.

This model is a concrete representation of our board's vision and strategy for improvement. The ISAAC Model of Continuous Improvement, creates interdependence among the school, classroom improvement plans, priorities, and efforts. The model requires a collective effort, centered on aligned expectations, and creates focused energy for positive change. At the executive level, the strategic approach, recursive in its nature, must be driven by data—multiple forms of performance measures and indicators that inform the cycle of improvement. Analysis of data occurs throughout ISAAC. Collectively, we own the data, the results, and the efforts and initiatives to support those results. This model is then replicated at the school level and at the classroom level, where teams of teachers examine student data to shape their instruction and use assessment results to refine and revise instruction. Moreover, the ISAAC Model of Continuous Improvement is grounded in the notion that leadership must be “distributed,” that is, all members of the school community should have an opportunity to contribute to the action and decisions that most directly affect their work. In other words, the knowledge base of the entire professional staff is valued as a critical variable for improvement.

Therefore, for teacher evaluation, the ISAAC Model of Continuous Improvement, is *the process* by which we design and carry out teacher development, teacher support, and teacher evaluation. Created to foster ongoing teacher growth, it is driven by data collection, data analysis, teaching practice, collaboration, and reflection. The process is aligned with our ISAAC Core Values, Beliefs About Learning, and the Vision of the Graduate. It reflects and honors the processes that our educators use every day, year in and year out, in their work with students and families. The work of improvement is an ongoing and continuous process over the life of a teacher's career. This model highlights the role of professional learning as central and collaboration and teacher collaborative teams as the means to teacher continuous growth and development.

At each stage of the process, student learning and student achievement are at the center. From the individual level of creating student learning objectives, to the PLC team level of working on instructional planning or practices together, to the departmental or school level, professional learning *about learning* is a central tenet of the ISAAC Model of Continuous Improvement. Research, assessment, empirical observation, and experience continue to inform the best practice of teaching and learning. The collective knowledge and skills of staff are a key source of new learning as they continue to extend their knowledge base and develop as reflective, collaborative professionals. The

model acknowledges that ISAAC school is shaped by its unique context, be it the charter theme, the course curriculum, or setting, the culture of the school and its own goals/core values and beliefs about learning. The context, culture, and community all help to shape the learning expectations of children and teachers alike.

Professional collaboration is central to this model. Collaborative teaming forms the foundation of our continuous improvement efforts through Professional Learning Community teams. PLC Teams begin with student learning data and use it to design, redesign, and modify instructional practices together. A PLC Team may examine individual student work generated from common assessments, locally determined assessments, as well as state assessments as starting points. ISAAC has designated opportunities for staff to engage in professional collaboration. Their professional responsibility is to adhere to the continuous improvement cycle, to examine student learning data together, to engage in collaborative planning for high quality curricular and instructional design, to deliver that instruction, then to examine the results of that instruction. The process applies, whether teachers are setting individual student learning goals or collective whole school goals. Moreover, this process encourages levels of trust between the evaluator and the teacher that ultimately creates a positive culture and climate built on professional respect and a fair level of accountability.

The process of continuous improvement is shaped by the school goals and requires ongoing professional development to help keep teachers vibrant and growing. Professional development is broadly defined to include not only traditional teacher professional development sessions, but also observations of teaching, coaching, feedback, *Learning Walks*, and sharing student work outcomes, calibration of grading summative and formative, to name a few. Professional development is driven by the school goals, student learning data and results in this plan.

The ISAAC Teacher Development and Performance Plan is grounded in the work of continuous improvement. The processes and structures described herein rely upon both collaborative and individual work.

Summary of Steps in the Process

The steps in the process of teacher development are summarized below. It includes, at a minimum, the following steps in the process:

- 1. Orientation: *At the start of the school year***

All teachers receive an orientation to the program, its processes and expectations, including their roles and responsibilities in the process and the standards that are used to assess teaching and learning. This is an appropriate time to share school goals or district priorities that should be reflected in future goal setting meetings.

- 2. Goal Setting Conference: *By October 30th***

Reflection: In advance of the goal setting meeting, teachers examine student data, prior year's evaluation, and other relevant school or stakeholder data to establish an individual goal. It is appropriate for teachers to collaborate in PLC Teams to support the goal setting process. Teachers should draft one goal to address the student learning and achievement

needs, which will comprise 25% of a teacher's summative evaluation. They also establish goals related to student feedback, teacher feedback, and parent feedback.

Goal Setting Conference: The teacher and administrator meet to discuss the proposed goals and arrive at a mutual agreement about them. The goals for the year must be informed by data and evidence collected by the teacher and evaluator. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

3. Observations of Practice: *Throughout the Year*

The administrator observes teacher practice using a rubric, and conducts conferences related to those observations. The administrator provides a rating on the rubric.

4. Ongoing Data Collection Related to Performance and Practice: *Throughout the Year*

Throughout the year, the teacher and administrator collect data related to the student outcomes and learning goals as well as data regarding teacher practice and performance as required by the rubric.

5. Interim Mid-year Check-in Conference: *January/February*

The teacher and evaluator will hold at least one mid-year conference. The conference should focus on processes and progress toward meeting the goals established in the goal setting conference. Evidence about practice and student learning data should be reviewed. If necessary, teachers and evaluators may mutually agree to revisions of strategies, approaches, or targets to accommodate other changes in the goals.

6. End of Year Summative Review: *By May 30*

Teacher Self-Assessment: The teacher reviews and reflects on all information and data collected during the year related to the goals and completes a self-assessment for review by the evaluator.

End of Year Conference: The evaluator and teacher meet to discuss all of the evidence collected to date. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation. The summative report may be revised based on additional assessment data collected during the summer.

7. Final Summative Rating

After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data has a significant impact on the final rating.

It is expected that teachers' roles in the process are to be active participants throughout:

- Establishing goals based on student learning data
- Engaging in collaborative processes to create or review and revise curriculum
- Designing instruction
- Engaging in high quality teaching.

The teacher must then reflect on the outcomes and take intelligent action.

This following chart on the next page, provides a summary of the responsibilities.

Areas of Evaluation	Teacher Responsibility	Director Responsibility
Observation of Teacher Performance and Practice (45%)	• Self-reflection on teaching standards • Identification of professional learning needs	• Pre (if applicable) and Summary Conference • Two (2) or Three (3) Observations according to experience and prior summative rating • Summative Rating
Parent Feedback (10%)	• Mutual goal setting and strategies • Established through a collective process with the entire faculty	• Data collection • Mutual goal setting • Summative rating
Student Feedback (10%)	• Mutual goal setting and strategies • Established through a collective process with the entire faculty	• Data collection • Mutual goal setting • Summative rating
Staff Feedback (10%)	• Mutual goal setting and strategies • Established through a collective process with the entire faculty	• Data collection • Mutual goal setting • Summative rating
Student Learning/Achievement Measures (25%)	• One (1) student learning goal • Fall, mid-year, end of year conferences • Data collection/reflection • Mutual goal setting	• Fall, mid-year, end of year conferences • Mutual goal setting • Summative rating
Final Rating (100%)		• Final Summative Rating

Summative Teacher Development and Performance Review:

The Core Requirements of the Connecticut Guidelines for Teacher Evaluation require that districts weight the components of a teacher's annual summative evaluations and ratings as follows:

Teacher Performance and Practice	Student Outcomes and Feedback
45% Observation of Teacher Performance and Practice	25% Student Learning/Achievement Measures
	10% - Student Feedback
	10% - Staff Feedback
	10% - Parent Feedback
= 45%	= 55%
100% = Summative Rating	

All teachers are evaluated in four primary categories, grouped into two major focus areas: 1) teacher performance and 2) student outcomes and Feedback. Each area is comprised of sub-categories. Together, a summative evaluation considers all of these dimensions of teaching and learning. The specifics of each portion of the plan are outlined below.

Student Outcomes and Feedback

25% Student Learning/Achievement Measures

The process for assessing student growth uses multiple indicators of academic growth and development. The goals related to the student learning/achievement measures will be developed through mutual agreement by the teacher and evaluator.

The teacher will establish one main goal for student growth and achievement. For those teachers teaching tested subject areas (standardized state indicators for grades and subjects—SBAC, NGSS, physical fitness testing, LAS Links), they must use the state tests as indicators. A non-standardized indicator such the use of school wide rubrics shall be considered for other subjects/areas (i.e. performances rated against a rubric, local assessments)

A Complete Goal includes the following aspects:

A Complete Goal	Definition	Reflection/Preparation
The Rationale	The rationale defines why we are focused on this area. It connects to ISAAC goals, and is grounded in student learning needs (student outcome data, behavioral data, program data, and perceptual data).	What is the baseline data and background information that I use to lead me to this goal? What are the academic track record and overall needs and strengths of my students? What is the most important purpose of my teaching assignment? Why was this SLO chosen? Which CCSS did I address?
Student Learning Objective	The objective defines, what we will work to accomplish. It should be specific and measurable, attainable, and relevant and time bound. It must be relevant to a teacher's assignment and address a large proportion of his/her students, be ambitious and represent at least one year's growth.	As a result of my work, what learning or positive change will my learners demonstrate? What specifically am I trying to accomplish with my students?
Action Steps	This part of the goal specifies what a teacher will do to achieve the goal/objective, how a teacher intends to "get there" It includes a plan of action, both what teacher will do in the classroom as well as what they may need to learn.	How will you meet this objective? What strategies will you employ? What professional learning do you need? What supports do you need? What teaching standards are you focused on?
Indicators of Academic Growth and Development	How well? This part of the goal specifies how we will know if the target is met. What percentage, degree? It provides specific, measurable evidence of student outcome data and demonstrates knowledge about students' growth and development. This is the measure of success.	What is the targeted performance expectation for selected students? What data will I collect to assess progress?

Goal Setting Conference: By October 30th

Reflection: The teachers will begin the school year with reflection on their students and student learning needs. They will conduct an analysis of their students' performance relative to the core content and essential learning of their course/classroom/teaching assignment. In advance of the goal setting meeting, teachers examine student data, prior year evaluation and other relevant school or stakeholder data to establish individual goals. It is appropriate for teachers to collaborate in teams to support the goal setting process. Teachers will draft one goal to address the student learning and achievement needs, which will comprise 25% of a teacher's summative evaluation. They also establish goals related to whole student feedback, staff feedback, and the parent feedback goal (discussed below).

Goal Setting Conference: The teacher and administrator meet to discuss the proposed goals and arrive at mutual agreement about them. The teacher will use performance data to establish the learning objectives, plans for improvement and indicators of academic success and growth. The goals for the year must be informed by data and evidence collected by the teacher and evaluator. The evaluator may request revisions to the proposed goals and objectives if they do not meet the expectations listed above.

Interim Conference: Mid-year check-in: January/February

The teacher and evaluator will hold at least one mid-year conference. The conference should focus on processes and progress toward meeting the goals established in the goal setting conference. Evidence about practice and student learning data should be reviewed. If necessary, teachers and evaluators may mutually agree to revisions to strategies, approaches, or targets to accommodate changes. Local assessment data may inform this process, as well as student behavioral data (such as absences, referrals), program data (such as student participation in particular programs), and perceptual data, (such as learning styles, anecdotal notes). The goals may be revised/adjusted.

End of Year Summative Review: By May 30

Teacher Self-Assessment: The teacher reviews and reflects on all information and data collected during the year related to the goals and completes a self-assessment for review by the evaluator. Teachers reflect on the goals that they have established and the following reflective prompts:

Describe the results and provide evidence for each indicator of academic growth

Describe what you did that produced those results

Provide your overall assessment as to the extent to which the goal was met

Describe what you learned and how you will use that information going forward

End of Year Conference: The evaluator and teacher meet to discuss all of the evidence collected to date and the teacher's self-reflection on the process. The teacher and evaluator discuss the extent

to which the student met the goals/objectives. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation.

Evaluators review the evidence and the teacher's self-assessment and assign a rating: Exemplary, Accomplished, Developing, or Did Not Accomplish/Beginning.

These ratings are defined as follows:

Exemplary	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
Accomplished	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
Developing	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 Accomplish/Beginning	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

The individual SLO ratings and the student growth and development rating will be shared and discussed with teachers during the End-of-Year Conference. Evaluators are strongly urged to use their professional judgment, not just an algorithm to determine the final summative rating.

NOTE: For SLOs that include an indicator based on state standardized tests, results may not be available in time to score the SLO prior to the June 30 deadline. In this instance, if evidence for other indicators in the SLO is available using Common Core or NGSS standards aligned with summative assessment data, the evaluator can score the SLO on that basis.

However, once the state test evidence is available, the evaluator is required to score or rescore the SLO, then determine if the new score changes the teacher's final (summative) rating. If the new results change the rating, the evaluator shall call a conference with the teacher to review the results and their impact. The evaluation rating can be amended at that time as needed, but no later than August 15.

10% Whole School Student Feedback

Each year, the faculty and administration team will select and determine the percentage of positive responses for specific questions that relate to the culture and climate of the school from the student perspective. Collection of the data will be conducted anonymously and will be collected and distributed as a whole school using a survey collection database.

Student surveys must be administered in a way that allows students to feel comfortable providing feedback without fear of retribution. Surveys should be confidential and survey responses must not be tied to students' names. If it is feasible and planned, ISAAC will conduct two student, staff, and parent feedback surveys each year. If conducting two surveys in the same academic year is not possible or decided against, then teachers should use the previous spring survey to set growth targets.

Teachers and their evaluators will establish a goal relative to the student feedback results. This may be done collectively as a school or individually.

Arriving at a Student Feedback Summative Rating

In most cases, summative ratings should reflect the degree to which a teacher or teachers made growth on feedback measures, using data from the prior school year or the fall of the current year as a baseline for setting growth targets. For teachers with high ratings already, summative ratings should reflect the degree to which ratings remain high.

This is accomplished in the following steps, undertaken by the teacher being evaluated through mutual agreement with the evaluator:

1. Review survey results from prior period.
2. Set **one** measurable goal for growth or performance that could contain multiple measures from the survey.
3. Later in the school year, administer surveys to students.
4. Aggregate data and determine whether the teacher achieved the goal.
5. Assign a summative rating, using the following scale to be discussed and finalized with their evaluator during the End-of-Year Conference.

Below Standard	Developing	Accomplished	Exemplary
Did not meet the goal	Partially met the goal	Met the goal	Exceeded the goal

10% Staff Feedback

Ten percent (10%) of a teacher's evaluation will be based on staff feedback, including data from surveys. Surveys will be used to capture staff feedback that is anonymous and demonstrates fairness, validity, and usefulness.

The School Climate survey may be used as a source of data for this indicator.

ISAAC will use the whole school staff survey data to support goal setting during the beginning of the year. ISAAC will set whole school goals, connected to the Executive Director's whole school goal, and teachers will design strategies to support those goals as well as targets related to the goal that they select. Staff feedback will be aggregated, reviewed, and compared with the data from the beginning and end of year while considering the degree to which the teachers have met individual or whole school targets set at the beginning of the year. Teachers and evaluators should use their judgment in setting growth/improvement targets for staff feedback. Ratings for this category are based on either evidence of improvement in areas of need as identified by the school-level survey results or evidence of teacher's implementation of strategies to address areas of need as identified by the survey results.

The purpose for including staff survey results comes with the PDEC Committee's belief that the culture and climate of the working and learning environment is controlled by the staff members who live and work within the school. Moreover, research has shown that a positive school culture and climate for teachers leads to positive effects on student achievement.

A 2009 study entitled, *The effects of school culture and climate on student achievement*, written by MacNeil, Prater & Busch, determined that "strong school cultures have better motivated teachers. Highly motivated teachers have greater success in terms of student performance and student outcomes." Therefore, it is vital that schools "seeking to improve student performance should focus on improving the school's culture by getting the relationships right between themselves (staff), students and parents." "Measuring school climate and using these assessments to focus the school's goals on learning is important for the process of improving the school's academic performance."

The staff feedback rating should reflect the degree to which the individual successfully supports and reaches the staff goal/improvement targets. This is accomplished through a review of evidence provided by the teacher. The final summative rating will be done at one of four levels. The scale is as follows:

Exemplary	Accomplished	Developing	Below Standard
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

10% Parent Feedback

Ten percent (10%) of a teacher's evaluation will be based on parent feedback, including data from surveys. Surveys will be used to capture parent feedback that is anonymous and demonstrates fairness, validity and usefulness.

The School Climate survey may be used as a source of data for this indicator.

ISAAC will use the whole school parent survey data to support goal setting during the beginning of the year. ISAAC will set whole school goals, connected to the Executive Director's and Principal's whole school goal, and teachers will design strategies to support those goals as well as targets related to the goal that they select. Parent feedback will be aggregated, reviewed, and compared with the data from the beginning and end of year while considering the degree to which the teachers have met individual or whole school targets set at the beginning of the year. Teachers and evaluators should use their judgment in setting growth/improvement targets for parent feedback. Ratings for this category are based on either evidence of improvement in areas of need as identified by the school level survey results or evidence of teacher's implementation of strategies to address areas of need as identified by the survey results.

The parent feedback rating should reflect the degree to which the school/program/individual successfully reaches the parent goal/improvement targets. This is accomplished through a review of evidence provided by the teacher and/or whole school. The final summative rating will be done at one of four levels. The scale is as follows:

Exemplary	Accomplished	Developing	Below Standard
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

Teacher Performance and Practice

45% Observation of Teacher Performance and Practice

Forty-five percent (45%) of a teacher's evaluation will be based on observation of teacher practice and performance, using a rubric based on the *Common Core of Teaching* (CCT). We are using the 2017 Connecticut Common Core of Teaching for Effective Teaching and the 2017 Connecticut Common Core of Teaching for Effective Delivery.

The CCT defines for Connecticut educators, key aspects of effective teaching, correlated with student learning and achievement through the lens of four domains. The overarching principles of this rubric aligns with the purposes of our ISAAC Educator Development and Performance Plan.

The CCT rubric maintains consistency with Connecticut's TEAM program of mentorship and professional development of new teachers. This rubric relies upon reflection on professional practice to advance teacher effectiveness and student learning. Consistency between the CT new teacher program and program for all teachers allows the development of a common understanding and common language about teaching and learning, enriching collaboration, communication, and community to support success for all students.

The following Domains are assessed:

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning	Teachers create a positive learning environment, promote developmentally appropriate standards of behavior, and maximize instructional time	In-class observations or live observations of practice
Domain 2: Planning for Active Learning	Teachers plan instructional content, plan instruction to cognitively engage students, and select appropriate assessment strategies	Non-classroom observations/ reviews of practice
Domain 3: Instruction for Active Learning	Teachers implement instructional content, lead students to construct meaning and apply new learning, assess student learning, provide feedback to students, and adjustments to instruction	In-class observations or live observations of practice
Domain 4: Professional Responsibility and Teacher Leadership	Teachers engage in continuous professional learning, collaborate to develop and sustain a professional learning environment, and works with colleagues, students, and families to develop and sustain positive school climate	Non-classroom observations/ reviews of practice

(Both full rubrics can be accessed in the appendix)

To rate through use of the rubrics, administrators collect data through formal observations, informal observations, dialogue, and reviews of practice, (such as lesson plans, student work, etc.) in order to arrive at a summative rating for this category.

The ISAAC process requires that teachers self-assess against the CCT rubrics and collect and reflect with their administrator on documentation and artifacts relative to effective practice as defined in the domains. Observations by administrators are a key data source for this category. Through the related conferences, teachers are encouraged to examine their goals and strategies and to self-identify areas of teaching to work on and to consider how these teaching expectations relate to their student learning goals, professional development needs, and classroom practices.

Minimum Criteria Based on Core Requirements

Beginning in the 2024-2025 implementation of the plan, all new teachers at ISAAC will receive at least three formal and/or in-class observations. For new teachers, one of the two formal evaluations should include pre-conferences, and all include a conference summary meeting. Formal observations shall be approximately 30 minutes.

Thereafter:

Year 1 and 2 teachers will receive at least two formal in-class observations. One of the two will include pre-conferences and all include conference summary meetings.

Teachers who receive a performance rating of **below standard** or **developing** will receive a number of observations appropriate to their individual plan, but no fewer than two formal in-class observations. One of the two must include a pre-conference and all include a conference summary. Teachers may be observed in other settings.

Experienced teachers who receive a performance rating of **accomplished** or **exemplary** will receive a combination of at least three observations of practice, one of which must be formal in-class observation. The other two may include other teacher responsibilities such as observations of PLC Team meetings, SRBI Team meetings, coaching/mentoring other teachers, observation of the delivery of professional development to other teachers, review of lesson plans, or other teaching artifacts.

