THE W. L. GILBERT SCHOOL CORPORATION
REGULAR MEETING
WEDNESDAY, JANUARY 15, 2025
THE GILBERT SCHOOL
6:30 PM
Library

AGENDA

(A portion of this meeting may be held in executive session)

1. **OPENING OF MEETING**

    The W. L. Gilbert School Corporation

Scott Beecher	Holly Cassaday	Ellen Marino
Jonathan Morhardt	Theresa Padin	Renata Waldron
Kurt Werner		

Administration	**Student Representatives**
Greg Shugrue	Shelby Salius
Head of School	James Slauta

    A. Pledge of Allegiance - Ellen Marino
    B. Vision and Mission Statement - Ellen Marino

    The Gilbert School is committed to ensuring that all our students are prepared to be thoughtful and productive citizens in a complex, global society.

    In pursuing this Mission, we believe that:
    ● All students can learn and be successful.
    ● All students are valued and deserve an education that addresses their academic, physical, and social/emotional needs.
    ● All students are entitled to a safe, healthy, and respectful learning environment.
    ● All The Gilbert School community members must uphold high expectations, be accountable, and demonstrate a commitment to excellence.
    ● Celebrating the heritage of The Gilbert School strengthens community pride and inspires individual accomplishments.

2. **PUBLIC FORUM**
    A. General Public
    The W. L. Gilbert School Corporation welcomes comments from the public. Please state your name and address. Speakers will be limited to three (3) minutes. (Board Policy 1120).
    B. Student Representatives Report

3. **CALL FOR AGENDA ITEMS**

4. **SWEARING IN OF NEW BOARD MEMBER(S)**

5. **APPROVAL OF MINUTES**
   A. Minutes of Regular Meeting - December 18, 2024
      1. VOTE: Yeas _____ Nays _____ Abstain _____

6. **COMMITTEE REPORTS** (current committee assignments attached)
   A. Finance
      1. Monthly Finance Report
      2. Next Meeting - February 19, 2025
   B. Policy
      1. Report on Meeting - January 2, 2025
      2. Next Meeting - February 6, 2025
   C. Building & Grounds
      1. Report on Meeting - November 20, 2024
      2. Next Meeting - February 19, 2025
   D. Personnel
      1. Next Meeting - TBD

7. **SECURITY UPDATE**
   A. ASO Update

8. **APPROVAL OF POLICIES**
   A. #5131.81 - Electronic Devices
      1. VOTE: Yeas _____ Nays _____ Abstain _____
   B. #5141.27 - First Aid/Emergency Medical Care
      1. VOTE: Yeas _____ Nays _____ Abstain _____

9. **ENHANCEMENT GRANT REQUEST (AEDs)**
   A. VOTE: Yeas _____ Nays _____ Abstain _____

10. **APPROVAL OF TEACHER/ADMIN EVALUATION PLAN**
   A. VOTE: Yeas _____ Nays _____ Abstain _____

11. **HEAD OF SCHOOL REPORT**
   A. Greg Shugrue, Head of School
      1. Enrollment
      2. Attendance
      3. Food Service Report
      4. STEM Initiative 2025/2026
         a. Physics
         b. PLTW
      5. NEASC Draft Report

12. **BOARD OF EDUCATION REPORT**
   A. Winchester

13.   SCHOOL CORPORATION CHAIRMAN'S REPORT
    A. Holly Cassaday

14.   EXECUTIVE SESSION - HEAD OF SCHOOL MID-YEAR REVIEW

15.   ADJOURNMENT
    A. VOTE: Yeas _____ Nays _____ Abstain _____

PREVIOUS MEETING MINUTES

THE W. L. GILBERT SCHOOL CORPORATION
REGULAR MEETING
WEDNESDAY, December 18, 2024
THE GILBERT SCHOOL
6:30 PM
Library
MINUTES

1. OPENING OF MEETING

Called to order at 6:33PM by Chair Holly Cassaday. In attendance is Scott Beecher, Ellen Marino, Jonathan Morhardt, Theresa Padin, Renata Waldron, Kurt Werner, and Deb Lewis (Interim Head of School).

A. Pledge of Allegiance - Ellen Marino

B. Vision and Mission Statement - Ellen Marino

2. PUBLIC FORUM

A. General Public

B. Student Representatives Report

None

3. CALL FOR AGENDA ITEMS

Motion to move the meeting temporarily to the auditorium for choir presentation by Holly Cassaday, seconded by Jonathan Morhardt and unanimously approved.

4. Student Presentation

Auditorium

5. APPROVAL OF MINUTES

A. Minutes of Regular Meeting – November 20th 2024

Motion to approve (* as amended) by Theresa Padin, seconded by Jonathan Morhardt and unanimously approved.

* Shane Centrella mis-spelt, incorrect capitalization in Item #5, Ellen Marino absent excused

6. RESIGNATIONS/APPOINTMENTS

A. Resignations of School Corp Members

School Corp members Jared Fritch and Shane Centrella both coach at the school and therefore a conflict of interest is in place.

Motion to approve, with regret, the resignation of Shane Centrella made by Holly Cassaday, seconded by Theresa Padin and unanimously approved.

Motion to approve, with regret, the resignation of Jared Fritch made by Holly Cassaday, seconded by Scott Beecher and unanimously approved.

7. COMMITTEE REPORTS

A. Finance

1. Monthly Finance **Report Did Not Meet**

2. Next Meeting - January, 15th 2025

B. Policy **Did Not Meet**

1. Next Meeting – January 2nd, 2025

C. Building & Grounds

1. Report on Meeting provided by Scott Beecher. Projects throughout the building on-going and up-to-date.

2. Next Meeting – January 2025

D. Personnel **Did Not Meet**

1. Next Meeting – TBD

Educator, Buckley Morgan, CTE, retiring.

Motion to approve the resignation of Buckley Morgan made by Theresa Padin, seconded by Ellen Marino and unanimously approved.

9. SECURITY UPDATE

A. ASO Update

Three applications received, interviews to be conducted in the New Year.

10. SECOND READING OF POLICIES

A. #5131.81 - Electronic Devices

B. #5141.27 - First Aid/Emergency Medical Care

11. APPROVAL OF POLICIES

A. # 5142.4 (Safety) Armed School Security Officers

Motion to approve by Theresa Padin, seconded by Ellen Marino and unanimously approved.

B. # 5142.41 (Students) Armed School Security Officers

Motion to approve by Ellen Marino, seconded by Theresa Padin and unanimously approved.

12. OUT OF STATE FIELD TRIP (Wrestling)

Handout distributed with provided explanation.

Motion to approve three separate dates for wrestling field trip by Scott Beecher, seconded by Ellen Marino and unanimously approved.

13. PRINCIPAL'S REPORT

Optimistic and promising report presented by Principal Debra Lewis, which outlines the improvements upon testing scores. "What we are doing is working"; successful leadership and teamwork lead to many wonderful things to report.

14. HEAD OF SCHOOL REPORT

A. Delivered by Interim Head of School Debra Lewis

1. Enrollment

2. Attendance

15. BOARD OF EDUCATION REPORT
A. Winchester
Updates provided by Renee Waldron and Jonathan Morhardt.

16. SCHOOL CORPORATION CHAIRMAN'S REPORT
A. Holly Cassaday

17. ADJOURNMENT
Motion to adjourn the meeting at 8:06PM by Jonathan Morhardt, seconded by Scott Beecher and unanimously approved.

Respectfully submitted,
Lauren Jones Dombrowski

POLICY COMMITTEE MEETING MINUTES
(JANUARY)

THE W. L. GILBERT SCHOOL CORPORATION
Policy Committee Meeting Minutes
January 2, 2025

A Meeting of the Policy Committee of The W. L. Gilbert School Corporation was held on Thursday, January 2, 2025, in the Main Office Conference Room at The Gilbert School. The meeting was called to order at 8:03 a.m. by Ellen Marino.

Committee Members present were Ellen Marino, Jonathan Morhardt, and Theresa Padin
Absent Committee Members: None
Also present were Debra Lewis, Interim Head of School and Holly Cassaday, School Corp. Chair

A motion was made by J. Morhardt, seconded by E. Marino to approve the Minutes of November 7, 2024. Voted: Yeas 3 Nays 0   Abstained 0 -- Motion Passes

Discussion/Review of Policies:

New Business:
The committee referred to their binders and began reviewing Policy 9110(a), Election of Directors/Terms of Office, using the suggested paging system, starting at page 11.

The committee finalized the review of Policy 9110(a), Policy 9110(b), Policy 9120, Policy 9121, Policy 9122, Policy 9123, Policy 9124, Policy 9125, Policy 9126, Policy 9127 and the consensus was to make no changes.

The committee reviewed Policy 9132(a), Standing Committees and suggested that Celebration of Education be moved to ad hoc committees. Committee also suggested removing the word "often" in the first paragraph for clarity purposes.

Under Building & Grounds Committee, the committee changed the first sentence to require 3 Directors, one of which shall be a Class A director instead of 3 Directors plus 1 trustee.

Under Policy Committee, the committee added the Superintendent along with the Principal and Committee as to whom is responsible for dissemination policies.

Under Nominating Committee, the committee added "and committee members" to ensure that the committee nominates Officers and committee members at the annual meeting.

The committee will pick up at the next meeting with revising the language for Ad Hoc committees and include Celebration and Building Committee as examples of such committees so as not to lose the language of these committees – Policy 9132(c) or page 23 of the binder.

Next meeting is February 6, 2025.

A motion was made by T. Padin, seconded by J. Morhardt to adjourn the meeting at 9:01 a.m. Voted: Yeas 3 Nays 0 Abstained 0 -- Motion Passes

Respectfully submitted,
Ellen Marino

CURRENT (2024-25) COMMITTEE ASSIGNMENTS

The W. L. Gilbert School Corporation
Committee Assignments
2024-25

Building and Grounds Committee (meets at 5:30 in the library before most regular meetings):
Scott Beecher (Chair), Holly Cassaday, Jonathan Morhardt

Finance Committee (meets at 6:00 in the library before the School Corp. meeting):
Ellen Marino (Chair), Scott Beecher, ~~Shane Centrella~~, and Renata Waldron
[Holly Cassaday to be invited as guest (Board Chair)]

Nominations Committee (meets on an as-needed basis but no less than once every two years):
~~Shane Centrella~~, ~~Jared Fritch~~, and Theresa Padin

Personnel Committee (meets during the daytime at the call of the Chairman):
Holly Cassaday (Chair), ~~Shane Centrella~~, ~~Jared Fritch~~, and Theresa Padin

Policy Committee (meets during the daytime at the call of the Chairman):
Ellen Marino (Chair), ~~Jared Fritch~~, Jonathan Morhardt, and Theresa Padin
[Holly Cassaday to be invited as guest (Board Chair)]

Celebration of Excellence Committee (meets during the daytime on an as-needed basis but no less than once a year):
Theresa Padin, ~~Jared Fritch~~, Scott Beecher

Revised: December, 2024

POLICY FOR APPROVAL:
#5131.81 - ELECTRONIC DEVICES

CABE

Students

Electronic Devices

Personal Technology Use in Schools/Cellular Phones/Electronic Communication Devices

The Board is committed to providing a safe, positive and productive learning environment for its students. The Board recognizes that, depending on how they are used, cellular telephones and other wireless communication devices can be either a valuable learning tool or a source of disruption in the learning environment. In order to maintain a secure and orderly learning environment, student use and possession of cellular telephones and other wireless communication devices shall be subject to the limitations set forth in this policy.

There is a growing body of evidence that suggests student access to cellular telephones and other electronic communication devices may be detrimental to student emotional wellbeing and academic growth. Therefore, the use of electronic communication devices and other such technology at school is considered a privilege, not a right.

Students may possess cellular telephones and other wireless communication devices on school property and school-sponsored transportation, provided students adhere to the restrictions contained within this policy. Any unauthorized use of cellular telephones and other wireless communication devices during the instructional school day or at such times as not authorized by the school principal or designee is prohibited, as it disrupts the instructional program or distracts from the educational environment.

1. *Middle School Students*: No use of a cell phone/smartwatch or other personal communication device will be permitted during school hours. These devices must be turned off or on silent and left in backpacks, stored in a student's locker or other place designated by building administration.

   Students may use their cellular phones and other wireless communication devices while waiting for the beginning of the instructional school day or waiting for a school bus at the end of the instructional school day.

2. *High School Students:* Possession of a cell phone/smartwatch or other personal communication device while in school is permitted, however, the devices must be turned off or on silent and be out of sight in classrooms during the school day unless authorized by a classroom teacher for academic purposes. Cell phones may be used in non-classroom areas as designated by school administration.

   The use of cellular telephones or other wireless communication devices in any manner that disrupts the educational environment or violates the rights of others, including the use of the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules is prohibited. Prohibited conduct specifically includes creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person.

Students

Electronic Devices

Personal Technology Use in Schools/Cellular Phones/Electronic Communication Devices
(continued)

    (2. *High School Students* continued)

        Unless otherwise banned by this policy or by the building principal, all cellular telephones or other wireless communication devices must be powered off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) the use of the device is provided in a student's individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

Unauthorized Use of Devices

A student's possession, display or use of a cellular telephone and other wireless communication devices on school property contrary to the provisions of this policy shall be viewed as the unauthorized use of the cellular phone or other wireless communication devices when such possession, display or use of such devices results in conduct which includes, but is not limited to:

a. Interference with or disruption of the instructional or educational environment.
b. Use that violates academic integrity, such as reproducing images of tests, communicating test or examination contents or answers, providing access to unauthorized school information, or assisting students in any aspect of their instructional program in a manner that violates school Board policy or the Student Code of Conduct.
c. The communication of the marks or grades assigned to students resulting from evaluation or the actual contents, or parts thereof, of any evaluation activity being completed by an individual(s).
d. Use to commit a crime, under federal or state law.
e. Violation of a student's or other person's reasonable expectation of privacy by using such devices with photographic capabilities in student locker rooms, restrooms, any other student changing areas, or the classroom, whether such use occurs during the instructional school day or on school property. Cellular telephones and other wireless communication devices may not be utilized to take "photographs" or "videos" while on school property, while on school-sponsored transportation or while a student is engaged in school-sponsored activities.
f. Use in a manner that is profane, indecent, obscene, threatening, discriminatory, bullying or harassing language, pictures or gestures. Cellular telephones and other wireless communication devices which have the capability to take "photographs" or "moving pictures" shall not be used for such purposes while on school property, while on school-sponsored transportation or while a student is engaged in school-sponsored activities.

Students

Electronic Devices

Personal Technology Use in Schools/Cellular Phones/Electronic Communication Devices (continued)

Other Responsible Uses

Cellular telephones and other wireless communication devices are permissible in the following circumstances:

a. ***IEP, 504, or Health Care/Medical Plan.*** Students may use cellular phones, wireless communication devices, and other electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care/Medical Plan with supportive documentation from the student's physician.

b. ***Health, Safety or Emergency Reasons.*** Exceptions to the restrictions in this policy, in part or in its entirety, may be made for health, safety and emergency reasons by the principal.

c. ***School Trips or School-Sponsored Activities.*** The use, display, or activation of cellular phones or other wireless communication devices during school trips or school-sponsored activities shall be at the discretion of the principal or designee but shall not be disruptive to the activity.

d. ***Other Reasons.*** Other reasons determined appropriate by the principal.

Unauthorized use of these devices is grounds for confiscation by school officials, including classroom teachers. Repeated unauthorized use of such devices may lead to disciplinary action.

Responsibility/Liability

Any student who chooses to bring a cellular telephone or other wireless communication device to school shall do so at his or her own risk and shall be personally responsible for the security of his or her cellular phone or wireless communication device. Neither the school personnel nor the Board will assume any responsibility or liability for loss, theft, damage, or vandalism to a cellular phone or other wireless communication device brought onto school property or for the unauthorized use of any such device.

(cf. 5114 – Suspension and Expulsion/Due Process)
(cf. 5131 – Conduct)
(cf. 5131.8 – Off School Grounds Misconduct)
(cf. 5131.82 – Restrictions on Publications and Written or Electronic Material)
(cf. 5131.911 – Bullying)
(cf. 5131.913 – Cyberbullying)
(cf. 5144 – Discipline/Punishment)
(cf. 5145.5 – Sexual Harassment)
(cf. 5145.51 – Peer Sexual Harassment)

Students

Electronic Devices

Personal Technology Use in Schools/Cellular Phones/Electronic Communication Devices

Legal Reference: Connecticut General Statutes

10-233j Student possession and use of telecommunications devices

Eisner v. Stamford Board of Education, 440 F. 2d 803 (2nd Cir 1971)

Trachtman v. Anker, 563 F. 2d 512 (2nd Cir. 1977) cert. denied, 435 U.S. 925 (1978)

Hazelwood School District v. Ruhlmeir, 484 U.S. 260, 108 S Ct 562 (1988)

Bethel School District v. Fraser, 478 US 675 (1986)

Tinker v. Des Moines Independent Community Dist., 393 US 503, (1969)

Policy adopted:
cps 1/19
reviewed 11/23
revised 8/24

POLICY FOR APPROVAL:
#5141.27 - FIRST AID/EMERGENCY MEDICAL CARE

Students

First Aid/Emergency Medical Care

Use of Automatic External Defibrillators (AEDs)

The Gilbert School strives to provide a safe environment for students, staff, parents and community as they learn and recreate in school facilities. In achieving a safe environment, automatic external defibrillators (AEDs) shall be placed within the school if funding is available. The AED and trained personnel shall be available during (1) the school's normal operational hours, (2) school-sponsored athletic events and practices on school grounds, and (3) school-sponsored events not taking place during normal school operational hours. The automatic external defibrillators shall be used in emergency situations when sudden cardiac arrest occurs (*or shall be used in emergency situations warranting its use*). Each school shall also have school staff trained in the use of AEDs and in cardiopulmonary resuscitation (CPR). Such training shall be in accordance with the standards set forth by the American Red Cross or the American Heart Association. Only individuals who have completed the required initial training and recurrent training as specified by state law and regulations and as advised by the District's Medical Advisor will administer the device.

The AED will be stored in an accessible location in the school. The defibrillators shall be maintained and tested in accordance with the operational guidelines of the manufacturer and monitored by the school nurse. (or medical advisor, athletic director, safety coordinator, etc.)

Students who inappropriately access and/or use an AED will be deemed to have violated the school's conduct code and subject to disciplinary action.

The Emergency Medical Service Team is to be activated immediately upon discovery of a situation in which the use of an AED is anticipated, as required. Activation will be via the 911 emergency telephone system. The activation of the Emergency Medical Service Team must not be delayed due to the actual or anticipated use of an AED.

Students

First Aid/Emergency Medical Care

Use of Automatic External Defibrillators (AEDs) (continued)

Each AED within the school shall be registered with the Town's Emergency Medical Service provider and with the Connecticut Office of Emergency Medical Services. A report shall be forwarded to the local EMS provider for medical review *(and to the District's Medical Advisor)* each time an AED is activated.

The [Medical Advisor, Principal, Superintendent, etc.] may specify that an authorized user may bring an AED to other areas of a school or its grounds for the purpose of standing by at specific events or activities. A communication mechanism will be established for the purpose of notifying trained authorized users within each building of the relocation of an AED from its usual place of storage.

A regulation will delineate the procedures to be followed when using an AED. The procedure constitutes a physician's order and is to be written by the District's Medical Advisor.

Teachers and other school personnel, who have fulfilled the training requirements of this policy, providing emergency first aid involving the use of an AED shall be immune from liability if they meet the statutory requirements for immunity, which include a course in first aid that includes CPR and training in the use of AEDs provided in accordance with the standards of the American Red Cross or the American Heart Association.

It is the policy of the Board of Education to support the use of automatic external defibrillators and trained school personnel during medically appropriate circumstances.

The Board recognizes that in accordance with applicable legislation, it does not have to comply with these provisions if state, federal, or private funding is not available to it for AED purchasing and for school personnel training.

Students

First Aid/Emergency Medical Care

Use of Automatic External Defibrillators (AEDs) (continued)

The Board recognizes that it may, in lieu of purchasing an AED, accept an AED donation provided the donated AED meets the U.S. Food and Drug Administration standards and the device is in compliance with the manufacturer's maintenance schedule. The Board may also accept gifts, grants, and donations, including in-kind donations, designated for an AED purchase and the costs of (1) inspecting and maintaining the device and (2) training staff in its use.

Emergency Action Response Plans

Each school shall develop an emergency action response plan addressing the appropriate use of school personnel to respond to incidents involving an individual experiencing sudden cardiac arrest or a similar life-threatening emergency while on school grounds. Also, each school with an athletic department or organized athletic program shall develop an emergency action response plan addressing appropriate school personnel response to the same circumstances while attending or participating in an athletic event or practice on school grounds.

(cf. 5141 - Student Health Services)
(cf. 5141.1 - Care of Accidents)
(cf. 5141.26 - Emergency Situation with No Nurse in School)
(cf. 5141.3 - Health Assessments and Immunizations)
(cf. 5142 - Safety)

Legal Reference: Connecticut General Statutes
                      19a-175 Definitions
                      10-212d Availability of automatic external defibrillators in schools
                      10-221 Boards of education to prescribe rules.
                      52-557b "Good Samaritan law." Immunity from liability for emergency
                      medical assistance, first aid or medication by injection. School personnel
                      not required to administer or render (as amended by P.A. 09-59).
                      Public Law 106-505 Cardiac Arrest Survival Act.
                      Public Law 105-170 Aviator Medical Assistance Act.
          Public Law 107-188 The Public Health Security and Bioterrorism Response Act.

Policy adopted:
cps 3/03
rev 7/09
rev 1/17

Registry# _____

State of Connecticut
Department of Public Health
Office of Emergency Medical Services
(860) 509-7975

PSAP# _____

AUTOMATIC EXTERNAL DEFIBRILLATOR (AED) REGISTRY FORM
(Required by Public Act 98-62 – Please Print or Type – Use One Form Per AED)

1.   Name of Owner

2.   Mailing Address

3.   Name of Contact Person

4.   Telephone#   Fax#

5.   AED Manufacturer_____ Model_____ Serial#

6.   Name of Prescribing Physician

7.   If AED is situated at a fixed location, please include town, street address, building name or number, and floor location. Note: Be as specific as possible.

8.   If AED will not be in a fixed location, please describe how and where it will be deployed:

Mail completed form to: State of Connecticut
                               Department of Public Health
                               OEMS – AED REGISTRY
                               410 Capitol Avenue MS#12-EMS
                               P.O. Box 340308
                               Hartford, CT 06134-0308

THE GILBERT SCHOOL
Winsted, Connecticut

AUTOMATIC EXTERNAL DEFIBRILLATOR LOG

A Predetermined AED Provider who is CPR and AED certified and has a copy of his/her certification on record with The Gilbert School can retrieve, use and return this AED. Please complete the necessary information below:

Retrieved (Date & Time)	In-Serv ice	* Out-of-Service	Returned (Date & Time)	In-Serv ice	* Out-of-Service	AED Provider Signature

*If out-of-service, immediately contact the Head of School.

THE GILBERT SCHOOL
Winsted, Connecticut

AUTOMATIC EXTERNAL DEFIBRILLATOR
INCIDENT REPORT

Name of person completing report:

Date report is being completed: Date of Incident:

Name of patient on which AED was applied: Age

Known status of patient

☐   Student
☐   Parent of Student
☐   Other, explain

Describe incident:

List series of events from the start of the emergency until its conclusion:

Your Signature:

Please forward to the Head of School no later than 48 hours after the incident.

THE GILBERT SCHOOL
Winsted, Connecticut

AUTOMATIC EXTERNAL DEFIBRILLATOR INCIDENT REPORT

Event Details

Date:

Location of Incident:

Defibrillator Operator:

Additional Responder(s)

Shocks Delivered: _____ Defibrillator Model: _____ Serial #

Defibrillator Location with in School:

TIMELINE

Enter times: Cardiac Arrest _____   Begin CPR: _____

Arrival of AED: _____   1st Shock: _____

EMS Arrival: _____

Patient Detail

Last Name: _____ First Name: _____ MI:

Date of Birth: _____ Age:_____ Gender:

Transporting Ambulance Service:

Hospital Transported To:

Patient Outcome on Scene: ☐ Unresponsive   ☐ Return of Pulse
  (check all that apply)   ☐ Responsive   ☐ Return of Respirations

Additional Information

List additional rescue equipment used by responders:

Comments:

Note: Use the back of this form for additional comments

Report Completed by: _____ Date: _____

Please forward to the Head of School no later than 48 hours after the incident.

THE GILBERT SCHOOL
Winsted, Connecticut

CERTIFICATION OF COMPLIANCE WITH AED
POLICIES AND PROCEDURES

I, _____ have read The Gilbert School's Automatic External Defibrillation Program Policy and Administrative Regulations. I am aware of its contents and I am comfortable with the procedures. I have had an opportunity to ask questions regarding the program and have had my questions answered. If at any time, while functioning as an AED Provider using the AEDs available in The Gilbert School, I have a concern or a question, I will ask the Head of School or designee for clarification. I agree to follow the terms and conditions set forth in the policy and administrative regulations.

AED Provider Signature   Date

School Nurse   Date

Head of School   Date

THE GILBERT SCHOOL
Winsted, Connecticut

AUTOMATIC EXTERNAL DEFIBRILLATOR
SERVICE LOG

Date	Inspected and In-Service	Inspected and Out-of-Service	Signature of Nurse

Once per month or more often the school nurse will inspect the AED. If the AED is out-of-service or does not have the appropriate equipment, the school nurse will contact the Head of School or his/her designee immediately.

THE GILBERT SCHOOL
Winsted, Connecticut

AED AGENCY NOTIFICATION LETTER

To: **Office of Emergency Medical Services**

From: The Gilbert School

We would like to notify you and your department about a Public Access Defibrillator Program in The Gilbert School. Our Medical Director for the AED program is _____. He/She works directly with the Head of School regarding the implementation and management of the AED program. We have Automatic External Defibrillators in certain school buildings. The defibrillators are strategically placed and readily accessible to Predetermined AED Providers to maximize rapid utilization. The AED is available during school hours and after school hours during on site school activities. Each school nurse has received training in the use of the AED. A list of Predetermined AED Providers is available in the school nurse's office, the principal's office and in the office of the Head of School. The Predetermined AED Providers are school nurses and any other person who has received AED and CPR training (American Heart, American Red Cross, or an equivalent training), has a completion card on file with The Gilbert School Head of School, has received and read The Gilbert School policy and administrative regulations and certified in writing his/her agreement to comply with same.

We look forward to meeting the challenge of healthcare in the new millennium and are constantly trying to enhance and improve our program. We appreciate your support.

Sincerely,

Head of School
The Gilbert School

THE GILBERT SCHOOL
Winsted, Connecticut

State of Connecticut
Department of Public Health
Office of Emergency Medical Service
(860) 509-7975

Registry # _____

PSAP # _____

AUTOMATIC EXTERNAL DEFIBRILLATOR (AED) REGISTRY FORM
(Required by Public Act 98-62 – Please print or type – Use one form per AED)

Name of Owner

Mailing Address

Name of Contact Person

Telephone #   Fax #

AED Manufacturer   Model   Serial #

Name of Prescribing Physician

If AED is situated at a fixed location, please include town, street address, building name or number and floor location. Note: Be as specific as possible.

If AED will not be in a fixed location, please describe how and where it will be deployed:

Mail completed form to: State of Connecticut
                                 Department of Public Health
                                 OEMS – AED REGISTRY
                                 410 Capitol Avenue MS #12-EMS
                                 P.O. Box 340308
                                 Hartford, CT 06134-0308

ENHANCEMENT GRANT REQUEST

APPLICATION FOR ENHANCEMENT GRANTS

Name(s) _____Greg Shugrue_____   Date:____1/10/2025____

Department: _____Schoolwide_____   Amount Requested: _*not to exceed* $5000_

Summary of request: _____AED's (3)_____

Attach your proposal and any supporting documentation to this form.
Return to Maryanne Shaffer or Diane Cook.

****

FOR OFFICE USE ONLY:

Reviewed by : _____   Date:_____
          Head of School

Comments:_____

_____ATTAched_____

_____

_____

_____

Recommendation: _____ Reject   _____ Approve   ___ Approve with modifications

- -

Reviewed by : _____   Date:_____
          CEO, The W.L.Gilbert Trust Corporation

Comments:_____

_____

_____

_____

_____

Recommendation: _____ Reject   _____ Approve   ___ Approve with modifications

January 10, 2025

The Gilbert School would greatly benefit from the purchase of AED's (Automated External Defibrillator) to enhance student and staff safety. The Gilbert School currently has 2 AED machines in the school, one housed in the main foyer, and one in the nurse's office. These were purchased back in 2008.

There is a need to purchase two (2) additional AED's. Our intent would be to have one housed in B-Building, and one as a portable unit in the PE Department . The portable unit would be used during PE classes out on the field, and also used for any football/soccer games that occur on premise.
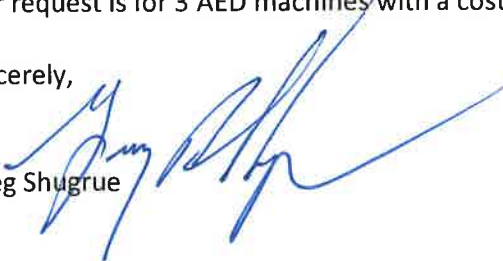
Funding for a third machine, would be used to replace one of our existing machines.

Cardiac emergencies can happen at any time, often without warning, and immediate access to an AED can mean the difference between life and death. According to the American Heart Association, rapid defibrillation within the first few minutes of cardiac arrest can increase survival rates by up to 70%. Given the size and layout of The Gilbert School, a single AED may not be easily accessible in a time-sensitive situation, especially if an incident occurs far from the current device's location. Funding for these AED's would ensure quicker response times, provide essential life-saving support in multiple areas of the school, and offer peace of mind for parents, staff, and students, knowing that comprehensive measures are in place to protect everyone in the school community.

Our request is for 3 AED machines with a cost not to exceed $5000.

Sincerely,

Greg Shugrue

TEACHER/ADMIN EVALUATION PLAN
FOR APPROVAL

TO: Greg Shugrue, Head of School
The Gilbert School

FROM: Dr. Shuana K. Tucker
Chief Talent Officer

DATE: January 6, 2025

SUBJECT: Revised Leader and Educator Evaluation and Support Plan
Approval for 2024-25

Thank you for submitting revisions to The Gilbert School's 2024-25 Leader and Educator Evaluation and Support Plan for 2024-25. We appreciate the thoughtfulness and timely attention that you and educators in your district have put into this process.

We are pleased to inform you that based upon the revised 2024-25 Leader and Educator Evaluation and Support Plan received on January 6, 2025, your plan now meets the requirements as outlined in the Connecticut Guidelines for Educator and Leader Evaluation and Support 2023. Implementation can proceed as soon as your local Board of Education adopts this Connecticut State Department of Education-approved plan.

Congratulations to you and your team. Thank you for your diligent and thoughtful effort as we work together toward the shared goal of continuous support and development of all educators in order to impact positive outcomes for all students.

SKT:smf:mb

cc: Sharon M. S. Fuller, Talent Office Consultant
    Dr. Jessica G. Ocasio, Talent Office Consultant

THE GILBERT SCHOOL

Professional Educator/Leader

Review of Practice

2024-2025

Using High Quality Feedback to Support Effective Instruction and Improve Student Learning

Growth and Evaluation Model Overview

The Gilbert School Administration

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Ms. Debra Lewis, Principal
Mr. Donald Crossman, Associate Principal
Mrs. Maura Hurley, Associate Principal

Professional Development and Education Committee Members

Sarah Frechette, Committee Chair
Michelle Farrar
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Table of Contents

A note for local district Professional Development and Evaluation Committees (PDEC):

The Review of Practice (ROP) Growth and Evaluation Model for professional educators focuses on improving practice and outcomes by aligning professional learning systems (edTPA, TEAM, evaluation) and focusing on high leverage action research, multiple measures of student and educator growth and achievement, and high-quality feedback in alignment with the new CSDE Educator Growth and Evaluation design principles. *As expected by the CSDE design principles, the ROP model includes opportunities for PDEC involvement and decision making at the local level.*

Learn more about the alignment of the ROP model to the CT Guidelines for Educator Evaluation (2023) and opportunities for local customization (highlighted in green) within the ROP/CT Guidelines for Educator Evaluation 2023 Crosswalk and ROP/CT Guidelines for Educator Evaluation 2023 Crosswalk documents.

Additionally, PDECs may also reference CT State Department's Connecticut Leader and Evaluation and Support Plan 2024. In some places, this document includes language from the state model, which districts may consider as they document their own evaluation and support model.

THE GILBERT SCHOOL

Professional Educator

Review of Practice

2024-2025

Using High Quality Feedback to Support Effective Instruction and Improve Student Learning

Growth and Evaluation Model Overview

Review of Practice (ROP) for Professional Educators

Purpose and Rationale

EdAdvance's Professional Educator Review of Practice (ROP) model is designed to increase the likelihood that the educator evaluation and support process will have a positive impact on student learning and achievement as well as teacher professional practice.

Our design assumptions include:

1. Following the research and rebalancing with a focus on supporting growth through feedback will give us a better chance of attaining positive achievement outcomes.
2. Feedback from the field about needs from a teacher evaluation model was clear and unambiguous:

Feedback from the Field

1. Focus & Align
2. Streamline & Simplify
3. Differentiate

EdAdvance
Educate • Collaborate • Innovate

Core Design Principles

The following research-based elements guided the design of the teacher/leader and administrator evaluation models:

- Incorporate a process for providing specific and concrete feedback to teachers during the evaluation process as such feedback on teaching practices during pre- and post-observation conferences contributes to teacher self-efficacy;
- Align evaluation practices with subsequent professional development and support resources to ensure that teachers have the tools to engage in mastery experiences and improve their practice; and;
- Incorporate action research and/or reflective action to build self-awareness and mastery skills. This might require creating space in school leaders' time and workload to ensure that they have

the capacity to engage in thorough teacher evaluations and provide specific feedback that leads to increases in teachers' sense of efficacy.

- Focus on things that matter - "Leaders of districts and schools would be wise to engage in discussions about priorities. What skills and outcomes are most important in the near term? In the far term? How can districts better prepare school leaders to evaluate and support teachers in these areas? How can districts provide teachers with the tools to self-assess the extent to which they are developing these skills?" (Donaldson, p. 73)
- Accountability is an ineffective motivator - "... accountability aims of teacher evaluation do not generally inspire teachers or leaders. Improving one's craft, on the other hand, generates much more enthusiasm." (Donaldson, p. 108)
- Emphasize growth and development… " … teacher evaluation works best when embedded in a larger culture of continuous learning. Thus, it cannot be considered a panacea but instead one of many structures that can hold teachers accountable and improve instruction."

Focused Professional Learning Cycles using the CAPA Framework	Multiple Sources of Evidence	High-Quality Feedback

• Set mutually agreed upon practice/learning goals focused on learning priorities to maximize improvement:
  • Learning Environment
  • Cognitive Engagement
  • Feedback for Learning
• Use the CAPA professional learning cycle – *Collect, Analyze, Process, Act* – to engage in deep study of professional practice and take action for improvement.
	• Review multiple sources of evidence, including educator reflection, observational evidence and evidence of student learning aligned to CAPA cycle goals.
	• Reflect on practice using high leverage CCT-aligned standards framed as single points for increased clarity to support improvement.
		• Feedback based on the quality of evidence, reflection, learning and action within the CAPA professional learning process.
		• Ongoing formative feedback and opportunities to collaborate with evaluators, colleagues, students and/or families through the professional learning process.

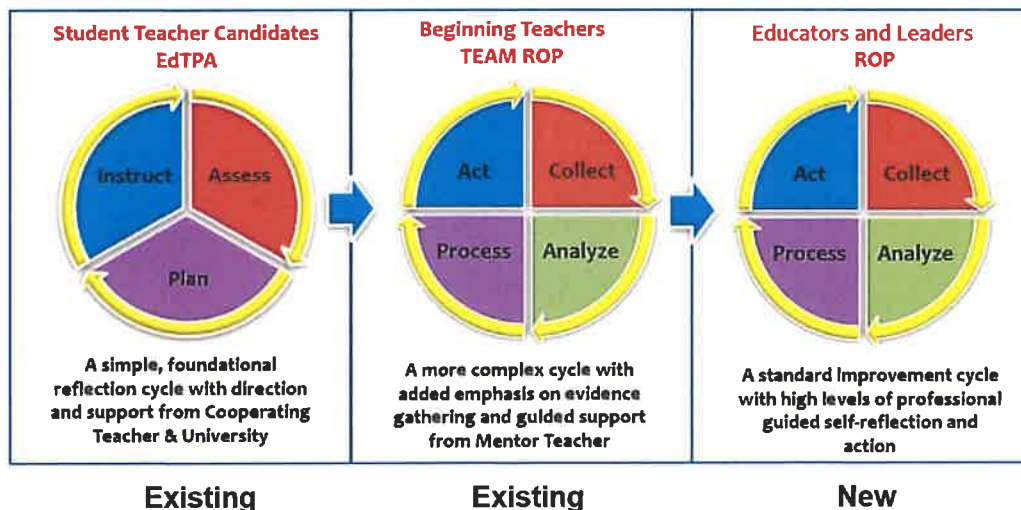## Our Process: Follow the Research and Build on Success

In 2018, EdAdvance created the TEAM Review of Practice (ROP) model to prepare educators for professional success and long-term growth to ensure improved student learning. It uses the existing TEAM infrastructure and leverages already existing local processes (the district's instructional practice rubric and a universal feedback process) to focus beginning teachers on the connection between their own instructional actions and student outcomes. To support this process, we built the CAPA model to ensure targeted, focused feedback to drive improvements in instruction and student learning. Beginning teachers set a goal, implement a strategy and use CAPA to reflect and act on feedback for improvement.

CAPA Cycle

Let's get it done. — Act

What is the evidence? — Collect

What will we do? — Process

What does it mean? — Analyze

Based on years of TEAM ROP success, we continued to follow the research and build on what worked to design an aligned ROP model for evaluation and support. We believe that the most unified coherent approach, which is likely to result in the most efficient way to increase achievement across a learning organization, is to use the same feedback and continuous improvement process and language across all the stages of an educator's career.

Our rationale: Follow the research and build on success to support aligned professional growth ...

Student Teacher Candidates
EdTPA

Instruct   Assess   Plan

A simple, foundational reflection cycle with direction and support from Cooperating Teacher & University

Existing

Beginning Teachers
TEAM ROP

Act   Collect   Process   Analyze

A more complex cycle with added emphasis on evidence gathering and guided support from Mentor Teacher

Existing

Educators and Leaders
ROP

Act   Collect   Process   Analyze

A standard improvement cycle with high levels of professional guided self-reflection and action

New

ROP & Educator Evaluation Overview

CT Guidelines for Educator and Leader Evaluation (2023) - (Guidelines 2023)

The CT Guidelines 2023, adopted by the State Board of Education on June 14, 2023, represent the collaborative work of the Educator Evaluation and Support (EES) Council 2022 to reimagine educator and leader evaluation and support. The foundational elements of the new model includes cyclical processes of continuous improvement, professional learning and action research, and reflective practice, feedback and support. The primary goal of the educator evaluation and support system is to strengthen individual and collective practices to increase student learning, growth and achievement.

Guiding Principles:

The EES Council 2022 engaged in a collaborative process to reach consensus on the design principles that would most impact the design of a transformative educator evaluation and support system that uses high-quality professional learning to improve educator practice and student outcomes. These include:

- **Allow for differentiation of roles** - (for example, teachers, counselors, instructional coaches, student support staff and leaders - Central office, principal, assistant principal, etc.)
- **Simplify and reduce the burden** - (for example, eliminate the technical challenge, reduce the number of steps, paperwork)
- **Focus on things that matter** - (Identify high leverage, mainstream goal focus areas.)
- **Connect to best practices aimed at the development of the whole child** - (including, but not limited to academic, social, emotional, and physical)
- **Focus on educator growth and agency** - (Meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus - see above, focus on things that matter.)
- **Meaningful connections to professional learning** (Provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).
- **Specific, timely, accurate, actionable, and reciprocal feedback**

Design Elements:

The design elements of the *CT Guidelines for Educator Evaluation (2023)* - (*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

These elements include:

- **Non-Negotiable Components** that <u>must</u> be included in a district's educator evaluation and support plan (EESP), and
- **Best Practices Preference Components** that <u>should</u> be included in a district's EESP.

Alignment of Review of Practice to the CT Guidelines for Educator Evaluation (2023) - (Guidelines 2023)

The ROP model focuses on a simplified process for meaningful professional learning in high-leverage areas with evidence-based reflection and feedback for improved practice and outcomes for each learner. ROP aligns with non-negotiables and best practice preferences identified within the Guidelines 2023, including:

Standards and Criteria:

- Educator practice discussion based on high-leverage CCT-aligned standards framed as single points for increased clarity (e.g., <u>High Leverage *CCT Rubric for Effective Teaching* Indicators: 1a, 3b, 3c</u> and <u>High Leverage CCT Rubric for Service Delivery Indicators: 1a, 3b, 3c</u>). Full rubrics may be used to develop feedback and support reflection as needed.
- <u>ROP Educator Success Criteria</u> (aligned with TEAM Success Criteria) is a single point competency and used to reflect, determine next steps, and support the written summary of teacher practice.

Goal Setting Process:

- Through self-reflection and mutual agreement with their evaluator, teachers set a strategy/goal focus for the CAPA cycle. A focus on high leverage goals aligns with a district's vision of a learner/graduate and informs professional learning and collaboration.
- Goals may be set for 1, 2, or 3 year periods. Goals may be developed individually or collaboratively.
- Beginning teachers in TEAM have a **choice** to set aligning evaluation and induction goals to focus and streamline improvement efforts.

Professional Practice and Student Growth:

- <u>ROP Educator Success Criteria</u> focus on evidence-based reflection and growth in the following areas: professional learning and improving teaching practice, improving student learning, and positively impacting community.
- Multiple measures of student learning, student and educator growth, and achievement inform teacher reflection and growth, which may include but is not not limited to evidence of student learning aligned to goal, professional learning, collaboration with colleagues, feedback from colleagues/families/students, other artifacts of teaching and learning.
- Observations with written and verbal feedback aligned to educator's CAPA cycle strategy/goal focus.

Evaluator/Observer/Stakeholder Feedback and Engagement

- Opportunities for additional feedback from evaluator and collaboration with colleagues/other stakeholders as helpful throughout the CAPA professional learning cycle.
- End-of-cycle review of practice to support holistic reflection and feedback aligned to ROP Success Criteria.

Process Elements:

- CAPA (collect, analyze, process, act) framework guides at least one annual 8-12 week cycle of action research, reflection, and improvement in a focused high-leverage instructional area: positive learning environment, cognitive engagement, or feedback for active learning.
- Each CAPA cycle includes a goal setting conversation, mid-year/cycle feedback, and an end-of-year/cycle review of practice conversation.
- While CAPA cycles may span approximately 8-12 weeks, *professional learning and growth aligned to the high-leverage strategy/goal focus continues for the full school year* (or beyond if developing a 2- or 3-year goal). Based on the outcomes of the CAPA cycle, educators will have the opportunity to **either** complete a second CAPA cycle **or** maintain and evaluate their existing practice aligned with their goal.
- As part of continuous ongoing training, annual ROP Orientation for all staff to the process, which includes understanding differentiated supports.
- Ongoing calibration and feedback training for evaluators.
- Beginning teachers will have the **choice** to: use TEAM ROP content and process as part of their ROP evaluation process; or complete their ROP evaluation process separately - and ideally, aligned - to their TEAM ROP content and process - saving both time and effort.

Differentiation/Dispute Resolution:

- Options for differentiation to promote educator growth, to support educators needing additional support within the CAPA cycle, and to support educators who have consistently not met the minimum standard.
- Any disputes regarding ratings in the ROP model shall be (or could be) resolved using the existing resolution process in the participating district. A district that wanted to adjust their process could, as long as it complies with the guidelines, or they could simply apply their existing model to ROP.
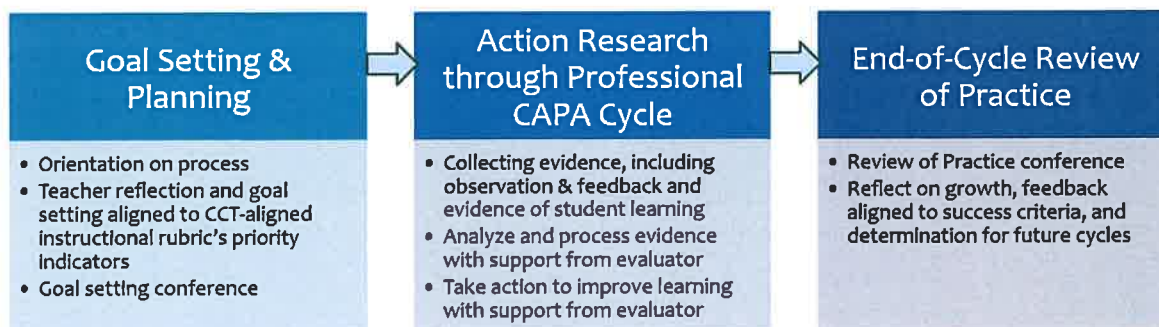
Key Components of ROP

A Focus on High Leverage Practice Areas	The CAPA Cycle Framework* 1 Annual Cycle – 8-12 weeks	Reflection and Feedback for Growth During CAPA Cycle*
• **Positive Learning Environment** (CCT Rubric 1a) • **Cognitive Engagement for Active Learning (CCT Rubric 3b)** • **Feedback for Active Learning** (CCT Rubric 3c)		• **New Learning and Impact on Practice** • **Positive Impact on Students** • **Impact on Community**

Aligned with TEAM ROP; beginning teachers have the option to use TEAM ROP content and process as part of their ROP evaluation process, reducing duplication of effort in the early states of their career.

ROP Process and Timeline Overview

The Annual ROP Process Schedule

To support a focus on meaningful strategy/goal focus areas and comprehensive action research that will enhance deep learning, each professional CAPA cycle is designed to take approximately 8-12 weeks. Year 1 or 2 beginning teachers in TEAM may **choose** to complete their CAPA cycle in alignment with TEAM instructional modules; novices' timelines may be adjusted to reflect the approximately 8-10 week TEAM instructional module process timeline. Specific ROP process timelines for all educators are determined by local PDECs.

Goal Setting & Planning	Action Research through Professional CAPA Cycle	End-of-Cycle Review of Practice
• Orientation on process • Teacher reflection and goal setting aligned to CCT-aligned instructional rubric's priority indicators • Goal setting conference	• Collecting evidence, including observation & feedback and evidence of student learning • Analyze and process evidence with support from evaluator • Take action to improve learning with support from evaluator	• Review of Practice conference • Reflect on growth, feedback aligned to success criteria, and determination for future cycles

Orientation to the Process & Scheduling

Orientation

Evaluators/PDECs facilitate an annual orientation for educators that will result in educators being able to describe the purpose, goals, and process of ROP - including differentiated supports - and explain what makes for a successful CAPA cycle.

ROP Annual Timeline

Evaluation and support is an ongoing, cyclical process with a minimum of three conferences with supervisors annually (fall goal setting, mid-year review, end of year reflection and annual summary). Timelines and frameworks were created by PDEC consistent with established standards.

The tables below provide timelines for the beginning of year goal setting conference, mid-year check-in conference, and end of year reflection and summary conference for the annual evaluative process.

These conferences take place annually, in the fall for goal setting, mid-year check-in, and end-of-year reflection and annual summary, regardless of when a focused CAPA cycle takes place. For example, if a focused CAPA cycle takes place in the Fall, there is still midyear check-in, and an end-of-school year conference that includes results, reflections, and outcomes of professional learning from focused CAPA cycle. For a Spring CAPA cycle, educators are learning and collecting data to engage in their spring CAPA cycle. Additionally, educators are engaging in ongoing individual and collective professional learning to make and share connections to their annual goal and focused CAPA cycle work.

EdAdvance Educator Timeline

August	August - September (1st four weeks of school)	Goal Setting Conference- By October 30	CAPA Cycle 1 - November 1 - January 30	Mid-Year Check In - January 4- February 15	CAPA Cycle 2- February 1 -April 30	End-of-Year Meeting - By May 30
ROP Orientation for both new and returning Educators, Service Delivery Providers *and* evaluators	Collect and analyze. Analyze relevant data. Set goals.	All educators	Educator Cohort 1: Focused CAPA cycle	All educators	Educator Cohort 1: Maintaining / extending CAPA cycle work	All educators, review of practice
All educators: Ongoing professional learning aligned to high leverage areas with opportunities to make connections between individual/collective professional learning and annual goal and focused CAPA cycle work.						

Goal-Setting and Planning

Goal Setting Aligned to Guidelines 2023

In alignment with the Guidelines 2023, evaluation and support will be an on-going, cyclical progress monitoring process with evaluator and educator(s)/teams conferences in the fall/winter/spring.

- Educators will meet with their supervisor three times annually (at minimum, fall goal setting, mid-year review/mid-CAPA-cycle, end of year/end-of-CAPA-cycle ROP reflection). The meetings should be approached in a spirit of continuous improvement, reflection, and collaboration. Goals should always be connected to adopted PDEC standards and informed by multiple measures of student learning, student and educator growth, and achievement, which are noted as mutually agreed upon during the goal-setting process.
- The first meeting will be focused on goal setting, which can be completed either as an individual or as a collaborative group depending on the goal.
- In this process, the end-of-year meeting/end-of-CAPA-cycle ROP conversation should be used as a time to reflect on the current year/cycle and how it might inform/launch the next evaluation cycle.
- Goals and the professional development plan are mutually agreed upon on an annual basis.

Goal Setting Steps and Resources within ROP

Within ROP, each CAPA cycle includes a goal setting conversation through mutual agreement, mid-year/cycle feedback, and an end-of-year/cycle review of practice conversation to support growth and next steps aligned to the ROP Success Criteria (aligned with TEAM Success Criteria). Through self-reflection and mutual agreement with their evaluator, teachers set a strategy/goal focus for the CAPA cycle, including:

1. What high-leverage indicator will you use as a focus to support the improvement?
    a. Learning Environment,
    b. Instruction for Active Learning
    c. Cognitive Engagement,
    d. Feedback for Active Learning,
    e. For special circumstances, other indicator.
2. What will you do to support the improvement process? How could you work with colleagues/students/ families to support the improvement process?
3. What student skill/attribute do you want to improve?
4. How will they know if the student improvement occurred?

Goals focus on high leverage instructional areas (positive learning environment, cognitive engagement, feedback for active learning) and high leverage learning aligned to districts' portrait of a learner/graduate. The high-leverage CCT-aligned standards framed as single points for increased may support goal setting conversations (e.g., High Leverage *CCT Rubric for Effective Teaching* Indicators: 1a, 3b, 3c and High Leverage CCT Rubric for Service Delivery Indicators: 1a, 3b, 3c), and full rubrics may be used to develop feedback and support reflection as needed.

Additionally, goals may be set for 1, 2, or 3 year periods. Goals may be developed individually or collaboratively. Beginning teachers in TEAM may set aligning evaluation and induction goals to focus and streamline improvement efforts.

Educators document their strategy/goal focus on the CAPA form for Teachers or Service Delivery Providers.