Evaluation Ratings for Teacher Performance and Practice

For each observation, the evaluator will use the rubric to provide feedback and engage in professional dialogue with the teacher. An evaluation rating for teacher performance and practice will be assigned at the end of the school year, at the summative conference. After gathering and analyzing evidence for all of the indicators collected throughout the school year, evaluators will use the appropriate CCT rubric according to their position at ISAAC to assign ratings at the domain level. Once domain ratings have been assigned and supported by evidence, evaluators will use the *Rating Guidelines for Observation of Teacher Performance and Practice* (below) to assign a summative rating for this category.

Summative Rating Guidelines for Observation of Teacher Performance and Practice

Rating	Criteria
Exemplary	Minimum of two Exemplary ratings and no rating below Accomplished
Accomplished	Minimum of two Accomplished ratings and no ratings Below Standard
Developing	No more than one rating Below Standard
Below Standard	One or more ratings Below Standard

To ensure consistency in the observation and documentation of teacher performance and practice, administrators will participate in collaboration training and remain accomplished in the use of the rubric. Training will be conducted annually to ensure consistency, and high-quality application of the rubric in observations and evaluation. Formal observations may include pre-conference meetings and always a conference summary meeting that provides opportunities for meaningful professional dialogue about teaching and learning. This also allows teachers and administrators to set goals, implement teaching strategies, and reflect on the results of the teaching and their progress toward their own professional goals.

Professional Learning Opportunities

Throughout the overall process, the teacher's professional learning should be a central focus. For each goal or each step in the process, the evaluator is expected to consider what professional learning will support teachers individually and collectively. As reflected in this document and its forms, teachers establish goals and action steps, which include professional learning and reflection on teaching standards. This is part of the process, dialogue, and documentation. Specific professional learning in a teacher's goals is clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observations of professional practice, and the results of stakeholder feedback. It is expected that professional learning will vary by individual, or group of teachers based upon the data.

ISAAC administration will integrate the professional learning plans into their school development and performance plans. Support for professional learning is a key expectation for each administrator's own evaluation.

ISAAC will provide opportunities for career development and professional growth based upon the performance identified through the evaluation process. For example, teachers who consistently perform at high levels will have opportunities to serve as mentors, coaches, engage in peer observation or other leadership opportunities.

Summative Ratings

As required in the state guidelines, the ISAAC Development and Performance Plan uses a five-level matrix rating system.

The five areas are as follows:

Student Learning Achievement Measures (25%)

Exemplary	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
Accomplished	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
Developing	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/Beginning	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

Whole School Student Feedback (10%)

Exemplary	Accomplished	Developing	Below Standard
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

Staff Feedback (10%)

Exemplary	Accomplished	Developing	Below Standard
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

Parent Feedback (10%)

Exemplary	Accomplished	Developing	Below Standard
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

Teacher Performance and Practice (45 %)

Rating Guidelines for Observation of Teacher Performance and Practice by CCT Domain

Rating	Criteria
Exemplary	Minimum of two Exemplary ratings and no rating Below Accomplished
Accomplished	Minimum of two Accomplished ratings and no ratings in Below Standard
Developing	No more than one rating Below Standard
Below Standard	One or more ratings Below Standard

These five areas are summed as follows:

Teacher Performance and Practice	Student Outcomes and Feedback
45% Observation of Teacher Performance and Practice	25% Student Learning/Achievement Measures
	10% - Student Feedback
	10% - Staff Feedback
	10% - Parent Feedback
= 45%	= 55%
100% = Summative Rating	

Annual summative evaluations must provide each teacher with a summative rating aligned to one of five performance evaluation designations: Exemplary, Accomplished, Developing, Below Standard.

The performance levels are defined as follows:

- Exemplary: Exceeding standards of performance
- Accomplished: Meeting standards of performance
- Developing: Meeting some standards of performance, but not others
- Below Standard: Not meeting standards of performance

In order to determine summative rating designations for each teacher, ISAAC evaluators will:

- Rate teacher performance in each of the five categories:
 - Student Learning/Achievement Measures
 - Whole School Student Feedback
 - Parent Feedback
 - Staff Feedback
 - Observation of Teacher Performance and Practice
- Use the table below to calculate the rating for the teacher based on the percentages below. If a teacher has two or more “developing” and/or “below standard” ratings, the teacher’s overall rating cannot be at accomplished or higher.

%	CATEGORY	RATING
45%	Teacher Evaluation	
25%	1 SLO	
10%	Student Survey	
10%	Staff Survey	
10%	Parent Survey	
100%	OVERALL RATING	

Evaluators are encouraged to use their professional judgment and their learning from their proficiency training to determine a summative rating, not just numbers alone. Beginning teachers shall generally be deemed effective if the teachers receive at least two sequential “accomplished” ratings, by the fourth year of a beginning teacher’s career. It is expected for those teachers who receive tenure to have final summative ratings of “accomplished” or “exemplary” (See the appendix for more details regarding Core Requirements, SEED and ratings).

Professional Assistance Plan

A teacher who receives a final summative rating of “Developing” or “Below Standard” will be required to work with their evaluator and local association president (or designee) to design a teacher performance professional assistance plan. The plan will be created within 30 days after the completion of the summative evaluation rating conference.

Teachers who have demonstrated instructional and professional skills that are in need of improvement according to the SEED rubric and have not responded to the assistance as prescribed by the administration will be put on a plan.

Evaluation Criteria: The evaluation criteria are derived from the components of the Teacher Development and Performance Plan:

Teacher Performance and Practice

- a. Observation of Teacher Performance and Practice
- b. Parent Feedback

Student Outcomes and Learning

- a. Student Learning/Achievement Measures
- b. Whole School Student Learning or Student Feedback

Methods: The methods to evaluate are the same as those described above and include some of the following, depending on the areas of need:

- Observations in a range of settings
- Examination of artifacts/student work
- Reflective conversations with supervisors, coaching
- Constructive, ongoing feedback
- Assistance and support from evaluator or designee
- Comprehensive goal setting

Time period: The timeframe for improvement is for teachers in the “Developing” category, there are 30 school days to achieve a rating of “Accomplished”. For teachers with a rating of

“Below Standard”, the timeframe is 30 school days to achieve a “Developing” rating and 60 total school days (additional 30 school days) to achieve an “Accomplished” rating.

Accountability: Documentation of evaluation criteria will include summative ratings supported by evidence. It may include strengths, areas needing improvement and recommended strategies for meeting any next steps. It may also include a recommendation regarding continued employment.

Peer support: The primary support for staff in this format will be the administrator. Others, including peers, may provide additional supervision or assistance.

Evaluator: The evaluator for staff in this format will be an administrator.

Appeals Process

Guidelines

1. The Appeals Committee consists of a subcommittee of three members who are current members of the Teacher Evaluation Committee and will be comprised of a bargaining unit representative, executive staff, and an administrator who is not the assigned evaluator. The Appeals Committee will be convened to (1) resolve conflict when goals cannot be mutually determined, and (2) resolve when either party--evaluator or evaluatee--does not adhere to the process. These are the only two reasons the Appeals Committee will meet.
2. Appeals are made by contacting the Executive Director. The person requesting the appeal becomes the applicant.
3. Upon contact, the Executive Director will advise the applicant of the process and will assure that the formal appeals letter has been written within the timeframe.
4. Submission of the appeal letter that specifically identifies the concern, formally initiates the appeals procedure, and timelines go into effect.
5. The following timelines will apply:
 - a. Identification of a problem, the determination to use the appeals process and the submission of the completed appeals letter by either party initiates the appeals process.
 - b. A formal letter of appeal must be submitted within five school days of the concern indicated.

- c. Within five school days of the receipt of the completed appeal letter, the committee will notify applicant of a scheduled conference (which must be held within ten school days).
- d. The conference will be held. If the group comes to agreement, the process is terminated. If no agreement can be reached, the matter will be referred to the Executive Director who must set a meeting of the parties within ten school days and render a final decision.
- e. Resolution of the problem by both parties at any time may result in a mutual request to withdraw intervention of the Appeals Committee or the Executive Director.

Core Requirements/Law

The ISAAC evaluation system was developed and revised pursuant to the statutory requirements set by Connecticut General Statutes and from mandates and guidance from CSDE.

Reimagining Educator and Leader Evaluation and Support The design elements of the Connecticut Guidelines for Educator Evaluation (2023) (CT Guidelines 2023) represent several shifts from what has become common practice when implementing the Connecticut Guidelines for Educator Evaluation (2017). These shifts are based on research and best practices from Connecticut educators and from other states, and represent changes in the following areas for both educators and leaders:

- Standards and criteria
- Goal setting process
- Professional practice and student growth
- Evaluator/observer/stakeholder feedback and engagement
- Process elements
- Dispute resolution

Connecticut State Department of Education⁴ Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 (CT Guidelines 2023) These elements include:

- Nonnegotiables: these components must be included in a district's educator and leader evaluation and support plan (EESP); and
- Best Practices Preferences: these components should be included in a district's EESP.

ISAAC Goal Setting Form

SUBJECT: |

- ☐ 1st Student Outcome Goal (SLO)
- ☐ 2nd Student Outcome Goal (SLO)

What is your evidence that supports your goal?
What is your goal?
As a result of your work, what learning or positive change will our learners demonstrate? Students will be able to... <i>This objective is aligned to these standards (where applicable) (e.g., CCSS, school learning expectations, NGSS, SBAC)</i>
What strategies will you employ to meet these objectives?
Professional learning that will support you with this objective (e.g., professional support, resources, workshop, peer support, research, professional learning community):
Which domain/indicator on the Common Core of Teaching will this professional learning support? Indicators of Academic Growth and Development: <i>How will I know that the objective has been met? (What is the targeted performance expectation for selected students? What data will I collect to assess progress? Please provide specific percentage of growth or achievement.</i> Domain 1 (Class Environment, Student Engagement and Commitment to Learning), Domain 2 (Planning for Active Learning), Domain 3 (Instruction for Active Learning), Domain 4 (Professional and Teacher Responsibilities).



MID-YEAR CHECK-IN GOAL CONFERENCE Teacher Form

Teacher Name: _____ Date: _____

Describe your progress to date for each of the four goals.

(Please number and label each goal: SLO, Student, Staff, & Parent)

Describe the professional learning and/or strategies or teaching standards focus that have contributed to your progress.

Describe any challenges or barriers to achieving any of your four goals.

(Please specify the goal)

What modified action steps and/or adjustments will you implement to address challenges or continue to make progress toward your goals?

Must be submitted electronically to administrator prior to goal conference



Pre-Observation Conference Form

To be submitted electronically prior to Pre-Observation Conference

Teacher:
Subject/Class:

School:
Time/Period:

Grade(s):
Date of Observation:

Lesson Objectives: What will the students know, understand, and be able to do as a result of the lesson?

Content standards met (include literacy strategies where applicable):

Lesson objective(s):

What came before?

What comes next?

Previous data used to plan this lesson:

Learner background information – prior knowledge and skills related to this lesson:

Outline any teaching strategies and/or learning activities that you have planned

What will you be doing? What will your students be doing?

Materials/Resources:

Do Now/Initiation:

Mini-Lesson:

Work Period:

Closure/Debrief:

Differentiation:

Outline any assessments/approaches you plan to use to monitor student learning.

(How will you know if your students achieved the objective?)

Formative Assessment:

Summative Assessment:

What aspects of the lesson or specific teaching standards would like specific feedback on or about?



Post-Observation Conference Form

Teacher:
Subject/Class:

School:
Time/Period:

Grade(s):
Date of Observation:

*This form must be filled out by the evaluator after conferencing with the teacher.
Use the questions to guide the conversation with the teacher.*

Feedback to the teacher was given: ☐ Verbal ☐ Written

How successful was the lesson and how do you know it? To what degree did the students achieve the lesson objective?

--

What, if anything, did you change from your plan?

--

If you were to teach this lesson again, what would you do differently next time?

--

Other Discussion Points/Wonderings:

--



END OF THE YEAR SUMMATIVE RATING

Evaluator Form

Teacher's Name:

Grade/Subject:

Date of Conference:

Student Learning Achievement Measures (SLO)				25%
Exemplary	Accomplished	Developing	Below Standard	RATING
All or most students met or substantially exceeded the target(s) contained in the indicator(s).	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).	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.	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.	
Teacher Performance and Practice				45%
Exemplary	Accomplished	Developing	Below Standard	RATING
Minimum of three exemplary ratings and no rating below accomplished	Minimum of three accomplished ratings and no rating below standard	Minimum of two accomplished rating and not more than one rating below standard	Two or more ratings below standard	
Whole School Student Learning				10%
Exemplary	Accomplished	Developing	Below Standard	RATING
Exceeded the Goal	Met the Goal	Partially Met the Goal	Did Not Meet the Goal	
Staff Feedback				10%
Exemplary	Accomplished	Developing	Below Standard	RATING
Exceeded the Goal	Met the Goal	Partially Met the Goal	Did Not Meet the Goal	
Parent Feedback				10%
Exemplary	Accomplished	Developing	Below Standard	RATING
Exceeded the Goal	Met the Goal	Partially Met the Goal	Did Not Meet the Goal	
FINAL RATING				100%
If a teacher has two or more "developing" and/or "below standard" ratings, the teacher's overall rating cannot be at "accomplished" or higher.				
EXEMPLARY	ACCOMPLISHED	DEVELOPING	BELOW STANDARD	

ADDITIONAL COMMENTS:



ISAAC Written Observation and Conference Summary

Formal Observation:

☐ #1 ☐ #2 ☐ #3

Informal Observation:

☐ #1 ☐ #2 ☐ #3

Teacher:

School: ISAAC

Grade(s):

Subject:

Time/Durations:

Evaluator:

Date of Observation:

Pre-Conference:

Post Conference:

Domain 1: Classroom Environment, Student Engagement, and Commitment to Learning: Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:				
	Consistently Demonstrated	Not Observed	Improvement Needed	
1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of students.				
1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.				
1c. Maximizing instructional time by effectively managing routines and transitions.				
Supporting Statements: What was observed; What is needed for next observation; Identify expected growth, resources, strategies:				
Overall Domain 1 Rating:	E	A	D	BS
Domain 2: Planning for Active Learning: Teacher plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:				
	Consistently Demonstrated	Not Observed	Improvement Needed	
2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.				
2b. Planning instruction to cognitively engage students in the content.				
2c. Selecting appropriate assessment strategies to monitor student progress.				
Supporting Statements: What was observed; What is needed for next observation; Identify expected growth, resources, strategies:				
Overall Domain 2 Rating:	E	A	D	BS

Domain 3: Instruction for Active Learning: Teachers implement instruction to engage student in rigorous and relevant learning and to promote their curiosity about the world at large by:				
	<i>Consistently Demonstrated</i>	<i>Not Observed</i>	<i>Improvement Needed</i>	
3a. Implementing instructional content for learning.				
3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.				
3c. Assessing student learning, providing feedback to students and adjusting instruction.				
Supporting Statements: <i>What was observed; What is needed for next observation; Identify expected growth, resources, strategies:</i>				
Overall Domain 3 Rating:	E	A	D	BS
Domain 4: Professional Responsibility and Teacher Leadership: Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:				
	<i>Consistently Demonstrated</i>	<i>Not Observed</i>	<i>Improvement Needed</i>	
4.a. Engaging in continuous professional learning to impact instruction and student learning.				
4.b. Collaborating to develop and sustain a professional learning environment to support student learning.				
4.c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.				
Supporting Statements: <i>What was observed; What is needed for next observation; Identify expected growth, resources, strategies:</i>				
Overall Domain 4 Rating:	E	A	D	BS

Administrator

Teacher



Informal Observation/ Review of Practice Feedback

Teacher:

School: ISAAC

Grade(s):

Subject:

Time/Period:

Date of Observation:

This form is to be completed by the evaluator and given to the teacher.

Feedback given to the teacher: Verbal

Written

Date:

Describe the context of the observation (class observation, team meeting, review of practice, etc.).

Describe what you observed – the teacher's statements and actions as well as those of students or others involved. Connect these observations to a specific domain within the CCT.

1: Classroom environment,
student engagement, and
commitment to learning

2: Planning for active learning

3: Instruction for active
learning

4: Professional
responsibilities and teacher
leadership

Other discussion points or thoughts:

TEACHER

ADMINISTRATOR

PART TWO: ADMINISTRATOR DEVELOPMENT AND PERFORMANCE PLAN

The ISAAC Administrator Development and Performance Plan aligns with the Teacher Development and Performance Plan. It 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 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 we communicate well and give and receive feedback on our leadership;
- To ensure that we examine and seek to strengthen our capacity and resources.

It 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 plans.

The purpose of the new evaluation model is to evaluate administrator performance fairly and accurately and to help each educator strengthen his/her practice to improve student learning. The process of evaluation has four purposes: to increase student learning, to enhance leadership practices, to enhance school improvement, and to provide for accountability in the educational system.

The ISAAC Administrator Development and Performance Plan connects to student achievement and aligns with professional development and school improvement. The purpose of the new evaluation model is to evaluate administrator performance fairly and accurately and to help each leader strengthen his/her practice to lead to school 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.

Design Principles

The following four design principles are interdependent; each is critical in determining that evaluations meet the needs of teachers, school leaders and students. They are derived from the 2017 Connecticut Leader Evaluation and Support Rubric model:

1. Focus on What Matters Most

The four areas defined by the state board as what matters for administrators are: Student Learning (25%), Administrator Practice (40%), Stakeholder Feedback: Student – Parent – Staff Survey (15%), and Teacher Effectiveness (15%). Instructional leadership is the key defining trait of high-quality school leadership and is weighted as such in this plan. It connects directly to our teacher core principle: the instructional core matters and focusing on student learning and the teaching that shapes that learning is key.

2. Emphasize Growth Over Time

No single data point can paint a complete picture of a leader's performance. The ISAAC Administrator Development and Performance Plan uses multiple measures and begins with the premise that an individual's performance should be about their improvement from an established starting point. This applies to their professional practice goals and the outcomes they are striving to reach. Attaining high levels of performance matters, and maintaining high results is part of the work, but the model should encourage administrators to pay attention to continually improving practice.

3. Leave Room for Judgment

An evaluation process must have meaningful implications, both positive and negative, in order to earn sustained support from school leaders and to contribute to the systematic improvement of schools. Of key importance is the professional conversation between the administrator and his/her supervisor that can be accomplished through a well-designed and well-executed evaluation system. The model requires evaluators to observe the practice of administrators enough to make well informed judgments about the quality and efficacy of practice.

4. Consider Implementation at Least as Much as Design

This plan is designed to limit excessive demands on those doing evaluations or being evaluated. The work needs to be integrated into the overall school improvement efforts of ISAAC and be seen as integral to the work, not an addition to it. The plan underscores the importance of the need for evaluators to build skills in setting goals (for themselves and with others), observing practice, and providing high quality feedback.

Model of Continuous Improvement

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

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

- Meeting expectations as an instructional leader
- Meeting expectations in at least three other areas of practice
- Meeting one target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on two student learning objectives aligned to school and ISAAC priorities
- Having more than 60% of teachers whose rating is accomplished 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 practice, 2) stakeholder feedback, 3) student learning, and 4) teacher effectiveness. The document also includes steps for arriving at a final summative rating. The model is derived from the state's *New Leaders* document, authored by a national, non-profit organization committed to developing transformational school leaders and advancing the policies and practices that allow great leaders to succeed. In addition, this tool is being used to evaluate administrators in several districts in southeastern Connecticut. It is designed to meet the requirements as specified in the core requirements for administrator evaluation.

Overview of the Process

Each administrator participates in the evaluation process as a cycle of continuous improvement. It parallels the Teacher Continuous Improvement Plan, beginning with the examination of student learning data, the administrator then develops a school development and performance plan, including meaningful goals. The school development plans must support high quality instruction and include the collective examination of results 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.

The cycle itself begins with the following processes:

June-July: Orientation and Context Setting

To begin the process, the administrator needs the following:

1. Student learning data that is available for review by the administrator and the school has been assigned to the Accountability Index rating
2. Stakeholder survey data that is available for review by the administrator
3. The Executive Director has communicated student learning priorities for the year

4. The administrator has developed a school development plan that includes student learning goals
5. The evaluator has reviewed the written plan with the administrator to orient him/her to the evaluation process.

Each year, the Executive Director will provide professional development for all administrators being evaluated so that they will understand the evaluation system, the processes, and the timeline for their evaluation. Special attention will be given to the Common Core of Leading Performance Expectations.

Prior to the start of the school year, if necessary or applicable, ISAAC will provide evaluators of administrators with training focused on the administrator evaluation system. Training will include an in-depth overview of the four categories that are part of the plan, the process and timeline for the plan implementation, and the process for arriving at summative evaluation. Training will be provided on the rubric so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency.