CAPA Cycle Strategy/Goal Focus for Learning

1. Which high-leverage indicator will you use as the focus of your improvement strategy?
- *Learning Environment*
- *Engagement*
- *Feedback*
- *Other indicator for special circumstances:*

2. What will you do to improve your performance in this area? How could you work with colleagues, students, and families to enhance learning and support your improvement process?

3. What student skill/attribute are we trying to improve?

4. How will we know that student improvement has occurred ?

CAPA Form for Teachers

Action Research Through Professional CAPA Cycle

CAPA Cycle Framework

Educators use the CAPA (collect, analyze, process, act) framework to guide focused professional learning and feedback for at least one annual 8-12-week cycle of action research, reflection, and improvement in a focused high-leverage instructional area:

- **Learning Environment** - Indicator 1a) Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.
- **Instruction** - Indicator 3a) Implementing instructional content for active learning.
- **Engagement** - 3b) Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
- **Feedback** - 3c) Assessing student learning, providing feedback to students and adjusting instruction.

During the CAPA cycle, educators use the guiding prompts on the ROP CAPA Form to engage in the cycle of continuous improvement and document ongoing reflection, analysis of multiple sources (including evidence of student learning aligned with strategy/goal focus, observation/feedback, etc.).

The CAPA Form is customized by role (e.g., ROP CAPA Form for Teachers, ROP CAPA Form for Service Delivery Providers).

Additional sources of evidence to inform educator reflection and improvement may include evidence of student learning aligned to goal and may include collaboration with colleagues, feedback from colleagues/families/students, other artifacts of teaching and learning. Educators may engage in peer observation, share resources, or collaborate with colleagues to deepen understanding and improve practice and outcomes.

Beginning teachers in TEAM Beginning teachers will have the **choice** to: use TEAM ROP content and process as part of their ROP evaluation process; or complete their ROP evaluation process separately - and ideally, aligned - to their TEAM ROP content and process - saving both time and effort.

Collect - Analyze - Process - Act (CAPA) Cycle Protocol	
CAPA Cycle Planning - Strategy Focus/Goal Statement	
Feedback Cycle Step (from the educator)	**Reflection/Notes/Feedback (educator and evaluator)**
Collect	
Analyze	
Process	
Act	

Evaluator Observations and Feedback Throughout the CAPA Cycle

There are multiple opportunities throughout the CAPA cycle for educators to receive focused feedback, tied to their identified high-leverage strategy/goal focus, to identify strengths and areas for advancement.

Within the context of the CAPA cycle, observations with written and verbal feedback include:

- A minimum of 1 evaluation-focused observation and 1 review of practice for teachers with more than two years' experience
- A minimum of 2 evaluation-focused observations and 1 review of practice for teachers *new to Gilbert* for their first year at Gilbert
- A minimum of 3 evaluation-focused observations and 1 review of practice for first- and second-year teachers

Observation Definitions

- **Evaluation-Focused Observation**: In-class observations that last 15-20 minutes, with verbal *and* written feedback within five business days.

- **Review of Practice**: Reviews of practice/non-classroom observations include, but are not limited to: observations of data team meetings, observations of coaching/mentoring, other teacher artifacts (including the end-of-cycle ROP)
- **Non-Classroom Based Educators, who are being evaluated using the Effective Service Delivery CCT rubric/single point competencies, review of practice/non-classroom observations may be used in place for informal observations** (e.g., diagnostic reports, summary of counseling strategies used and impact on student progress, evidence of supporting students with the most significant needs, etc.).

A walkthrough is a short, unannounced visit to support the process of ongoing professional learning and supervision. Walkthroughs may occur at any point over the course of the year.

One evaluation-focused observation typically occurs early in the cycle to support the educator's goal setting and/or "Collect" cycle step; another observation may take place at the end of the CAPA cycle to observe for evidence of improvement as a result of reflection and growth within the cycle.

Evaluators may schedule and conduct additional observations with feedback as needed to support the educator's CAPA cycle process, and they may provide additional support and feedback as needed throughout the educator's CAPA cycle process.

The protocol for observations and feedback will be implemented annually for 1-, 2-, and 3-year goals.

Observation/review of practice feedback is provided within five business days.

August	August - September (1st four weeks of school)	Late September /Early October	October - Late January	Early February	February - May	Mid to Late May
ROP orientation for both faculty and staff and evaluators	Collect and analyze Analyze relevant data Set goals	Goal setting meeting	Process and act Participate in learning activities Implement new learning	Mid-year meeting	EITHER complete CAPA cycle 2 OR maintain and enhance/ elevate	End of year meeting/ review of practice
	First observation for new teachers		First observation for teachers new to Gilbert Second observation for new teachers		Second observation for teachers new to Gilbert Third observation for new teachers	
	One observation for veteran teachers					

End-of-Year/Cycle Review of Practice

Understanding and Planning for an End-of-CAPA-Cycle ROP Conversation

During the course of the CAPA cycle, educators collect multiple measures of student learning, student and educator growth, and achievement, aligned to the educator's CAPA cycle strategy/goal focus. Additional sources of evidence to inform reflection and improvement, including but not limited to:
- Peer observation
- Collaboration with colleagues
- Lesson plans
- Feedback from colleagues, students, families
- Other artifacts of teaching and learning

During the midyear review of practice conversation, the educator and evaluator meet to reflect holistically on the work, learning, and improvement that occurred during the CAPA cycle process aligned to the ROP Success Criteria. Evaluator feedback consists of multiple and varied quantitative and qualitative indicators of professional growth. The evidence documented within the educator's ROP CAPA form is referenced within the ROP conversation to support evidence-based reflection. The ROP Success Criteria are also referenced within the ROP conversation.

To plan for the conversation, evaluators should/may:
- Reflect on CAPA cycle evidence and feedback, including areas of strength/growth to inform the ROP conversation.
- Review the ROP Success Criteria and the variety of possible sources of evidence that may align.
- Revisit the teacher's CAPA Form.
- Use the End-of-CAPA cycle ROP sample questions to develop questions that you may ask during the ROP conversation.
- Other as needed ...

To plan for the conversation, educators should:
- Ensure all CAPA cycle evidence and reflection is documented on the CAPA form.
- Plan for the conversation by reflecting on the CAPA cycle experience (e.g., *What did you learn? How did you change your practice? How did student outcomes improve within your CAPA cycle? Consider the ROP Success Criteria*).
- Be ready to add additional evidence to the CAPA form during the ROP conversation if deepened reflections/learning emerge.

CAPA Cycle Success Criteria

A successful CAPA cycle includes:

- ☐ Mutually agreed upon CAPA cycle strategy/goal focus.
- ☐ Evidence of CAPA cycle work that reflects approximately 8-12 weeks of focused professional learning (Novice educators' timelines may be adjusted to align with the 8-10 week TEAM ROP module process).
- ☐ Documented evidence, reflection, and growth aligned to the strategy/goal focus on the ROP CAPA Form.
- ☐ Participation in observations and feedback conversations as required.
- ☐ Educator self-reflection and self-assessment aligned to ROP Success Criteria prior to the end-of-cycle ROP conference.
- ☐ Educator participation in end-of-cycle ROP conference to discuss evidence-based reflections on practice, learning, and growth within the CAPA cycle aligned to ROP Success Criteria. Evaluators share their determination regarding whether or not the criteria have been successfully met (should there be a discrepancy or scoring disagreement, the evaluator will assign the final score).

Evaluator feedback about the CAPA cycle is based on the quality of evidence-based reflections related to practice, learning, and growth within the cycle process, in alignment with the ROP Educator Success Criteria and reflects multiple and varied quantitative and qualitative indicators of professional growth. The ROP Educator Success Criteria (aligned with TEAM Success Criteria) is a single point competency and used to reflect, determine next steps, and support the written summary of teacher practice.

The ROP Success Criteria supports evaluators and educators in reflecting holistically on the collection and analysis of multiple measures of student learning, student and educator growth, and achievement, mutually agreed upon during goal setting, that resulted in new learning and improved practice and outcomes within each CAPA cycle. Multiple measures, include evidence of student learning aligned to the educator's CAPA cycle strategy/goal focus, as well as additional sources of evidence, including but not limited to:

- Peer observation
- Collaboration with colleagues
- Lesson plans
- Feedback from colleagues, students, families
- Other artifacts of teaching and learning

The ROP Educator Success Criteria includes:

ROP Success Criteria	Possible Sources of Evidence
Development of New Learning & Impact on Practice - **Educator can demonstrate how they developed new learning within the CAPA cycle through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their CAPA cycle goal/strategy focus** **Impact on Students** - **Educator can demonstrate how they positively impacted student learning within the CAPA cycle using example evidence, and can articulate connections/rationale between the improved learning and their own changes in practice.** **Impact on Community** - **Educator can demonstrate how they worked effectively with colleagues/ families/ community to support learning and improvement within the CAPA cycle**	- Required observational evidence - Required student learning evidence aligned to high-leverage indicator focus - Lesson plan(s) - Teacher created learning materials - Observational teacher evidence - Numeric information about time, teacher practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc. - Teacher and/or student self-reflection - Student learning artifacts - Mastery-based demonstrations of academic achievement - Observational data of students' words, actions, interactions (including quotations when appropriate) - Rubrics, interim or benchmark assessments, other assessments - Evidence of communications and/or collaborations with parents, colleagues, community - Other artifacts/sources …

<u>Educator Status Determines Future Cycles</u>

In alignment with the Guidelines 2023, an appropriate summary of the educator growth achieved through the process and the provision of a platform to consider future work will be provided by the evaluator on an annual basis. This summary should be tied to the agreed upon standards and goals upon which the process was based and will make a distinction regarding the educator's successful completion of evaluative cycle educator.

During the ROP conversation, the evaluator informs the educator of any immediate needed next steps and identifies any support that may be necessary (e.g., revise evidence and schedule a follow up, etc.). Based on the outcome of the Review of Practice, the evaluator informs the educator regarding their status condition and next steps, including another CAPA cycle if needed.

Written Summary of Educator Practice and CAPA Cycle Determination

<u>Educator</u> Self Reflection			<u>Evaluator</u> Assessment		
Areas of Strength	**Criteria for Success**	**Opportunities for Growth/ Next Steps**	**Areas of Strength**	**Criteria for Success**	**Opportunities for Growth/ Next Steps**
	Development of New Learning & Impact on Practice			*Development of New Learning & Impact on Practice*	
	Impact On Students			*Impact On Students*	
	Impact on Community			*Impact on Community*	
Additional Comments/Reflections:			Additional Comments/Feedback:		
Educators and evaluators share their determination regarding whether or not the criteria have been successfully met (should there be a discrepancy or scoring disagreement, the evaluator will assign the final score).					

Complementary Observers

Adapted from the CT SEED Handbook 2017

The primary evaluator for most teachers will be the school principal or assistant principal who will be responsible for the overall evaluation process. The primary evaluator must hold an 092 and/or 093 certification endorsement. The Gilbert School may also decide to use complementary observers to assist the primary evaluator. Complementary observers are certified educators. They may have specific content knowledge, such as department heads or curriculum coordinators. Complementary observers must be fully trained as evaluators in order to be authorized to serve in this role.

Complementary observers may assist primary evaluators by conducting observations, including collecting additional evidence, reviewing CAPA strategy/goal focus statements, and providing additional feedback. A complementary observer should share their feedback with the primary evaluator as it is collected and

shared with educators.

Primary evaluators will have responsibility for the written summary of educator practice and CAPA cycle determination. Both primary evaluators and complementary observers must demonstrate proficiency in conducting standards-based observations.

Ensuring Fairness, Accuracy, and Calibration to Deepen Learning: Evaluator Training

Adapted from the CT SEED Handbook 2017

All evaluators, including complementary observers, are expected to complete comprehensive training on the ROP Educator Evaluation and Support model. The purpose of training is to provide evaluators of educators with the tools, support, and community necessary to use the ROP process to foster meaningful professional learning, feedback, and growth in high-leverage areas that results in improved practice and outcomes for each learner.

Comprehensive ROP training will support evaluators in learning to:

- Explain ROP's purpose, process, and alignment to professional learning across an educator's career.
- Use deep understanding of high-leverage practices aligned to CCT standards to support goal setting, feedback, and improved learning aligned to high-leverage indicators.
- Use the CAPA framework to multiple measures/evidences to provide focused and effective feedback for improved practice and outcomes.

ROP training may be regional or customized by district and can be informed by guidance developed by the local PDEC. Ongoing training will ensure all stakeholders understand differentiated supports and processes.

Options for Differentiation and Support within ROP

Promoting Educator Growth

Options for differentiating the process to promote educator growth may include but are not limited to:

- 1, 2, or 3-year goal setting
- Collaborative goal setting
- CAPA cycle strategy/goal focus areas related to teacher leadership

Supporting Educators During the CAPA Cycle

Options for differentiating the process to support educators during the CAPA cycle may include but are not limited to:

- Alternative strategy focus area
- Additional CAPA cycle
- Additional observations or feedback

[Language from CSDE CT Leader and Evaluation and Support Plans 2024:

Tiered Support

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. All three tiers of support must be implemented prior to the development of a corrective plan. A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative if applicable.

Tier 1

It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by district PDEC, and other general support for all educators (e.g., instructional coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., engaging in a professional learning opportunity, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator.

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the educator and may be assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented.]

Supporting Educators Who Consistently Have Not Met the Standard

For educators who consistently have *not* met the minimum evidence standards in the CAPA Cycle (criteria *not* met for multiple cycles), a focused support and development is needed, which may include a

focused support plan, more frequent observations with feedback, a focus on all/additional indicators of the CCT Rubric for Effective Teaching/Service Delivery, additional opportunities for professional learning.

For example, an improvement and remediation plan might include:

1. Educator prepares for an initial comprehensive observation based on all indicators of the CCT Rubric for Effective Teaching/Service Delivery.
2. Evidence is used to identify areas of strength and areas for improvement on existing district instructional rubric.
3. A structured support plan is developed to assist an educator in consistently demonstrating proficiency. The support plan includes clearly defined goal(s) for improvement aligned to the rubric, a timeline for implementation (e.g., interim and final review dates in accordance with stages of support), and resources/strategies aligned to the improvement outcomes (e.g., increased supervisory observations and feedback, specialized professional learning, collegial and administrative assistance, etc.).
4. The structured support plan is implemented.
5. Educators meeting the support plan goals for improvement are then entered into the ROP Cycle.

[Language from CSDE CT Leader and Evaluation and Support Plans 2024:

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b.

Connecticut Educator Evaluation and Support Plan 2024 The Corrective Support Plan is separate from the normal educator growth model and must contain:

- clear objectives specific to the well documented area of concern;

- resources, support, and interventions to address the area of concern;

- well defined timeframes for implementing the resources, support, and interventions; and

- supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, educator, and bargaining unit representative. See Appendix P for a Corrective Support Plan form and example.

Educator A has consistently struggled with classroom management. Tiered supports have been provided by the evaluator throughout the year. Educator A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.

Objective:

To improve classroom management practices in order to improve a positive learning environment (CCT – 1A) to support learning.

(Suggested) Resources:

- Observe a mutually agreed peer for structures, systems, and dispositions that support positive classroom management skills.
- Read and discuss "The First Six Weeks of School" - Center for Responsive Classroom with evaluator.
- Training in Restorative Practices.

Timeframes:

- Educator A will remain on this Corrective Support Plan for six weeks.
- Improvements in classroom management within this six-week duration will serve as criteria for successful completion of this plan.

Supportive Actions:

- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of building, as appropriate
- Modeling of effective classroom management strategies
- Weekly, bi-weekly meetings with progress reporting from Teacher A and written feedback from evaluator (dependent upon need for plan)

Corrective Support Plan Template

(Educator being evaluated) has consistently struggled with _____ _____. Tiered supports have been provided by the evaluator throughout the year. (Educator being evaluated) has demonstrated a lack of growth/improvement, which has led the (Evaluator) to assign a Corrective Support Plan.

Objective: To improve _____ _____ (Indicate specific standard in your objective language)

(Possible) Resources:

A blend of opportunities and resources should be extended to the Educator being evaluated being supported on the Corrective Support Plan

- Mentor
- Coach
- Reading as appropriate

Timeframes:

- (Length of the Corrective Support Plan - typically six to eight weeks in length)
- Improvements in (standard) within this (Length of Corrective Support Plan) will serve as criteria for successful completion of this plan

Supportive Actions:

(Suggested supportive actions)

- Weekly, bi-weekly meetings with progress reporting from Educator A and written feedback from evaluator (dependent upon need for plan)
- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of building, as appropriate.]

Dispute-Resolution Process

The local or regional board of education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. When such agreement cannot be reached, the issue in dispute will be referred for resolution to a subcommittee of the PDEC. The superintendent and the respective collective bargaining unit for the district will each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding.

[Language from CSDE CT Leader and Evaluation and Support Plans 2024:

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive, and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should an educator disagree with the evaluator's assessment and feedback, the parties are

encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The educator being evaluated has the right to provide a statement identifying areas of concern with the goals/objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed 30 workdays from the date the educator initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Process

The educator being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The educator being evaluated may choose between two options.
   a. **Option 1**: The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party*. The superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward.

      In the instance that a district is too small to have a full PDEC from which to select three individuals, the superintendent and educator may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut certified educator and may or may not be from within the district.

   b. **Option 2**: The educator being evaluated requests that the superintendent solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and educator being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The educator being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the educator shall be considered to have waived the right of appeal.
4. The educator being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.]

Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective bargaining organization.

Local and State Reporting

The superintendent shall report:

1. the status of teacher evaluations to the local or regional board of education on or before June 1 of each year; and

2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

ROP Resources

Educator ROP Success Criteria

Professional Educator ROP – Summary of Steps, Responsibilities and Forms

ROP/CT Guidelines for Educator Evaluation 2023 Crosswalk

ROP Feedback Checklist Aligned to CAPA

Service Delivery Provider High Leverage Practice Single Point Competencies

Service Delivery Provider ROP CAPA Form

Teacher High Leverage Practice Single Point Competencies

Teacher ROP CAPA Form

Sources Referenced/Consulted

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Connecticut State Department of Education. *The Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2017*,
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portal.ct.gov/SDE/Evaluation-and-Support/Educator-Evaluation-and-Support-Council. Accessed 20 July 2023.

Hattie, John, and Shirley Clarke. Visible Learning: Feedback. Routledge, 2019.

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THE GILBERT SCHOOL

Leader

Review of Practice
(ROP) 2024-2025

**Using High Quality Feedback to Support Effective Instruction
and Improve Student Learning**

Review of Practice (ROP) for Leaders

Purpose and Rationale

The Gilbert School's Review of Practice (ROP) model is designed to increase the likelihood that the educator and leader evaluation and support process will have a positive impact on student learning and achievement as well as educator professional practice.

Our design assumptions include:

1. Following the research and rebalancing with a focus on supporting growth through feedback will give us a better chance of attaining positive achievement outcomes.
2. Feedback from the field about needs from an evaluation model was clear and unambiguous:

Feedback from the Field

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Core Design Principles

The following research-based elements guided the design of the teacher and administrator/leader evaluation models:

- Incorporate a process for providing specific and concrete feedback to teachers during the evaluation process as such feedback on teaching practices during pre- and post-observation conferences contributes to teacher self-efficacy;
- Align evaluation practices with subsequent professional development and support resources to ensure that teachers have the tools to engage in mastery experiences and improve their practice;
- Incorporate action research and/or reflective action to build self-awareness and mastery skills. This might require creating space in school leaders' time and workload to ensure that they have the capacity to engage in thorough teacher evaluations and provide specific feedback that leads

to increases in teachers' sense of efficacy.

- Focus on things that matter - "Leaders of districts and schools would be wise to engage in discussions about priorities. What skills and outcomes are most important in the near term? In the far term? How can districts better prepare school leaders to evaluate and support teachers in these areas? How can districts provide teachers with the tools to self-assess the extent to which they are developing these skills?" (Donaldson, p. 73)
- Accountability is an ineffective motivator - "... accountability aims of teacher evaluation do not generally inspire teachers or leaders. Improving one's craft, on the other hand, generates much more enthusiasm." (Donaldson, p. 108)
- Emphasize growth and development... " ... teacher evaluation works best when embedded in a larger culture of continuous learning. Thus, it cannot be considered a panacea but instead one of many structures that can hold teachers accountable and improve instruction."

Focused Professional Learning Cycles using the CAPA Framework	**Multiple Sources of Evidence**	**High-Quality Feedback**

• Set mutually agreed upon practice/learning goals focused on learning priorities to maximize improvement:
   • Curriculum, Instruction, Assessment
   • Professional Learning
   • School Culture & Climate
• Use the CAPA professional learning cycle – *Collect, Analyze, Process, Act* – to engage in deep study of professional practice and take action for Improvement.
	• Review multiple sources of evidence, including educator reflection, observational evidence and evidence of learning aligned to CAPA cycle goals.
	• Reflect on practice using high leverage CCL-CSLS standards framed as single points for increased clarity to support improvement.
		• Feedback based on the quality of evidence, reflection, learning and action within the CAPA professional learning process.
		• Ongoing formative feedback and opportunities to collaborate with evaluators, colleagues, students and/or families through the professional learning process.

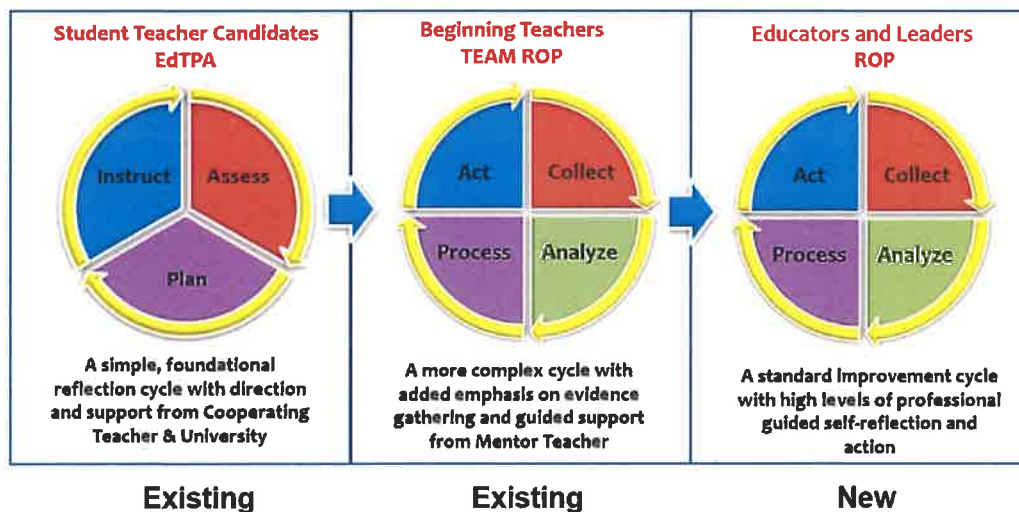## Our Process: Follow the Research and Build on Success

In 2018, EdAdvance created the TEAM Review of Practice (ROP) model to prepare beginning teachers for professional success and long-term growth to ensure improved student learning. It uses the existing TEAM infrastructure and leverages already existing local processes (the district's instructional practice rubric and a universal feedback process) to focus beginning teachers on the connection between their own instructional actions and student outcomes. To support this process, we built the CAPA model to ensure targeted, focused feedback to drive improvements in instruction and student learning. Beginning teachers set a goal, implement a strategy and use CAPA to reflect and act on feedback for improvement.
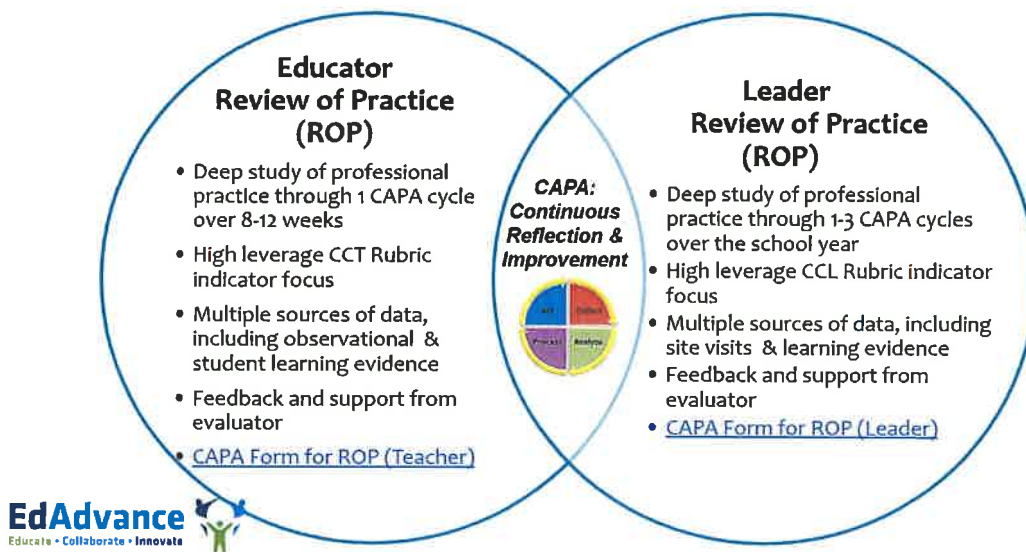
CAPA Cycle

Based on years of TEAM ROP success, we continued to follow the research and build on what worked to design an aligned ROP model for evaluation and support. We believe that the most unified coherent approach, which is likely to result in the most efficient way to increase achievement across a learning organization, is to use the same feedback and continuous improvement process and language across all the stages of an educator's career.

Our rationale: Follow the research and build on success to support aligned professional growth ...

Student Teacher Candidates EdTPA	Beginning Teachers TEAM ROP	Educators and Leaders ROP
A simple, foundational reflection cycle with direction and support from Cooperating Teacher & University	A more complex cycle with added emphasis on evidence gathering and guided support from Mentor Teacher	A standard improvement cycle with high levels of professional guided self-reflection and action
Existing	**Existing**	**New**

Educator
Review of Practice
(ROP)

- Deep study of professional practice through 1 CAPA cycle over 8-12 weeks
- High leverage CCT Rubric indicator focus
- Multiple sources of data, including observational & student learning evidence
- Feedback and support from evaluator
- CAPA Form for ROP (Teacher)

CAPA:
Continuous
Reflection &
Improvement

Leader
Review of Practice
(ROP)

- Deep study of professional practice through 1-3 CAPA cycles over the school year
- High leverage CCL Rubric indicator focus
- Multiple sources of data, including site visits & learning evidence
- Feedback and support from evaluator
- CAPA Form for ROP (Leader)

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ROP & Leader Evaluation Overview

CT Guidelines for Educator and Leader Evaluation (2023) - (Guidelines 2023)

The CT Guidelines 2023, adopted by the State Board of Education on June 14, 2023, represent the collaborative work of the Educator Evaluation and Support (EES) Council 2022 to reimagine educator and leader evaluation and support. The foundational elements of the new model includes cyclical processes of continuous improvement, professional learning and action research, and reflective practice, feedback and support. The primary goal of the educator evaluation and support system is to strengthen individual and collective practices to increase student learning, growth and achievement.

Guiding Principles:

The EES Council 2022 engaged in a collaborative process to reach consensus on the design principles that would most impact the design of a transformative educator evaluation and support system that uses high-quality professional learning to improve educator practice and student outcomes. These include:

- **Allow for differentiation of roles -** (for example, teachers, counselors, instructional coaches, student support staff and leaders - Central office, principal, assistant principal, etc.)
- **Simplify and reduce the burden -** (for example, eliminate the technical challenge, reduce the number of steps, paperwork)
- **Focus on things that matter** - (Identify high leverage, mainstream goal focus areas.)
- **Connect to best practices aimed at the development of the whole child -** (including, but not limited to academic, social, emotional, and physical)
- **Focus on educator growth and agency -** (Meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus - see above, focus on

things that matter.)
- **Meaningful connections to professional learning** (Provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).
- **Specific, timely, accurate, actionable, and reciprocal feedback**

Design Elements:

The design elements of the *CT Guidelines for Educator Evaluation (2023)* - (*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 Leaders and from other states, and represent changes in the following areas for both Leaders and leaders:

- Standards and Criteria
- Goal Setting Process
- Professional Practice and Student Growth
- Evaluator/Observer/Stakeholder Feedback and Engagement
- Process Elements
- Dispute Resolution

These elements include:

- **Non-Negotiable Components** that must be included in a district's educator evaluation and support plan (EESP), and
- **Best Practices Preference Components** that should be included in a district's EESP.

Alignment of Review of Practice to the CT Guidelines for Educator Evaluation (2023) - (Guidelines 2023)

The ROP model focuses on a simplified process for meaningful professional learning in high-leverage areas with evidence-based reflection and feedback for improved practice and outcomes for each learner. ROP aligns with non-negotiables and best practice preferences identified within the Guidelines 2023, including:

Standards and Criteria:

- Leader practice discussion based on high-leverage CCL-CSLS standards framed as single points for increased clarity (e.g., High Leverage *CT Leader Evaluation and Support Rubric* Indicators: 1.2, 2.2, 4.2). Full rubrics may be used to develop feedback and support reflection as needed.
- ROP Leader Success Criteria (aligned with TEAM Success Criteria) is a single point competency and used to reflect, determine next steps, and support the written summary of leader practice.

Goal Setting Process:

- Through self-reflection and mutual agreement with their evaluator, leaders set a strategy/goal

focus for the CAPA cycle. Goals focus on high leverage practice areas and high leverage learning aligned to district/school improvement plan and district portrait of a learner/graduate.
- Goals may be set for 1, 2, or 3 year periods. Goals may be developed individually or collaboratively.

Professional Practice and Student Growth:

- ROP Leader Success Criteria focus on evidence-based reflection and growth in the following areas: professional learning and improving leadership practice, improving learner outcomes, and positively impacting community.
- Multiple measures of student learning and achievement, organizational health, and educator and leader growth, mutually agreed upon during goal setting, inform leader reflection and growth. Measures may include but are not limited to evidence of learning aligned to the goal, peer site visit/observation, collaboration with colleagues, feedback from colleagues/families/students, potential sources of evidence identified within the CT Leader Evaluation and Support Rubric 2017, and other artifacts.
- Observations with written and verbal feedback aligned to the leader's CAPA cycle strategy/goal focus.

Evaluator/Observer/Stakeholder Feedback and Engagement

- Opportunities for additional feedback from evaluator and collaboration with colleagues/other stakeholders as helpful throughout the CAPA professional learning cycle.
- End-of-cycle review of practice to support holistic reflection and feedback aligned to ROP Success Criteria.
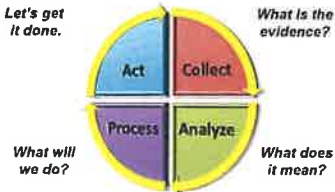
Process Elements:

- CAPA (collect, analyze, process, act) framework guides 1-3 cycles of action research, reflection, and improvement across the school year aligned to a focused high-leverage practice area: curriculum, instruction, and assessment; professional learning; school culture and climate.
- CAPA cycles include a goal setting conversation, mid-year/cycle feedback, and an end-of-year/cycle review of practice conversation.
- As part of continuous ongoing training, annual ROP orientation for all leaders to the process, which includes understanding differentiated supports.
- Ongoing calibration and feedback training for evaluators.

Differentiation/Dispute Resolution:

- Options for differentiation to promote educator growth, to support leaders needing additional support within the CAPA cycle, and to support leaders who have consistently not met the minimum standard.
- Any disputes regarding ratings in the ROP model shall be (or could be) resolved using the existing resolution process in the participating district. A district that wanted to adjust their process could, as long as it complies with the guidelines, or they could apply their existing model to ROP.

Key Components of ROP

A Focus on High Leverage Practice Areas	The CAPA Cycle Framework 1-3 CAPA Cycles - School Year	Reflection and Feedback for Growth During CAPA Cycle
• Curriculum, Instruction & Assessment (CCL Rubric 1.2) • Professional Learning (CCL Rubric 2.2) • School Climate and Culture (CCL Rubric 4.2)		• New Learning and Impact on Practice • Positive Impact on Learners • Impact on Community

ROP Process and Timeline Overview

The Annual ROP Process Schedule

To support a focus on meaningful strategy/goal focus areas and comprehensive action research that will enhance deep learning, leader CAPA cycles are designed to span the course of the school year.

Specific ROP process timelines for all leaders are determined by local PDECs. When designing and implementing an ROP process timeline, leaders' needs are considered to inform support (e.g., level of experience, role, transfers to the district, etc.). See ROP Scheduling Flexibility p. 35.

Process Schedule

To support a focus on meaningful practice/outcome goals and comprehensive action research that will enhance deep learning, leader CAPA cycles are designed to span the course of the school year.
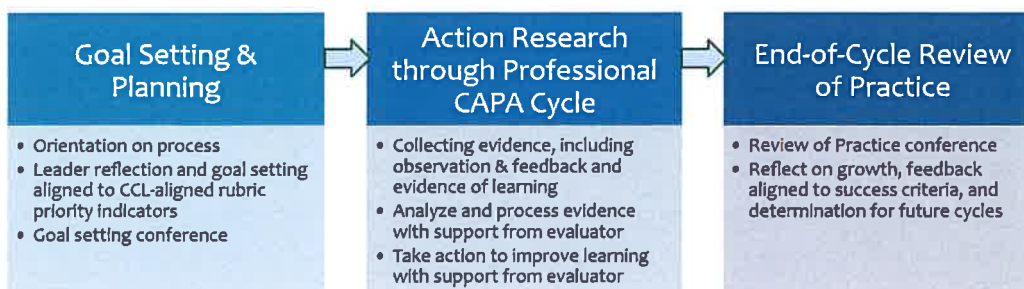
Orientation to the Process & Scheduling
Orientation

Evaluators/PDECs facilitate an orientation for leaders new to the process that will result in leaders being able to describe the purpose, goals, and process of ROP - including differentiated supports - and explain what makes for a successful CAPA cycle.

ROP Annual Timelines

Evaluation and support is an ongoing, cyclical process with a minimum of three conferences with supervisor annually (fall goal setting, mid-year review, end of year reflection and annual summary). Timeline and frameworks were created by PDEC consistent with established standards.

The tables below provide timelines for the beginning of year goal setting conference, mid-year check-in conference, and end of year reflection and summary conference for the annual evaluative process.

The primary evaluator must hold an 092 and/or 093 certification endorsement. Primary evaluators will have responsibility for the written summary of educator practice and CAPA cycle determination. Primary evaluators must demonstrate proficiency in conducting standards-based observations.

Leader Timeline

Goal Setting Conference- Early Fall	Mid-Year Check In - Mid-Late Fall/Winter	End-of-Year Meeting Spring
All leaders	All leaders	All leaders
All Leaders engage in an annual, year-long CAPA cycle process. Based on mutual agreement during goal setting, the leader may organize their learning and growth in one year-long CAPA cycle, two CAPA cycles (one in semester 1 and one in semester 2), or three CAPA cycles (fall, winter, spring). See leader schedule examples.		

ROP Scheduling Flexibility for Leaders

There are varied ways to complete the expected 1-3 CAPA cycle(s) annually within the context of a leader's 1, 2 or 3 year goal. The leader's high-leverage strategy/goal focus should inform the CAPA cycle schedule planning and include the expected number of observations/site visits and reviews of practice. There may be some overlap and variation in how different leaders approach the cycle(s) in alignment to the success criteria to accomplish their goal. To align with CT Guidelines 2023, each leader's CAPA cycle schedule will include meeting with their supervisor three times a year (at minimum, fall goal setting, mid-year review/mid-CAPA-cycle, end of year/end-of-CAPA-cycle ROP reflection).

Evaluators may gather and use input from staff to inform scheduling and consider existing professional learning structures and how they may support leaders' ongoing reflection and improvement aligned to the high-leverage indicators and CAPA cycle work. Local PDECs determine specific timelines and may customize the schedule to meet local needs. *The samples on the next page may provide some guidance in the process.*

Sample Year Long Leader ROP CAPA Cycle Schedule - 3 CAPA Cycles			
August	**Early Fall**	**Mid-Late Fall/Winter**	**Winter/Spring**
Goal Setting	*CAPA Cycle 1*	*CAPA Cycle 2*	*CAPA Cycle 3*
- Goal setting conference - Mutually agree upon high-leverage strategy/goal focus in alignment with school/district improvement plan - CAPA cycle schedule designed to support success aligned to the goal	- Initial site visit/feedback to support leader's evidence collection - Leader works through CAPA cycle with evaluator support and collaboration as needed - End-of-cycle artifact review/review of practice to reflect on progress/learning within cycle aligned to success criteria and plan for next cycle	- Site visit/feedback to support leader's evidence collection and ongoing improvement - Leader works through CAPA cycle with evaluator support and collaboration as needed - End-of-cycle artifact review/review of practice to reflect on progress/learning within cycle aligned to success criteria and plan for next cycle	- If needed, site visit/feedback to support leader's evidence collection and ongoing improvement - Leader works through CAPA cycle with evaluator support and collaboration as needed - End-of-cycle artifact review/review of practice to reflect on progress/learning within cycle aligned to success criteria - Evaluator determines final status

Sample Year Long Leader ROP CAPA Cycle Schedule - 2 CAPA Cycles		
August	**Fall**	**Winter/Spring**
Goal Setting & Planning	*CAPA Cycle 1*	*CAPA Cycle 2*
- Goal setting conference - Mutually agree upon high-leverage strategy/goal focus in alignment with school/district improvement plan	Initial site visit/feedback to support leader's evidence collection and additional site visit/feedback as needed to support CAPA cycle work	- Site visit(s)/feedback to support leader's evidence collection and ongoing improvement - Leader works through CAPA cycle with evaluator

		support and collaboration as needed
• CAPA cycle schedule designed to support success aligned to the goal	• Leader works through CAPA cycle with evaluator support and collaboration as needed • End-of-cycle artifact review/review of practice to reflect on progress/learning within cycle aligned to success criteria and plan for next cycle	• End-of-cycle artifact review/review of practice to reflect on progress/learning within cycle aligned to success criteria • Evaluator determines final status

Sample Year Long Leader ROP CAPA Cycle Schedule - _1 CAPA Cycle_	
August	**Fall-Spring**
Goal Setting & Planning	_CAPA Cycle 1_

• Goal setting conference
• Mutually agree upon high-leverage strategy/goal focus in alignment with school/district improvement plan
• CAPA cycle schedule designed to support success aligned to the goal
	• Initial fall site visit/feedback to support leader's evidence collection
	• Leader works through CAPA cycle with evaluator support and collaboration as needed, including:
	    ○ Winter and spring site visits/feedback
	    ○ Mid-cycle artifact review
	    ○ Additional site visits/feedback as needed
	• End-of-cycle artifact review/review of practice to reflect on progress/learning within cycle aligned to success criteria
	• Evaluator determines final status

Goal-Setting and Planning

Goal Setting Aligned to Guidelines 2023

In alignment with the Guidelines 2023, evaluation and support will be an on-going, cyclical progress monitoring process with evaluator and educator(s)/teams conferences in the fall/winter/spring.

- Leaders will meet with their supervisor three times a year (at minimum, fall goal setting, mid-year review/mid-CAPA-cycle, end of year/end-of-CAPA-cycle ROP reflection). The meetings should be approached in a spirit of continuous improvement, reflection, and collaboration. Goals should always be connected to adopted PDEC standards and informed by multiple measures of student learning and achievement, organizational health, educator and leader growth, which are noted as mutually agreed upon during the goal-setting process.
- The first meeting will be focused on goal setting, which can be completed either as an individual or as a collaborative group depending on the goal.

- In this process, the end-of-year meeting/end-of-CAPA-cycle ROP conversation should be used as a time to reflect on the current year/cycle and how it might inform/launch the next evaluation cycle.
- Goals and the professional development plan are mutually agreed upon on an annual basis.

Goal Setting Steps and Resources within ROP

Within ROP, each CAPA cycle includes a goal setting conversation through mutual agreement, mid-year/cycle feedback, and an end-of-year/cycle review of practice conversation to support growth and next steps aligned to the ROP Success Criteria (aligned with TEAM Success Criteria). Through self-reflection and mutual agreement with their evaluator, leaders set a strategy/goal focus for the CAPA cycle, including:

1. What high-leverage indicator will you use as a focus to support the improvement?
   a. Curriculum, instruction, and assessment
   b. Professional learning
   c. School culture and climate
   d. For special circumstances, other indicator.
2. What will you do to support the improvement process? How could you work with colleagues/students/ families to support the improvement process?
3. What learner skill/attribute do you want to improve?
4. How will they know if the learner improvement occurred?

Goals focus on high leverage instructional areas (curriculum, instruction, and assessment; professional learning; school culture and climate) and high leverage learning aligned to the district/school improvement plan and vision of a learner/graduate. Leader practice goals are based high-leverage CCL-CSLS standards and framed as single points to support goal setting conversations, reflection, and growth (e.g., High Leverage CT Leader Evaluation and Support Rubric Indicators 1.2, 2.2, 4.2). Full rubrics may be used to develop feedback and support reflection as needed.

Additionally, goals may be set for 1, 2, or 3 year periods. Goals may be developed individually or collaboratively.

Leaders document their strategy/goal focus on the CAPA form for Leaders.

CAPA Cycle Strategy/Goal Focus for Learning

1. Which high-leverage indicator will you use as the focus of your improvement strategy?
- **Curriculum, instruction, assessment**
- **Professional learning**
- **School culture and climate**
- *Other indicator for special circumstances:*

2. What will you do to improve your performance in this area? How could you work with colleagues, students, and families to enhance learning and support your improvement process?

3. What learner skill/attribute are we trying to improve?

4. How will we know that learner improvement has occurred ?

EdAdvance
Educate • Collaborate • Innovate

Let's get it done. / What is the evidence?

Act | Collect

Process | Analyze

What will we do? / What does it mean?

CAPA Form for Leaders

Action Research Through Professional CAPA Cycle

CAPA Cycle Framework

Leaders use the CAPA (collect, analyze, process, act) framework 1-3 times during the school year to guide focused professional learning and feedback through action research, reflection, and improvement in a focused high-leverage instructional area:

- Curriculum, instruction, and assessment
- Professional learning
- School culture and climate
- Other indicator for special circumstances.

During the CAPA cycle, leaders use the guiding prompts on the ROP CAPA Form to engage in the cycle of continuous improvement and document ongoing reflection, analysis of multiple sources (including evidence of learning aligned with strategy/goal focus, observation/feedback, etc.).

Multiple measures of student learning and achievement, organizational health, and educator and leader growth - mutually agreed upon during goal setting - to inform leader reflection and improvement, which may include but is not limited to evidence of learning aligned to the goal, peer site visit/observation, collaboration with colleagues, feedback from colleagues/families/students, potential sources of evidence identified within the CT Leader Evaluation and Support Rubric 2017, and other artifacts. Leaders may engage in peer observation, share resources, or collaborate with colleagues to deepen understanding and improve practice and outcomes.

Collect - Analyze - Process - Act (CAPA) Cycle Protocol	
CAPA Cycle Planning - Strategy Focus/Goal Statement	
Feedback Cycle Step (from the educator)	**Reflection/Notes/Feedback (educator and evaluator)**
Collect	
Analyze	
Process	
Act	

Evaluator Observations and Feedback Throughout the CAPA Cycle

There are multiple opportunities throughout the CAPA cycle for leaders to receive focused feedback, tied to their identified high-leverage strategy/goal focus, to identify strengths and areas for advancement.

Within the context of the CAPA cycle, observations with timely written and verbal feedback include:

- Minimum of 2 site visits and 1 artifact review/review of practice for leaders with more than two years' experience
- Minimum of 3 site visits and 2 artifact review/review of practice for leaders who are new to the profession or district

See ROP Scheduling Flexibility for Leaders section of this document for suggested timeframes for observations within leader CAPA cycle(s). Evaluators may schedule and conduct additional observations/site visits with feedback as needed to support the educator's CAPA cycle process, and they may provide additional support and feedback as needed throughout the educator's CAPA cycle process. *See Sample Evidence Collection/Feedback Tool*.

The protocol for observations and feedback will be implemented annually for 1-, 2-, and 3-year goals.

Site visit/review of practice feedback is provided within five business days.

End-of-Year/Cycle Review of Practice

Understanding and Planning for an End-of-CAPA-Cycle ROP Conversation

During the course of the CAPA cycle, leaders collect multiple measures of learning and achievement, including evidence of student learning aligned to the educator's CAPA cycle strategy/goal focus. Additional sources of evidence inform reflection and improvement, including but not limited to:

- Peer site visit/observation
- Collaboration with colleagues
- Feedback from colleagues, students, families
- Potential sources of evidence, which may be identified within the *CT Leader Evaluation and Support Rubric 2017*
- Other artifacts

During the end-of-CAPA-cycle review of practice conversation, the leader and evaluator meet to reflect holistically on the work, learning, and improvement that occurred during the CAPA cycle process aligned to the ROP Success Criteria. Evaluator feedback consists of multiple and varied quantitative and qualitative indicators of professional growth. The evidence documented within the leaders's ROP CAPA form is referenced within the ROP conversation to support evidence-based reflection. The ROP Success Criteria are also referenced within the ROP conversation.

To plan for the conversation, evaluators should/may:
- Reflect on CAPA cycle evidence and feedback, including areas of strength/growth to inform the ROP conversation.
- Review the ROP Leader Success Criteria and the variety of possible sources of evidence that may align.
- Revisit the leader's CAPA Form.
- Use the End-of-CAPA cycle ROP sample questions to develop questions that you may ask during the ROP conversation.
- Other as needed …

To plan for the conversation, leaders should:
- Ensure all CAPA cycle evidence and reflection is documented on the CAPA form.
- Plan for the conversation by reflecting on the CAPA cycle experience (e.g., *What you learn? How did you change your practice? How educator/learner outcomes improve within your CAPA cycle? Consider the ROP Leader Success Criteria*).
- Be ready to add additional evidence to the CAPA form during the ROP conversation if deepened reflections/learning emerge.

CAPA Cycle Success Criteria

A successful CAPA cycle includes:

A successful ROP CAPA cycle(s) includes:
- ☐ Mutually agreed upon CAPA cycle strategy/goal focus.
- ☐ Evidence of 1-3 CAPA cycles that reflect focused professional learning across the school year.
- ☐ Documented evidence, reflection, and growth aligned to the strategy/goal focus on the ROP CAPA Form.
- ☐ Participation in site visits/observations and feedback conversations as required.
- ☐ Leader self-reflection and self-assessment aligned to ROP Success Criteria prior to the end-of-cycle ROP conference.
- ☐ Leader participation in end-of-cycle ROP conference to discuss evidence-based reflections on practice, learning, and growth within the CAPA cycle aligned to ROP Success Criteria. Evaluators share their determination regarding whether or not the criteria have been successfully met (should there be a discrepancy or scoring disagreement, the evaluator will assign the final score).

Evaluator feedback about the CAPA cycle is based on the quality of evidence-based reflections related to practice, learning, and growth within the cycle process, in alignment with the ROP Leader Success Criteria. Evaluator feedback consists of multiple and varied quantitative and qualitative indicators of professional growth. The ROP Leader Success Criteria (aligned with TEAM Success Criteria) is a single point competency and used to reflect, determine next steps, and support the written summary of leader practice.

The ROP Success Criteria supports evaluators and leaders in reflecting holistically on the collection and analysis of multiple measures of student learning and achievement, organizational health, and educator and leader growth, mutually agreed upon during goal setting, that resulted in new learning and improved practice and outcomes within each CAPA cycle. Multiple measures of evidence inform reflection, feedback and improvement, including but not limited to:

- Peer site visit/observation
- Collaboration with colleagues
- Feedback from colleagues, students, families
- Potential sources of evidence, which may be identified within the *CT Leader Evaluation and Support Rubric 2017*
- Other artifacts

The ROP Leader Success Criteria includes:

ROP Success Criteria	Possible Sources of Evidence
Development of New Learning & Impact on Practice • Leader can demonstrate how they developed new learning within the CAPA cycle through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their CAPA cycle goal/strategy focus **Impact on Learners** • Leader can demonstrate how they positively impacted learning within the CAPA cycle using example evidence, and can articulate connections/rationale between the improved learning and their own changes in practice. **Impact on Community** • Leader can demonstrate how they worked effectively with colleagues/ families/ community to support learning and improvement within the CAPA cycle	• Required observational/site visit evidence • Required evidence of learner performance aligned to high-leverage indicator focus • Professional development sessions • Educator evaluation data • School or district improvement plan • Curriculum guides • Faculty meeting agendas, minutes, observations • School or district improvement plans • Leadership team agendas, minutes, observations • Professional learning survey or feedback • Discipline data • Student surveys • Observation of students and behaviors (cafeteria, halls, unstructured areas, etc.) • Faculty or departmental meeting agendas, minutes, observations • Observations of faculty • Other artifacts/sources ...

Leader Status Determines Future Cycles

In alignment with the CT Guidelines 2023, an appropriate summary of the leader growth achieved through the process and the provision of a platform to consider future work will be provided by the evaluator on an annual basis. This summary should be tied to the agreed upon standards and goals upon which the process was based and will make a distinction regarding the educator's successful completion of evaluative cycle educator.

During the ROP conversation, the evaluator informs the leader of any immediate needed next steps and identifies any support that may be necessary (e.g., revise evidence and schedule a follow up, etc.). Based

on the outcome of the Review of Practice, the evaluator informs the educator regarding their status condition and next steps, including another CAPA cycle if needed.

Written Summary of Educator Practice and CAPA Cycle Determination

Leader Self Reflection			Evaluator Assessment		
Areas of Strength	**Criteria for Success**	**Opportunities for Growth/ Next Steps**	**Areas of Strength**	**Criteria for Success**	**Opportunities for Growth/ Next Steps**
	Development of New Learning & Impact on Practice			*Development of New Learning & Impact on Practice*	
	Impact On Learners			*Impact On Learners*	
	Impact on Community			*Impact on Community*	
Additional Comments/Reflections:			Additional Comments/Feedback:		
Leaders and evaluators share their determination regarding whether or not the criteria have been successfully met (should there be a discrepancy or scoring disagreement, the evaluator will assign the final score).					

Ensuring Fairness, Accuracy, and Calibration to Deepen Learning: Evaluator Training

Adapted from the CT SEED Handbook 2017

All evaluators, including complementary observers, are expected to complete comprehensive training on the ROP Educator Evaluation and Support model. The purpose of training is to provide evaluators of leaders with the tools, support, and community necessary to use the ROP process to foster meaningful professional learning, feedback, and growth in high-leverage areas that results in improved practice and outcomes for each learner.

Comprehensive ROP training will support evaluators in learning to:

- Explain ROP's purpose, process, and alignment to professional learning across an educator's career.
- Use deep understanding of high-leverage practices aligned to CCL standards to support goal setting, feedback, and improved learning aligned to high-leverage indicators.
- Use the CAPA framework to multiple measures/evidences to provide focused and effective feedback for improved practice and outcomes.

ROP training may be regional or customized by district and can be informed by guidance developed by the local PDEC. Ongoing calibration activities will ensure common practices and continuous individual

and collective improvement beyond the initial training for evaluators.

Options for Differentiation and Support within ROP

Promoting Leader Growth

Options for differentiating the process to promote educator growth may include but are not limited to:

- 1, 2, or 3-year goal setting
- Collaborative goal setting

Supporting Leaders During the CAPA Cycle

Options for differentiating the process to support leaders during the CAPA cycle may include but are not limited to:

- Alternative strategy focus area
- Additional CAPA cycle
- Additional observations or feedback

[Language from CSDE CT Leader and Evaluation and Support Plans 2024:

All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, with an evaluation process. All three tiers of support must be implemented prior to the development of a Corrective Support Plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative if applicable.