July-September: Goal Setting and Plan Development

Before a school year starts, school administrators identify three student learning objectives and one survey target, drawing on available data, the Executive Director's priorities, their school development plan, and prior evaluation results (where applicable). They also determine two areas of focus for their practice. The administrator and the evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. This is 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 school context?
- Are there any elements for which accomplished performance will depend on factors beyond the control of the administrator? 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 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 the beginning work on the goals. The evaluator may suggest additional goals as appropriate.

September-December: Plan Implementation and Collect Evidence

As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. For the evaluator, this must include at least **two** and preferably more,

school site observation visits. Periodic, purposeful school observation visits offer critical opportunities for evaluators to observe, collect evidence and analyze the work of school leaders. At a minimum, fall, winter and spring visits to the school leader's work site are essential.

Unlike visiting a classroom to observe a teacher, school visits to observe administrator practice can vary significantly in length and setting. Further, central to this process is providing meaningful feedback based on observed practice. Evaluators need to provide timely feedback 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: 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 outcome goals.
- The evaluator reviews observation and feedback forms to identify key themes for discussion.

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 a new population of students) that could impact accomplishment of outcome goals; goals may be changed at this point.

April: Self-Assessment

In the spring, the administrator is expected to assess their practice on all 18 elements of the Connecticut Leadership Standards. For each element, the administrator determines whether he/she:

- Needs to grow and improve their practice on this element
- Has some strengths on this element but needs to continue to grow and improve
- Is consistently effective on this element, or
- Can empower others to be effective on this element

The administrator should also review their focus areas and determine if they consider themselves on track or not. This reflection should be used to inform their rating for the year. The administrator submits their self-assessment to their evaluator.

May: Preliminary Summative Assessment (adjusted in August, if appropriate).

The administrator and evaluator meet in the late spring to discuss the administrator's self-assessment and all evidence collected over the course of the year. The meeting is intended as an opportunity to convey strengths, growth areas, and probable ratings. After the meeting, the evaluator assigns a rating, based on all available evidence.

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 director requests to be added within two weeks of receipt of the report. Summative ratings are expected to be completed for all administrators by June 30 of a given school year. Should state standardized test 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 Practice, 2) Stakeholder Feedback, 3) Student Learning, and 4) Teacher Effectiveness.

Component One: Leadership Practice Rating (45%)

An assessment of an administrator's leadership practice is 45% of the summative rating. It is determined by direct observation of practice and the collection of other evidence. These expectations are described in the Connecticut Leader Evaluation and Support Rubric, adopted by the Connecticut State Board of Education in June 2017, defines effective administrative practice through four performance expectations.

1. **Instructional Leadership**
2. **Talent Management**
3. **Organizational Systems**
4. **Culture and Climate**

Improving teaching and learning is at the core of what effective educational leaders do. As such, teaching and learning comprises half of the Instructional Leadership practice rating and the other five performance expectations are weighted as described in the document.

These weightings are consistent for all administrators. For school-based 092 certificate holders in non-teaching roles, the four Performance Expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers.

In order to arrive at these ratings, administrators are measured against the Leader Evaluation Rubric (Appendix) which describes leadership actions across four performance levels for each of the six performance expectations and associated elements. The four performance levels are:

- **Exemplary:** The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Accomplished performance.
- **Accomplished:** The rubric is anchored at the Accomplished Level using the indicator language from the Connecticut Leader Evaluation and Support Rubric. The specific indicator language is highlighted in bold at the Proficient level.
- **Developing:** The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.
- **Below Standard:** The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

Two key concepts, indicated by bullets, are included as indicators. Each of the concepts demonstrates a continuum of performance across the row, from below standard to exemplary.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each performance expectation in the Connecticut School Leadership Standards. Evaluators collect written evidence about and observe the administrator's leadership practice across the six performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

This is accomplished through the following steps, undertaken by the administrator being evaluated and by the evaluator completing the evaluation:

1. The administrator and evaluator meet for a Goal-Setting Conference to identify focus areas for development of the administrator's leadership practice.
2. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. **Administrator evaluators must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who have received ratings of *developing* or *below standard*.**
3. The administrator and evaluator hold a Mid-Year Formative Conference, with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
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 *exemplary*, *accomplished*, *developing*, or *below 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. (Supported by the "Summative Rating Form," **Appendix.**)

School Based Administrators:

Exemplary	Accomplished	Developing	Below Standard
<i>Exemplary on at least 2 other performance expectations</i> No rating below <i>Accomplished</i> on any performance expectation	<i>At least Accomplished on a majority of performance expectations</i> No rating below Developing on any performance expectation	<i>At least Developing on a majority of performance expectations</i>	<i>Below Standard on at least half of performance expectations</i>

Other School-Based Administrators:

Exemplary	Accomplished	Developing	Below Standard
<i>Exemplary on at least half of measured performance expectations</i> No rating below <i>Accomplished</i> on any performance expectation	<i>At least Accomplished on a majority of performance expectations</i> No rating below Developing on any performance expectation	<i>At least Developing on a majority of performance expectations</i>	<i>Below Standard on at least half of performance expectations</i>

Component Two: Stakeholder Feedback (15%)

Feedback from stakeholders represents 15% of an administrator's summative rating. It is assessed by administration of a survey with measures that align to the Connecticut Leadership Standards.

The stakeholders surveyed will be those in the best position to provide meaningful feedback to the administrator. For school-based administrators, stakeholders will include teachers, students, and parents, but may include feedback from other stakeholders (e.g, other staff members, community members, etc.). Surveys will be administered anonymously, and all ISAAC administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement. The surveys shall be administered annually. Data in the fall and previous years will be used as baseline data for the following year. Using the survey data, administrators will establish goals, within their school development 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.

Arriving at a Stakeholder Feedback Summative Rating

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 Connecticut Leadership Standards
2. Review baseline data on selected measures, which may require a fall administration of the survey in year one
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 this scale:

Exemplary	Accomplished	Developing	Below Standard
Substantially exceeded target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

Establishing what results in having “substantially exceeded” the target or what constitutes “substantial progress” is left to the discretion of the evaluator and the administrator being evaluated in the context of the target being set.

Component Three: Student Learning (25%)

Student learning is assessed in equal weight by: (a) performance and progress on the academic learning measures in the state’s accountability system for schools, and (b) performance and growth on locally-determined measures. Each of these measures will have a weight of 12.5% and together they will account for 25% of the administrators’ evaluation.

The state’s accountability system includes multiple measures of student academic learning:

1. School Accountability Index
2. Progress for student subgroups – changes from year to year in student achievement for subgroups on Connecticut’s standardized assessments and other reported measures
3. Absolute measure of student achievement on Connecticut’s standardized assessments
4. Rating student subgroups – absolute measure of student achievement for subgroups on Connecticut’s standardized assessments
5. Other measures as measured in the Accountability Index

This score represents 12.5% of the rating for this area of focus.

All protections related to the assignment of school accountability index ratings (e.g., the minimum number of days a student must be enrolled in order for that student's scores to be included in an accountability measure) shall apply to the use of state test data for administrator evaluation.

Locally Determined Measures

Administrators establish a minimum of three student learning objectives (SLOs) on measures they select that they will integrate into their school development plans. In selecting measures, certain parameters apply:

- All measures must align to Connecticut learning standards. In instances where there are no such standards that apply to a subject/grade level, the school must provide evidence of alignment to research-based learning standards.
- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.

Beyond these parameters, administrators have broad discretion in selecting indicators, including, but not limited to:

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures
- Students' performance or growth on school-developed formative or summative assessments in subjects and grade levels for which there are not available state assessments.
- The process for selecting measures and creating SLOs should strike a balance between alignment to Executive Director student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process unfold in this way.
 - First, the Executive Director establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
 - The administrator uses available data to craft an improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
 - The administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities and (b) aligned with the school improvement plan.
 - The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators.
 - The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
 - The objectives are adequately ambitious.
 - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.

- The objectives are based on a review of student characteristics (ex: mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
- The professional resources are appropriate to supporting the administrator in meeting the performance targets.

The administrator and evaluator collect interim data on the SLOs 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 this portion, as follows:

Exemplary	Accomplished	Developing	Below Standard
Met all three (3) objectives	Met two (2) objectives substantially with substantial progress on the third	Met one (1) objective and made substantial progress on at least one (1) other	Met zero (0) objectives OR Met one (1) objective and did not make substantial progress on the other two (2)

To arrive at an overall student learning rating, the ratings for the state assessment and the locally-determined ratings in the two categories are plotted on this matrix:

		STATE TEST PORTION 122.5%)			
		Exemplary	Accomplished	Developing	Below Standard
LOCALLY DETERMINED PORTION (12.5%)	Exemplary	Exemplary	Exemplary	Accomplished	Gather Further Information
	Accomplished	Exemplary	Accomplished	Accomplished	Gather further information
	Developing	Accomplished	Accomplished	Developing	Below Standard
	Below Standard	<i>Gather further information</i>	Below Standard	Below Standard	Below Standard

Component Four: Teacher Effectiveness (15%)

Teacher effectiveness – as measured by an aggregation of teachers’ student learning objectives (SLOs) and performance of the teacher is 15% of an administrator’s evaluation.

Improving teacher effectiveness is central to an administrator’s role in driving improved student learning outcomes. 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 ISAAC's 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.

Exemplary	Accomplished	Developing	Below Standard
>80% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation	>60% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation	>40% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation	<40% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation

Summative Administrator Evaluation Rating

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

1. **Exemplary:** Exceeding indicators of performance
2. **Accomplished:** Meeting indicators of performance
3. **Developing:** Meeting some indicators of performance but not others
4. **Below Standard:** Not meeting indicators of performance

Accomplished represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators. Specifically, accomplished administrators can be characterized as:

- Meeting expectations as an instructional leader
- Meeting expectations in a majority of other areas of practice
- Meeting and making progress on one target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on three student learning objectives aligned to school and district priorities
- Having more than 60% of teachers accomplished on the student growth portion of their evaluation

Supporting administrators to reach *Accomplished* is at the very heart of this evaluation model. *Exemplary* 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 *Exemplary* performance on more than a small number of practice elements.

A rating of *Developing* means that performance is meeting *Accomplished* in some components but not others. Improvement is necessary and expected and two consecutive years at the *Developing* level is, for an experienced administrator, a cause for concern. On the other hand, for principals in their first year, performance rated *Developing* is expected. If, by the end of three years, performance is still *Developing*, there is cause for concern.

A rating of *Below Standard* indicates performance that is below *Developing* on all components or unacceptably low on one or more components.

Determining Summative Ratings

The process for determining summative evaluation ratings has been revised for the new 2024 plan based on the similar methodology used by the teachers. All four areas including the administrator's practice and outcomes on stakeholder feedback, teacher effectiveness, and school outcomes are all designated percentages that add up to the final rating. Below is an overview of the final rating:

A. PRACTICE: Leadership Practice (45%)

The practice rating derives from an administrator's performance on the six performance expectations of the leader evaluation rubric and the three stakeholder feedback targets. Evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. This forms the basis of the overall practice rating.

B. OUTCOMES: Student Learning (25%)

The outcome rating derives from the student learning measures – state test results and student learning objectives. State reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to at the beginning of the year.

C. STAKEHOLDER SURVEYS: Student, Staff, and Teacher (15%)

The stakeholder surveys combine for a generation of the final rating according to the results of the annual survey conducted in the spring. Other data and evidence towards the results of the survey will be included in the overall rating of this area.

D. TEACHER EFFECTIVENESS: Teacher Ratings (15%)

The teacher effectiveness will solely rely on the outcome ratings of the teachers. Other data and evidence of the results of the teacher effectiveness such as the work to support teacher practice and goal achievement will be included in the overall rating of this area.

OVERALL: A + B + C + D = 100%

The overall rating combines all four rating percentages using the table below. If the two categories are highly discrepant (e.g., a rating of 4 for practice and a rating of 1 for outcomes), then the Executive Director should examine the data and gather additional information in order to make a final rating.

%	CATEGORY	RATING
45%	Administrator Evaluation	
25%	Student/School Outcomes	
15%	Surveys: Student, Staff, Parent	
15%	Teacher Effectiveness	
100%	OVERALL RATING	

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ISAAC/Shoreline Leadership Framework

Key Attributes of Leadership Practice	Personal Leadership Practice				Potential Evidence of Performance
	A. Efficacy, Initiative, and Strategy: <i>Demonstrates an urgency to improve outcomes for all students through a strategic improvement plan. Consistently applies initiative and persistence to accomplish ambitious goals.</i>	B. Feedback and Decision Making: <i>Develops and implements systems that generate feedback for and from school community (teachers, students, parents). Uses multiple sources of information when making decisions.</i>	C. Change Management <i>Manages resistance to change and engages school community to maintain a consistent focus on high levels of achievement.</i>	H. Communication and Relationships: <i>Builds trusting and positive relationships with adults, students, families, and communities to improve student learning.</i>	
Educational Leadership Practice					
1. Instructional Leadership					
1.1 Mission, Vision and Goals: Develops and maintains a clear instructional mission and vision for all students that is shared by the school community and articulated in a strategic plan.	1.1A: Develops a strategic improvement plan aligned to school and district mission and goals Establishes and supports a common vision of high-quality instruction.	1.1B: Engages broad stakeholder input into the implementation of the school's strategic plan aligned to the core value, beliefs about learning, vision of the graduate, and goals. Uses the strategic plan in conjunction with the school's vision, mission and goals to guide decisions	1.1C: In monitoring the implementation of the strategic plan, uses data systems to identify student strengths and needs, assess and modify programs, and addresses barriers to achieving the vision, mission and goals	1.1D: Collaboratively develops a shared mission and vision to guide the work of the school. Clearly communicates mission, vision, and strategic initiatives to stakeholders. Regularly shares strategic plan with school community	School Improvement Plan Leadership Team Meetings Professional Development Sessions
1.2 Student Achievement Focus: Sets clear and high expectations for student academic, social, and behavioral outcomes. Regularly develops and uses multiple sources of student learning information in collaboration with school and district staff to develop, monitor, and adjust instructional focus and strategic plan based on student needs.	1.2A: Ensures the implementation and evaluation of curriculum, instruction and assessment by aligning content, standards, teaching and professional development.	1.2B: Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning. Regularly monitors and evaluates progress toward strategic goals based on real time data to address student and adult learning needs. Develops clear and measurable indicators of progress toward school and district goals.	1.2C: Develops a shared understanding of standards-based curriculum, instructional best practices and ongoing monitoring of student progress. Attends to the differentiated needs of stakeholders as the school implements strategic plan.	1.2D: Develops shared commitment to close the achievement gap and raise the achievement of all students, provides support, time and resources, and evaluates effectiveness of improvement efforts. Builds positive and trusting relationships and uses authority to create opportunities for shared understanding, commitment, and effort toward building student success.	School Improvement Plan Student Learning Data Professional Development Sessions Teacher Feedback
1.3 Collaborative Practice: Works with others for the good of the school. Creates a clear structure and direction for the work of teams. Builds the capacity of teams to make decisions aligned to mission of the school and district.	1.3A: Collaboration and distributed leadership are key components of mission, vision, and strategic plan.	1.3B: Monitors and gives feedback to teams. Ensures that staff and community members engage in leadership roles and actively supports the distribution of leadership responsibilities. Seeks and applies feedback from key stakeholders and colleagues to guide leadership work.	1.3C: Manages team growth and internal conflict and effectively engages others in a collaborative culture where difficult and respectful conversations encourage diversity of thought and perspective.	1.3D: Builds collaborative and productive relationships with colleagues, teachers, parents, students, and other stakeholders. Regularly communicates with individuals and teams and facilitates communication within and among key stakeholder groups.	Team Meetings School Schedule Formative Data Professional Development Sessions

2. Human Capital	A. Efficacy, Initiative and Strategy	B. Feedback and Decision Making	C. Change Management	D. Communication and Relationships	Sample Evidence of Performance
2.1: Recruitment, Selection, and Retention: Recruits, selects, develops, and retains effective educators needed to implement school mission and strategic plan.	2.1A: Develops and applies a recruitment and selection strategy that is integrated with strategic plan.	2.1B: Consistently uses evidence/data of effective teaching (e.g., demonstration lessons, lesson/unit plan analysis) as primary factor in recruiting and selection decisions. Involves teacher leaders in selection process for all instructional staff.	2.1C: Uses multiple channels to identify the most effective teachers and strategically places them into positions based on his/her knowledge of teachers' strengths and areas for growth, considering student needs	2.1D: Creates and maintains trusting and positive relationships with teachers and staff. Builds relationships in profession (e.g., training programs) and within district to obtain highly qualified and diverse staff	Staffing Patterns
2.2: Professional Learning: Establishes a collaborative professional learning program linked to student, classroom, and school data, individual teacher needs, and school goals.	2.2A: Provides support, time, and resources to engage faculty in reflective practice that leads to evaluating and improving instruction and in pursuing leadership opportunities. Models a commitment to continuous learning.	2.2B: Aligns school professional development plan to strategic plan and data collected through performance evaluation and student learning information. Ensures that all teachers receive feedback and aligned professional learning opportunities.	2.2C: Ensures coherence in the development, implementation and evaluation of curriculum, instruction and assessment by aligning content standards, teaching, professional development and assessment methods.	2.2D: Collaborates to foster a professional learning culture through ongoing, differentiated and job-embedded professional development to strengthen teaching and learning. Actively seeks and allocates resources to build and sustain improvement	School development plan Team Meetings PD Calendar
2.3: Observation and Performance Evaluation: Ensures high quality, standards based instruction by building the capacity of teachers to lead and perfect their craft.	2.3A: Administrators and teachers collaboratively develop a shared understanding of effective performance aligned with the instructional mission and vision of the school and district	2.3B: Regularly gives staff clear, timely, and actionable feedback based on observation, student learning data, and other evaluation criteria.	2.3C: Regularly looks at a body of evidence, including student achievement data, to assess performance in order to identify supports and make performance management decisions.	2.3D: Addresses areas of underperformance in a timely manner with individuals, teams and staff; proactively leads difficult conversations with staff to improve and enhance student learning and results as necessary	School Improvement Plan Observations and Evaluations Special Education Data
3. Management and Operations	A. Efficacy, Initiative and Strategy	B. Feedback and Decision Making	C. Change Management	D. Communication and Relationships	Sample Evidence of Performance
3.1 Management of the Learning Environment: Uses all available resources to create an environment conducive to student and adult learning.	3.1A: Establishes and implements plans, procedures, and routines that ensure orderly and efficient operation of the school to support student learning.	3.1B: Uses problem-solving skills and knowledge of operational planning to continuously improve the operational system.	3.1C: Develops information systems and capacity of staff to document and access student learning progress over time. Uses information systems to ensure optimal use of time for teaching, learning, and collaboration	3.1D: Communicates in a regular, timely and clear manner reflecting the core values of school. Develops meaningful processes for creating communication systems with stakeholders. Uses a variety of media to clarify and report on school operating and learning systems.	Parent and Staff Communication Newsletters Schedules Office Environment Parent and Student Surveys
3.2 Safety and Security: Develops, Implements, and regularly evaluates a comprehensive safety and security plan	3.2A: Continually engages the school community in the development, implementation and evaluation of a comprehensive safety plan aligned with the strategic plan, including the provision of appropriate health and social services.	3.2B: Implements a clear crisis management plan that is known by all staff, periodically tested, and updated as needed.	3.2C: Assists teachers in engaging in effective classroom management practices and supports the provision of appropriate health and social services	3.2D: Develops positive and trusting relationships with adults and students. Ensures that school community takes initiative and ownership to support a safe and effective learning environment	Crisis Team Plan Safety Plan ED166

3.3 Resource Management: Conducts needs analysis and clearly aligns budget with instructional vision and school strategic plan	3.3A: Develops and implements a budget aligned to the school and district improvement plans that is transparent and fiscally responsible	3.3B: Aligns resources based on data to address the gaps between the current outcomes and goals toward continuous improvement	3.3C: Engages and supports individuals and school community when faced with reduced or increasing resources.	3.3D: Collaborates with multiple stakeholders to develop a fiscally responsible budget and secure necessary resources to support school and district improvement goals	Budget Spending patterns
4. Culture and Climate	A. Efficacy, Initiative and Strategy	B. Feedback and Decision Making	C. Change Management	D. Communication and Relationship	Sample Evidence of Performance
4.1 Family and Community Engagement: Promotes the growth of all students by actively engaging with families, community partners, and other stakeholders to support the mission of the school and district	4.1A: Publicly advocates the vision, mission and goals so that the school community understands and supports equitable and effective learning opportunities for all students.	4.1B: Ensures that all members of the school community have a strong voice in regard to concerns, ideas, and interests	4.1C: Consistently and effectively empowers parents to use a variety of strategies to engage families as leaders and partners in decisions about improving school- wide and student- specific learning	4.1D: Maintains a high degree of visibility, accessibility and responsiveness by consistently interacting with students, staff, parents, and community. Actively communicates the successes of the school to the broader community.	School Improvement Plan Parent Survey Parent Meetings
4.2 School Culture and Climate: Builds a culture of high achievement by promoting equitable and inclusionary practices. Implements and monitors clear expectations for adult and student conduct aligned to stated values of the school	4.2A: Implements and monitors clear expectations for adult and student conduct aligned to stated values for the school and provides appropriate training for staff to uphold these expectations.	4.2B: Uses assessment strategies and research methods to collaboratively monitor school culture and climate and understand and address the diverse needs of students and community.	4.2C: Effectively anticipates and responds to challenges and conflicts and remains focused on the vision of high expectations when faced with adversity. Takes a proactive approach to defusing and resolving disagreements among stakeholders.	4.2D: Models positive relationship building and teamwork for the benefit of all students. Involves colleagues, families and the community in developing, implementing, and monitoring guidelines and community norms for accountable behavior to ensure student learning.	Observation School Improvement Plan Discipline Data Bully Log Staff Survey SRBI Data
4.3 Equitable and Ethical Practice: Maintains a focus on ethical decisions, cultural competencies, social justice, and inclusive practice for all members of the school community.	4.3A: Advocates for and acts on commitments in the vision, mission, and goals to provide equitable and effective learning opportunities for all students in the broad educational community.	4.3B: Using school district and state data, communicates effectively with decision-makers and the community to improve public understanding of federal, state and local laws, policies and regulations	4.3C: Models, promotes and holds self and others accountable for professional conduct, ethics, student equity and rights and confidentiality of students in accordance with the CT Code of Responsibility for Educators	4.3D: Implements best practice in outreach and forms partnerships with parent and community organizations to be inclusive of diverse stakeholders. Ensures an inclusive process and incorporates different perspectives and dissenting voices in decision making.	Student Learning Data SRBI Data Special Education Data

Rate Each Performance Expectation:

1. Instructional Leadership:

Effective instructional leaders work in their school communities/contexts to collaboratively articulate a mission, vision and goals focused on academic achievement for all through collaborative processes. Examine all three attributes (1.1 Mission, Vision and Goals; 1.2 Student Achievement Focus; 1.3 Collaborative Practice), with evidence determine:			
(4) Exemplary: Collaboratively integrates a wide range of personal leadership practices to provide instructional leadership to engage all members of the school community to achieve the mission, vision and goals for academic, behavioral and social improvement for all students.	(3) Accomplished: Integrates a range of personal leadership practices to provide instructional leadership to engage the school community to achieve the mission, vision, and goals for instructional improvement for students.	(2) Developing: Uses some or inconsistent leadership practices to address some aspects of achieving the mission, vision and goals for improvement.	(1) Below Standard: Applies inappropriate personal leadership practices or implements personal or leadership practices that work against instructional improvement.

2. Human Capital/Talent Development:

Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high quality support and evaluation. Examine all three attributes (2.1 Recruitment, Selection and Retention, 2.2 Professional Learning, 2.3 Observation and Performance Evaluation), with evidence determine:			
(4) Exemplary: Collaboratively integrates a wide range of personal and educational leadership practices to effectively recruit, select, retain and develop staff throughout their careers through differentiated approaches	(3) Accomplished: Integrates a range of personal and educational leadership practices to develop staff over the course of their career through support and evaluation and staff development.	(2) Developing: Uses some or inconsistent personal and educational leadership practices to address some aspects of recruiting, selecting, or developing and retaining staff.	(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that lead to staff turnover or lack of focus on the school mission.

3. Management and Operations:

Effective leaders manage and create environments that are conducive to learning and use their personal and leadership practices to ensure safety, security and resource management. Examine all three attributes (3.1 Management of the Learning Environment, 3.2, Safety and Security, 3.3, Resource Management), with evidence determine:			
(4) Exemplary: Integrates a wide range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning through appropriate and innovative resource management.	(3) Accomplished: Uses a range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning, with resources that align with the school priorities.	(2) Developing: Uses some or inconsistent personal or educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities	(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not or are misaligned.

4. Culture and Climate:

Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices. Examine all three attributes (4.1 Family and Community Engagement, 4.2, School Culture and Climate, 4.3, Equitable and Ethical Practice), with evidence determine:			
(4) Exemplary: Integrates a wide range of inclusive personal and educational leadership practices to create a positive culture and climate that promotes high expectations, and equitable and inclusionary practices through equitable and ethical practices.	(3) Accomplished: Uses a range of personal and educational leadership practices to create a positive school culture and climate through equitable and ethical practices.	(2) Developing: Uses some or inconsistent personal or educational leadership practices to create learning environments that are at times conducive to learning; resources are mostly aligned with priorities.	(1) Below Standard: Applies inappropriate personal leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not aligned or are misaligned.

RATE each Performance Expectation:

**Performance Expectation 1: Instructional Leadership Performance Expectation 2: Human Capital/Talent Development
Performance Expectation 3: Management and Operations Performance Expectation 4: Culture and Climate**

Based on an analysis of educational and personal leadership practice, weighing instructional leadership as half, draw a summative conclusion:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.	Meets expectations of educational and personal leadership practices of the Leadership Framework.	Progressing toward expectations of educational and personal leadership practices of the Leadership Framework.	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.

ISAAC PDEC Committee Summary
Approved by PDEC Committee on January 22, 2024

Finalizing the Plan for Teachers:

COMMON CORE OF TEACHING 2017 – Current Editions for Teachers

RATINGS

Keep Ratings: Exemplary, Accomplished, Developing, Below Standard

Evaluations for Teachers in Year 1 & 2 at ISAAC

2 Formals

1 Formal must have Pre-Observation

Evaluations for Teachers in Years 3+

1 Formal

1 Informal or Review of Practice

NEW EVALUATION BREAKDOWN

TEACHERS

45%	Teacher Evaluation
25%	1 SLO
10%	Student Survey
10%	Staff Survey**
10%	Parent Survey

ADMIN

45%	Admin Evaluation
25%	Student/School Outcomes
15%	Surveys: Students, Staff, Parent
15%	Teacher Effectiveness

** The effects of school culture and climate on student achievement

Angus J. MacNeil, Doris L. Prater & Steve Busch

<https://www.tandfonline.com/doi/pdf/10.1080/1360312070157624>

**The Impact of School Climate and School Identification on Academic Achievement: Multilevel Modeling with Student and Teacher Data

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5723344/>

Corrective Action

Guidelines for Corrective Action Plan Template

1. The school team will prioritize **targeted areas of focus** based on the school's identified areas for continued growth relative to conditions regarding corrective action as outlined in the school's latest charter renewal report.
2. For each of the identified targeted areas, the school team must determine the **root causes** that are creating barriers to successfully addressing the identified area(s) for growth (see [Needs Assessment Toolkit Including Root Cause Analysis \(ct.gov\)](#) and [Step 4 - Get to a Root Cause \(ct.gov\)](#) for The Root Cause Fishbone Method and the Five Whys in practice as examples).
3. The school team will describe specific **strategies** to address each of the root causes, including the **person(s) responsible (role) and the interest groups** involved in the development of the plan.

Strategies should be:

- evidence based.
- high impact to improve staff and/or school practices and student outcomes.
- realistic, but rigorous (not too large-not actionable, not too small-insufficient impact).
- a change in practice.

4. **SMART** goal(s) must be developed.

- A **SMART** goal is:
 - **Strategic and Specific** (Who and What?) – Aligned to School Improvement Plan (SIP) goals and focused on specific student learning.
 - **Measurable** (How?) –The success toward meeting the goal can be measured in student achievement. Indicators of success help monitor how well the strategies are working to address the root cause. Consider: “If we do what we say we’re going to do, how will we know if it made a difference?”
 - **Attainable** – The goal can be achieved in a specific amount of time, with increased adult effectiveness. It should be ambitious, yet realistic with observable improvement from the current achievement data.
 - **Results Oriented / Relevant / Rigorous** – The goal is aligned with the SIP goal and focuses on increased student achievement in one defined area.
 - **Time Bound** (When?) – The goal has a clearly defined time frame including a target start and end date.

Corrective Action

- **SMART** goals are based upon Every Student Succeeds Act (ESSA) [Milestones](#) or annual targets. These milestones align with Connecticut's approved federal plan for ESSA and allow districts/schools to measure student outcomes and track their progress in attaining the state's target indicators of success. The plan establishes a 13-year period for the attainment of the following long-term goals: School Performance Indices (SPIs), with a target of 75.0 index points; Smarter Balanced Growth, with a target goal of 100 percent; LAS Links Growth, with a target goal of 100 percent; Chronic Absenteeism, with a target goal of five percent or less; Four-Year Adjusted Cohort Graduation Rate, with a target goal of 94 percent; Six-Year Adjusted Cohort Graduation Rate (High Needs Students), with a target goal of 94 percent; and Accountability Index, with a target goal of 85 percent. Some of these goals are identical to select indicators in Connecticut's Next Generation Accountability System for districts/schools. Based on performance in the baseline year (first column) and the ultimate target (last column), linear interim milestones are established for every third year. For more information, please see [Connecticut Consolidated State Plan Under the Every Student Succeeds Act \(ESSA\)](#), beginning on page 51. SMART goals are recorded in the table below.

5. The school team must then outline the **intended impact on staff and/or school practices** and **intended impact on student outcomes** resulting from the strategies implemented. Consider: "As a result of strategy implementation, what will be the impact on the staff and/or school practices and student outcomes?"

6. The school team will identify **indicators of success** for the plan in the table below. During the plan's monitoring years, the school will monitor each implemented strategy and provide quantitative and qualitative evidence during monitoring meetings to show how the chosen strategy was successful in changing staff and/or school practices. Identify what the school will use to regularly measure the progress toward changing the practices (e.g., weekly classroom walkthrough data, quarterly staff survey data, self-assessment tools).

7. Progress monitoring for each chosen strategy will be reported on the interim data reporting tracker during the plan's monitoring years.

8. The school team will determine a **timeline**, including a target start and end date, outlining the implementation of each strategy.

Corrective Action

Date: 6/12/24

Corrective Action for Suspension Rate

Interest groups that helped to develop plan: Administration, teachers, social worker, SRBI Coordinator, Behavioral Interventionist, Parent, Student

Plan Implementation Years: 2024-2027

Data:

Indicator/Measure	2018-19 Interim Target	2018-19 Actual	2019-20 Interim Target	2019-20 Actual	2020-21 Interim Target	2020-21 Actual	2021-22 Interim Target	2021-22 Actual	2022-23 Interim Target	2022-23 Actual Plan Baseline Year
Suspension Rate		14.4%		11.1%		N/A		18.7%		11.1%
Indicator/Measure	2023-24 Interim Target	2023-24 Actual	2024-25 Interim Target	2024-25 Actual	2025-26 Interim Target	2025-26 Actual	2026-27 Interim Target	2026-27 Actual		
Suspension Rate	10%	N/A	9%	N/A	8.1%	N/A	7.3%	N/A		

Corrective Action

Identified area for continued growth:

- ISAAC's suspension rates of 11.1 percent in 2019-20 increased 7.6 percentage points during the midst of the pandemic to 18.7 percent in 2021-22, and then decreased 7.6 percentage points to 11.1 percent in 2022-23. ISAAC's 2022-23 rate was 2.9 percentage points above the host district's 8.2 percent and 4.1 percentage points above the state average of 7.0 percent.
- ISAAC's 2022-23 Discipline Tier Based on Suspension/Expulsion Data was Tier 4. A Tier 4 designates a school with Consistently High Suspension Rates (may also have high disproportionality): Overall, Black, or Hispanic suspension rate ≥ 15 percent. ISAAC had a high suspension rate in 2021-22 and high suspension disproportionality for Black and Hispanic students in 2021-22, and Black students in 2022-23. These data indicate a need to review the effectiveness of implemented strategies, specific structures, and systems at the school to ensure a more positive environment. These data also comport with parent or family member survey comments indicating there is a judicial approach to managing the school related to discipline, and a desire for an increase in cultural competence and diversity among the staff.

Report Condition: By July 8, 2024, ISAAC shall submit a plan for the CSDE to review and approve that is focused on improving school climate and minimizing behavioral incidents resulting in suspensions and the adoption of a restorative discipline model for the school including: (a) pre-teaching and re-teaching expected behaviors; (b) isolating the root causes of behavioral issues; (c) identifying interventions to target root causes; (d) strengthening school discipline policies and procedures to ensure ISAAC increases alternatives to exclusionary discipline; (e) monitoring interventions and applying midcourse corrections, as necessary; (f) establishing suspension targets to ensure dramatic improvement; (g) formulating detailed plans to engage school stakeholders, particularly parents, students, teachers and administrators in developing a corrective action that is effective and ensures they increase alternatives to exclusionary discipline; and (h) strategies to improve school climate resulting in an inclusive, responsive, and more connected community. The CSDE will review the school's discipline data through its data collections on or about December 1, March 6, and July 10. The plan shall be developed in consultation with the CSDE's Turnaround Office. ISAAC shall implement the corrective actions within thirty days following the Commissioner's acceptance of the plan.

SMART Goal 1: ISAAC will decrease its suspension rate from 11.1% percent in 2022-23 to 7.3% percent in 2026-27, as measured by the attainment of the school's internal interim targets and end target in June 2027, by implementing evidence-based strategies that include Restorative and Trauma-Informed Practices for all adults to address student behavioral incidents resulting in suspensions. The goal of a 10% average decrease in suspensions each year was based off our internal data and conversations with the School Climate members. By 2026-27, the goal of 7.3% will be on par with the state average (7%) and well below the host district from 2022-2023 (8.2%).

Research for evidence-based strategies: Example to cite research for the selected plan strategies using the CSDE's Evidence-Based Practice Guides (see page 7):

Strategy 1- Provide initial tier 1 restorative and trauma-informed instruction for all staff at the end-of-year SY2023-24 and throughout SY2024-2025 using MTSS.

<https://education.mn.gov/MDE/dse/safe/prac/#:~:text=Restorative%20practices%20include%20ways%20of,when%20harm%20has%20been%20caused.>

Corrective Action

Nese, R. N. T., Nese, J. F. T., McCroskey, C., Meng, P., Triplett, D., & Bastable, E. (2021). Moving away from disproportionate exclusionary discipline: Developing and utilizing a continuum of preventative and instructional supports. *Preventing School Failure: Alternative Education for Children and Youth*, 65(4), 301–311. <https://doi.org/10.1080/1045988X.2021.1937019>

Results show that the most effective alternatives to exclusion involve reconnecting, reteaching, reinforcing, and rebuilding relationships with students to increase student engagement, academic achievement, prosocial behaviors, and resiliency.

Strategy 2: Strategy #2: Monthly equity audits of disciplinary data using PowerSchool and internal support call logs. Data will be shared at PDs using timely and relevant feedback to inform practice is a research-based strategy and create accountability measures.

<https://learningpolicyinstitute.org/product/pathways-new-accountability-through-every-student-succeeds-act>

Strategy #3: Create and task a School Climate Team will create a School Climate Action Plan to review root causes using MTSS and Restorative Practices measures to build empathetic mindsets for all adults in the school community.

Year 1- Tier 1 Restorative Practices that Build Restorative Mindsets for Adults

- Adults build community with each other by learning and using the circle process. They can promote a sense of belonging through staff and team circles, establishing norms or common agreements with each school-based team after a discussion of values. In addition, belonging is supported by offering an orientation to RP with new staff members and by a review of staff policy language to ensure that staff have access to restorative practices as needed.
- Adults examine their own relationship to harm, through self-reflection, exploration and discussion with people they trust;
- Adults learn about and explore implicit bias, historical trauma and resilience
- School Climate Committee uses Tiered Fidelity Inventory (TFI) tool to assess the school's implementation fidelity throughout the year. <https://www.pbisapps.org/products/tfi>
- Use internal school data to determine areas of need and targeted support for behavioral interventionists.
- Create tiered levels of support response strategies that can be provided by behavioral interventionists to support dysregulated teachers and/or dysregulated students.
- Review policies and procedures to assess how and where to incorporate restorative practices

Corrective Action

Year 2- Tier 2 Restorative Practices that Build Community

- Adults will use tier 1 practices to promote a sense of belonging by listening with care, curiosity, concern and empathy. They can listen without interrupting the speaker.
- Adults will use tier 1 practices to promote a sense of belonging through applying a cultural understanding of eye contact and the use of physical proximity when they talk with students.
- Adults will use tier 1 practices to demonstrate empathy through listening and speaking in a way that names feelings and keeps attention on the young person and their story. For example, “I feel excited when the class is listening to the lesson!”
- Adults and students will learn how to use circles to ensure all voices are heard. The circle process can be used to build community in the classroom and in the staff room, to teach academic subjects, to address conflict in the classroom and to promote youth voice using youth-leadership circles.
- Adults and students can create teaching posters to reinforce the circle practice, the building or classroom values and the restorative questions. The materials for a circle—talking pieces, center piece, and the class’s circle community agreements—are visible and easily accessible.
Adults can provide access and opportunity for families and community members to learn about RP through an RP newsletter, a video explaining RP, or an orientation to RP.
- Adults can engage family members in circle at parent- or family-teacher conferences, Individual Education Program (IEP) and Parent Teacher Association (PTA) meetings, etc.
- Engage community members in helping to support behaviors by assessing ways to utilize stakeholders in mentorship, after-school programming, and/or tiered support for students.

Year 3- Tier 3 Restorative Practices that Strengthen Relationships in Instances of Harm or Conflict

- Adults, either district staff or community partners, can facilitate rebuilding relationships using either circle or conferencing to repair harm, family group conferencing, or a restorative process for re-entry. In setting up these processes, attention is paid to ensuring that the needs of the people affected by harm are addressed and that both professional, peer and familial supports are engaged.
- Adults and students prepare for conversations, circles, or conferences by identifying what the harm was, who was affected by it and what the needs are to be addressed. Participants are invited to repair harm and prepare for the repairing process.
- All members of the school community can benefit from repairing relationships: students and students,

Corrective Action

staff and students, staff and staff, staff and parents and family members, the school and the community.

- Adults and students who have facilitated or participated in restorative conversations, circles or conferences can debrief the repair-of-relationship processes, to ensure quality and to learn from difficulties.