Tier 1

It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by your district PDEC and other leader supports (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., observation of specific leadership practices, etc.) that can be either suggested by the leader and/or recommended by an evaluator.

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns that are collaboratively discussed and may be assigned by an evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented.]

Supporting Leaders Who Consistently Have Not Met the Standard

For Leaders who consistently have *not* met the minimum evidence standards in the CAPA Cycle (criteria *not* met for multiple cycles), a focused support and development is needed, which may include a focused support plan, more frequent observations with feedback, a focus on all/additional indicators of the CCT Rubric for Effective Teaching/Service Delivery, additional opportunities for professional learning.

For example, an improvement and remediation plan might include:

1. Educator prepares for an initial comprehensive observation/site visit based on all indicators of the CT Leader Evaluation an Support Rubric 2017.
2. Evidence is used to identify areas of strength and areas for improvement on existing district leadership rubric.
3. A structured support plan is developed to assist the leader in consistently demonstrating proficiency. The support plan includes clearly defined goal(s) for improvement aligned to the rubric, a timeline for implementation (e.g., interim and final review dates in accordance with stages of support), and resources/strategies aligned to the improvement outcomes (e.g., increased supervisory observations/site visits and feedback, specialized professional learning, collegial and administrative assistance, etc.).
4. The structured support plan is implemented.
5. Leaders meeting the support plan goals for improvement are then entered into the ROP Cycle.

[Language from CSDE CT Leader and Evaluation and Support Plans 2024:

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan.

The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan must contain:

- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;
- timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, leader and bargaining unit representative.

<div align="center">

(Sample)

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Leader A has consistently struggled with communicating appropriately with a variety of constituents. Tiered supports have been provided by the evaluator throughout the year. Leader A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.

Objective:

To improve engagement with families in communities (PSEL – Standard 8) and to improve operations in management (PSEL – Standard 9)

Resources:

- All communications previewed by the evaluator for content and timeliness.
- Collaboration with other district leaders for exemplars of communication.

Timeframes:

- Leader A will remain on this Corrective Support Plan for six weeks.
- Improvements in communication within this six-week duration will serve as criteria for successful completion of this plan.

Supportive Actions:

- Weekly, bi-weekly meetings with progress reporting from Leader A and written feedback from evaluator (dependent upon need for plan).
- All resources made available.
- Modeling of effective communication practices with role play opportunities.
- Timely feedback in person and in writing (weekly/bi-weekly meetings).
- Management of access to learning opportunities in and out of building, as appropriate.

Corrective Support Plan Template

(Leader being evaluated) has consistently struggled with _____
_____. Tiered supports have been provided by the evaluator throughout the

year. (Leader being evaluated) has demonstrated a lack of growth/improvement, which has led the (Evaluator) to assign a Corrective Support Plan.

Objective:

To improve _____

_____ (Indicate specific standard in your objective language)

(Possible) Resources:

A blend of opportunities and resources should be extended to the Leader being evaluated being supported on the Corrective Support Plan

- Mentor
- Coach
- Reading as appropriate

Timeframes:

- (Length of the Corrective Support Plan – typically six to eight weeks in length)
- Improvements in (standard) within this (Length of Corrective Support Plan) will serve as criteria for successful completion of this plan

Supportive Actions:

(Suggested supportive actions)

- Weekly, bi-weekly meetings with progress reporting from Leader A and written feedback from evaluator (dependent upon need for plan)
- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of building, as appropriate.]

Dispute-Resolution Process

The local or regional board of education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. When such agreement cannot be reached, the issue in dispute will be referred for resolution to a subcommittee of the PDEC. The superintendent and the respective collective bargaining unit for the district will each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding.

[Language from CSDE CT Leader and Evaluation and Support Plans 2024:

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation

process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should a leader disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The leader being evaluated has the right to provide a statement identifying areas of concern with the goals/objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) workdays from the date the leader initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Process

The leader being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the leader being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The leader being evaluated may choose between two options.
    a. **Option 1**: The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party.* The superintendent or designee and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward and to notify the superintendent of the decision.

        In the instance that a district is too small to have a full PDEC from which to select three individuals, the superintendent and leader may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut certified leader and may or may not be from within the district.

    b. **Option 2**: The leader being evaluated requests that the superintendent or designee solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and leader being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The leader being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the leader shall be considered to have waived the right of appeal.
4. The leader being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.]

Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective bargaining organization.

Local and State Reporting

The superintendent shall report:

1. the status of teacher evaluations to the local or regional board of education on or before June 1 of each year; and

2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

ROP Resources

Leader ROP CAPA Form

Leader High Leverage Practice Single Point Competencies

Leader ROP Success Criteria

Leader ROP – Summary of Steps, Responsibilities and Forms

ROP/CT Guidelines for Leader Evaluation 2023 Crosswalk

ROP Feedback Checklist Aligned to CAPA

Sample Evidence Collection/Feedback Tool

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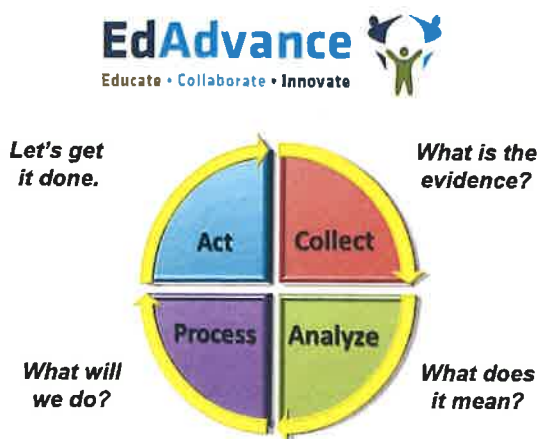Hattie, John, and Shirley Clarke. *Visible Learning: Feedback.* Routledge, 2019.

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A Continuous Process of Improvement:
Collect - Analyze - Process - Act (CAPA) Cycle Form

This feedback cycle of collecting evidence, analyzing its impact, determining and planning for appropriate improvements, and putting them into practice, builds the capacity of all staff to effectively apply an impactful improvement process to enhance teacher practice and improve student achievement.

Collect - Analyze - Process - Act (CAPA) Cycle Protocol for Teachers, Round One

CAPA Cycle Plan
Anticipated CAPA Cycle Timeline:

Strategy Focus (High leverage instructional skills):
1. Which high-leverage CCT Rubric for Effective Teaching indicator will you use as the focus of your improvement strategy?

- ☐ Learning Environment - 1a) Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.
- ☐ Instruction - 3a) Implementing instructional content for active learning.
- ☐ Engagement - 3b) Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
- ☐ Feedback - 3c) Assessing student learning, providing feedback to students and adjusting instruction.
- ☐ Other indicator for special circumstances:

2. What will you do to improve your performance in this area? How could you work with colleagues, students, and families to enhance learning and support your improvement process?

Goal Statement (High leverage student skills):
3. What student skill/attribute are we trying to improve?

4. How will we know that student improvement has occurred ?

Feedback Cycle Step	**Reflection/Notes**

Collect
• Consider and plan to collect objective evidence aligned to the goal statement and the strategy statement. *Data collection sources aligned to the strategy/goal focus include:*
 	
Required:
    ☐ **Observations and written and/or verbal feedback**
    ☐ **Evidence of student learning** (e.g., student work, formative or summative assessment data, observation)
 	
Other/Additional Sources
    ☐ Artifact review (e.g., curriculum, lesson plans, etc.)
    ☐ Other evidence aligned to the strategy/goal focus
 	
• What do you anticipate will be the impact on your strategy actions on student performance on the goal for learning?
• Complete the activity and employ an appropriate evidence gathering strategy(ies) according to your plan.	

Analyze • Review and label your evidence for student or teacher origin. • Sort for relevance if appropriate. • How does the evidence align with the desired goal statement and strategy statement? • Is your evidence representative of both teacher and student actions and allow for appropriate reflection on the goal and strategy statements? • If not, what are the gaps and can they be filled after the fact? • As needed, confer with evaluator, colleague(s), and/or mentor to support evidence analysis.	

Process	
- Given the evidence, what is your assessment of the impact of your strategy on the targeted student performance goal? - How might you summarize any trends or patterns in the evidence? What adult actions do you believe most influenced the results? - Do any new questions arise as a result of your reflections on this evidence? - What action step(s) are most likely to address the needs identified in the evidence? - If no clear path is illustrated by the available data, what additional resource(s) or evidence(s) might lead to an actionable insight? - As needed, confer with evaluator, colleague(s), and/or mentor to support processing.	
Act	
- Based on role/audience/context, implement the plan. - Engage in additional observation with written/verbal feedback as required/needed. - Informally review results or initiate a new CAPA cycle. - At the conclusion of cycle, engage in a **review of practice conversation** to reflect on growth and alignment with the ROP Educator Criteria for Success	

At the midyear meeting, the educator and evaluator will come to an agreement upon which pathway the educator will follow for the second half of the year. Complete the rest of the ROP CAPA form based on your pathway.

PATHWAY A: CAPA Cycle 2

Collect - Analyze - Process - Act (CAPA) Cycle Protocol for Teachers, Round Two

CAPA Cycle Plan

Anticipated CAPA Cycle Timeline:

Strategy Focus (High leverage instructional skills):

1. Which high-leverage CCT Rubric for Effective Teaching indicator will you use as the focus of your improvement strategy?

- ☐ ***Learning Environment*** - 1a) Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.
- ☐ ***Instruction*** - 3a) Implementing instructional content for active learning.
- ☐ ***Engagement*** - 3b) Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
- ☐ ***Feedback*** - 3c) Assessing student learning, providing feedback to students and adjusting instruction.
- ☐ Other indicator for special circumstances:

2. What will you do to improve your performance in this area? How could you work with colleagues, students, and families to enhance learning and support your improvement process?

Goal Statement (High leverage student skills):

3. What student skill/attribute are we trying to improve?

4. How will we know that student improvement has occurred ?

Feedback Cycle Step	Reflection/Notes

Collect
• Consider and plan to collect objective evidence aligned to the goal statement and the strategy statement. *Data collection sources aligned to the strategy/goal focus include:*
 	
Required:
    ☐ **Observations and written and/or verbal feedback**
    ☐ **Evidence of student learning** (e.g., student work, formative or summative assessment data, observation)
 	
Other/Additional Sources
    Artifact review (e.g., curriculum, lesson plans, etc.)	

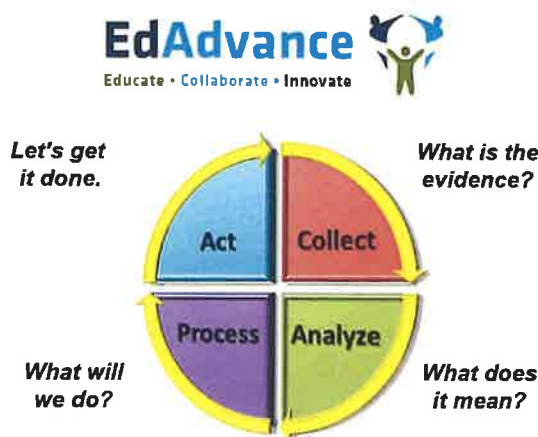|	
☐ Other evidence aligned to the strategy/goal focus • What do you anticipate will be the impact on your strategy actions on student performance on the goal for learning? • Complete the activity and employ an appropriate evidence gathering strategy(ies) according to your plan.	
Analyze • Review and label your evidence for student or teacher origin. • Sort for relevance if appropriate. • How does the evidence align with the desired goal statement and strategy statement? • Is your evidence representative of both teacher and student actions and allow for appropriate reflection on the goal and strategy statements? • If not, what are the gaps and can they be filled after the fact? • As needed, confer with evaluator, colleague(s), and/or mentor to support evidence analysis.	
Process • Given the evidence, what is your assessment of the impact of your strategy on the targeted student performance goal? • How might you summarize any trends or patterns in the evidence? What adult actions do you believe most influenced the results? • Do any new questions arise as a result of your reflections on this evidence? • What action step(s) are most likely to address the needs identified in the evidence? • If no clear path is illustrated by the available data, what additional resource(s) or evidence(s) might lead to an actionable insight? • As needed, confer with evaluator, colleague(s), and/or mentor to support processing.	
Act • Based on role/audience/context, implement the plan. • Engage in additional observation with written/verbal feedback as required/needed. • Informally review results or initiate a new CAPA cycle. • At the conclusion of cycle, engage in a **review of practice conversation** to reflect on growth and alignment with the ROP Educator Criteria for Success	

PATHWAY B: Maintain and Elevate or Enhance

Maintain and Elevate or Enhance
Anticipated Timeline: **Strategy Focus (High leverage instructional skills):**   *1. Which high-leverage CCT Rubric for Effective Teaching indicator will you use as the focus of your improvement strategy?*   ☐ **Learning Environment** - 1a) Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.   ☐ **Instruction** - 3a) Implementing instructional content for active learning.   ☐ **Engagement** - 3b) Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.   ☐ **Feedback** - 3c) Assessing student learning, providing feedback to students and adjusting instruction.   ☐ Other indicator for special circumstances: *2. What will you do to maintain and enhance or elevate your performance in this area? How could you work with colleagues, students, and families to enhance learning and support your improvement process?*   **Goal Statement (High leverage student skills):**   *3. What student skill/attribute are we trying to improve?*   *4. How will we know that student improvement has occurred ?*

Feedback Cycle Step	Reflection/Notes
Process and Act **Goal: To maintain AND to elevate or enhance the skills from your first CAPA cycle** • What new learning activities will you participate in to elevate or enhance the skills and progress made during your first CAPA cycle? • Consider risks you can take and innovative strategies that you can implement to elevate or enhance what is occurring in your classroom. • Reflect upon the impact of this new learning and the implementation of new strategies.	

A Continuous Process of Improvement:
Collect - Analyze - Process - Act (CAPA) Cycle Form

This feedback cycle of collecting evidence, analyzing its impact, determining and planning for appropriate improvements, and putting them into practice, builds the capacity of all staff to effectively apply an impactful improvement process to enhance teacher practice and improve student achievement.

Collect - Analyze - Process - Act (CAPA) Cycle Protocol for Service Delivery Providers
CAPA Cycle Plan   Anticipated CAPA Cycle Timeline: **Strategy Focus (High leverage instructional skills):**   *1. Which high-leverage CCT Rubric for Effective Service Delivery indicator will you use as the focus of your improvement strategy?*   ☐ *Learning Environment* - 1a) Promoting a positive learning environment that is respectful and equitable.   ☐ *Instruction* - 3a) Implementing instructional content for active learning.   ☐ *Engagement* - 3b) Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.   ☐ *Feedback* - 3c)Assessing learning, providing feedback and adjusting service delivery.   ☐ Other indicator for special circumstances: *2. What will you do to improve your performance in this area? How could you work with colleagues, students, and families to enhance learning and support your improvement process?*

Goal Statement (High leverage student skills):

3. What student skill/attribute are we trying to improve?

4. How will we know that student improvement has occurred ?

Feedback Cycle Step	Reflection/Notes

Collect
• Consider and plan to collect objective evidence aligned to the goal statement and the strategy statement. *Data collection sources aligned to the strategy/goal focus include:*
 	
Required:
  ☐ **Observations and written and/or verbal feedback**
  ☐ **Evidence of student learning** (e.g., student work, formative or summative assessment data, observation)
 	
Other/Additional Sources
  ☐ Artifact review (e.g., curriculum, lesson plans, etc.)
  ☐ Other evidence aligned to the strategy/goal focus
 	
• What do you anticipate will be the impact on your strategy actions on student performance on the goal for learning?
• Complete the activity and employ an appropriate evidence gathering strategy(ies) according to your plan.	

Analyze • Review and label your evidence for student or teacher origin. • Sort for relevance if appropriate. • How does the evidence align with the desired goal statement and strategy statement? • Is your evidence representative of both teacher and student actions and allow for appropriate reflection on the goal and strategy statements? • If not, what are the gaps and can they be filled after	

the fact? • As needed, confer with evaluator, colleague(s), and/or mentor to support evidence analysis.	
Process • Given the evidence, what is your assessment of the impact of your strategy on the targeted student performance goal? • How might you summarize any trends or patterns in the evidence? What adult actions do you believe most influenced the results? • Do any new questions arise as a result of your reflections on this evidence? • What action step(s) are most likely to address the needs identified in the evidence? • If no clear path is illustrated by the available data, what additional resource(s) or evidence(s) might lead to an actionable insight? • As needed, confer with evaluator, colleague(s), and/or mentor to support processing.	
Act • Based on role/audience/context, implement the plan. • Engage in additional observation with written/verbal feedback as required/needed. • Informally review results or initiate a new CAPA cycle. • At the conclusion of cycle, engage in a **review of practice conversation** to reflect on growth and alignment with the ROP Educator Criteria for Success	

At the midyear meeting, the educator and evaluator will come to an agreement upon which pathway the educator will follow for the second half of the year. Complete the rest of the ROP CAPA form based on your pathway.

PATHWAY A: CAPA Cycle 2

Collect - Analyze - Process - Act (CAPA) Cycle Protocol for Service Delivery Providers

Anticipated Timeline:

Strategy Focus (High leverage instructional skills):
1. Which high-leverage CCT Rubric for Effective Service Delivery indicator will you use as the focus of your improvement strategy?

- ☐ *Learning Environment* - 1a) Promoting a positive learning environment that is respectful and equitable.
- ☐ *Instruction* - 3a) Implementing instructional content for active learning.
- ☐ *Engagement* - 3b) Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
- ☐ *Feedback* - 3c)Assessing learning, providing feedback and adjusting service delivery.
- ☐ Other indicator for special circumstances:

2. What will you do to improve your performance in this area? How could you work with colleagues, students, and families to enhance learning and support your improvement process?

Goal Statement (High leverage student skills):
3. What student skill/attribute are we trying to improve?

4. How will we know that student improvement has occurred ?

Feedback Cycle Step	Reflection/Notes

Collect
• Consider and plan to collect objective evidence aligned to the goal statement and the strategy statement. *Data collection sources aligned to the strategy/goal focus include:*
 	
Required:
    ☐ **Observations and written and/or verbal feedback**
    ☐ **Evidence of student learning** (e.g., student work, formative or summative assessment data, observation)
 	
Other/Additional Sources
    Artifact review (e.g., curriculum, lesson plans, etc.)
    Other evidence aligned to the strategy/goal focus	

• What do you anticipate will be the impact on your strategy actions on student performance on the goal for learning? • Complete the activity and employ an appropriate evidence gathering strategy(ies) according to your plan.	
Analyze • Review and label your evidence for student or teacher origin. • Sort for relevance if appropriate. • How does the evidence align with the desired goal statement and strategy statement? • Is your evidence representative of both teacher and student actions and allow for appropriate reflection on the goal and strategy statements? • If not, what are the gaps and can they be filled after the fact? • As needed, confer with evaluator, colleague(s), and/or mentor to support evidence analysis.	
Process • Given the evidence, what is your assessment of the impact of your strategy on the targeted student performance goal? • How might you summarize any trends or patterns in the evidence? What adult actions do you believe most influenced the results? • Do any new questions arise as a result of your reflections on this evidence? • What action step(s) are most likely to address the needs identified in the evidence? • If no clear path is illustrated by the available data, what additional resource(s) or evidence(s) might lead to an actionable insight? • As needed, confer with evaluator, colleague(s), and/or mentor to support processing.	
Act • Based on role/audience/context, implement the plan. • Engage in additional observation with written/verbal feedback as required/needed. • Informally review results or initiate a new CAPA cycle. • At the conclusion of cycle, engage in a **review of practice conversation** to reflect on growth and alignment with the ROP Educator Criteria for Success	

PATHWAY B: Maintain and Elevate or Enhance

Maintain and Elevate or Enhance

Anticipated Timeline:
 	
Strategy Focus (High leverage instructional skills):
1. Which high-leverage CCT Rubric for Effective Teaching indicator will you use as the focus of your improvement strategy?
  ☐ **Learning Environment** - 1a) Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.
  ☐ **Instruction** - 3a) Implementing instructional content for active learning.
  ☐ **Engagement** - 3b) Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
  ☐ **Feedback** - 3c) Assessing student learning, providing feedback to students and adjusting instruction.
  ☐ Other indicator for special circumstances:
 	
2. What will you do to maintain and enhance or elevate your performance in this area? How could you work with colleagues, students, and families to enhance learning and support your improvement process?
 	
Goal Statement (High leverage student skills):
3. What student skill/attribute are we trying to improve?
 	
4. How will we know that student improvement has occurred ?

Feedback Cycle Step	Reflection/Notes

Process and Act
 	
Goal: To maintain AND to elevate or enhance the skills from your first CAPA cycle
 	
  • What new learning activities will you participate in to elevate or enhance the skills and progress made during your first CAPA cycle?
  • Consider risks you can take and innovative strategies that you can implement to elevate or enhance what is occurring in your practice.
  • Reflect upon the impact of this new learning and the implementation of new strategies.	

APPENDIX C

Teacher High Leverage Practice Single Point Competencies
CCT Rubric for Effective Teaching 2017

Positive Learning Environment

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

Areas of Strength	*Effective Practice* *Adapted from the CCT Rubric for Effective Teaching 2017*	*Opportunities for Growth/ Next Steps*
	The teacher establishes a positive learning environment which: • Includes consistently positive and respectful interactions between teacher and students • Promotes positive social interactions among students • Is consistently respectful of students' cultural, social and/or developmental differences • Recognizes and incorporates students' diversity to enrich learning opportunities • Establishes and consistently reinforces appropriate expectations for learning And where the students: • Proactively demonstrate positive social interactions • Take risks and responds to questions and challenges • Feel safe to make and learn from mistakes • Take responsibility for their learning	

Additional Comments:

APPENDIX C

Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATOR 3a: Implementing instructional content for learning.

Areas of Strength	Effective Practice *Adapted from the CCT Rubric for Effective Teaching 2017*	Opportunities for Growth/ Next Steps
	The teacher implements effective instruction for active learning which: • Clearly communicates learning expectations that are aligned with CT Core Standards and/or other appropriate content standards, and sets a specific purpose(s) for instruction • Presents content accurately using content-specific language that leads to student understanding • Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students • Presents instruction that integrates literacy strategies and academic vocabulary within the lesson content And where the students: • Communicate the learning expectations for the class period and the purpose of the instruction for the day • Are challenged appropriately for their grade level • Utilize academic vocabulary with the lesson	

Additional Comments:

Cognitive Engagement for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATOR 3b: *Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence based learning strategies.*

Areas of Strength	*Effective Practice* *Adapted from the CCT Rubric for Effective Teaching 2017*	*Opportunities for Growth/ Next Steps*
	The teacher implements effective instruction for active learning which: • Employs differentiated strategies, tasks, and questions that cognitively engage students through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry • Uses resources and flexible groupings that cognitively engage students • Fosters students' ownership, self-direction and choice of resources and/or flexible groupings to develop their learning • Provides multiple opportunities for students to develop independence as learners And where the students: • Demonstrate new learning in multiple ways, including application of new learning to make connections between concepts • Generate their own questions and problem-solving strategies, and synthesize and communicate information • Approach learning in ways that will be effective for them as individual learners	

Additional Comments:

Feedback and Assessment for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATOR 3c: *Assessing and monitoring student learning, providing feedback to students, and adjusting instruction.*

Areas of Strength	Effective Practice *Adapted from the CCT Rubric for Effective Teaching 2017*	Opportunities for Growth/ Next Steps
	The teacher supports active learning by using effective feedback and assessment practices, including: • Communicating specific observable and measurable criteria for student success • Monitoring student learning with focus on eliciting evidence of learning at critical points in the lesson to assess individual and group progress toward achievement of the intended instructional outcome • Providing individualized, descriptive feedback that is accurate, actionable and helps students advance their learning • Adjusting instruction as necessary in response to individual and group performance And where the students: • Are involved in developing or interpreting success criteria • Self-monitor, self-assess, and self-reflect to improve their learning • Provide peer feedback that focuses on advancing their learning • Independently select strategies that will be effective for them as individual learners	

Additional Comments:

Service Delivery Provider High Leverage Practice Single Point Competencies

CCT Rubric for Effective Service Delivery 2017

Positive Learning Environment

Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:

INDICATOR 1a: Promoting a positive learning environment that is respectful and equitable.

Areas of Strength	Effective Practice Adapted from the CCT Rubric for Effective Service Delivery 2017	Opportunities for Growth/ Next Steps
	The service provider establishes a positive learning environment which: • Includes consistently positive and respectful interactions between service provider and learners • Promotes positive social interactions among learners • Is consistently respectful of learners' cultural, social and/or developmental differences • Recognizes and incorporates learners' diversity to enrich learning opportunities • Establishes and consistently reinforces high and realistic expectations for learning/growth and development And where the learners: • Proactively demonstrate positive social interactions • Take risks and responds to questions and challenges • Feel safe to make and learn from mistakes • Take responsibility for their growth and development	

Additional Comments:

Setting Goals for Service Delivery

Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATOR 3a: Implementing service delivery for learning.