<https://education.mn.gov/MDE/dse/safe/prac/#:~:text=Restorative%20practices%20include%20ways%20of,when%20harm%20has%20been%20caused.>

[Needs Assessment Toolkit Including Root Cause Analysis \(ct.gov\)](#)

[Step 4 - Get to a Root Cause \(ct.gov\)](#)

1-2 Identified root cause(s) through root cause analysis	2-3 high-leverage, evidenced-based strategies to address each root cause	Intended impact on staff and/or school practices	Intended impact on student outcomes	Indicators of Success for the plan	Person(s) responsible [Role]
Root Cause- The school does not have a consistently implemented multi-tiered system of support (MTSS) framework using restorative practices as an alternative to exclusionary disciplinary practices.	Strategy #1: PD training for staff on MTSS strategies, Restorative Practices Mindsets & Diversity Training on August 19, 2024, November 5, February 10, and May 9 given by our administrators and social workers. The training would focus on adult behavioral management strategies including positive and reinforcing classroom management practices aimed at increasing students' prosocial behaviors. The success of providing PD for staff on MTSS strategies and its impact on decreased suspension rates is confirmed in several peer-reviewed articles (Camacho & Krezmien, 2019; Gage et al., 2020; Jenkins et al., 2022;	Upon reviewing internal data, conducting research, and hearing input from the school community about the root causes for suspensions for students, the primary drivers seem to be inadequate and consistent classroom behavior practices using restorative techniques, inadequately trained staff, and a lack of consistently enforced school-wide practices that are alternatives to exclusionary discipline. Teachers will receive training to develop effective and preventative and functional responses to maladaptive behavior. Teachers will be surveyed quarterly about their	Student climate and culture anonymous survey data should show an increase in the percentage of students who report feeling safe, accepted, and comfortable going to at least one adult for academic or social emotional support. Decrease in amount of exclusionary discipline strategies.	Long-Term Indicators: Attainment of internally developed milestones and annual target plan data based on input from the School Climate Team. Short-Term Indicators: Decrease in suspension rates by 10% each school year throughout the reporting period.	<u>School Climate Team Members:</u> -Executive Director -Principal -Associate Principal -SRBI Coordinator -Director of Safety, Residency, & Security - <i>Behavioral Interventionist*</i> -Teachers -Parent - <i>Student*</i> **Ownership of specific tasks within the plan will be established in Fall 2024** <i>*Will join committee in the Fall 2024</i>

Corrective Action

	Larsen et al., 2021; Nese et al., 2021; & Noltemeyer et al., 2015). Strategy #2: Monthly equity audits of disciplinary data using PowerSchool and internal support call logs. Data will be shared at PDs. Timely and relevant feedback to inform practice is a research-based strategy and produce accountability measures. https://learningpolicyinstitute.org/product/pathways-new-accountability-through-every-student-succeeds-act Strategy #3: Create and task a School Climate Team with creating a School Climate Action Plan to review root causes and strategies and revise existing Student Handbook disciplinary procedures to include restorative action steps. The specific MTSS strategies will be discussed collaboratively in the Fall '24 PD beginning with the Department of Education's Tiered levels of support restorative practices https://education.mn.gov/DE/dse/safe/prac/#::~:~:text=Restorative%20practices%20include%20ways%20of,when%20harm%20has%20been%20caused. Year 1- Tier 1 Restorative Practices that Build	feelings toward their understanding and implementation of MTSS strategies and this information will be used to School will utilize restorative circles during Advisory and revise Advisory lessons as needed based on formal and informal data and feedback. Once a month, there will be celebratory town hall meetings by grade level for students to receive awards and recognitions. Create a student-led mentor program to be run by our grade 8 students.			
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Corrective Action

	Restorative Mindsets for Adults Year 2- Tier 2 Restorative Practices that Build Community Year 3- Tier 3 Restorative Practices that Strengthen Relationships in Instances of Harm or Conflict Needs Assessment Toolkit Including Root Cause Analysis (ct.gov) Step 4 - Get to a Root Cause (ct.gov)				
Plan Timeline					
Year 1 (2024-2025): - Upon reviewing internal suspension data from SY2023-2024, conducting research, and hearing input from the school community about the root causes and primary drivers for suspensions of students, members of the school climate team (ie Associate Principal, social worker, & school counselor) will present full staff PD on MTSS strategies with Restorative Practices, Diversity Training, and Trauma-Informed Practices during our initial PD days on August 19, 2024-August 20, 2024. This will allow the whole school to be introduced to Tier One practices for Year one that will be utilized building-wide. The PD training will be on-going and modified based on teacher and student anonymous school climate survey results and informal check-ins. The PD would be scheduled for November 5, 2025, February 10, 2025, and May 9, 2025. - The School Climate Committee will review and make necessary revisions to the root causes and primary drivers as needed. The School Climate Committee will create a School Climate Action Plan to review root causes and strategies and revise Advisory lessons and existing Student Handbook disciplinary procedures to include restorative action steps. - School Climate Committee will review disciplinary data monthly to determine successes or areas of improvement for action steps. - Once a month, celebratory town hall meetings by grade level for students to receive awards and recognitions for positive behavior and positive contributions to the climate and culture at ISAAC. - School Climate Committee will define roles of support staff to align with tiered support practices. - School Climate Committee uses Tiered Fidelity Inventory (TFI) tool to assess the school's implementation fidelity throughout the year. - The team will review policies and procedures to assess how and where to incorporate restorative practices Year 2 (2025-2026): - Continue to use formal and informal data to expand foundational tier 1 strategies and expand into tier 2 strategies of "Restorative Practices that Build Community" with additional teacher PD as needed.					

Corrective Action

- School Climate Committee will conduct a team self-assessment to determine the effectiveness of year 1 strategies to identify successes and potential areas of growth.
- Team will continue to conduct monthly equity audits of suspension data to determine areas of need and additional support.
- School Climate Committee will explore community partner options to expand climate and culture.
- Staff will incorporate circles as a restorative practice tool used to promote positive prosocial behavior and to repair harm.
- Engage community members in helping to support behaviors by assessing ways to utilize stakeholders in mentorship, after-school programming, and/or tiered support for students.

Year 3 (2026-2027):

- The School Climate Committee will continue to use formal and informal assessments to expand foundational tiers 1 & 2 and expand into tier 3 of “ Restorative Practices that Strengthen Relationships in Instances of Harm or Conflict” with additional teacher PD as needed.
- The School Climate Committee will conduct a self-assessment to determine the effectiveness of plans from years 1-2 and adjust as needed.
- The School Climate Committee will utilize stakeholders to determine if any other root causes exist for suspensions to utilize for future action plans.
- Adults, either district staff or community partners, can facilitate rebuilding relationships using either circle or conferencing to repair harm, family group conferencing, or a restorative process for re-entry. In setting up these processes, attention is paid to ensuring that the needs of the people affected by harm are addressed and that both professional, peer and familial supports are engaged.

Ongoing

- Review of internal suspension data throughout the school year.
- Review of anonymous staff, parent, and student survey data three times a year.
- Continue using the SRBI process to identify and support students with behavioral needs
- Continue using Accountable Talk in every classroom setting
- Staff PD on MTSS strategies with Restorative Practices, Diversity Training, and Trauma-Informed Practices
- School Climate Committee will conduct a team self-assessment to determine the effectiveness of year 1 strategies to identify successes and potential areas of growth.
- School Climate Committee uses Tiered Fidelity Inventory (TFI) tool to assess the school’s implementation fidelity.
- Implement tiered interventions for years 1-3, monitor, and adjust as needed.

Essential Resources

[Needs Assessment Toolkit Including Root Cause Analysis \(ct.gov\)](#)

[Step 4 - Get to a Root Cause \(ct.gov\)](#)

Corrective Action

[Every Student Succeeds Act \(ESSA\) Milestones](#)

[Connecticut State Department of Education Evidence-Based Practice Guides](#)

[CSDE's Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments](#)

[SRBI Using Scientific Research-Based Interventions Full Document.pdf \(ct.gov\)](#)

[CSDE Sensible Assessment Practices](#)

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STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



June 13, 2024

Dr. Nicholas Spera
Executive Director
Interdistrict School for Arts and Communication
190 Governor Winthrop Blvd.
New London, CT 06320

Dear Dr. Spera:

On June 5, 2024, the State Board of Education approved the following resolution:

Resolved, That the State Board of Education, pursuant to subsection (g) of Section 10-66bb of the Connecticut General Statutes, renews the charter of Interdistrict School for Arts and Communication from July 1, 2024, through June 30, 2027, subject to the conditions and recommendations set forth in the Commissioner's June 5, 2024, memorandum to the State Board of Education, and directs the Commissioner to take the necessary action.

If you have any questions regarding this action, please contact Robert Kelly, Charter School Program Manager, at 860-713-6574.

Sincerely,

Charlene M. Russell-Tucker
Commissioner of Education

CRT:fc

cc: Charles E. Hewes, Ed.D., Deputy Commissioner for Academics & Innovation
Irene E. Parisi, Chief Academic Officer
Robert Kelly, Charter School Program Manager
Richard Muckle, Board Chairperson
William Linski, Principal
Tanya Collins, Associate Principal

Attachment

VII.E.

Connecticut State Board of Education Hartford

To Be Proposed:
June 5, 2024

Resolved, That the State Board of Education, pursuant to subsection (g) of Section 10-66bb of the Connecticut General Statutes, renews the charter of Interdistrict School for Arts and Communication from July 1, 2024, through June 30, 2027, subject to the conditions and recommendations set forth in the Commissioner's June 5, 2024, memorandum to the State Board of Education, and directs the Commissioner to take the necessary action.

Approved by a vote of 7:0, this fifth day of June, Two Thousand Twenty-Four.

Signed: _____



Charlene M. Russell-Tucker, Secretary
State Board of Education

**Connecticut State Board of Education
Hartford**

To: State Board of Education

From: Charlene M. Russell-Tucker, Commissioner of Education

Date: June 5, 2024

Subject: Renewal of State Charter – Interdistrict School for Arts and Communication, New London

Executive Summary

Introduction

In accordance with subsection (g) of Section (§)10-66bb of the Connecticut General Statutes (C.G.S.), charters may be renewed, upon application, in accordance with the provisions for the granting of new charters. The State Board of Education (SBE) may renew a charter for a period of up to five years. The SBE makes renewal decisions based on evidence of the following performance standards:

1. *School Performance:* Is the school a successful model resulting in strong student outcomes and a positive school climate?
2. *Stewardship, Governance, and Management:* Is the school financially and organizationally healthy and viable?
3. *Student Population:* Is the school promoting equity by effectively attracting, enrolling, and retaining students, particularly among targeted populations?
4. *Legal Compliance:* Is the school acting in compliance with applicable laws and regulations?

The Connecticut State Department of Education (CSDE) and the SBE carefully evaluate qualitative and quantitative evidence and longitudinal data aligned to the four performance standards outlined above when making charter renewal decisions. The charter performance framework drives the CSDE's charter school accountability systems and processes, including initial approval decisions, annual monitoring, and renewal determinations. From inception to renewal, charter schools must abide by the CSDE's charter school accountability procedures and performance framework. Charter monitoring takes place through annual reporting, meetings, correspondence, data submissions, and site visits, as appropriate. In accordance with C.G.S. §10-66bb(g), a charter may be renewed upon application if the charter school has demonstrated satisfactory performance relative to the four performance standards.

History/Background

Interdistrict School for Arts and Communication (ISAAC) opened in the fall of 1997. ISAAC has the maximum approved student enrollment of 276 seats. The latest CSDE audited student enrollment data from 2023-24 reports 279 students in Grades 6-8 with 75.3 percent residing in New London (the host district) and the remaining 24.7 percent residing in 10 area towns. Of those students, 71.0 percent qualify for free or reduced-price meals, 17.9 percent receive special education services, and 17.2 percent have been identified as English Learners/Multilingual Learners (ELs/MLs). Table 1 on page 19 of the attached Charter Renewal Report provides the latest available audited 2023-24 student enrollment and demographic data. The mission of ISAAC is “fostering a safe, fun, and nurturing environment that promotes hard work, happiness, and effort for all who work, learn, and grow within our school community. We support the growth of each student by developing the academic, civic, and social skills essential to succeed in high school and beyond.”

On June 3, 2020, ISAAC received a three-year charter renewal with conditions. Conditions stated in the 2020 renewal required ISAAC to develop two corrective action plans; 1) to improve student achievement; and 2) to minimize behavioral incidents resulting in suspensions and by adopting a restorative discipline model for the school. Due to implications of the pandemic, the SBE approved a one-year extension on July 14, 2020. The school’s charter will expire June 30, 2024.

On May 24, 2021, ISAAC was placed on probation pursuant to Section 10-66bb(h) of the Connecticut General Statutes. This action was taken due to ISAAC’s inability to demonstrate that it was operating in compliance with applicable laws, and the governing council’s demonstrated inability to provide effective leadership to oversee the operation of the school. It followed extensive investigations conducted by the Connecticut State Department of Education’s Turnaround Office and the Office of Internal Audit revealing concerns in the following areas:

1. Special Education Billing;
2. Disposal of Computers and other Information Technology Equipment;
3. Board Governance; and
4. Policies and Procedures.

On May 26, 2022, pursuant to Section 10-66bb(h) of the Connecticut General Statutes, ISAAC’s probation was extended until at least such time as ISAAC: 1) developed special education billing policies and procedures and subsequently updated their Accounting Policies and Procedures Manual (APPM); and 2) shared its special education billing methodology for the 2023-24 school year for the CSDE’s review and approval prior to sharing it with sending districts.

As conditions of the initial probation and probation extension, ISAAC developed a Corrective Action Plan (CAP). The CAP was reviewed and approved by the CSDE effective September 14, 2021, for the disposal of computers and other information technology equipment, for the implementation of Board Governance and Policies and Procedures, and, effective September 22, 2021, for Special Education billing. The CSDE provided technical assistance to ISAAC as the school sought to implement the CAP and develop a methodology to determine the hourly billing rate for special education services provided by ISAAC for the 2021-22, 2022-23, and 2023-24 school years. The CSDE conducted onsite monitoring visits to the school on June 9, 2021, and May 18, 2022, to review the corrective action plan implementation and progress. Additionally, ISAAC came before the State Board of Education's (SBE) Accountability and Support Committee on July 13, 2021, September 22, 2021, and October 19, 2022, to provide progress updates.

On February 9, 2023, the CSDE conducted an additional onsite monitoring visit to ensure ISAAC's continued implementation of the CAP, current and 2023-24 school year special education billing and methodology, and APPM update. The result of the review determined ISAAC had successfully satisfied its probationary requirements. Therefore, on March 2, 2023, ISAAC's probationary status was lifted.

Charter Renewal Process

Application for Renewal of Charter: The CSDE accepted an application for the renewal of ISAAC's charter on September 8, 2023. The application detailed the charter school's progress, operations, and achievement in relation to the CSDE's charter school performance standards: (a) school performance; (b) stewardship, governance, and management; (c) student population; and (d) legal compliance. ISAAC submitted data and evidence to substantiate the charter school's written responses.

A renewal team, comprised of the CSDE staff with expertise in curriculum, assessments, special education, ELs/MLs, school management, finance, and school governance reviewed the renewal application and requested clarification and additional information where necessary.

On April 14, 2023, the CSDE received a media inquiry regarding ISAAC Charter School withdrawing its candidacy for New England Association of Schools and Colleges (NEASC) Accreditation. The Charter Office contacted the President/CEO of NEASC to gather information regarding the withdrawal. It was reported that NEASC received complaints regarding the climate and culture of ISAAC Charter School. Upon NEASC's investigation it was determined that ISAAC Charter School violated the NEASC standards and notified Dr. Spera in writing that NEASC would recommend to the NEASC Commission to terminate their candidacy. ISAAC Charter School then sent a letter to NEASC withdrawing their candidacy. It is important to note that accreditation for a middle school is not a requirement in Connecticut. This is an optional process determined by the school or district.

On August 7, 2023, the CSDE received communications from two former employees of Dr. Spera, expressing concerns related to the leadership of ISAAC and its impact on the climate and culture of the school and recruitment practices. In preparation for the site visit, the CSDE designed focus group questions related to the concerns.

Renewal Site Visit: On October 11, 2023, the CSDE renewal team conducted an onsite visit at ISAAC. The purpose of the onsite visit was to observe ISAAC programs, policies, practices, and procedures to assess their efficacy and fidelity to the school's charter and aligned operating systems. Evidence was collected through the onsite visit observations, document reviews, interviews, and focus groups. The team spoke with board members, administrators, staff, students, parents, and community members. The team used this process to ensure that the school was functioning in compliance with the law and the school's mission. The team verified the responses detailed in the renewal application regarding compliance with the law and the CSDE's performance framework and accountability plan.

Invitation for Written Comment: The CSDE solicited written comments on the renewal of ISAAC from the Superintendent of New London Public Schools (NLPS) and from contiguous school districts: Groton and Waterford. The CSDE received a letter supporting the renewal of ISAAC's charter from Susan L. Austin, Superintendent of Groton Public Schools (see Attachment A).

Public Hearing: Mr. Elwood Exley, Jr., member of the SBE, and the CSDE staff held a public hearing on December 14, 2023, in the City of New London, and heard from individuals on the potential charter renewal of ISAAC and the impact it is having on the community. Forty-one people attended the public hearing. Thirty-two individuals (28 staff, one parent who is not an employee of the school, and three board members) offered testimony supporting the school's efforts and the renewal of the charter. No one spoke out against the renewal of the school's charter.

It is typical for charter school public hearings to include the testimony of past or present students, graduates of a school, school community members, or members of the greater community who are not members of the board. CSDE staff in attendance at the ISAAC public hearing noticed and documented that there were no such members of the greater New London community present at the public hearing to offer testimony.

In response to concerns submitted by the public, the raised concerns from NEASC, and the lack of participation at the hearing by members of the broader community, the CSDE determined the need to collect additional evidence related to Standard 3.5: School Culture and Climate. On January 19, 2024, Dr. Spera was notified of the concerns, and that, as a result, the CSDE would be planning an expanded renewal process.

After announcing the expanded charter renewal process, the CSDE received two additional reports of concern about school climate from both current and former employees.

Expanded Renewal Process:

On February 26, 2024, Dr. Spera was notified that the expanded renewal process would include an unannounced site visit by the CSDE team, and that the CSDE would be administering anonymous surveys to ISAAC staff and families. After announcing the expanded charter renewal process, the CSDE received six additional reports of concern about the school climate from former school employees of Dr. Spera and one report from a current school employee.

On April 8, 2024, the CSDE developed a distribution list from the CSDE Certification Office database of ISAAC teachers. An email was sent directly to the 32 ISAAC teachers asking them to complete a survey about the climate at ISAAC. The CSDE also developed a distribution list from the CSDE Performance Office and sent, via mail to 297 ISAAC families, a request to complete a similar climate survey. Surveys were developed from existing CSDE Turnaround Office surveys used to gather evidence on school climate in Alliance District schools. Due to the nature of concerns shared by the public, and to ensure respondents could respond to survey items without reservation, the surveys were anonymous. There were 30 respondents to the teacher survey and 32 respondents to the family survey. Ten letters were returned as undeliverable.

On April 17, 2024, the administration was informed by CSDE that the site visit would take place the following day. A visiting team, consisting of one CSDE staff member who attended the October 11, 2023, ISAAC visit and two CSDE staff members with expertise in school climate and school improvement, conducted a site visit on April 18, 2024. The site visit included a school tour, classroom observations, two faculty focus groups, and one student focus group. Focus group participants were determined by the CSDE staff and included a diverse representation of staff and students. Staff focus group participants represented all grades 6-8, the content areas for math, art, English and social studies, and male and female staff members. Student focus group participants represented all grades 6-8 at varying performance levels, and who identified as ELs/MLs, chronically absent, male, female or nonbinary. Focus group questions were adapted from the Charter School site visit focus group protocol to gather information specific to school culture and climate.

Key findings from the staff survey indicate the teachers have a strong sense of care for the students, that the school provides time for teacher collaboration and there is a schoolwide behavior management system in place. Respondents also indicated that there is a climate and culture of where some teachers feel a sense of reserve and not able to openly share their thinking due to “fear of repercussions.” Respondents also requested that the human resources practices related to hiring, non-renewal, firing, resignations be examined. Specific instances with dates and staff roles were shared as examples for further review. Finally, respondents requested that the ISAAC leadership team work to build a “stronger sense of community and appreciation for all staff” in order to create an inclusive and positive climate and culture.

Key findings from the parent and family survey indicate that while the greatest strength of ISAAC are the teachers, there is a judicial approach to managing the school related to discipline and a singular focus on test scores. Respondents also requested increased cultural competence and diversity among the staff and increased academic support for students especially those with special needs.

Review of Collected Evidence and Findings

The most recent available data and information contained in the Charter Renewal Report and the state student data (beginning on page 11) illustrates ISAAC’s performance according to the four performance standards. The report highlights the school’s strengths and areas for continued growth.

Areas of Strengths Include:

- ISAAC's 2022-23 Accountability Index score of 65.5 outperformed the host district score of 57.1 by 8.4 points and is within 3.8 points of the state average score of 69.3 percent. ISAAC's Accountability Index score increased 10.3 points from a score of 55.2 in 2021-22.
- ISAAC's English Language Arts (ELA) Performance Index – All Students has exceeded that of the host district for the three reporting periods (2018-19, 2021-22 and 2022-23), and increased 0.2 index points, from an index of 57.3 in 2018-19 to an index of 57.5 in 2021-22, and 1.9 index points to an index of 59.4 in 2022-23 and within 4.5 index points of the state's index of 63.9.
- ISAAC's Mathematics Performance Index – All Students has exceeded the host district over the two reporting periods (2021-22 and 2022-23), and increased 1.3 index points, from an index of 46.8 in 2018-19 to and an index of 48.1 in 2021-22, and 4.4 index points to an index of 52.5 in 2022-23.
- ISAAC's ELA Academic Growth – All Students has trended up over the three reporting periods (50.4 percent in 2018-19, 58.5 percent in 2021-22, and 59.5 percent in 2022-23) exceeding the host district and state in 2022-23.
- ISAAC's Mathematics Academic Growth – All Students has trended up over the three reporting periods (43.6 percent in 2018-19, 62.2 percent in 2021-22, and 69.7 percent in 2022-23), exceeding the host district and state in 2022-23.
- ISAAC's ELA Performance Index – High Needs Students has exceeded the host district and the state over the last two reporting periods (2021-22 and 2022-23) and has increased 2.2 percentage points from 54.6 percent in 2018-19 to 56.8 percent in 2022-23.
- ISAAC's Mathematics Performance Index – High Needs Students has grown 5.0 index points from an index of 44.5 in 2018-19 to an index of 49.5 in 2022-23, and has exceeded the host district and state in 2022-23.
- ISAAC's ELA Academic Growth – High Needs Students has trended up over the three reporting periods (50.6 percent in 2018-19, 57.7 percent in 2021-22, and 59.7 percent in 2022-23) exceeding the host district and state in 2021-22 and 2022-23.
- ISAAC's Mathematics Academic Growth – High Needs Students has trended up over the three reporting periods (47.2 percent in 2018-19, 57.5 percent in 2021-22, and 69.1 percent in 2022-23) exceeding the host district and state in 2022-23.
- A review of ISAAC's chronic absenteeism rate of 9.6 percent in 2019-20, showed they were below the host district and state averages. In 2021-22, during the midst of the pandemic, the school's chronic absenteeism rate experienced an increase of 15.4 percentage points to 25.0 percent, 9.8 percentage points below the host district of 34.8 percent and 1.3 percentage points above the state average of 23.7 percent. In 2022-23, the school achieved a 0.4 percentage point reduction to 24.6 percent, 8.3 percentage points below the host district average of 32.9 percent and 4.6 percentage points above the state average of 20.0 percent. A review of the school's chronic absenteeism from EdSight through March 2024, is 18.5 percent, 0.4 percentage points below the state average of 18.9 percent.
- Staff from the CSDE, Bureau of Educator Standards and Certification on May 2, 2024, reviewed the state certified staff file and the school's employee roster. A review of ISAAC's staff file determines 100 percent of staff are in certification compliance.
- ISAAC is in compliance with the Teacher Education and Mentoring (TEAM) Program and the Educator Evaluation and Support Plan (EESP).

- Seventy-six percent (n = 30) of teachers surveyed indicate they agree or strongly agree that ISAAC charter school leadership effectively communicates a clear mission, vision, and set schoolwide priorities. Survey comments indicate a strong sense of care for students, that the school provides time for teacher collaboration, and there is a schoolwide behavioral management system in place.
- Student and staff focus group themes indicate a feeling of connectedness to the school and community, and that there exists a clear and consistent approach to communicating established expectations by the administration.
- No significant findings, conditions, or internal weaknesses were uncovered in ISAAC's three most recent certified financial audits.
- A review of ISAAC's Accounting Policies and Procedures Manual (APPM) by staff from the CSDE's Office of Internal Audit determined it contained the standard sections of an APPM.
- ISAAC's website and governing board documents demonstrate that the governing board meetings are open and accessible to the public.
- The ISAAC governing board and its Finance and Audit Committee have formally documented specific roles and responsibilities for oversight of school operations, including financial management, management team, and CMO.
- The reviewers determined ISAAC completed on-time submission of certified audits and annual budgets.
- A review of the school's finances found it to be financially viable.

Areas for Continued Growth Include:

- ISAAC's Mathematics Performance Index – All Students has performed below the state average over each of the three reporting periods (2018-19, 2021-22 and 2022-23) to 7.2 index points below the state's index of 63.9 in 2022-23.
- ISAAC's suspension rates of 11.1 percent in 2019-20 increased 7.6 percentage points during the midst of the pandemic to 18.7 percent in 2021-22, and then decreased 7.6 percentage points to 11.1 percent in 2022-23. ISAAC's 2022-23 rate was 2.9 percentage points above the host district's 8.2 percent and 4.1 percentage points above the state average of 7.0 percent.
- ISAAC's 2022-23 Discipline Tier Based on Suspension/Expulsion Data was Tier 4. A Tier 4 designates a school with Consistently High Suspension Rates (may also have high disproportionality): Overall, Black, or Hispanic suspension rate ≥ 15 percent. ISAAC had a high suspension rate in 2021-22 and high suspension disproportionality for Black and Hispanic students in 2021-22, and Black students in 2022-23. These data indicate a need to review the effectiveness of implemented strategies, specific structures, and systems at the school to ensure a more positive environment. These data also comport with parent or family member survey comments indicating there is a judicial approach to managing the school related to discipline, and a desire for an increase in cultural competence and diversity among the staff.
- Fifty-six percent (n=32) of parents or family members surveyed agree or strongly agree that the school leadership effectively communicates a clear mission, vision, and set of schoolwide priorities, and survey comments indicate a need for stronger communication.
- Thirty-six percent (n = 32) of parent or family members surveyed agree or strongly agree that the school provides multiple opportunities for family involvement. Survey comments indicate a need for increased cultural competence and diversity among the staff, increased family events at the school beyond musical performances in order to create a more positive environment.

- Twenty percent (n=30) of teachers surveyed disagree or strongly disagree that there is a positive climate at ISAAC. Survey comments indicate that teachers may not be able to openly share their concerns due to a “fear of repercussions,” there needs to be a “stronger sense of community and appreciation for all staff” in order to create an inclusive and positive climate and culture, and that human resource management practices need review.
- Whereas ISAAC has clear guidelines and procedures required under state and federal law for managing complaints of discrimination and harassment based upon sex, there is no accessible policy, process, or procedure for employees to report and resolve complaints related to conflict between personnel or workplace harassment. Furthermore, ISAAC’s organizational structure reveals a potential conflict of interest with the associate principal serving in a dual capacity of supervisor and human resources director.

Conclusion

Interdistrict School for Arts and Communication is providing its students, families, and community with a viable public school choice option, achieving its mission, and making strides in closing the achievement gap.

ISAAC’s Academic Growth ELA and Mathematics – All Students and High Needs Students scores have increased over the three reporting periods (2018-19, 2021-22, and 2022-23) exceeding the host district and the state averages in 2022-23. The school’s ELA and Mathematics Performance Index – High Needs Students have remained nearly level or at level from 2018-19 to 2021-22 and experienced increases in 2022-23, exceeding the host district and state averages. ISAAC’s ELA Performance Index – All Students has increased in each year reported to an index of 59.4 in 2022-23, to within 4.5 percentage points of the state average of 63.9. While the school’s Mathematics Performance Index – All Students has increased 5.7 index points from an index of 46.8 in 2018-19 to 52.5 in 2022-23, its performance has remained below the state average in each of the three reporting periods.

The school’s chronic absenteeism rate was below the host district and state average in 2019-20, during the pandemic in 2021-22, the school experienced an increase which was below that of the host district and near that of the state average. ISAAC experienced a small decrease in chronic absenteeism in 2022-23, remaining below the host district and 4.6 percentage points above the state average, indicating students are actively attending school.

A review of the school’s suspension rate shows that while students experienced an increase in the suspension rate during the midst of the pandemic to 18.7 percent in 2021-22, it reduced 7.6 percentage points to 11.1 percent in 2022-23. As a condition of its last renewal, ISAAC was required to develop a corrective action plan to address student discipline. The data show that while the school has not yet lowered its rates to levels below the host district and state, there is evidence that its efforts to improve student behavior are being impactful. The suspension disproportionality among Hispanic students between 2021-22 and 2022-23, was reduced and then eliminated. While the disproportionality of Black student suspensions was reduced between 2021-22 and 2022-23, the disproportionality remains an issue as evidenced by the school’s Tier 4 designation. It is important that the strategies the school has implemented to improve student behavior continue with an emphasis on reviewing its discipline policies and processes to ensure that they increase alternatives to exclusionary discipline.

Whereas there is evidence that a positive school climate exists at ISAAC between staff and students, a strengthening of human resources policies and practices will provide opportunities for individual staff concerns to be resolved in an appropriate manner and further strengthen the professional community.

Charter Renewal Recommendation

Acknowledging that ISAAC's performance indicators are not without weakness, and ISAAC must continue its work to improve its response to student behavior to ensure that they increase alternatives to exclusionary discipline, and take appropriate steps to improve school climate and culture, the CSDE recommends that the SBE renew the school's charter for a period of three years, subject to the following conditions:

1. By July 8, 2024 ISAAC shall submit a revised corrective action plan to improve student academic achievement acceptable to the Commissioner of Education. ISAAC shall engage in a root cause analysis utilizing the CSDE Needs Assessment Toolkit (ct.gov). The corrective action plan must include revisions to the identified strategies and action steps found in the 2020 corrective action plan to improve student academic achievement and engage students and families in the educational process. Additionally, the school must convene a team to develop and monitor the implementation of the revised plan that intentionally addresses high quality instruction and maintain a high level of rigor for all learners, and create opportunities that engage and encourage the involvement of students and families in the educational process. ISAAC shall submit to the CSDE, on a bi-monthly basis beginning October 2024, a report monitoring its year-to-date progress of improving student academic achievement. The plan shall be developed in consultation with the CSDE Turnaround Office. ISAAC shall implement the corrective actions within thirty days following the Commissioner of Education's acceptance of the plan.
2. By July 8, 2024, ISAAC shall submit a plan for the CSDE to review and approve that is focused on improving school climate and minimizing behavioral incidents resulting in suspensions and the adoption of a restorative discipline model for the school including: (a) pre-teaching and re-teaching expected behaviors; (b) isolating the root causes of behavioral issues; (c) identifying interventions to target root causes; (d) strengthening school discipline policies and procedures to ensure ISAAC increases alternatives to exclusionary discipline; (e) monitoring interventions and applying midcourse corrections, as necessary; (f) establishing suspension targets to ensure dramatic improvement; (g) formulating detailed plans to engage school stakeholders, particularly parents, students, teachers and administrators in developing a corrective action that is effective and ensures they increase alternatives to exclusionary discipline; and (h) strategies to improve school climate resulting in an inclusive, responsive, and more connected community. The CSDE will review the school's discipline data through its data collections on or about December 1, March 6, and July 10. The plan shall be developed in consultation with the CSDE's Turnaround Office. ISAAC shall implement the corrective actions within thirty days following the Commissioner's acceptance of the plan.
3. By July 8, 2024, the ISAAC Governing Board shall begin engagement with an external entity that has expertise and experience in supporting schools with human resources management to: (a) conduct a needs assessment of human resources policies and procedures, (b) to revise and develop improved policies and procedures, and (c) support in the development of a plan for implementing such policies and practices. The needs assessment should include, but not be limited to, a review of policies and practices related to organizational supervisory charts, employee engagement and retention, and employee relations and conflict resolution. ISAAC shall implement the plan prior to the start of the 2024-25 school year and within thirty days following the Commissioner's acceptance of the plan.

In October 2024, ISAAC's administrative staff will meet with the Accountability and Support Committee of the SBE and provide a status update of its corrective action plan to address student academic achievement, student discipline and human resource management. At that time the Accountability and Support Committee members and department staff will analyze the student performance and student discipline data to determine if the prioritized strategies in the corrective action plans are making a positive impact on student outcomes. Dependent upon the status of the issues discussed, ISAAC's administrative staff may be called back to meet with the Accountability and Support Committee to provide a second update in the spring of 2025 and bring forth an analysis of performance data and other metrics specific to each corrective action plan. Recognizing that ISAAC must adequately address student academic achievement and student discipline through corrective actions, pursuant to Section 10-66bb(h) of the C.G.S., the Commissioner of Education may, at any time, place a charter school on probation if the school has failed to adequately demonstrate student progress or comply with applicable laws and regulations.

The CSDE will notify ISAAC of action taken by the SBE following its meeting on June 5, 2024. The school will be advised of relevant technical assistance opportunities designed to improve its educational program. The CSDE will conduct follow-up visits to ensure ISAAC is addressing the issues raised in this memorandum.

Prepared by: Robert E. Kelly, Charter School Program Manager
Turnaround Office

Reviewed by: Irene E. Parisi, M.Ed.
Chief Academic Officer

Approved by: Charles E. Hewes, Ed.D.
Deputy Commissioner for Academics & Innovation

CHARTER RENEWAL REPORT | 2022 - 2023

	Charter School Information		
Charter School Name:	Interdistrict School for Arts and Communication (ISAAC)		
School Director/ Principal:	Dr. Nicholas J. Spera		
School Board Chairperson:	Mr. Richard F. Muckle		
Location (City/Town):	New London		
	Rating Key		
Meets	The school demonstrates effective policies and practices, resulting in positive outcomes.		
Pending Action	The school requires minor modifications to its policies and/or practices. The school is taking satisfactory measures to remedy and address these issues in a timely manner.		
Does Not Meet	The school falls below performance expectations with significant concerns noted, which require immediate attention and intervention.		
Standard 1: School Performance Indicators		Points/Max	% Points Earned
Accountability Index:		655.2/1000	65.5
Notes and Evidence:			
Interdistrict School for Arts and Communication (ISAAC) 2022-23 Accountability Index of 65.5 percent is 3.8 percentage points below the state’s Accountability Index of 69.3 percent. Schools that meet Standard 1: are schools earning an accountability index score from 85 to 100 (Category 1), schools earning an accountability index score from 70 to 84.9 percent (Category 2), and schools earning an accountability index score of 69.9 percent or lower and have not been identified as a Turnaround or Focus School (Category 3). ISAAC’s Accountability Index score of 65.5 percent places its performance in Category 3, which earns a does not meet for Standard 1 . ISAAC’s 2022-23 Next Generation Accountability Report is shown in detail on the next page.			

**Insert Next Generation Accountability, 2022-23 – Interdistrict School for Arts and Communication
(Grades: 6-8)
School Category: 3**

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	59.4	75	39.6	50	79.2	85.2
1b. ELA Performance Index - High Needs Students	56.8	75	37.9	50	75.8	72.1
1c. Math Performance Index - All Students	52.5	75	35.0	50	69.9	79.6
1d. Math Performance Index - High Needs Students	49.5	75	33.0	50	66.0	65.2
1e. Science Performance Index - All Students	54.5	75	36.3	50	72.7	82.1
1f. Science Performance Index - High Needs Students	51.8	75	34.6	50	69.1	68.2
2a. ELA Academic Growth - All Students	59.5%	100%	59.5	100	59.5	57.2
2b. ELA Academic Growth - High Needs Students	59.7%	100%	59.7	100	59.7	52.5
2c. Math Academic Growth - All Students	69.7%	100%	69.7	100	69.7	61.8
2d. Math Academic Growth - High Needs Students	69.1%	100%	69.1	100	69.1	55.5
2e. Progress Toward English Proficiency - Literacy	76.5%	100%	38.3	50	76.5	55.3
2f. Progress Toward English Proficiency - Oral	80.5%	100%	40.2	50	80.5	56.1
4a. Chronic Absenteeism - All Students	24.6%	<=5%	10.7	50	21.5	39.8
4b. Chronic Absenteeism - High Needs Students	26.1%	<=5%	7.9	50	15.7	6.0
5. Preparation for CCR - Percent Taking Courses	.	75%	.	.	.	100.0
6. Preparation for CCR - Percent Passing Exams	.	75%	.	.	.	59.0
7. On-track to High School Graduation	94.3%	94%	50.0	50	100.0	87.7
8. 4-year Graduation: All Students (2022 Cohort)	.	94%	.	.	.	94.6
9. 6-year Graduation: High Needs Students (2020 Cohort)	.	94%	.	.	.	91.1
10. Postsecondary Entrance (Graduating Class 2022)	.	75%	.	.	.	88.2
11. Physical Fitness (estimated participation rate = 95.2%)	50.6%	75%	33.7	50	67.4	60.6
12. Arts Access	.	60%	.	.	.	90.9
Accountability Index	.		655.2	1000	65.5	69.3

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Standard Deviation	Is Gap an Outlier?
ELA Performance Index Gap	71.1	56.8	14.3	17.0	N
Math Performance Index Gap	66.0	49.5	16.5	18.6	N
Science Performance Index Gap	.	51.8	.	18.6	
Graduation Rate Gap (2020 Cohort)	.	.	.	.	

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations. If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	98.5
ELA - High Needs Students	98.6
Math - All Students	97.0
Math - High Needs Students	96.8
Science - All Students	97.7
Science - High Needs Students	97.1

Minimum participation standard is 95%.

Standard 2: Stewardship, Governance, and Management Indicators:	Rating
2.1. Fiscal Management	☒ M ☐ PA ☐ DNM
2.2. Financial Reporting and Compliance	☒ M ☐ PA ☐ DNM
2.3. Financial Viability	☒ M ☐ PA ☐ DNM
2.4. Governance and Management	☐ M ☒ PA ☐ DNM
2.5. School Facility	☒ M ☐ PA ☐ DNM
Notes and Evidence:	
• Indicator 2.1: The CSDE site visit staff reviewed ISAAC's last three certified financial audits and uncovered no significant findings, conditions, or internal control weakness. • Indicator 2.2: The CSDE site visit staff reviewed ISAAC's last three certified financial audits, Accounting Policies and Procedures Manual (APPM), Board Policies and Procedures Manual (BPPM), budgets, and interviewed the school's teachers, executive director, principal, director of operations, and governing board members. Staff from the CSDE's Office of Internal Audit determined the APPM and BPPM contained the standard sections. The ISAAC governing board and its Finance and Audit Committee have formally documented specific roles and responsibilities for oversight of school operations, including financial management, the management team, and CMO. The reviewers determined ISAAC completed on-time submissions of certified audits and annual budgets. • Indicator 2.3: Staff from the CSDE's Office of Internal Audit reviewed ISAAC's latest certified financial audit and determined its debt-to-asset ratio (total liabilities total assets), total margin (net income/total revenue), current asset ratio (current assets/current liabilities), days of unrestricted cash (unrestricted cash/((total expenditures – depreciation)/365)) and debt service coverage ratio (net income + depreciation + interest expense)/(principal + interest payments) meets or exceeds the ranges recommended by the National Association of Charter School Authorizers (NACSA), signifying overall financial health. • Indicator 2.4: A review of ISAAC's school policies regarding conflict of interest and nepotism at the time if the initial site visit were found to comply with the CSDE administrative oversight guidelines. ISAAC's policies and procedures regarding background checks of staff and board members, open board meetings, board membership, and membership training were reviewed and found to comply with state and federal laws, rules, and regulations. This finding is supported by a review of school policies and procedures, background checks, board training records, and the school's website including board meeting minutes. A review of ISAAC's bylaws found them to comply with state and federal laws, rules, and regulations. During the expanded renewal process, the CSDE received written comments from staff reporting concerns that the associate principal also serves as the human resources director. The CSDE conducted further review of ISAAC's organizational structure and Faculty-Staff Handbook and confirmed that the associate principal is serving in a dual capacity of supervisor and human resources director. • Indicator 2.5: As evidenced during the site visit, ISAAC has safe and well-maintained school facilities to support teaching and learning. The facility has been approved by the New London Fire Marshal and Building Department. The school has proof of property insurance.	

Standard 3: Student Population Indicators	Rating
3.1. Recruitment and Enrollment Process	☒ M ☐ PA ☐ DNM
3.2. Waitlist and Enrollment Data	☒ M ☐ PA ☐ DNM
3.3. Demographic Representation	☒ M ☐ PA ☐ DNM
3.4. Family and Community Support	☐ M ☐ PA ☒ DNM
3.5. School Culture and Climate	☐ M ☐ PA ☒ DNM
Notes and Evidence:	
Indicator 3.1: The latest CSDE audited student enrollment data from 2023-24 reports 279 students in Grades 6-8 with 75.3 percent residing in New London (the host district) and the remaining 24.7 percent residing in 10 area towns. A review of the school's student enrollment policy and interviews with school staff, board members, and parents determined all students are admitted through a blind lottery. Indicator 3.2: A review of ISAAC's waiting list information (Table 5, page 20) determined that the school maintains a waiting list of families beyond the available number of seats. In 2023-24, 220 students were on the waiting list. The waiting list has included more than 125 students each year for the past three years. Indicator 3.3: A review of ISAAC's latest CSDE audited Public School Information System (PSIS) data from 2023-24 reported 71.0 percent of students qualify for free or reduced-price meals. The percentage of special education students is 17.9 percent. ISAAC's English Learner/Multilingual Learners (EL/ML) population is 17.2 percent. Indicator 3.4: On October 11, 2023, CSDE renewal team conducted its initial onsite visit at ISAAC and interviewed parents and students. The parent interview group described various communication methods between the school and families, including texts, phone calls, emails, and written communication including translations in second languages, when necessary. Parents and families reported during the expanded renewal a need for stronger communication, and to include increased family events at the school beyond musical performances to create a more positive environment. Parents expressed support for what they perceive is a good educational model that prepares their children for high school and beyond. Parents indicated they were satisfied with the school's commitment to serving students with diverse needs while providing a safe and nurturing environment. Student interviews conducted by the CSDE renewal team on the day of each site visit reported they were generally happy with the school and choice opportunity that the school provides. Forty-one people attended the public hearing. Thirty-two individuals (28 staff, one parent not an employee of the school, and three board members) offered testimony supporting the school's efforts and the renewal of the charter. CSDE staff in attendance at the public hearing, documented that no past or present students or graduates, only one non-employee parent and no community members offered testimony regarding support for the school and the renewal of the charter. In the absence of not having significant segments of the school community provide testimony regarding support for the school in the community and the renewal of the school, the school does not meet the requirements of this indicator. Indicator 3.5: School culture and climate policies reviewed by the CSDE's initial site visit staff were clear and concise. Classroom observations revealed consistent implementation of the school's behavior management model. During the April 18, 2024, Expanded Renewal Site Visit, students shared that they feel connected to staff members and advisory teachers. ISAAC's suspension rates of 11.1 percent in 2019-20 increased 7.6 percentage points during the midst of the pandemic to	

18.7 percent in 2021-22, and then decreased 7.6 percentage points to 11.1 percent in 2022-23, ISAAC's 2022-23 rate was 2.9 percentage points above the host district's 8.2 percent and 4.1 percentage points above the state average of 7.0 percent. ISAAC must continue its efforts to reduce its suspension rate going forward. It is important that the school continue to develop its restorative approach to minimize student behavioral incidents resulting in suspensions and review its discipline policies and processes to ensure that they increase alternatives to exclusionary discipline.