Effective Practice *Adapted from the CCT Rubric for Effective Service Delivery 2017*	Opportunities for Growth/ Next Steps
The service provider implements effective instruction for active learning which: • Clearly communicates academic and/or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant CT Core Standards and/or other appropriate content standards • Delivers services accurately, resulting in learning • Delivers services in a logical and purposeful progression that meet the needs of learners • Consistently delivers services at a level of challenge that aligns to learners' needs And where the learners: • Communicate the expectations and purpose of the lesson • Learn at the appropriate level	

Areas of Strength

Additional Comments:

Cognitive Engagement within Service Delivery

Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATOR 3b: *Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.*

Areas of Strength	*Effective Practice* *Adapted from the CCT Rubric for Effective Service Delivery 2017*	*Opportunities for Growth/ Next Steps*
	The service provider implements effective instruction for active learning which: • Uses differentiated strategies, tasks, and questions that result in new and meaningful learning and promotes problem-solving, critical and creative thinking, purposeful discourse and/or inquiry • Uses multiple resources and flexible groupings that cognitively engage learners in new learning • Fosters learners' ownership, self-direction and choice of resources and/or flexible groupings to develop their learning • Provides multiple opportunities for learners to develop independence and take responsibility for learning And where the learners: • Demonstrate new learning by making connections between concepts and/or across settings • Work collaboratively • Generate their own questions and problem-solving strategies, and synthesize and communicate information • Approach learning in ways that will be effective for them as individual learners	

Additional Comments:

Feedback and Assessment within Service Delivery

Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:
INDICATOR 3c: Assessing learning, providing feedback and adjusting service delivery.

Areas of Strength	Effective Practice *Adapted from the CCT Rubric for Effective Service Delivery 2017*	Opportunities for Growth/ Next Steps
	The service provider supports active learning by using effective feedback and assessment practices, including: • Communicating specific observable and measurable criteria for learner success • Monitoring learning with focus on eliciting evidence of learning at critical points to assess individual and group progress toward achievement of the intended purpose/objective • Providing individualized, descriptive feedback that is specific, timely, accurate, and actionable and supports the improvement toward academic or social/behavioral outcomes • Adjusting service delivery in response to learners' performance or engagement in tasks And where the learners: • Are involved in developing or interpreting success criteria • Self-monitor, self-assess, and self-reflect to improve their learning • Provide peer feedback that focuses on advancing their learning • Provide feedback to assist in adjustment of service delivery	

Additional Comments:

Educator Review of Practice (ROP)
Criteria for Success

A successful ROP CAPA cycle(s) includes:

☐ Mutually agreed upon CAPA cycle strategy/goal focus.
☐ Evidence of CAPA cycle work that reflects approximately 8-12 weeks of focused professional learning (Novice educators' timelines may be adjusted to align with the 8-10 week TEAM ROP module process).
☐ Documented evidence, reflection, and growth aligned to the strategy/goal focus on the ROP CAPA Form.
☐ Participation in observations and feedback conversations as required.
☐ Educator self-reflection and self-assessment aligned to ROP Success Criteria prior to the end-of-cycle ROP conference.
☐ Educator participation in end-of-cycle ROP conference to discuss evidence-based reflections on practice, learning, and growth within the CAPA cycle aligned to ROP Success Criteria. Evaluators share their determination regarding whether or not the criteria have been successfully met (should there be a discrepancy or scoring disagreement, the evaluator will assign the final score).

Criteria for Success	Outcome	Possible Sources of Evidence
Development of New Learning & Impact on Practice	The educator has included multiple sources of evidence, *including observational and student learning evidence*, aligned to a high-leverage CCT indicator focus area as part of their reflections and analysis throughout the CAPA cycle. The educator has connected their analysis of multiple sources of evidence to specific reflections about their own practice and the new learning it has generated throughout the CAPA cycle. There is evidence that the educator has applied the knowledge/skills gained from feedback and new learning acquired through the CAPA cycle to change/improve professional practice aligned to the selected high-leverage indicator focus area.	• Required observational evidence • Required student learning evidence aligned to high-leverage indicator focus • Lesson plan(s) • Educator created learning materials • Observational educator evidence • Numeric information about time, teacher practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc. • Educator self-reflection • Student learning artifacts • District created formative assessments • Student work samples/portfolios • Student surveys

	The educator has described, using specific examples/evidence, an understanding of a causal impact and how they changed/improved their professional practice aligned with the high-leverage indicator focus area as a result of the CAPA cycle.	• Mastery-based demonstrations of academic achievement • Observational data of students' words, actions, interactions (including quotations when appropriate) • Rubrics • Curriculum-based assessments • Interim or benchmark assessments • Student self-reflection • Evidence of communications and/or collaborations with parents, colleagues, community • Shared resources reflective of communication/collaboration (e.g., meeting minutes, jointly developed learning materials, etc.) • Other artifacts/sources
Impact on Students	The educator has demonstrated through the use of specific examples/evidence of student work, that they have positively impacted* student learning/performance aligned to the selected high-leverage indicator/goal. The educator has articulated the connections/rationale between the specific examples/evidence of student learning that have been collected and their own changes in practice. *If there is no evidence that student learning/ performance has improved, the educator has articulated a theory/rationale as to why and has plans for additional feedback/learning and/or an additional CAPA cycle if needed.*	
Impact on Community	The educator has demonstrated through the use of specific examples/evidence how they used culturally responsive communication to work effectively with colleagues/families/community to support learning and improvement throughout the CAPA cycle.	

Educator Self Reflection

Areas of Strength	Criteria for Success	Opportunities for Growth/ Next Steps
	Development of New Learning & Impact on Practice	
	Impact On Students	
	Impact on Community	

Additional Comments/Reflections:

Evaluator Assessment

Areas of Strength	Criteria for Success	Opportunities for Growth/ Next Steps
	Development of New Learning & Impact on Practice	
	Impact On Students	
	Impact on Community	

Additional Comments/Feedback:

Educators and evaluators share their determination regarding whether or not the criteria have been successfully met (should there be a discrepancy or scoring disagreement, the evaluator will assign the final score).

CAPA Cycle Status - *to be recorded by evaluator:*

☐ The ROP Success Criteria have been **successfully met** within this CAPA cycle.
☐ The ROP Success Criteria have **not yet** been **successfully met** within this CAPA cycle.
  ▪ Required next steps: use feedback to revise the CAPA cycle and schedule a follow up conversation.
  ▪ Possible options: repeat the CAPA cycle with the same strategy/goal focus, initiate a new CAPA cycle, or other actions based on need.

3

The Gilbert School
Review of Practice (ROP) Model for Educator Evaluation

Timeline	Key Events	Educator's Tasks	Evaluator's Tasks
August	ROP Orientation	Participate in educator orientation	Participate in evaluator orientation and training
August-September (first four weeks of school)	Choose high leverage indicator Consider benchmark assessment data Collection of preliminary data Analyze data and set goal(s)	Choose high leverage indicator Collect relevant data Set goal for review at meeting	Conduct first observation of new teachers, completing the single competency rubrics
Late September/Early October	Initial Meeting:Goal-Setting Meeting	Bring CAPA paperwork with the collect, analyze, and goal sections completed	Review goals and data Provide constructive feedback Collaborate with educator to discover learning opportunities for the rest of the cycle
October- Late January	Learning Activities Implementation of New Learning Reevaluate (collect data and analyze)	Participate in learning activities Implement new learning Reevaluate CAPA plan so far-- collect additional data and analyze to determine progress towards goal and align with success criteria	Conduct second observation of new teachers, completing the single competency rubrics Conduct first observation of new to Gilbert teachers (if possible) Conduct observation of veteran teachers, completing the single competency rubrics
Early February	Mid-Year Meeting * IF goals are met at the mid-year meeting and satisfactory progress has been made, the evaluation process is done.	Finish CAPA paperwork for the first cycle Bring artifacts to support CAPA progress and align with success criteria Collaborate with evaluator to determine if CAPA cycle successfully completed or another needs to be completed	Review CAPA paperwork for first cycle to prepare for progress meeting Have observation paperwork ready for discussion Collaborate with educator to determine if CAPA cycle successfully completed or another needs to be completed

February- May	EITHER
	  (a) Complete another CAPA cycle
	OR
	  (b) Maintain and elevate or enhance
		Pathway A
		Participate in learning activities
		Implement new learning
		Reevaluate CAPA plan so far-- collect additional data
			Conduct third observation of new teachers and second observation of new to Gilbert teachers, completing the single competency rubrics

		and analyze to determine progress towards goal Pathway B Maintain and elevate or enhance Collect additional and artifacts that show evidence of elevation of goals from first CAPA style and align with success criteria	Conduct an observation of all veteran teachers not observed during cycle one Pathway A Support educators in continuation of new learning in an effort to help them meet their CAPA goals Pathway B Support educators in elevating their new learning, taking risks, and trying new strategies in the classroom
Mid to Late May	End of Year Meeting	Bring additional artifacts to support second CAPA cycle OR to show evidence of elevation or enhancement of goals from first CAPA cycle and align with success criteria Collaborate with evaluator to	

ENROLLMENT DATA

Gilbert Total Enrollment by Month by Population

	Winchester Enrollment	International Enrollment	Other District Enrollment	Total Enrollment
August 2024	433	15	2	450
September 2024	439	12	3	454
October 2024	438	12	2	452
November 2024	438	14	3	455
December 2024	438	14	3	455
January 2025	439	14	3	456
February 2025				
March 2025				
April 2025				
May 2025				
June 2025				

*Winchester Enrollment should be 437 for the month of October, and Other District Enrollment should be 3. A student residing outside of Winchester was erroneously included in your October numbers.

	August 2024	September 2024	October 2024	November 2024	December 2024	January 2025	February 2025	March 2025	April 2025	May 2025	June 2025
				Gilbert Grade Level Enrollment - Winchester Only							
Grade 7	81	85	86	85	85	85					
Grade 8	86	88	89	89	89	89					
Grade 9	70	69	67	68	68	69					
Grade 10	53	51	50	51	51	51					
Grade 11	61	61	61	61	61	61					
Grade 12	82	85	85	84	84	84					
Total	433	439	438	438	438	439					

*Winchester Enrollment should be 437 for the month of October, and Grade 12 Enrollment should be 84. A student residing outside of Winchester was erroneously included in your October numbers.

ATTENDANCE DATA

2024-2025

Date	Membership	Number of Students Absent	Percentage in Attendance
12/02/2024	455	34	92.53%
12/03/2024	455	32	92.97%
12/04/2024	454	33	92.73%
12/06/2024	456	50	89.04%
12/09/2024	456	27	94.08%
12/10/2024	456	29	93.64%
12/11/2024	456	33	92.76%
12/12/2024	456	25	94.52%
12/13/2024	456	26	94.30%
12/16/2024	456	51	88.82%
12/17/2024	456	29	93.64%
12/18/2024	456	39	91.45%
12/19/2024	456	88	80.70%
12/20/2024	456	81	82.24%
Average	456		90.96%

2023-2024

Date	Membership	Number of Students Absent	Percentage in Attendance
12/1/2023	440	46	89.55%
12/4/2023	439	47	89.29%
12/5/2023	438	34	92.24%
12/6/2023	438	37	91.55%
12/7/2023	440	31	92.95%
12/8/2023	441	38	91.38%
12/11/2023	445	31	93.03%
12/12/2023	445	27	93.93%
12/13/2023	445	33	92.58%
12/14/2023	446	26	94.17%
12/15/2023	446	37	91.70%
12/18/2023	446	33	92.60%
12/19/2023	446	39	91.26%
12/20/2023	445	44	90.11%
12/21/2023	445	54	87.87%
12/22/2023	445	81	81.80%
Average	443		91.00%

2022-2023

Date	Membership	Number of Students Absent	Percentage in Attendance
12/1/2022	419	35	91.65%
12/2/2022	419	37	91.17%
12/5/2022	417	29	93.05%
12/6/2022	417	26	93.76%
12/7/2022	417	38	90.89%
12/8/2022	417	38	90.89%
12/9/2022	417	41	90.17%
12/12/2022	417	55	86.81%
12/13/2022	417	42	89.93%
12/14/2022	417	34	91.85%
12/15/2022	417	43	89.69%
12/16/2022		Snow Day	
12/19/2022	417	46	88.97%
12/20/2022	417	50	88.01%
12/21/2022	416	50	87.98%
12/22/2022	416	58	86.06%
12/23/2022		Snow Day	
Average	417		90.06%

2021-2022

Date	Membership	Number of Students Absent	Percentage in Attendance
12/01/2021	435	27	93.79%
12/02/2021	435	27	93.79%
12/03/2021	435	41	90.57%
12/06/2021	435	32	92.64%
12/07/2021	435	32	92.64%
12/08/2021	435	38	91.26%
12/09/2021	435	39	91.03%
12/10/2021	435	58	86.67%
12/13/2021	435	66	84.83%
12/14/2021	435	65	85.06%
12/15/2021	434	81	81.34%
12/16/2021	434	76	82.49%
12/17/2021	434	136	68.66%
12/20/2021	435	65	85.06%
12/21/2021	435	73	83.22%
12/22/2021	434	74	82.95%
12/23/2021	434	110	74.65%
Average	435		85.92%

FOOD SERVICES REPORT

The Gilbert School Food Service Update

01-10-25

- **Meal counts: In December we averaged 88 Breakfasts and 342 Lunches daily. Breakfast and Lunch counts have been steady since the start of the year.**

- **Meal counts indicate that 75% of Gilbert students eat school lunch and 20% eat breakfast.**

- **Staffing continues to be a challenge, and we continue to work at it.**

STEM INITIATIVE 2025/2026

To: W.L. Gilbert School Corporation

Date: January 15, 2025

Implementing PLTW Engineering Curriculum at The Gilbert School

I'm excited to share a partnership between The Gilbert School and Project Lead The Way (PLTW) to enhance our STEM offerings through the implementation of the PLTW Engineering Curriculum. This initiative aims to provide our students with hands-on, real-world learning experiences that will prepare them for future academic and career opportunities in STEM fields.

Benefits to Gilbert Students and the School

1. **Enhanced Academic Achievement**: Participation in PLTW courses has been associated with higher graduation rates.
2. **Increased College Enrollment and STEM Major Selection**: Students engaged in PLTW programs are more likely to pursue higher education and select STEM majors.
3. **Development of Critical Skills**: The PLTW Engineering Curriculum emphasizes problem-solving, critical thinking, and collaboration. Courses such as Introduction to Engineering Design and Principles of Engineering engage students in interdisciplinary activities, fostering skills that are essential for success in both academic and professional settings.
4. **College Credit and Scholarship Opportunities**: PLTW students have exclusive access to opportunities including college credit, scholarships, internships, and apprenticeships, enhancing their college applications and future career prospects.

Implementation Plan

- **Year 1 (2025/2026)**: Offer "Introduction to Engineering Design," providing students with foundational engineering concepts and hands-on project experience. (Course Outline attached)
- **Year 2 (2026/2027)**: Introduce "Principles of Engineering," allowing students to explore various engineering disciplines and complex problem-solving scenarios. (Course Outline attached)

By introducing these courses, alongside our Physics offerings, we aim to expand our STEM curriculum, providing students with a comprehensive and competitive educational experience.

Funding and Resources

In response to the strong demand for in-person Physics instruction, I propose adding a 0.5 Full-Time Equivalent (FTE) position to our budget. This addition will enable us to offer a dedicated Physics class, replacing the current virtual format, and provide the necessary capacity to implement our Project Lead The Way (PLTW) plan.

I'm pleased to announce that we have secured a $10,000 grant from PLTW to cover program costs, including application fees, teacher training, and necessary materials. The annual participation fee for PLTW Engineering is $3,200, and teacher training costs are approximately $2,400 per instructor.

By investing in this initiative, we aim to enhance our STEM curriculum, providing students with hands-on, real-world learning experiences that will prepare them for future academic and career opportunities in STEM fields.

Conclusion

Partnering with PLTW to implement the Engineering Curriculum at The Gilbert School represents a strategic investment in our students' futures. This program will not only enhance their academic achievements but also provide them with the skills and opportunities necessary to succeed in the evolving STEM landscape. We are confident that this initiative will make our students more attractive candidates in the college application process and better prepared for future career opportunities.

PLTW Engineering
Introduction to Engineering Design | Course Outline

Engineers make a world of difference!

Students are introduced to the engineering design process, applying math, science, and engineering standards to identify and design solutions to a variety of real problems. They work both individually and in collaborative teams to develop and document design solutions using engineering notebooks and 3D modeling software.

Are you ready to design the future?

Introduction to Engineering Design (IED) is a high school engineering course in the PLTW Engineering Program. In IED, students explore engineering tools and apply a common approach to the solution of engineering problems, an engineering design process. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students progress from completing structured activities to solving open-ended projects and problems that require them to plan, document, communicate, and develop other professional skills.

Through both individual and collaborative team activities, projects, and problems, students apply systems thinking and consider various aspects of engineering design including material selection, human-centered design, manufacturability, assemblability and sustainability. Students develop skills in technical representation and documentation especially through 3D computer modeling using a Computer Aided Design (CAD) application. As part of the design process, students produce precise 3D-printed engineering prototypes using an additive manufacturing process. Student-developed testing protocols drive decision-making and iterative design improvements.

To inform design and problem solutions addressed in IED, students apply computational methods to inform design by developing algorithms, performing statistical analyses, and developing mathematical models. Students build competency in professional engineering practices including project management, peer review, and environmental impact analysis as part of a collaborative design team. Ethical issues related to professional practice and product development are also presented.

Unit 1   Design and Problem Solving
Unit 2   Assembly Design
Unit 3   Thoughtful Product Design
Unit 4   Making Things Move

Unit 1: Design and Problem Solving

Unit 1 provides an overview of the engineering design process and helps students develop an understanding of the purpose and practice of modeling in engineering communication. Students are introduced to modeling methods and practice modeling skills important to the design of mechanical systems including technical sketching, 3D solid modeling and technical drawing using Computer-Aided Design (CAD), statistical analysis, and prototyping. Emphasis is placed on building CAD skills applied throughout the course. In addition, students learn statistical techniques to evaluate design solutions and apply statistics to inform the design of a game.

Design Basics	
Lesson 1.1	Design Basics
Lesson 1.2	Visualization and Solid Modeling
Lesson 1.3	CAD Fundamentals
Lesson 1.4	Product Improvement

Lesson 1.1 Design Basics
In Lesson 1.1 students review and apply an engineering design process to collaboratively design a carnival game. As part of the design process, students practice the art of brainstorming and begin to develop skills in graphically representing ideas through concept sketching. Students also develop and test a solution and improve the design through iteration. In addition, students learn statistical techniques to evaluate design solutions and apply statistics to inform design decisions related to their game design.

Lesson 1.2 Visualization and Solid Modeling
Lesson 1.2 focuses on building student spatial visualization skills. The role of modeling as a means to represent and communicate ideas, designs, and problem solutions is emphasized. Students are introduced to technical sketching and practice sketching isometric views and orthographic projections to represent three-dimensional objects. As part of the design process, students develop basic 3D solid models of simple designs and produce technical drawings using CAD. The lesson culminates in a design project in which students design and prototype a product using additive manufacturing (3D printing).

Lesson 1.3 CAD Fundamentals
Lesson 1.3 focuses on building CAD skills to develop 3D models and technical drawings. Students learn the importance of precision measurement and use dial calipers to make precise measurements, as they come to understand the concepts of precision and accuracy and their implication on engineering design and manufacturing. Students apply statistics to quantify the precision and accuracy of measurements and of measuring tools. Multiple CAD topics are introduced, and students apply the engineering design process and their new CAD skills to design and 3D print a protective case for a product.

Lesson 1.4 Product Improvement
Students work within teams to apply the design process and the skills and knowledge gained in this unit to evaluate and improve the design of a consumer product to meet stakeholder needs. Students will learn effective presentation techniques and present their solutions to an audience.

Unit 2: Assembly Design

Unit 2 emphasizes the design of systems of components. Students are introduced to the concept of reverse engineering and how to investigate and document the design of multi-component systems. Students learn various techniques used to connect components in a system, how systems are designed to allow desired interaction between components, and how to identify and select the materials from which products are made. They are also introduced to methods to improve the manufacturability of a product and reduce production costs. Students learn to apply two methods to create 3D assembly models in CAD and apply those techniques to design and document assemblies.

Assembly Design	
Lesson 2.1	Put it Together
Lesson 2.2	Take it Apart
Lesson 2.3	A Material World
Lesson 2.4	Fix It

Lesson 2.1 Put it Together
Students continue to build skills in CAD. Methods to physically join parts into an assembly (including mechanical fasteners and adhesives as well as press fits and hinges) are presented. Interference and clearance fits are introduced, and students learn to apply tolerances to achieve desired fits between interacting parts. CAD assembly modeling is introduced, and students learn to create simple bottom-up assemblies that realistically simulate physical assemblies. Assemblies are documented in CAD with assembly drawings. Students are challenged to iterate on an earlier design project to incorporate skills and knowledge that they have learned in this lesson.

Lesson 2.2 Take it Apart
Lesson 2.2 exposes students to the application of engineering principles and practices to reverse engineer a consumer product. Reverse engineering involves disassembling and analyzing a product or system in order to understand and document the visual, functional, and/or structural aspects of its design. In this lesson, students assess all three aspects of a product's design. Students are introduced to a second method of CAD assembly modeling, top-down modeling and use it to model the consumer product they have reverse-engineered.
Students will also conduct a case study of a common consumer product to identify ways to improve the manufacturability and ease of assembly of the product. Then they apply the design process again to design and prototype (3D print) an integrated accessory for the reversed engineered product and present the design.

Lesson 2.3 A Material World
Students investigate a variety of materials through experimentation to identify properties that determine material selection. The types of materials investigated include wood, metals, ceramics, plastics, and composites. Properties investigated may include density, conductivity, strength, flexibility, hardness, and so on. Students are then tasked with selecting materials to serve specific purposes. They learn how to assign specific materials to CAD model components and to differentiate between assigning the physical properties of a material to a part and only changing the visual appearance of the part. Finally, students work on a team to imagine the future through research of innovative materials and brainstorm a new consumer product composed of one or more advanced material.

Lesson 2.4 Fix It

Students work collaboratively to reverse engineer and troubleshoot a non-working multi-component mechanical device then re-design the device, produce working drawings, and produce new parts to correct the design and produce a working physical model.

Unit 3: Thoughtful Product Design

Unit 3 introduces students to a broader interpretation of the word design to include universal principles that contribute to successful product design. Students are exposed to design principles (other than the visual design principles presented in Unit 2) that can impact the appeal, usability, safety, and sustainability of a product. Design topics that are introduced or reinforced include product life-cycle, sustainability, manufacturability, human-centered design, and systems thinking.

Thoughtful Product Design	
Lesson 3.1	Responsible Design
Lesson 3.2	More Than Parts
Lesson 3.3	Solve a Problem

Lesson 3.1 Responsible Design

Lesson 3.1 begins with students reverse engineering a multi-material consumer product, then identifying and researching the component materials and the material properties that likely contribute to their selection for use in the product. Students are introduced to life cycle analysis and the principles of sustainable development then compare the life cycle of common competing products. The importance of identifying measurable design criteria to define a successful solution and that can be used to evaluate a potential solution is emphasized in this lesson.

Lesson 3.2 More Than Parts

Students are introduced to the concept of human-centered design as they are led through a design experience focused on user needs, perceptions and behaviors and the design trade-offs necessary in every design process. Students also apply systems thinking to engineering design and consider the ethical implications of engineering decisions. A modern CAD feature, generative design is introduced as a tool to optimize design solutions.
Students use the output from a generative design algorithm to explore and select a design alternative. Finally in pairs, students identify a product and apply human-centered design principles and systems thinking to design a product as they practice collaboration and communication skills. Final products are presented through a short commercial.

Lesson 3.3 Solve a Problem

In teams, students act as an engineering consultant group to solve a problem from a list of problems gathered from school and/or community stakeholders. As part of the design process, the team applies the engineering design process to develop a sustainable solution that includes consideration of material choices and the life cycle of the design solution. As part of the design process students meet with the client to understand user needs, develop effective design criteria to inform the design and create a project design brief. Students also practice important project management skills including developing a task and delivery schedule to manage and monitor project work and periodically reporting out on project process.

Unit 4: Making Things Move

Unit 4 focuses on familiarizing students with basic engineering knowledge related to simple mechanical and electrical systems and the use of mathematical models to represent design ideas and to inform design decisions. Students will apply their new knowledge in the design of an electromechanical solution. Students also learn advanced CAD skills to support the design, documentation, and communication of engineering solutions.

Making Things Move	
Lesson 4.1	You've Got to Move It
Lesson 4.2	May the Force Be With You
Lesson 4.3	Automating Motion
Lesson 4.4	Make It Move

Lesson 4.1 You've Got to Move It
Students begin the lesson by reverse engineering a mechanical device to identify simple machines and mechanisms that influence motion and contribute to the function of the device. Students identify different types of motion (rotary, oscillating, linear, reciprocating, and so on) and investigate mechanisms that cause motion (including cams, gears, pulleys, chain and sprockets) and later use these mechanisms to create, transform and control motion to solve a problem. Students take a deep dive into how cams transform motion and use motion graphs to design a cam to create a desired motion. They practice CAD skills by developing models of the mechanisms they investigate and simulating motion in the CAD environment. To support efficient CAD modeling, students also learn to use mathematical functions to represent relationships in dimensional properties of a modeled object within the 3D environment.

Lesson 4.2 May the Force Be With You
In lesson 4.2 students investigate forces that resist motion. First students study spring forces and develop a mathematical model to determine the relationship between spring displacement and force for a given spring. Students then use a spring scale to study the force of friction and consider ways to reduce friction, especially in machine design. Finally, students apply their knowledge of mechanisms, springs and friction to design an automaton to create a desired motion with minimal frictional resistance. As part of the automata design process, each student creates a CAD assembly model of their design, CAD technical drawings, and a physical working model of their design.

Lesson 4.3 Automating Motion
In lesson 4.3 students learn about simple electrical circuits and how to transform electrical power to motion using a motor. Students design and install a circuit to run a hobby motor to power their previously designed automaton. Students build a simple variable resistor as part of their circuit and develop a mathematical model to inform the design of a motor speed control mechanism. Students then revise their physical automaton to incorporate the new electrical system and demonstrate their use of the resulting electromechanical system to control the automaton motion.

Lesson 4.4 Make It Move
In the final lesson of Unit 4, students collaborate to develop an electromechanical system to solve a problem. To solve the problem, team members work closely together to apply the knowledge and skills they have gained in this course and create a public display to present the solution.