- A review of ISAAC's chronic absenteeism rate of 9.6 percent in 2018-19 showed they were below the host district and state averages. In 2021-22, during the midst of the pandemic, the school's chronic absenteeism rate experienced an increase to 25.0 percent, below the host district of 34.8 percent and 1.3 percentage points above the state average of 23.7 percent. In 2022-23, the school achieved a 0.4 percentage point reduction to 24.6 percent, below the host district average of 32.9 percent and 4.6 percentage points above the state average of 20.0 percent. A review of the school's chronic absenteeism from EdSight through March 2024, is 18.5 percent, 0.4 percentage points below the state average of 18.9 percent. The school must continue to refine and develop systems and resources to identify and address barriers that negatively affect student attendance.
- ISAAC's 2022-23 Discipline Tier Based on Suspension/Expulsion Data was Tier 4. Tier 4 designates a school with Consistently High Suspension Rates (may also have high disproportionality): Overall, Black, or Hispanic suspension rate ≥ 15 percent. It is important that the school continues to develop its restorative approach to minimize student behavioral incidents resulting in suspensions and review its discipline policies and processes to ensure that they increase alternatives to exclusionary discipline.

Standard 4: Legal Compliance Indicators	Rating
4.1. Open Meetings/Information Management	☒ M ☐ PA ☐ DNM
4.2. Students with Disabilities	☒ M ☐ PA ☐ DNM
4.3. English Learners	☒ M ☐ PA ☐ DNM
4.4. Rights of Students	☒ M ☐ PA ☐ DNM
4.5. Teacher/Staff Credentials, TEAM and EESP	☒ M ☐ PA ☐ DNM
4.6. Employee Rights	☒ M ☐ PA ☐ DNM
Notes and Evidence:	
• Indicator 4.1: The school's website and governing board documents demonstrated that the governing board meetings are open and accessible to the public. The governing board's meeting schedule for the year and meeting agendas are posted on the school's website. Education records and testing data are kept in locked file cabinets in a secure room. • Indicator 4.2: A review of ISAAC's latest audited 2023-24 Public School Information System (PSIS) data reported the percentage of special education students at the school is 17.9 percent. At the time of the site visit there were 50 students from seven different sending districts with Individualized Education Plans (IEPs) attending ISAAC. It was noted that there were additional students involved in the referral process. A majority of the 50 students with IEPs reside in New London. To meet the needs of identified students, ISAAC employs a school social worker, a school counselor, and a director of student supports who was previously a social worker at the school and director of special education, school-based counseling and social work services are provided in accordance with the students' IEPs. Speech and language, occupational therapy, and physical therapy (related services) are all provided by the sending districts. The related service providers from the sending districts sign in and out of the building and complete an electronic service log to track services provided. The director of special education monitors the electronic service log to validate services provided and forwards monthly reports to the Executive Director. If services have not been provided, the Executive Director notifies the district of the services that will need to be rendered. There are no paraeducators working with students at ISAAC presently. There are no students reported with paraeducator support in their IEPs. ISAAC employs five certified special education teachers. One of the special education teachers is trained in the Wilson Reading System. Special education staff are using CSR (Collaborative Strategic Reading) to help build strong readers. Instruction was noted to be differentiated in the general education classroom through modifications. Instructional coaches meet with teachers during their Professional Learning Community (PLC) meetings to support instruction. ISAAC employs a co-teaching model for students requiring push-in classroom specialized instruction and support in accordance with their IEP. These classrooms were observed during the site visit by this reviewer. In these classrooms, the special education teacher was observed to be working with the regular education teacher to deliver the lesson, support students individually and in small groups, and extend their thinking through questioning and conferencing. Students were observed in the resource classroom setting receiving pull-out specialized instruction and support.	

The IEPs were stored in two locked cabinets in a locked closet within the main office. The files were neatly organized and contained all pertinent information. Several special education files were randomly selected and reviewed. The files represented students in all three grade levels at the school. There was a sign out sheet in the front of each file that was randomly reviewed. There was also a team sign out sheet indicating that everyone that worked with the particular student had reviewed their file at the start of the school year. Regular education teachers are provided with a copy of each student's IEP electronically through "IEPs at a glance." This includes a review of accommodations and modifications for each identified student. The special education teachers follow-up with the general education teachers to provide support, answer questions, and ensure accommodations and modifications are being implemented per the student's IEP.

Planning and Placement Team (PPTs) are scheduled in collaboration with the secretary at ISAAC and the sending district. ISAAC utilizes the CT-SEDS system. ISAAC staff attend all PPT meetings. The director of special education attends the PPTs as well as the student's regular education teacher, special education teacher, and the school social worker. In the director of special education's absence, the director of student supports at ISAAC will attend in her place. Staff from the sending districts who attend PPTs include the liaison or special education administrator and any applicable related service providers for the student.

ISAAC's special education staff enter information in the student's draft IEP including present levels of performance, draft goals and objectives, and accommodations and modifications. The sending district finalizes the IEP which is then available in the parent portal. ISAAC will send parents/guardians a paper copy if they request it.

Professional development was offered at the beginning of the school year and will continue throughout the year on scheduled professional development days focusing on decoding, comprehension, and listening to students read. The director of special education shared that she had two new special education teachers this year, and she provided them with tracking sheets and progress monitoring sheets to track their instruction and student progress. The director of special education holds a weekly Case Manager Academy (CMA) meeting with all of the special education teachers at ISAAC.

The school is aware of their Child Find responsibilities, if there are concerns, a student will receive tiered intervention with progress monitoring through or be referred to special education to consider/plan an initial evaluation. The school will reach out to the sending district to make a referral to special education if/when needed. Parents also may refer a student by contacting ISAAC or the sending district directly.

- Indicator 4.3:** A review of ISAAC's latest audited 2023-24 PSIS data reports indicated that the percentage of students identified as English Learner/ Multilingual Learners (ELs/MLs) at the school is 17.2 percent. Through an analysis of the renewal materials and meeting with stakeholder groups, it became evident that the ISAAC is committed to ensuring the success of ELs/MLs at the school. The school has taken actions that affirm this commitment to ELs/MLs by employing a qualified bilingual/TESOL teacher (formally Teachers of English to Speakers of Other Languages) that is providing the EL/ML students with support along with two bilingual support staff members. The school's population of EL/ML students is growing, and the school has worked to develop scheduling for the teachers and bilingual tutors to enable the students to receive robust language instruction in addition to core instruction. They are doing this through push-in and pull-out support through their Language Academy. Additionally, the school is committed to providing training to teachers to enable them to integrate EL/ML supports in the core curriculum. The school has applied for both the Title III grant funds and bilingual grant funds for which it is eligible, as it has done in preceding years. The bilingual/TESOL teacher stays current with state and federal requirements, and she relays this information to the school administration and staff. There is clear evidence of structured and intentional work to better understand each EL's/ML's language needs across domains and to provide targeted support to address them. While the language instruction staff have found ways to collaborate as needed, it seems that they would benefit from more formalized regular opportunities to engage in planning and collaboration.
 - Indicator 4.4:** ISAAC student rights policies and procedures include admissions, handling of student information, due process protections, and state nondiscrimination laws. Interviews with parents and staff at the school supported the proper implementation and use of the policies.
 - Indicator 4.5:** Staff from the CSDE, Bureau of Educator Standards and Certification on May 2, 2024, 2023, reviewed the state certified staff file and the school's employee roster. A review of ISAAC's staff file determined 100 percent, or 32 full-time equivalent staff (FTE) were in certification compliance.
- ISAAC is in compliance with the Teacher Education and Mentoring (TEAM) Program and the Educator Evaluation and Support Plan (EESP).
- Indicator 4.6:** A review of legal actions brought against ISAAC determined that no government agency alleged the violation of any law by the school or undertaken any investigation of any violation of law by the school.

Prepared by:	Reviewed by:
Robert E. Kelly Charter School Program Manager	Irene E. Parisi Chief Academic Officer

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION CHARTER SCHOOL DATA TABLES

Table 1: 2023-24 Student Enrollment and Demographic Information

Grades served:	6-8
Total enrollment:	279
Percentage of students eligible for free or reduced-price meals:	71.0.8
Percentage of students with disabilities:	17.9
Percentage of students identified as English Learners:	17.2
Percentage of American Indian or Alaska Native students:	*
Percentage of Asian students:	*
Percentage of Black or African American students:	15.8
Percentage of Hispanic or Latino students:	61.6
Percentage of Two or More Races:	7.9
Percentage of White students:	12.9

*N<=5. Data suppressed to ensure student data privacy.

Table 2: School Performance: All Students

	2018-19			2021-22			2022-23		
Indicator	School	Host District	State	School	Host District	State	School	Host District	State
Accountability Index	60.0	63.2	74.2	55.2	57.3	69.7	65.5	57.1	69.3
ELA-All Students									
Performance Index (Target 75)	57.3	55.7	67.7	57.5	49.0	64.2	59.4	49.1	63.9
Academic Growth Average Percentage of Target Achieved (Target 100%)	50.4	52.1	59.9	58.5	47.7	60.4	59.5	49.4	57.2
Math-All Students									
Performance Index (Target 75)	46.8	49.7	63.1	48.1	41.1	58.6	52.5	42.2	59.7
Academic Growth Average Percentage of Target Achieved (Target 100%)	43.6	49.3	62.5	62.2	52.8	65.2	69.7	49.7	61.8

In 2019-20, Connecticut received a waiver from the U.S. Department of Education (USDOE) to be exempt from administering state academic assessments and holding schools and districts accountable using the Next Generation Accountability System.

In 2020-21, Connecticut secured a waiver from the USDOE to be exempted from implementing the Next Generation Accountability System for schools and districts; and while districts made their best effort to assess as many students as possible, there was not a requirement to test at least 95 percent of students as in past years. Additionally, school learning models changed throughout the school year and students were remote to varying degrees due to factors beyond educator control. Also, some students tested remotely, which was a new construct. As such, 2020-21 testing data is not being used as part of this analysis.

Table 3: School Performance-High Needs Students									
	2018-19			2021-22			2022-23		
Indicator	School	Host District	State	School	Host District	State	School	Host District	State
ELA-High Needs Students									
Performance Index (Target 75)	54.6	53.4	58.1	54.4	47.1	54.2	56.8	47.1	54.1
Academic Growth Average Percentage of Target Achieved (Target 100%)	50.6	51.4	55.1	57.7	46.6	56.2	59.7	48.0	52.5
Math-High Needs Students									
Performance Index (Target 75)	44.5	47.5	52.7	44.5	39.3	47.7	49.5	40.3	48.9
Academic Growth Average Percentage of Target Achieved (Target 100%)	47.2	47.7	55.2	57.5	52.8	59.1	69.1	49.4	55.5

In 2019-20, Connecticut received a waiver from the U.S. Department of Education (USDOE) to be exempt from administering state academic assessments and holding schools and districts accountable using the Next Generation Accountability System.

In 2020-21, Connecticut secured a waiver from the USDOE to be exempted from implementing the Next Generation Accountability System for schools and districts; and while districts made their best effort to assess as many students as possible, there was not a requirement to test at least 95 percent of students as in past years. Additionally, school learning models changed throughout the school year and students were remote to varying degrees due to factors beyond educator control. Also, some students tested remotely, which was a new construct. As such, 2020-21 testing data is not being used as part of this analysis.

Table 4: School Culture and Climate							*Data are suppressed to ensure confidentiality		
	2019-2020 ¹			2021-2022			2022-2023		
Indicator	School	Host District	State	School	Host District	State	School	Host District	State
Chronic Absenteeism Rate (%)	9.6	15.4	12.2	25.0	34.8	23.7	24.6	32.9	20.0
Suspension Rate (%)	11.1	7.5	4.9	18.7	9.1	6.5	11.1	8.2	7.0
Discipline Tier	1	3	3	1	1	1	4	2	3

¹ For the 2019-20 school year, chronic absenteeism calculations are based only on in-person school days until mid-March 2020. See the Report Notes for additional information.

Table 5: ISAAC Student Wait List and Mobility Information			
Performance Metric:		2021-2022	2022-2023
Waiting number:		126	166
Number of enrolled students who left during the school year:		18	12
Number of students who did not re-enroll the next year and had not completed the highest grade at the school:		10	10



GROTON PUBLIC SCHOOLS

ADMINISTRATION OFFICES

P.O. Box K, Groton, Connecticut 06340 • 1300 Flanders Road, Mystic, Connecticut 06355
PHONE (860) 572-2100 • FAX (860) 572-2107

November 27, 2023

Ms. Irene Parisi
State of Connecticut
State Department of Education
Box 2219
Hartford, CT 06145

Dear Ms. Parisi:

Thank you for soliciting my input regarding Interdistrict School for Arts and Communication (ISAAC) in New London, Connecticut. The school provides a welcome choice option for parents in Southeastern, Connecticut, and I would encourage the State Department of Education to renew its charter. Groton has seven students attending ISAAC, and we hope the school will continue to serve our students.

Sincerely,

Susan L. Austin
Superintendent of Schools

SLA/jem

PROGRESS
DRAWING

NOT FOR CONSTRUCTION

July 15, 2024

ADDITION, INTERIOR MODIFICATIONS,
AND RELATED WORK
INTERDISTRICT SCHOOL FOR
ARTS & COMMUNICATION
190 GOVERNOR WINTHROP BLVD
NEW LONDON, CT

JH
JACUNSKI HUMES
ARCHITECTS, LLC

15 MASSIRIO DRIVE
SUITE 101
BERLIN, CT 06037
TEL 860-828-9221
FAX 860-828-9223

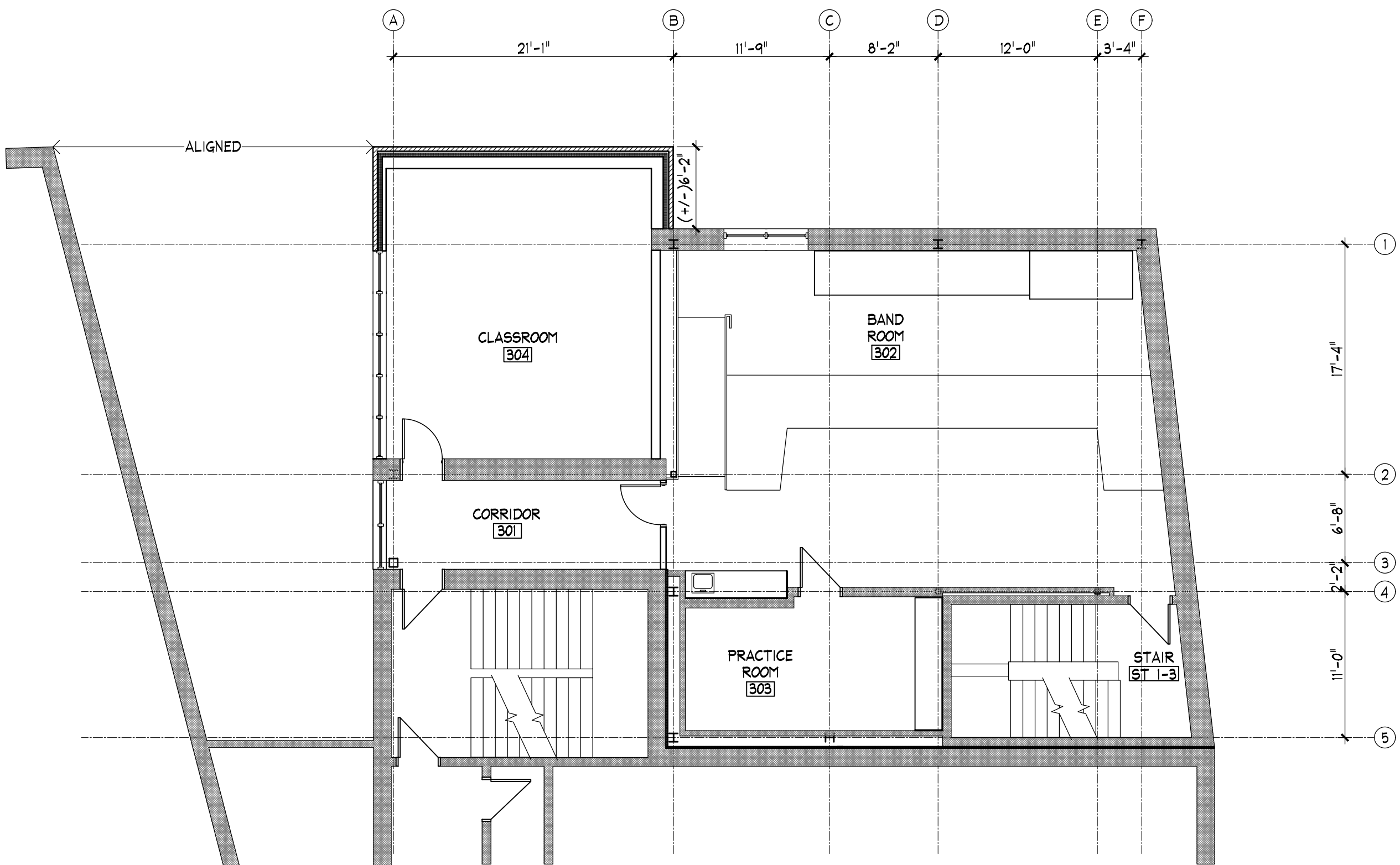
FLOOR
PLANS

PROJ. NO.
JH2416
SCALE
AS NOTED
DATE
JULY 9, 2024

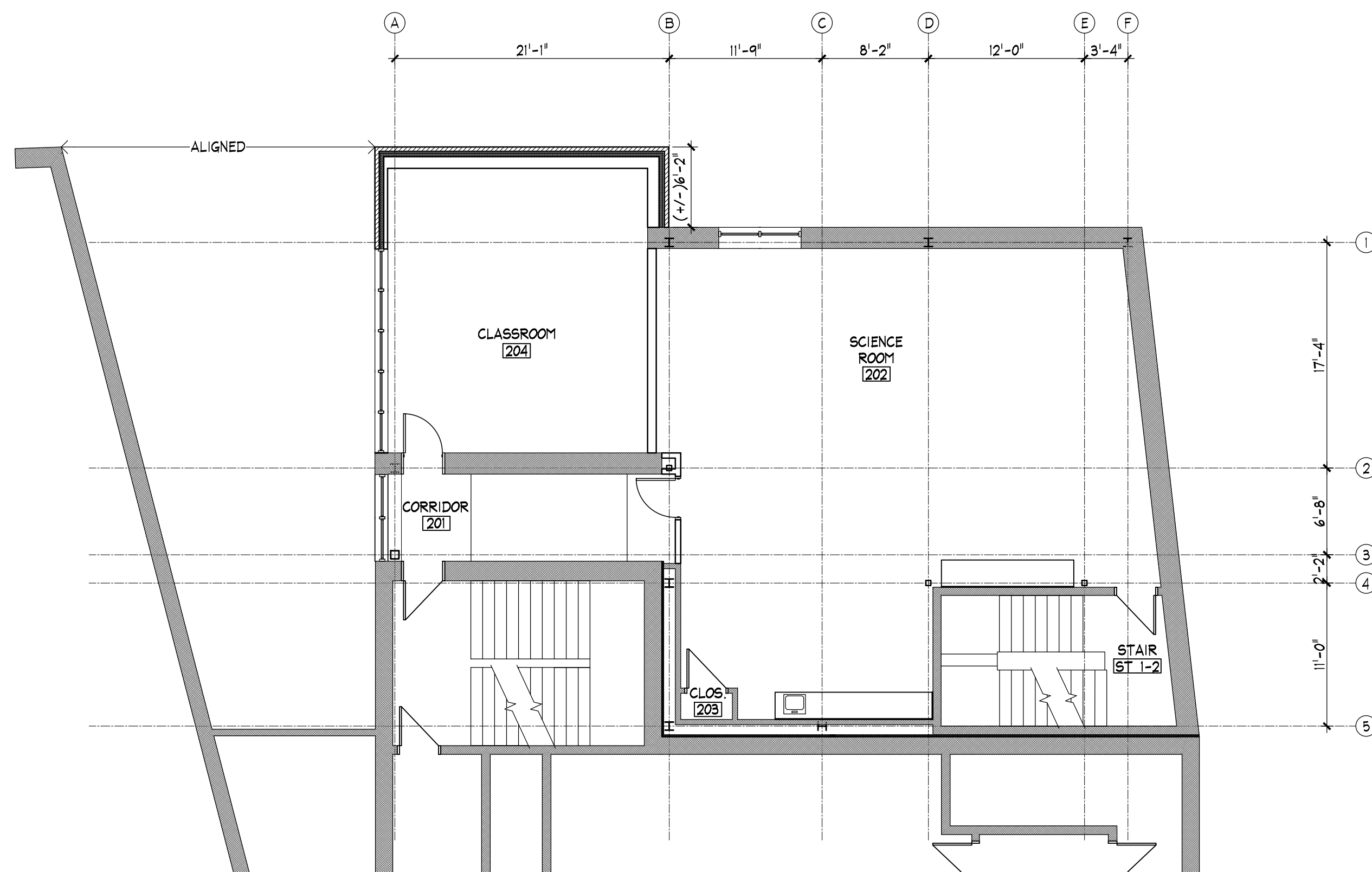
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A-1.1

FLOOR PLAN LEGEND

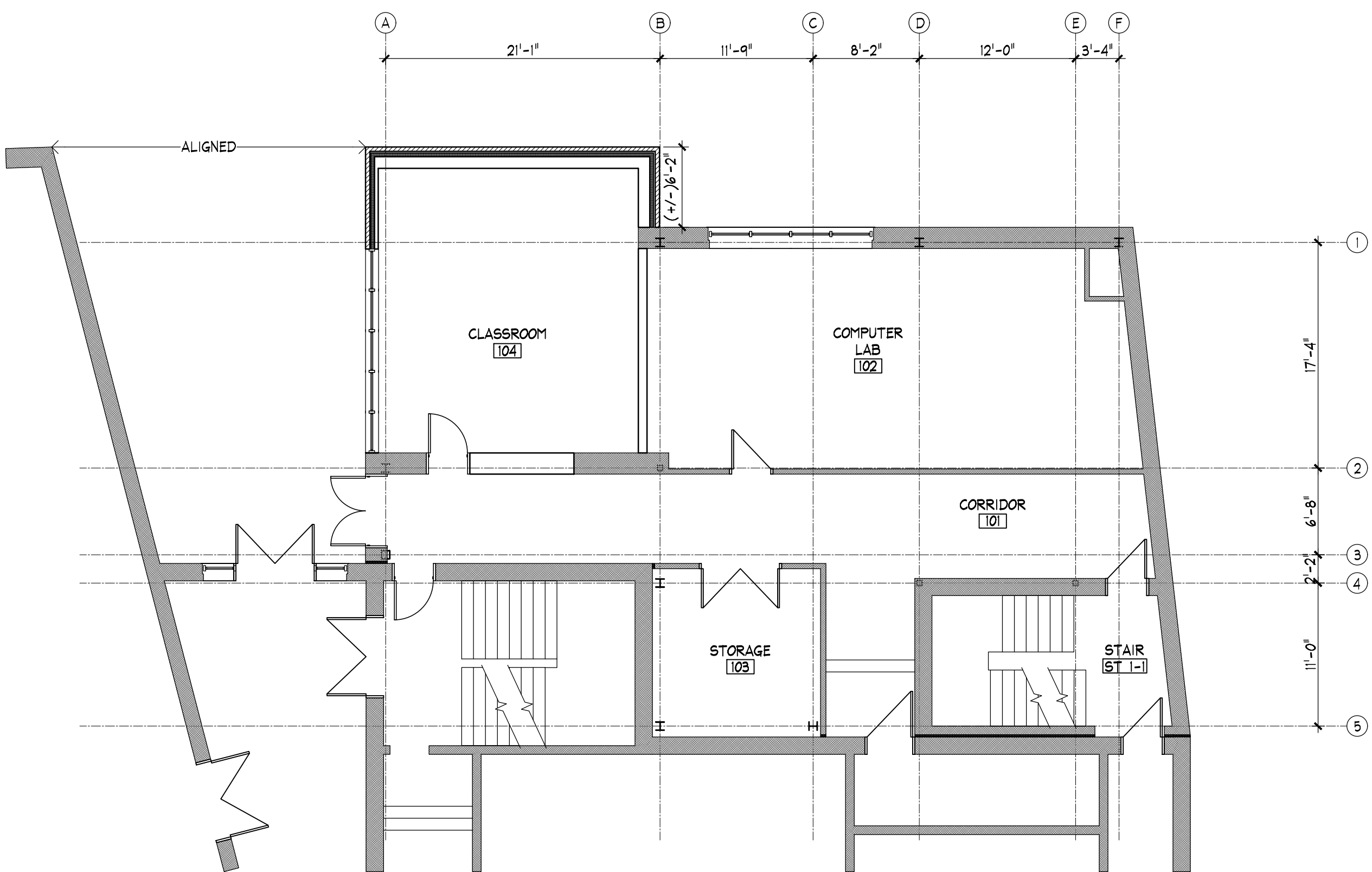
	NEW STUD WALL CONSTRUCTION	ROOM NAME #	ROOM NAME AND ROOM NUMBER
	NEW EXTERIOR WALL CONSTRUCTION		NEW DOOR FRAME AND LEAF AS SCHEDULED AND SPECIFIED
	EXISTING WALL CONSTRUCTION		EXISTING DOOR FRAME AND LEAF. SEE DEMO PLAN FOR EXISTING DOORS TO BE RELOCATED



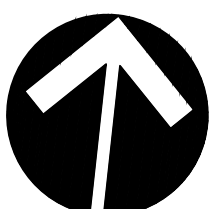
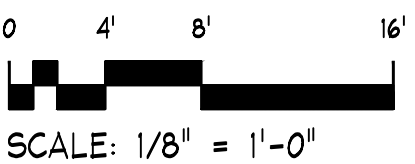
3 PROPOSED LEVEL 03 FLOOR PLAN
SCALE: 1/8" = 1'-0"



2 PROPOSED LEVEL 02 FLOOR PLAN
SCALE: 1/8" = 1'-0"



1 PROPOSED LEVEL 01 FLOOR PLAN
SCALE: 1/8" = 1'-0"



Corrective Action

Guidelines for Corrective Action Plan Template

1. The school team will prioritize **targeted areas of focus** based on the school's identified areas for continued growth relative to conditions regarding corrective action as outlined in the school's latest charter renewal report.
2. For each of the identified targeted areas, the school team must determine the **root causes** that are creating barriers to successfully addressing the identified area(s) for growth (see [Needs Assessment Toolkit Including Root Cause Analysis \(ct.gov\)](#) and [Step 4 - Get to a Root Cause \(ct.gov\)](#) for The Root Cause Fishbone Method and the Five Whys in practice as examples).
3. The school team will describe specific **strategies** to address each of the root causes, including the **person(s) responsible (role) and the interest groups** involved in the development of the plan.

Strategies should be:

- evidence based.
- high impact to improve staff and/or school practices and student outcomes.
- realistic, but rigorous (not too large-not actionable, not too small-insufficient impact).
- a change in practice.

4. **SMART** goal(s) must be developed.

- A **SMART** goal is:
 - **Strategic and Specific** (Who and What?) – Aligned to School Improvement Plan (SIP) goals and focused on specific student learning.
 - **Measurable** (How?) –The success toward meeting the goal can be measured in student achievement. Indicators of success help monitor how well the strategies are working to address the root cause. Consider: “If we do what we say we’re going to do, how will we know if it made a difference?”
 - **Attainable** – The goal can be achieved in a specific amount of time, with increased adult effectiveness. It should be ambitious, yet realistic with observable improvement from the current achievement data.
 - **Results Oriented / Relevant / Rigorous** – The goal is aligned with the SIP goal and focuses on increased student achievement in one defined area.
 - **Time Bound** (When?) – The goal has a clearly defined time frame including a target start and end date.
- **SMART** goals are based upon Every Student Succeeds Act (ESSA) [Milestones](#) or annual targets. These milestones align with Connecticut’s approved federal plan for ESSA and allow districts/schools to measure student outcomes and track their progress

Corrective Action

in attaining the state's target indicators of success. The plan establishes a 13-year period for the attainment of the following long-term goals: School Performance Indices (SPIs), with a target of 75.0 index points; Smarter Balanced Growth, with a target goal of 100 percent; LAS Links Growth, with a target goal of 100 percent; Chronic Absenteeism, with a target goal of five percent or less; Four-Year Adjusted Cohort Graduation Rate, with a target goal of 94 percent; Six-Year Adjusted Cohort Graduation Rate (High Needs Students), with a target goal of 94 percent; and Accountability Index, with a target goal of 85 percent. Some of these goals are identical to select indicators in Connecticut's Next Generation Accountability System for districts/schools. Based on performance in the baseline year (first column) and the ultimate target (last column), linear interim milestones are established for every third year. For more information, please see [Connecticut Consolidated State Plan Under the Every Student Succeeds Act \(ESSA\)](#), beginning on page 51. SMART goals are recorded in the table below.

5. The school team must then outline the **intended impact on staff and/or school practices** and **intended impact on student outcomes** resulting from the strategies implemented. Consider: "As a result of strategy implementation, what will be the impact on the staff and/or school practices and student outcomes?"
6. The school team will identify **indicators of success** for the plan in the table below. During the plan's monitoring years, the school will monitor each implemented strategy and provide quantitative and qualitative evidence during monitoring meetings to show how the chosen strategy was successful in changing staff and/or school practices. Identify what the school will use to regularly measure the progress toward changing the practices (e.g., weekly classroom walkthrough data, quarterly staff survey data, self-assessment tools).
7. Progress monitoring for each chosen strategy will be reported on the interim data reporting tracker during the plan's monitoring years.
8. The school team will determine a **timeline**, including a target start and end date, outlining the implementation of each strategy.

Corrective Action

Date: **June 26, 2024**

Corrective Action for Math

Interest groups that helped to develop plan:

Plan Implementation Years:

Data:

Indicator/Measure	2018-19 Interim Target	2018-19 Actual	2019-20 Interim Target	2019-20 Actual	2020-21 Interim Target	2020-21 Actual	2021-22 Interim Target	2021-22 Actual	2022-23 Interim Target	2022-23 Actual Plan Baseline Year
Performance Index	50.8	46.8	NA	NA	NA	NA	57.4	48.1	59.6	52.5
Indicator/Measure	2023-24 Interim Target	2023-24 Actual	2024-25 Interim Target	2024-25 Actual	2025-26 Interim Target	2025-26 Actual	2026-27 Interim Target	2026-27 Actual		
Performance Index	61.8		64.0		66.2		68.4			

Corrective Action

Indicator/Measure	2018-19 Interim Target	2018-19 Actual	2019-20 Interim Target	2019-20 Actual	2020-21 Interim Target	2020-21 Actual	2021-22 Interim Target	2021-22 Actual	2022-23 Interim Target	2022-23 Actual Plan Baseline Year
SBAC Growth	53.4	10	57.7	NA	61.9	8.1	66.1	12.9	70.4	23.5
Indicator/Measure	2023-24 Interim Target	2023-24 Actual	2024-25 Interim Target	2024-25 Actual	2025-26 Interim Target	2025-26 Actual	2026-27 Interim Target	2026-27 Actual		
SBAC Growth	74.6	30.9	78.8		83.1		87.3			

Corrective Action

Identified area for continued growth: ISAAC's Mathematics Performance Index – All Students has performed below the state average over each of the three reporting periods (2018-19, 2021-22 and 2022-23) to 7.2 index points below the state's index of 63.9 in 2022-23.					
Report Condition: By July 8, 2024, ISAAC shall submit a revised corrective action plan to improve student academic achievement acceptable to the Commissioner of Education. ISAAC shall engage in a root cause analysis utilizing the CSDE Needs Assessment Toolkit (ct.gov). The corrective action plan must include revisions to the identified strategies and action steps found in the 2020 corrective action plan to improve student academic achievement and engage students and families in the educational process. Additionally, the school must convene a team to develop and monitor the implementation of the revised plan that intentionally addresses high quality instruction and maintain a high level of rigor for all learners, and create opportunities that engage and encourage the involvement of students and families in the educational process. ISAAC shall submit to the CSDE, on a bimonthly basis beginning October 2024, a report monitoring its year-to-date progress of improving student academic achievement. The plan shall be developed in consultation with the CSDE Turnaround Office. ISAAC shall implement the corrective actions within thirty days following the Commissioner of Education's acceptance of the plan.					
SMART Goal 1: ISAAC will increase its Math Performance Index from 52.5 percent in 2022-23 to 68.4 percent in 2026-27, as measured by the attainment of the school's annual interim ESSA targets and ESSA end target in June 2027, by implementing evidence-based schoolwide, systematic, multi-tiered approaches to mathematics, progress monitoring, SRBI, and fidelity of implementation. SMART Goal 2: ISAAC will increase its Math SBAC Growth from 23.5 percent in 2022-23 to 87.3 percent in 2026-27, as measured by the attainment of the school's annual interim ESSA targets and ESSA end target in June 2027, by implementing evidence-based schoolwide, systematic, multi-tiered approaches to mathematics, progress monitoring, SRBI, and fidelity of implementation.					
Research for evidence-based strategies: Example to cite research for the selected plan strategies using the CSDE's Evidence-Based Practice Guides (see page 7): Evidence-Based Mathematics Practices , Making Math Accessible for All Students , Math Principles and Practice , Math High-Leverage Practices , CSDE MATH , ELL Math					
1-2 Identified root cause(s) through root cause analysis	2-3 high-leverage, evidenced-based strategies to address each root cause	Intended impact on staff and/or school practices	Intended impact on student outcomes	Indicators of Success for the plan	Person(s) responsible [Role]
Root Cause #1: Many students entering grade 6 have not mastered basic mathematical skills, necessitating additional practice in foundational areas to build the capacity to confidently engage with grade-level work,	Strategy 1: Analyze multiple sources of academic data for incoming students to develop, monitor, and implement strategies that ensure a comprehensive understanding of each student's strengths and needs throughout the year. This includes activities such as weekly PLC/IPLC meetings,	Staff will be able to identify students in need of early intervention and determine the appropriate intensity of support required. Staff possess the necessary SRBI skills and processes to identify areas of concern and foundational skills for students. They can	There is an increase in student achievement in mathematics-related tasks and assessments, along with a narrowing of the mathematics achievement gap.	Long-Term Indicators: Attainment of ESSA Milestone/annual target and plan's end target (see data table above)	- Executive Director - School Principal - SRBI Coordinator - SRBI Team <i>(General Education Teachers, and Special Ed, School Social Worker, Guidance Counselor, Executive Director, Principal, Associate Principal, Director of Special Education, Student Supports Coordinator.)</i>

Corrective Action

vocabulary, computation skills, and assessments.	the SRBI process, ELL strategies, unpacking data, and utilizing data-driven decision-making strategies. I identify areas within current 6-8 math units (including recent IAB's) to adjust and align specific to standards. Revisit SRBI interventions in Tier II to enhance and support student skill and computation in mathematics. <i>(Identified area of need per, SBAC- Target C: Compute fluently with multi-digit numbers and find common factors and multiples.)</i>https://greatmiddleschools.org/math-instructional-strategies/ Strategy 2: Establish processes and procedures to create accessible formative and summative assessments that align with content unit assessments and vertical alignment and are accessible to all students. This includes incorporating SBAC content to analyze instructional practices, identify strengths and areas for improvement, and make necessary data-driven instructional and planning adjustments to enhance student outcomes. The following procedures will	effectively utilize the SRBI system, using data to drive instructional approaches and inform the SRBI and instructional process.	Students will continue to build foundational skills in numeracy.	Short-Term Indicators: Improvement in mathematics performance as measured by AimsWeb, IABs (fall, winter, spring), and SBAC. In weekly PLC meetings. Increase in mathematical skills each year from grade 6 to grade 8, as measured by SBAC.	
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Corrective Action

	be shared in initial mathematics PLC meeting in fall 2024.				
Plan Timeline					
Year 1 (2024-25): • After an assessment of student mathematical data, establish and create procedures and clear protocols for students regarding mathematics. • Plan and partner with educational consultants in the SDE furthering alignment of unit structure and IAB utilization. • Review and make any necessary revisions to the grade level curriculum units of study. • Provide staff with professional learning in evidence-based practices (ongoing throughout and across plan years). • Implement foundational and Tier 1 instructional support (e.g., guided strategies, feedback, and coaching). Implement Tier 2 (e.g., SRBI support, Aims Web data analysis, math after-school program). • We will strengthen and adjust the curriculum throughout the school year based upon summative assessment data, as well as, feedback from the PLC teams, parents, and students. • Continue to provide math every day for grade 6 students to increase exposure and practice of grade level skills and curriculum. • Monitor and adjust plan based on stakeholder feedback (e.g., student and families). Year 2 (2025-26): Continue to expand foundational and Tier 1 and 2 strategies: Foundational: Curriculum revision Tier 1: Weekly PLC/IPLC student data meetings Tier 2: Check & Monitor SRBI interventions, Aimes Web Data, Summative and Formative Assessments and parent and student feedback. Year 3 (2026-27): • Continue existing foundational and tiered supports • Explore additional mathematical research-based programs • We will strengthen and adjust the curriculum throughout the school year based upon summative assessment data • We will continue to commit to extensive professional development in the area of PLCs; specifically relating to the discussion of data driven instruction and the creation of curriculum. • We will continue to examine summative assessment data that are aligned to the common core state standards after each instructional unit. Ongoing • Continue to create and revise SBAC style summative assessments through the use of Edulastic and AIMS Web data and restructured the use of IABs within the mathematics curricula. • Continue to implement intervention and apply the following throughout Years 1-3 to monitor the plan strategies and adjust: Administer IAB's and adjust to units as necessary. Examine short-term measures/data and discuss quarterly with grade level and SRBI teams.					

Corrective Action

Convene with Administration, SRBI, Academic Coach to evaluate effectiveness of the strategies and attainment of long-term measures. Plan for next steps to sustain or adjust curriculum and instruction.

- Continue to provide math every day for grade 6 students to increase exposure and practice of grade level skills and curriculum.
- Continue to monitor and adjust plan based on stakeholder feedback (e.g., student and families).
- Continue partnership with CSDE consultant to maintain academic alignment and best practices.

Essential Resources

[Needs Assessment Toolkit Including Root Cause Analysis \(ct.gov\)](#)

[Step 4 - Get to a Root Cause \(ct.gov\)](#)

[Every Student Succeeds Act \(ESSA\) Milestones](#)

[Connecticut State Department of Education Evidence-Based Practice Guides](#)

[CSDE's Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments](#)

[SRBI Using Scientific Research-Based Interventions Full Document.pdf \(ct.gov\)](#)

[CSDE Sensible Assessment Practices](#)

NEW CONTRACT LANGUAGE FOR EXECUTIVE DIRECTOR

PROPOSED BY: Richard Muckle, Chairman
Michael Spellman, Vice-Chairman

ARTICLE 4. TERM

The term of employment of Dr. Nicholas J. Spera as Executive Director shall be extended for a period of six years, commencing immediately upon the agreement of this contract and continuing through June 30, 2031. Prior to February 1, 2025, the Board shall vote regarding whether the Board wishes to extend the term of this Agreement for a renewal of six years or to consider renewal in subsequent years prior to the expiration of this contract on June 30, 2031.

B. Vacation

The Board shall provide the Executive Director with twenty-eight (28) days of vacation annually beginning for the 2024-2025 school year and continuing throughout the length of the contract. Vacation days should be taken in a manner that does not impact the daily functions of the school. The Executive Director shall be paid for up to (15) fifteen days of unused vacation remaining on June 30th of each year of the contract at the per diem terms listed in Article 4 and the salary compensation stated in Article 5 of this contract. In addition, the Executive Director may additionally carry over all unused vacation days into the next contract year. At no time shall the Executive Director's total accumulation of vacation exceed sixty (60) days. For only the FY25 Contract, the Board shall pay the Executive Director the thirteen (13) unused vacation days from the 2023-2024 school year on or before September 1, 2024 at the per diem terms listed in Article 4 and the salary compensation stated in Article 5 of this contract.