PLTW Engineering
Principles of Engineering | Course Outline

> *Explore how modern engineers are helping improve the world through diverse engineering fields such as product design, robotics, mechanical design, infrastructure, and sustainability. Learn the principles of engineering as well as the cutting-edge tools of robotics, 3-D modeling, programming, and prototyping that engineers are using to solve problems today and for the future!*

Principles of Engineering is a full-year course designed to be a high school student's second exposure to the PLTW Engineering program and is appropriate for students in grades 9-12. In Principles of Engineering, students explore a broad range of engineering disciplines, careers, and design and solve real-world engineering problems.

This course introduces students to engineering concepts that are applicable to a variety of engineering disciplines and empowers them to develop technical skills through the use of engineering tools such as 3-D modeling software, hands-on prototyping equipment, programming software, and robotics hardware to bring their solutions to life. Students apply the engineering design process to solve real-world problems across a breadth of engineering fields such as mechanical, robotics, infrastructure, environmental sustainability, and product design and development.

Using PLTW's activity-, project-, problem-based (APB) instructional approach, students advance from completing structured activities to solving open-ended projects and problems that provide opportunities to develop planning and technical documentation skills, as well as in-demand, transportable skills such as problem solving, critical thinking, collaboration, communication, and ethical reasoning. The last is particularly important as the course encourages students to consider the impacts of engineering decisions.

Through individual and collaborative team activities, projects, and problems, students create solutions to problems as they practice common engineering design and development protocols, such as experimental design, testing, project management, and peer review.

The following is a summary of the units of study that are included in the course. The course requires a rigorous pace and contains more material than a skilled teacher new to the course will be able to complete in the first iteration. Giving students exposure to various engineering disciplines, developing their enthusiasm for engineering, and understanding the role, impact, and practice of engineering are primary goals of the course.

Principles of Engineering Unit Summary

Unit 0   Introduction to Product Design and Development
Unit 1   Mechanical Design
Unit 2   Application of Robotics
Unit 3   Energy in Action
Unit 4   Designing Infrastructure and Developing Sustainability

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Unit 0: Introduction to Product Design and Development

This optional introductory unit creates space for schools who begin their PLTW Engineering pathway with Introduction to Engineering Design or Engineering Essentials to quickly review familiar topics and challenge students to reach new levels of understanding and application. It also allows schools that are new to the pathway to build upon strong fundamental skills. In the unit, students explore different careers while applying modern collaborative modeling tools to create new products that meet real needs. Student teams take on the role of a product development team using the engineering design process to solve problems and create value for others.

Students gain enduring understandings to key principles of engineering such as modeling, material selection, statistics, tolerance analysis, as well as testing design and analysis. Through these challenges, students apply and develop project management, communication, and other pivotal transportable skills to solve problems.

Product Design and Development

Lesson 0.1   Engineering Design Process
Lesson 0.2   Collaborative Modeling and Modern Product Design
Lesson 0.3   Material Choice and Testing
Lesson 0.4   Designing A Shoe For You

Lesson 0.1 Engineering Design Process
In Lesson 0.1, students review and apply their understanding of the engineering design process to design a shoe to meet the specific needs of a customer. They use information gathered in interviews to learn about their client, develop a detailed problem statement, apply different brainstorming techniques, visualize their solution through concept sketches, and create a decision matrix to select the best solution for their client's needs. Students build a prototype and create a testing plan, to test and iterate their design and share their results in a detailed presentation.

Lesson 0.2 Collaborative Modeling and Modern Product Design
In Lesson 0.2 students use a 3-D modeling software to learn different tools used to develop a detailed solution and are introduced to basic manufacturing techniques and practices. Students use a 3-D modeling software to modify an existing shoe model. Students learn manufacturing techniques and apply their knowledge to optimize a shoe design process.

Lesson 0.3 Material Choice and Testing
In Lesson 0.3 students experiment with different material options to determine which material properties are best paired with specific use cases and why. They design a test to gather meaningful data for a material that can be replicated consistently to cause an object to fail or break in a consistent manner. Students also model a shoe sole custom sized for their foot and choose a material that best meets the needs of a desired shoe application of their choice.

Lesson 0.4 Designing a Shoe For You
In the final lesson, students apply their knowledge gained through the entire unit to identify a client with a specific footwear need to design and develop a solution. They interview their client, document their engineering design process, create a 3-D model, develop a physical prototype, and iterate with their client to design a shoe tailored to their needs.

Unit 1: Mechanical Design

In Unit 1, students explore the foundational elements that make up complex mechanical devices and systems. They work collaboratively to solve real-world problems using their understanding of mechanical designs and motion to develop complex mechanisms. Students end the unit by working collaboratively and applying their knowledge to solve a real-world agricultural problem.

Students gain understanding of mechanical engineering concepts such as simple machines, energy, work, power, and mechanisms and apply them to solve engineering problems. Students continue to apply their project management, collaboration, communication, and additional key transportable skills throughout the unit. They continue to explore future career opportunities by conducting a professional interview of a professional of their choice.

Mechanical Design

Lesson 1.1   Simple and Compound Machines
Lesson 1.2   Mechanisms
Lesson 1.3   Agricultural Solutions

Lesson 1.1 Simple and Compound Machines
In Lesson 1.1 students explore simple machines, where they are found, how they are used, and why they are the foundation of mechanical devices. They will explore the fundamentals of energy, work, and power then apply their understanding to maximize efficiency and power. Students then investigate the factors that impact pulley systems, how to maximize the efficiency of pulleys, and design their own pulley system in a simulation. Students discover the benefits and drawbacks of different gears and gear trains as well as how to optimize speed or torque through gear ratios. Finally, students use force and acceleration sensors as well as their understanding of simple machines to design a robot that can pull with the greatest force.

Lesson 1.2 Mechanisms
Students begin Lesson 1.2 by examining the four types of motion as well as their application in different mechanical devices. They apply their understanding of motion by designing and building a latch mechanism to fix a broken door. Students continue their understanding of motion by creating a variety of different mechanisms and explore how they convert one type of motion to another. The lesson ends with a motion conversion challenge where students work collaboratively to design, build, and test individual segments of a machine and combine their machines to make a large-scale device to solve a problem.

Lesson 1.3 Agricultural Solutions
In this unit problem, students apply their understanding of simple machines, compound machines, mechanisms, and motion to choose a real-world agricultural problem then design, test, and build a compound machine that solves the identified problem. They then pitch their solution to a team of potential investors in an informative and persuasive presentation.

Unit 2: Application of Robotics

In Unit 2, students explore the world of robotics and programming. They use their understanding of mechanical design, robotics, and programming to work collaboratively to develop solutions to real-world-problems. Students continue their career exploration through investigating different pathways to higher education and determine their best course of action to make themselves good candidates for postsecondary education opportunities.

Students learn concepts such as programming, using and applying sensors, and artificial intelligence. Students utilize their collaboration, communication, project management, and additional transportable skills throughout the unit to solve in-depth problems.

Application of Robotics

Lesson 2.1   Introduction to Robotics
Lesson 2.2   Robotics in Action
Lesson 2.3   Artificial Intelligence
Lesson 2.4   An Electronic Ensemble

Lesson 2.1 Introduction to Robotics
In this lesson, students begin their introduction to robotics by creating their own robot that moves forward without the use of wheels. They then investigate what constitutes a robot compared to other programmable mechanical devices. Students conclude this lesson with detailed research in the history of robotics and predict opportunities for the future of the field.

Lesson 2.2 Robotics in Action
In lesson 2.2 students develop best coding practices, differentiate between open and closed loop systems, apply conditional statements, utilize a variety of different sensors, and apply their understanding to solve a problem. Students build and program a simple robot vehicle that can drive as close as possible to an obstacle without the use of sensors. Students are then introduced to bumper and limit switches, a potentiometer, a servo motor, and optical sensors and program each device to solve different problems. They conclude this unit by applying their understanding of programming to design and build a robot that replicates an animal's behavior.

Lesson 2.3 Artifical Intelligence
Students continue their exploration of robotics with artificial intelligence and machine learning. They design and build a robot, using a supervised machine learning algorithm, a distance sensor, and a bumper switch to train their robot to give a physical greeting. Students then investigate ethical concerns involved in the implementation of artificial intelligence and conduct research to determine the best course of action in a given scenario. To finish this unit, students apply their understanding of artificial intelligence to design and build a robot that can help someone.

Lesson 2.4 An Electronic Ensemble

In this unit problem, students create a robotic system that can perform a piece of music. They research different instruments from around the world, construct a functional prototype of their chosen instrument, then design, build, and program a robot that can play their instrument. Students coordinate and collaborate with their individual robots and each other to create a system of robots that can play a piece of music.

Unit 3: Energy in Action

In this unit students explore energy more deeply and useful applications of it through electrical circuits, fluids, and kinematics. They begin the unit by exploring the relationships between circuit components, derive formulas, and apply their understanding to solve problems. Students then move into the world of fluids, the deep mathematical principles that govern them, and apply their knowledge to design their own fluid power system. They end the unit implementing their understanding of energy in motion through kinematics. Students also continue their career exploration journey by examining the financial aspects of attending a postsecondary institution.

Energy in Action

Lesson 3.1 Electrical Circuits
Lesson 3.2 Fluid Power
Lesson 3.3 Kinematics
Lesson 3.4 Integration of Circuits, Fluid Power, and Kinematics

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Lesson 3.1 Electrical Circuits

In Lesson 3.1, students explore the basic components of electrical circuits and model them through a hands-on introduction. They then explore the basic elements of electricity and electrical circuits and build simple circuits with breadboards and online simulations. Students collect data to derive the formula for Ohm's Law then apply their understanding of Ohm's Law to solve problems. They then move into a comparison between series and parallel circuits and explore their similarities and differences. Students continue hands-on breadboarding and simulations to derive Kirchhoff's voltage and current laws. They end the lesson with a final project that applies all the skills acquired to design and build their own functional safe.

Lesson 3.2 Fluid Power

In this lesson, students learn the fundamentals of hydraulic and pneumatic fluid power. They begin by exploring the differences between hydraulic and pneumatic systems as well as common mathematical formulas that support fluid power engineering. Students the apply these concepts to complete a problem set surrounding fluid power mathematics. This lesson concludes with students designing and building their own working hydraulic system.

Lesson 3.3 Kinematics

In Lesson 3.3, students explore the physics of moving objects. They begin by experimentally measuring the gravitational constant. Then, students consider motion vertical and horizontal directions and derive the equations that govern horizontal projectile motion. This lesson culminates with an engineering design challenge where students are challenged to design and build a zipline and calculate where an object will land when dropped.

Lesson 3.4 Integration of Circuits, Fluid Power, and Kinematics

In this unit problem, students will combine their knowledge of electrical circuits and kinematics to design and build an automated golfer and a golf course. Students will also create two targets that trigger an LED to illuminate and another to produce a sound. This problem requires deep understanding of series and parallel circuits, fluid power, as well as horizontal and vertical motion.

Unit 4: Designing Infrastructure and Developing Sustainability

They investigate methods of designing infrastructure as well as various techniques to develop sustainable practices for the future. Students work collaboratively in teams to develop solutions to structural design problems, sustainable approaches, and transportation design needs that have a lasting impact on local and global communities.

Students gain an understanding of in-depth mathematical approaches to infrastructure design for static systems as well as apply statistical analysis and rigorous calculations to traffic and intersection design. They explore a variety of energy sources and a life cycle analysis to measure trade-offs in environmental dilemmas. Students continue to refine their project management, collaboration, communication, and additional key transportable skills to understand the impact of design choices on a large scale. Students conclude their career exploration by examining the future of different careers and how they will be affected by the adoption of artificial intelligence.

Designing Infrastructure and Developing Sustainability

4.1 Statics
4.2 Renewable Energy
4.3 Transportation
4.4 Infrastructure Redesign

Lesson 4.1 Statics

In Lesson 4.1, students explore various aspects of static structures and apply mathematical approaches to solve structural problems. They begin the lesson by applying an engineering design process to design and test a cantilever beam. Students then compare materials and their properties that impact beam deflection; they also use 3-D modeling software to analyze and investigate factors that impact beam deflection and solve an engineering design problem. Students analyze and solve systems through the use of free body diagrams, force vectors, moment calculations, and method of joints. They will also explore internal forces in materials and the relationship between stress and strain. Students culminate their understanding to design their own bridge truss to support a given load at the lowest cost.

Lesson 4.2 Renewable Energy

In lesson 4.2, students discover various sources of energy and research their effects on social, environmental, political, and economic systems to develop assertions and debate important environmental topics. They apply an engineering design process to design, construct, and test a device that converts the mechanical energy of falling water into electrical energy.

Lesson 4.3 Transportation

In lesson 4.3, students examine and apply various mathematical tools to analyze traffic flow, capacity, and speed limit to solve transportation problems. They use hands on experiments and spreadsheets to determine maximum traffic density, traffic flow rate, and calculate optimal speed limit. Students also model traffic flow at various intersections and use critical lane volume to improve an existing intersection. Students conclude the lesson by applying an engineering design process to solve a transportation need for a client with different abilities.

Lesson 4.4 Infrastructure Redesign

In the unit problem, students determine a building that needs to be remodeled with a renewable energy source, a structural element, and a new intersection that serves the building. They calculate how much energy they can gather from their chosen renewable energy source and determine if it is sufficient to replace existing energy sources for their building. Students identify a structure to model with a free body diagram and calculate the forces of each member of their chosen structure. Students analyze a map of their chosen building location to determine the most effective renewable energy source. Finally, they redesign an intersection based on an increased flow rate traveling to and from their remodeled building.

NEASC COLLABORATIVE CONFERENCE VISIT
DRAFT REPORT

The subsequent pages go into great detail about our New England Association of School and Colleges (NEASC) Accreditation review. Included in this packet is a synthesized breakdown of the process, the accomplishments, and the identified areas for targeted improvement. The full NEASC report is also included in this packet.

W.L. Gilbert School Corporation Report on NEASC Accreditation Review

Introduction

The New England Association of Schools and Colleges (NEASC), established in 1885, is the oldest regional accrediting agency in the U.S. It accredits educational institutions in New England that voluntarily seek affiliation. The NEASC Board of Trustees oversees three Commissions:

1. Commission on Independent Schools (CIS)
2. **Commission on Public Schools (CPS)**: Includes the Committee on Public Elementary, Middle, and High Schools (CPEMHS) and the Committee on Technical and Career Institutions (CTCI).
3. Commission on International Education (CIE)

The **Commission on Public Schools (CPS)** evaluates public school members based on qualitative Standards for Accreditation: Learning Culture, Student Learning, Professional Practices, Learning Support, and Learning Resources.

Accreditation Process

The CPS accreditation process involves five steps:

1. **Self-Reflection**: Conducted by school stakeholders.
2. **Collaborative Conference Visit**: Conducted by peer educators and NEASC representatives.
3. **Growth/Improvement Plan**: Developed and implemented by the school.
4. **Decennial Accreditation Visit**: Conducted by peer educators and NEASC representatives.
5. **Follow-Up Program**: Monitors the school's progress in addressing identified needs.

To maintain accreditation, schools must actively participate in the process over a ten-year cycle and demonstrate progress.

Self-Reflection at The Gilbert School

The Gilbert School appointed accreditation coordinators and a steering committee to oversee the self-reflection and accreditation process. The committee organized professional staff to evaluate programs, activities, and facilities in alignment with the Standards for Accreditation, the school's core values, and its vision of the graduate.

Using CPS questionnaires, staff assessed the school's performance and facilitated discussions. All professional staff participated in the process by serving on committees or contributing to evidence gathering. Staff also voted on key elements of the self-reflection to ensure collective input.

Collaborative Conference Visit

A CPS-assigned visiting team of five members conducted a two-day Collaborative Conference at The Gilbert School on October 29-30, 2024. The team:

- Reviewed self-reflection documents.
- Met with administrators, staff, students, and parents.
- Observed classes.
- Evaluated the school's alignment with CPS Standards for Accreditation.
- Reviewed priority areas for the school's growth plan.

The visit identified key focus areas for ongoing improvement as part of the accreditation process.

Overview

The NEASC report highlights our school's many strengths in fostering a safe, inclusive, and supportive environment while identifying critical areas for improvement. This synthesis outlines key accomplishments and targeted areas for correction to align with NEASC standards and ensure continuous growth.

Principle 1: School Culture and Leadership

Accomplishments

1. **Safe, Positive, Respectful, and Inclusive Culture:**
   - 76% of students and 88% of staff report feeling safe and supported.
   - 91% of students believe diverse backgrounds are respected.
   - Inclusive programs like Gay/Straight Alliance and adaptive physical education enhance community and accessibility.
2. **Core Values, Beliefs, and Vision:**
   - A collaboratively developed "Portrait of a Learner" piloted with faculty and aligned with rubrics.
   - Bilingual mission and vision statements are prominently displayed.
3. **Inclusive Leadership:**
   - Collaborative leadership fosters a shared sense of purpose.
   - Student councils and department coordinators feel supported and trusted.
4. **Civic and Community Engagement:**
   - Programs like AP Government and culture fairs promote civic responsibility.
   - High levels of student participation in community service through National Honor Society and athletics.

Areas Needing Improvement

1. **Safety and Procedures:**
   - Inconsistent monitoring of morning bus drop-offs and student parking lots.
   - Strengthen visitor management procedures for enhanced security.
2. **Integration of Core Values:**
   - Ensure core values and the "Portrait of a Learner" are consistently reflected in school culture, policies, and resources.
3. **Student Leadership and Engagement:**
   - Expand opportunities for students to shape school policies.
   - Broaden access to community service opportunities for all students.
4. **Advisory Program Refinement:**
   - Provide additional structures to better support academic, enrichment, and social-emotional learning during advisory periods.

Principle 2: Curriculum and Instruction

Accomplishments

1. **Vision of the Graduate:**
   - "Portrait of a Learner" emphasizes critical skills like collaboration, communication, and creativity.
   - Skills rubrics are piloted and align with middle and high school practices.
2. **Written Curriculum:**
   - Documented in Atlas with unit plans, standards, and essential questions.
   - The curriculum reflects diverse identities and promotes inclusivity.
3. **Instructional Practices:**
   - Differentiated, personalized instruction meets diverse needs.
   - Cooperative learning strategies enhance engagement and understanding.
4. **Technology Integration:**
   - Robust technology infrastructure supports innovative learning, including CAD software and tools like Turnitin.

Areas Needing Improvement

1. **Portrait of a Learner Implementation:**
   - Develop a comprehensive plan for full integration and assessment of the portrait's impact on student outcomes.
   - Provide measurable feedback mechanisms for tracking student progress.
2. **Curriculum Consistency:**
   - Ensure uniform implementation of the written curriculum across all courses and departments.
   - Strengthen unit assessments to align with "Portrait of a Learner" skills.

3. **Professional Development:**
   - Expand training on project-based and authentic learning opportunities.
   - Ensure consistency in implementing personalized learning strategies.
4. **Assessment Practices:**
   - Increase the use of formative assessments to monitor and adapt instruction effectively.

Principle 3: Professional Development and Collaboration

Accomplishments

1. **Professional Learning Communities (PLCs):**
   - Weekly PLCs foster collaboration and innovation.
   - High relational trust allows the sharing of best practices.
2. **Evidence-Based Improvements:**
   - Data from assessments like SAT and NGSS inform curriculum and instruction refinements.
3. **Strategic Planning:**
   - School Improvement Plan (SIP) aligns with core values and guides decision-making.

Areas Needing Improvement

1. **Teacher Engagement with SIP:**
   - Increase teacher involvement in developing and understanding the SIP beyond the current 17% participation rate.
2. **Collaboration Structures:**
   - Enhance cross-departmental collaboration to align curriculum and instructional strategies with the school's vision.
3. **Professional Development Opportunities:**
   - Provide additional resources to support innovation and reflective teaching practices.

Principle 4: Student Support and Services

Accomplishments

1. **Comprehensive Interventions:**
   - A tiered model ensures academic and SEL support for all students.
   - Strong communication with parents about intervention plans.
2. **Counseling and Health Services:**

- ○ Low counselor-to-student ratio (1:120 at the high school level).
- ○ Partnerships with local organizations enhance mental health resources.
3. **Library/Information Services:**
   - ○ Flexible hours, modern spaces, and diverse resources foster student engagement.

Areas Needing Improvement

1. **Staffing for Special Needs and ELLs:**
   - ○ Address increasing demands through improved resource allocation and sustainable staffing models.
2. **Counseling Services:**
   - ○ Reduce middle school counselor caseloads (currently 1:163) for equitable access.
3. **Intervention System Enhancements:**
   - ○ Refine processes to ensure interventions meet diverse student needs.

Principle 5: Facilities and Resources

Accomplishments

1. **Facilities Supporting Learning:**
   - ○ Modern campus with state-of-the-art spaces like the auditorium and residential dorm.
   - ○ Small class sizes (8-15 students) enhance learning.
2. **Financial Resources:**
   - ○ Adequate funding supports diverse programs, athletics, and 1:1 technology initiatives.
3. **Safety Protocols:**
   - ○ Effective crisis response measures and strong collaboration with emergency services.

Areas Needing Improvement

1. **Facility Maintenance:**
   - ○ Address HVAC issues, science lab compliance, and gymnasium and auditorium upgrades.
   - ○ Improve cleanliness and overall building maintenance.
2. **Safety Enhancements:**
   - ○ Eliminate blind spots in security camera coverage.
   - ○ Strengthen front vestibule security measures.

Next Steps and Recommendations

Safety and Facilities

1. **Prioritize HVAC and OSHA Compliance in Science Labs**
   - Ensure all science labs meet OSHA standards by addressing ventilation issues and designating a chemical hygiene officer.
   - Implement proper storage and disposal practices for hazardous materials.
2. **Address Infrastructure Issues Impeding Safety and Learning**
   - **Driveway and Parking Lot**: Redesign the bus loop to enhance traffic flow, reduce parking constraints, and improve safety for student drivers and pedestrians.
   - **HVAC System**: Upgrade the system to correct temperature fluctuations, repair corroded and leaking boilers, and prevent damage to ceilings caused by leaks.
   - **Auditorium**: Improve airflow, replace outdated seating, and ensure proper accessibility for individuals with disabilities.
   - **Outdoor Facilities**: Improve sports fields and other outdoor spaces to better support athletic and physical education programs.
3. **Ensure Handicapped Access Throughout the School**
   - Evaluate and address areas lacking compliance with ADA standards to guarantee accessibility for all students, staff, and visitors.
4. **Safety and Facilities:**
   - Prioritize HVAC and OSHA compliance in science labs.
   - Enhance monitoring of bus drop-offs and parking lots.
5. **Integration of Core Values:**
   - Embed the "Portrait of a Learner" into curriculum, policies, and culture.
6. **Professional Development:**
   - Expand opportunities for innovation in teaching practices and interdisciplinary learning.
7. **Student Leadership and Engagement:**
   - Broaden leadership roles and community service access for students.
8. **Support Services:**
   - Increase counseling staff for middle school and address special education staffing needs.

Conclusion

The NEASC report demonstrates significant strengths across all principles, particularly in fostering an inclusive and supportive environment. Addressing the areas of improvement will position the school for continued success and alignment with NEASC standards, enhancing outcomes for all students.

January 6, 2025

Debra L. Lewis
Principal
The Gilbert School
200 Williams Avenue
Winsted, CT 06098

Dear Miss Lewis;

On behalf of the Commission on Public Schools, I am pleased to submit the final version of the Collaborative Conference Visit Report, which you and I have discussed in its draft form.

This Collaborative Conference Visit Report reflects the findings of the school's Self-Reflection and those of the visiting team. It provides a blueprint for the faculty, administrators, and other officials to use to improve the quality of programs and services for the students of the school.

The Commission urges school officials to use the results of the Collaborative Conference Visit Report as well as the school's identified priority areas for growth to draft a school growth and improvement plan and to review and implement the findings of the Self-Reflection and valid recommendations identified in the Collaborative Conference Visit Report. The faculty, school board, and superintendent should be apprised by the building administrators yearly of progress made in addressing visiting team recommendations.

It has been a distinct pleasure to work with the stakeholders of The Gilbert School. The time and effort dedicated to the Self-Reflection and preparation for the visit ensured a successful Collaborative Conference visit.

Sincerely,

Francis Kennedy

FTK/as

cc: Greg Shugrue, Superintendent, The Gilbert School
        Jaimie M. Farrell, Chair of the Visiting Team

**New England Association of
School and Colleges, Inc.**

Commission on Public Schools

NEW ENGLAND ASSOCIATION
OF SCHOOLS AND COLLEGES

Commission on Public Schools

Report of the Visiting Team for
The Gilbert School

Winsted, CT

10-29-2024 - 10-30-2024

Jaimie Farrell, Chair
Debra Lewis, Principal

School and Community Summary

School and Community Summary

The Gilbert School is a school district in the Town of Winchester/City of Winsted, Connecticut, within Litchfield County and is approximately 24 miles northwest of the state capital, Hartford. It is a privately endowed, publicly supported, independent New England academy operated under the authority granted by the State of Connecticut as the designated high school and middle school for the town of Winchester.After engaging in discussions with NEASC throughout the summer and fall of 2021 and conducting a thorough review of the standards of both the Commission on Independent Schools and the Commission on Public Schools, NEASC concluded that the Gilbert School would benefit most from the oversight of the Commission on Public Schools.

The Gilbert School serves as the town of Winchester's 7-12 public school. In 2010, the town of Winchester agreed with The Gilbert School to send its 7th and 8th graders beginning in September 2011, making it a six-year, comprehensive middle and high school. Winsted's population is approximately 10,335. The town serves as a regional sub-center, with its Main Street, Winchester Business Park, and the Winsted Industrial Park serving as home to numerous merchants and manufacturers.

The median household income in Winsted is $65,537, with an unemployment rate of approximately 4 percent. The latest census reveals that 11 percent of families fall below the poverty level, and approximately 58 percent of students come from families classified as economically disadvantaged. The town is composed of 1 percent black or African American, 91 percent white, less than 1 percent Asian, 5 percent Hispanic or Latino/a, and 2 percent multi-race/Non-Hispanic or other.

The school's enrollment is 439, and it serves students in grades 7 through 12. Of the 439 students enrolled, 15, or 3.5 percent, are a part of the international residency program, visiting us from several countries, including Brazil, China, Germany, Guatemala, South Korea, Vietnam, and more. The population has declined by almost 9.29 percent in the last six years. The Winchester School District, which encompasses The Gilbert School District, has two elementary schools—one serving students in grades pre-K through second and one for students in grades three through six. Additionally, the district has one charter school serving students in grades nine through twelve. Some students in town choose to attend a local, regional vocational agricultural high school or a regional technical training school in a neighboring town. PowerSchool records show a schoolwide student composition of 7.5 percent black or African American, 79.7 percent white, 5.7 percent Asian, 4.3 percent Hispanic or Latino/a, and 2.7 percent multi-/non-Hispanic or other.

The Gilbert School follows zero-based budgeting principles in its budget development process. First, essential elements of the budget, such as contractual obligations and fixed costs like benefits, are identified as mandates or non-negotiables. Once these two major budget drivers are established, the school evaluates its needs versus wants in other budget areas (capital, other services, professional services, property services, supplies). The final adopted total budget for the school amounted to $8,601,059. This figure is then divided into two tuition costs. For the 2023-2024 school year, Winchester Public Schools bore the responsibility for 96.5 percent of the Gilbert School's operating budget, which equated to $8,301,718. This allocation was based on 96.5 percent of the Gilbert School students being from Winchester. The remaining 3.5 percent, totaling $299,241, was allocated to the international residency program. The Gilbert School's budget of $8,301,718 is then integrated into the Winchester Board of Education's overall budget as a significant budget driver. Specifically, The Gilbert School accounts for 38 percent of Winchester's school budget as a line item.

The dropout rate was 15 percent, and the graduation rate was 85 percent compared to the statewide average of 89 percent. The student attendance rate for the 2022-2023 school year was 91.5 percent. Many graduates pursue post-secondary education and attend higher education institutions. The postgraduate plans of the class of 2022-2023 include 60 percent attending four-year colleges, 27 percent attending two-year colleges, 3 percent pursuing career education, 0 percent entering the military, 9 percent entering a field of employment, and 1 percent taking a gap year or having other plans.

Students have many educational opportunities. The Gilbert School is located near Northwest Connecticut Community College, with 17 public colleges and universities in the state. The Gilbert School works closely with

Northwest Community College to offer its students various academic options, including access to earning dual credit for some of our classes offered, taking courses on their campus before graduation, and access to FAFSA assistance through their financial aid department. Approximately 10.4 percent of students are enrolled in advanced placement (AP) courses, with 94 tests taken across nine subject areas during the 2022-2023 school year.

The school has undertaken several initiatives to enhance every student's educational opportunities. In October 2021, the Gilbert administration introduced the *Wingman Program* to the student body. Among the many objectives of the program is the primary goal of improving school climate and culture through wingman student-led trust-building group activities that create a welcoming and inclusive school community. Further, The Gilbert School successfully continues its international residency program, accepting students from around the world and connecting Winsted, Connecticut, and the world through various student diversity programs designed to integrate all the students within the school community. Collaboration with students from around the globe promotes critical thinking, real-world problem-solving, and awareness and appreciation of other cultures.

The Gilbert School recognizes students' accomplishments through the honor roll, National Honor Society, National Junior Honor Society, quarterly academic achievement awards for middle school, athlete of the week, Berkshire League scholar-athlete awards, Positive Behavioral Intervention and Supports (PBIS) incentive awards, scholarships, and various other awards and recognitions.

Core Values, Beliefs, and Vision of the Graduate

The Gilbert School's Portrait of a Graduate

What is a Portrait of a Learner?

A Portrait of a Learner aligns with our Theories of Action and identifies key skills and dispositions that our learning community has identified as essential components for all learners and ultimately all graduates. This Portrait of a Learner complements our academic and social-emotional focus and further demonstrates our district's commitment to educating the whole student enabling them to succeed in college, career, and in life.

How was it created?

Our Portrait of a Learner was developed in a collaborative manner with stakeholders from all levels of the Winchester and Gilbert PreK-12 continuum, including, teachers, parents, board members, administrators, and students.

Our Portrait of a Learner focuses on four (4) essential skills and four (4) key dispositions that our learning community has identified as paramount for our students in grades PreK-12 to succeed in a 21st-century world with growing challenges and demands.

These skills are:

- **Collaboration**

- **Communication**

- **Critical Thinking**

- **Creativity**

The identified dispositions that the group prioritized for students are:

- **Integrity**

- **Perseverance**

- **Having a Growth Mindset**

- **Being an Inclusive person**

Why is it important?

It is important to have a clear vision and clearly defined goals for all of our students in Winsted at all levels from Preschool through 12th grade. The carryover from elementary through middle and high school will provide a consistent focus on these priorities we have all identified for our students.

These essential skills and dispositions along with a guaranteed and viable curriculum rooted in research-based pedagogy, coupled with a robust social-emotional program will help us redefine what student success means in our schools enabling them to succeed in college, career, and in life.

LEARNING CULTURE

Learning Culture

The school provides a safe learning culture that ensures equity and fosters shared values among learners, educators, families, and members of the school community. These shared values drive student learning as well as policy, practice, and decision-making while promoting a spirit of collaboration, shared ownership, pride, leadership, social responsibility, and civic engagement. The school community sets high standards for student learning, fosters a growth mindset, and facilitates continuous school improvement to realize the school's core values, beliefs about learning, and vision of the graduate.

1. The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.
1a. The school community provides a safe environment.
2. The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.
2a. The school has a written document describing its core values, beliefs about learning, and vision of the graduate.
3. The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.
4. The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.
5. The school's culture promotes intellectual risk taking and personal and professional growth.
6. The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.
7. The school culture fosters civic engagement and social and personal responsibility.

STUDENT LEARNING

Student Learning

The school has a vision of the graduate that includes the attainment of transferable skills, disciplinary/interdisciplinary knowledge, understandings, and dispositions necessary to prepare learners for their future. Students are assured consistent learning outcomes through a defined curricular experience and have the opportunity to demonstrate their skills and knowledge in a variety of creative ways. Students actively participate in authentic learning experiences while practicing the skills and habits of mind to regularly reflect upon, and take ownership of, their learning.

1. The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.
2. There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.
2a. There is a written curriculum in a consistent format for all courses in all departments.
3. Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.
4. Instructional practices are designed to meet the learning needs of each student.
5. Students are active learners who have opportunities to lead their own learning.
6. Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.
7. Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.
8. Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.
9. Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

PROFESSIONAL PRACTICES

Professional Practices

The school maintains and implements a school improvement/growth plan, organizational practices, and productive community relationships to meet and support student learning needs. Educators engage in ongoing reflection, collaboration, and professional development to improve their practice and examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, programs, and services.

1. The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.
1a. The school has a current school improvement/growth plan.
2. Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.
3. Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.
4. Collaborative structures and processes support coordination and implementation of curriculum.
5. School-wide organizational practices are designed to meet the learning needs of each student.
6. Educators develop productive student, family, community, business, and higher education partnerships that support learning.

LEARNING SUPPORT

Learning Support

The school has timely, directed, and coordinated interventions for all students. The school provides targeted supports to meet each student's individual needs, including counseling services, health services, library/information services, and other appropriate support services to assist each student in meeting the school's vision of the graduate.

1. All students receive appropriate intervention strategies to support their academic, social, and emotional success.
1a. The school has intervention strategies designed to support students.
2. All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.
3. All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.
4. All students receive library/information services that support their learning from adequate, certified/licensed personnel.
5. Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.

LEARNING RESOURCES

Learning Resources

The school has adequate and appropriate time, funding, and facilities to support the realization of its core values, beliefs about learning, and vision of the graduate. The school and school community provide time, funding, and facilities for student learning and support; teacher collaboration and professional growth; and full implementation of curricular and co-curricular programs in the school. The school has appropriate plans, protocols, and infrastructure in place to ensure consistent delivery of its curriculum, programs, and services.

1. The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.
1a. The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.
2. The school/district provides time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.
3. The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.
4. The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.
5. The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

Introduction

Introduction

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees, which supervises the work of three Commissions: the Commission on Independent Schools (CIS); the Commission on Public Schools (CPS), which is composed of the Committee on Public Elementary, Middle, and High Schools (CPEMHS), and the Committee on Technical and Career Institutions (CTCI); and the Commission on International Education (CIE).

As the responsible agency for matters of the evaluation and accreditation of public school member institutions, CPS requires visiting teams to assess the degree to which schools align with the qualitative Standards for Accreditation. The Standards are *Learning Culture, Student Learning, Professional Practices, Learning Support, and Learning Resources.*

The accreditation program for public schools involves a five-step process: the self-reflection conducted by stakeholders at the school; the Collaborative Conference visit, conducted by a team of peer educators and NEASC representatives; the school's development and implementation of a growth/improvement plan; the Decennial Accreditation visit conducted by a team of peer educators and NEASC representatives; and the follow-up program carried out by the school to implement the findings of its own self-reflection, the recommendations of the visiting team, and those identified by the Committee in the follow-up process. Continued accreditation requires that the school participate in the accreditation process over the ten-year cycle and that it show continued progress addressing identified needs.

Preparation for the Accreditation Visit - The School Self-Reflection

Accreditation coordinators and a steering committee composed of the professional staff were appointed to supervise the school's self-reflection and Accreditation process. A steering committee, including the principal, supervised all aspects of the Accreditation process. The steering committee organized an appropriate committee or committees to determine the quality of all programs, activities, and facilities available for young people by completing the school self-reflection.

Public schools evaluated by the Commission on Public Schools must complete appropriate materials to assess their alignment with the Standards for Accreditation and the quality of their educational offerings in light of the school's core values, beliefs, vision of the graduate, and unique student population. The school used questionnaires developed by the Commission on Public Schools to reflect the concepts contained in the Standards for Accreditation. These materials provided discussion items for a comprehensive assessment of the school by the professional staff during the self-reflection.

In addition, the professional staff was required to read and vote on Part 2 of the self-reflection to ensure that all voices were heard related to the alignment of the school to the Standards for Accreditation. All professional staff members were expected to participate in the self-reflection process either by participating on a committee or by participating in discussion and evidence gathering to support the school's alignment to the Standards.

The Process Used by the Visiting Team

A visiting team of five members was assigned by the Commission on Public Schools to conduct a Collaborative Conference visit to The Gilbert School in Winsted, Connecticut. The visiting team members spent two days conducting a visit; reviewed the self-reflection documents, which had been prepared for their examination; met with administrators, teachers, other school and system personnel, students and parents; and observed classes to

determine the degree to which the school aligns with the Commission on Public Schools' Standards for Accreditation. The team also reviewed the proposed priority areas for the school's growth plan to be developed as part of the Accreditation process.

Each conclusion in the report was agreed to by visiting team consensus. Sources of evidence for each conclusion drawn by the visiting team are included within each section of the report. The report includes commendations and recommendations that, in the visiting team's judgment, will be helpful to the school as it works to improve teaching and learning and implement its plan for growth and improvement.

This report of the findings of the visiting team will be forwarded to the Commission on Public Schools, which will make a decision on the Accreditation of the school.

Foundational Element Ratings

Foundational Element Ratings

Foundational Elements	School's Rating	Visitors' Rating
1.1a - Learning Culture	Meets the Standard	Meets the Standard
1.2a - Learning Culture	Meets the Standard	Meets the Standard
2.2a - Student Learning	Meets the Standard	Meets the Standard
3.1a - Professional Practices	Meets the Standard	Meets the Standard
3.6a - Professional Practices	Meets the Standard	N/A
4.1a - Learning Support	Meets the Standard	Meets the Standard
5.1a - Learning Resources	Does Not Meet the Standard	Does Not Meet the Standard
5.5a - Learning Resources	Meets the Standard	Does Not Meet the Standard

Foundational Element 1.1a - Learning Culture

Narrative

The professional staff builds and maintains a socially, emotionally, and intellectually safe environment for all stakeholders. A noticeable sense of community defines the culture of the school. Students and staff feel safe asking for support and taking risks in their learning by stating opinions or asking questions. Students are confident that teachers will respond to their needs, and the lines of communication among staff members, administrators, students, and parents are positive, productive, and collegial. Students have easy access to members of the faculty and staff, who have a high level of respect for and familiarity with each student. The level of personalization afforded by the school's small size helps maintain a socially, emotionally, and intellectually safe learning environment. This sense of unity extends to the surrounding community. The school community creates policies and protocols that define and support respectful treatment of all school community members and considers the experiences of historically marginalized groups. The student-parent handbook describes expectations for respectful treatment of school members. The school committee policies define protocols concerning respectfulness and responsibility for the district's schools. The school is working on curriculum, programs, clubs, and activities to ensure all students' inclusion and a sense of belonging. Posted in all classrooms are the "school rules." These rules state that we should be respectful, safe, and responsible.

Seventy-six percent of students and 88 percent of faculty feel safe at school. However, issues with the physical plant concern the faculty and students, especially in the gym, where metal and wood pieces are visible and could and reportedly have caused injury.

Parents feel their children are safe at school and that the staff is very responsive to students needing extra support. They value the inclusivity of all students in the classroom learning environments.

Teachers greet students outside of their classrooms before classes. Faculty are visible in the hallways.

A great strength of the school is the number of faculty and staff members in terms of the student-to-staff ratio. From the special education department and instructional assistants to building substitutes, administrators, library media specialists, social workers, school counselors, content area teachers, and a designated multi-language learner teacher - the students and staff have sufficient staffing to meet the needs of the learning environment.

Rating
Meets the Standard

Foundational Element 1.2a - Learning Culture

Narrative

The school has a written document that includes its core values, beliefs about learning, and vision of the graduate, which is referred to as the portrait of a learner. Each of these is located on the school website. The vision and mission statement is written on a large sign in the school lobby and read monthly at the W.L. Gilbert School Corporation meeting. The portrait of a learner is featured in writing on the school website, but it is only visible in a few classrooms. Three teachers in the building are piloting it. Only these three teachers use the rubrics created to align with the portrait of the learner. Some staff members are familiar with the tenets of the portrait of a learner; however, more high-quality professional learning opportunities are available, and all staff are encouraged to enable the school to embrace this common language. The written documents that exist now include the attainment of transferable skills (collaboration, communication, critical thinking, and creativity), knowledge (commitment to educating the whole student), understandings (viable curriculum rooted in research-based pedagogy), and dispositions (integrity, perseverance, having a growth mindset, and being an inclusive person, complements our academic and social-emotional focus) necessary for future success.

The school's advisory meets every day of the week, which could help foster and promote the skills and practices outlined in the portrait of a learner. This can allow all students and staff to familiarize themselves with and start using the common language. The advisory period could include opportunities for students to give back through community service opportunities for all students.

While the portrait of a learner is still in the beginning stages of development, parents could give examples of the values reflected in the portrait of a learner's transferable skills. Parents highly value their children's ability to succeed in the work world and college after graduation from Gilbert.

Rating
Meets the Standard

Foundational Element 2.2a - Student Learning

Narrative

There is a fully written curriculum in a consistent format for all courses in all departments across the school. The school has a common template that includes the scope and sequence, unit plans, summary, standards, essential questions, enduring understandings, 21st-century skills, assessments, and learning plans. The template details higher-order thinking and transferable skills, including learning activities that encourage independence, flexible thinking, and persistence in problem-solving and inquiry. The school has written high and middle school rubrics for the portrait of a learner skills of collaboration, communication, creativity, and critical thinking. Students see themselves represented in the curriculum and have multiple opportunities to demonstrate their learning, and parents express high satisfaction with the curriculum, indicating its effectiveness in promoting learning. Teachers clearly communicate objectives and criteria for success in classrooms daily. The school has a robust technology infrastructure, including 1:1 devices and learning platforms, such as Google Classroom, that ensure all students can access learning opportunities.

Rating
Meets the Standard

Foundational Element 3.1a - Professional Practices

Narrative

The school has a school improvement plan (SIP) that includes school-specific goals based on identified priorities for four goals: academic, school culture, aspirations, and student belonging. The academic goals are focused on performance on high-stakes tests (e.g., SBA, PSAT, SAT).

The school culture goal focuses on implementing the advisory program and schoolwide expectations (*School Rules*). The aspiration goals are focused on students developing their own goals for success. Finally, the student belonging goal is measured by a student satisfaction survey. The survey indicates that most students (85 percent) feel the school is a place of care and belonging. The majority of students (92 percent) also agree that teachers care about them, help them learn (94 percent), and are viewed as trusted adults (84 percent).

The SIP is used to inform decision-making in all areas of the school and is based on the school's core values and beliefs about learning. The SIP is not yet clearly aligned with the portrait of a learner, which is still in the development phase of implementation. Fifty-one percent of teachers report familiarity with the school improvement plan, and 17 percent agree they participated in its development.

Rating
Meets the Standard

Foundational Element 3.6a - Professional Practices

Narrative

N/A

Foundational Element 4.1a - Learning Support

Narrative

The school has intervention strategies designed to support learners through formal and informal processes that identify and refer students needing academic, behavioral, and/or social-emotional support. These processes are aligned with a scientifically research-based intervention (SRBI) model. Students are referred in multiple ways: during a school counselor, administrator, special education, psychologist, or nurse regularly scheduled team meeting, through a department meeting (usually school counseling, social work), or via individual teacher concern. Once a concern is noted, the referring educator(s) complete an information sheet outlining academic/behavioral strengths and weaknesses, a description of the concern, dates, content of parent communication, and Tier I and/or Tier II interventions implemented. Simultaneously, the assigned school counselor begins a cumulative academic, behavioral, health, and file review. A team of various support staff then convene to review the referral, the information from the cumulative file review, and discuss/create a plan to address the need, complete a tracking form to monitor progress (generally a 4-6 week period), implement the plan, and circle back to discuss the success of the defined intervention in meeting the student's needs. These steps include informing parents of the process and success of the planned intervention. After a specified period, the intervention ends due to success in meeting the need, is modified based upon information garnered through the intervention implementation, or is referred for further Tier III development or special education referral. A variety of strategies are delineated and employed during this process in the classroom (Tier I), small group setting (Tier II), or more contained settings (Tier III) as necessary. Interventions may include specific accommodations and/or instructional strategies in the general education classroom or a more specific and structured setting that teaches the specific lagging skill (academic support class or defined advisory support).

Rating

Meets the Standard

Foundational Element 5.1a - Learning Resources

Narrative

The school does not meet Foundational Element 5.1a. While the building has adequate space for educational programs, the age of the school building and faulty piping and HVAC system negatively impact the delivery of high-quality curriculum, programs, and services. The Gilbert School was built in1959, and a renovation was completed in 2001, joining the two buildings together.Several issues stem from the building's age and limitations. HVAC concerns cause inconsistent temperatures, especially in extreme temperature fluctuations within hallways. Active leaks are stemming from boiler pipes running throughout the building. Science classrooms have faulty sinks that leak, causing water hazards. The Gilbert School custodial maintenance staff is understaffed and unable to keep up with the regular maintenance tasks. Nevertheless, there is a capital improvement plan through 2029, and a committee meets regularly to discuss the plans.

School fieldsare in disrepair, requiring school teams to rent space within the community for games and practice, including tennis, baseball/softball, football, and track. There is no current plan to renovate or make the necessary improvements to the school's infrastructure. The grounds are also unstable, making the bus loop inaccessible due to the hill collapsing. The art classroom is inaccessible from within the building to any wheelchair access. Students needing accommodations must leave the building to access the area from outside. Nevertheless, all elevators and wheelchair lifts in the building are operable, and the school completes annual inspections as required by law to comply with all local fire, health, and safety regulations.

Rating
Does Not Meet the Standard

Foundational Element 5.5a - Learning Resources

Narrative

The school does not yet provide a physically safe environment for students and adults. The school does not have an infrastructure designed to support a physically safe environment for students and adults.Although some protocols are in place and adhered to, other significant concerns exist regarding the physical plant upkeep. T he school has established protocols for effectively responding to crises and ensuring the safety and well-being of students and staff. Each teacher has written documentation describing responses for various situations, which is updated annually. However, there are inconsistencies regarding how these protocols are displayed for ready access and use.

Multiple faculty and staff are trained in EpiPen, cardiopulmonary resuscitation (CPR), and automated external defibrillator (AED), enhancing the school's overall preparedness for various emergencies. Additional mandated trainings are delivered via the Vector system. Safety data sheets are posted in science labs and within the maintenance office. The Gilbert School has collaborative partnerships, positive working relationships, and protocols with the police and fire departments and other emergency services personnel that contribute to proactive crisis response planning and training.

The infrastructure, however, does not support an effective, physically safe environment for students and staff. Nevertheless, basic security measures, including windows, door blinds, and door magnets, are in place to ensure fast and easy door locking while maintaining operational access. Staff members or administrators lock and monitor exterior doors. If unlocked, staff members or administrators monitor the doors in the front office or the lobby.Although visitors are buzzed into the office and must register via the Raptor system, there is no direct line of sight or vestibule to ensure visitors do not enter the building before registering with the office. The security camera system is not current and includes many blind spots, limiting the ability to view and track student/staff movement.

Rating
Does Not Meet the Standard

Standard 1 - Learning Culture

Principle 1 .1 - The school community provides a safe, positive, respectful, and inclusive culture that demonstrates a commitment to diversity, equity, inclusion, and belonging.

Areas in which the school aligns with this principle include:

- Seventy-six percent of students and 88 percent of staff agree they feel safe and supported at school.
- Parents agree that their students feel safe and included at school.
- There is inconsistent monitoring of morning bus drop-offs in the student parking lot.
- There are procedures for visitors to check in the main office.
- Cameras in the main office monitor the building's door and main office areas.
- Teachers greet students outside their classrooms before classes and are visible in the hallways.
- Over 91 percent of students agree that students from diverse backgrounds are treated with respect.
- Parents value the inclusivity of all students in the classroom learning environments.
- The school's small size is a strength that enables close student-teacher relationships.
- Students and families agree that faculty and staff care for them and their children.
- The school has significant mental health support staff in place.
- The school creates opportunities to demonstrate a supportive and safe environment for all students, including a Gay/Straight Alliance.
- The physical education department has an adaptive physical education course.
- The school's use of social media helps families stay connected to school events and features students throughout the school day and in various other aspects of student life.

Principle 1.2 - The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning supports, and the provision and allocation of learning resources.

Areas in which the school aligns with this principle include:

- The school has a written document that is displayed in some areas of the school, stating a vision and mission statement in both English and Spanish.
- The school has developed a portrait of a learner that is displayed in some classrooms.
- The school's regional education service center, Ed Advance, has twice visited faculty to provide professional development on aligning the portrait of a learner with the school's theories of action.
- The portrait of a learner was developed collaboratively with the Winchester and Gilbert pre-K-12 group.
- The world language teaching group is piloting the use of the portrait of a learner rubrics.
- There are rubrics that incorporate the four essential skills contained in the portrait of a learner - collaboration, communication, critical thinking, and creativity.

Principle 1.3 - The school community takes collective responsibility for the wellbeing of every student and can demonstrate how each

student is known, valued, and connected to the school community.

Areas in which the school aligns with this principle include:

- The school's small nature enables administrators and staff to know all students by name.
- Students meet with faculty and staff through the advisory periods five times per week.
- Every student and parent has a PowerSchool account to access grades and assignments.
- All teachers have a Google Classroom for each class that they teach.
- The school has a high percentage of students enrolled in AP and honors classes.

Principle 1.4 - The professional staff commits to continuous improvement through research, collaborative learning, innovation, and reflection.

Areas in which the school aligns with this principle include:

- The school's professional culture is strongly committed to continuous improvement, emphasizing research, collaborative learning, innovation, and reflection.
- The staff employs a growth mindset through personal and school goal-setting.
- The staff commits to research-based instruction and reflective practice through professional learning communities (PLCs).
- A high level of relational trust among staff members and between teachers and administrators fosters collaboration and the sharing of innovative practices, creating conditions for educators' full and active participation, including sharing best practices whenever possible.
- Teachers use PLC time to be collaborative problem-solvers and co-learners.

Principle 1.5 - The school's culture promotes intellectual risktaking and personal and professional growth for educators and learners.

Areas in which the school aligns with this principle include:

- Staff is encouraged to lead professional learning opportunities at the school and attend in- and out-of-district professional development.
- A high level of trust among stakeholders, including students and teachers, creates an environment where individuals are empowered to take risks and explore new learning opportunities, promoting agency and responsibility.
- Faculty members are dedicated to teaching students that mistakes and persistence are natural parts of the learning process and encourage them to try new things.
- Collegial trust among professional staff members fosters a climate of mutual support in which teachers feel empowered to experiment with new ideas and initiatives.

Principle 1.6 - The school has an inclusive leadership model reflecting the school community.

Areas in which the school aligns with this principle include:

- The school embraces an inclusive definition of leadership, granting school leaders authority and responsibility to enhance student learning.
- Working with others, the principal provides instructional leadership that sets high standards and supports staff members in achieving success, fostering a positive and productive work environment.
- Department coordinators feel trusted and supported, benefiting from positive relationships with building leaders.
- Some students have leadership opportunities, including student council.
- Initiatives like the study group on homework demonstrate a proactive approach to addressing student needs and concerns.
- The principal, superintendent, and school committee are collaborative, reflective, and constructive, reinforcing a collaborative leadership approach.
- The strong collaboration among students, staff members, and administrators contributes to a shared sense of purpose that shapes and reinforces the school's culture.
- The principal has the appropriate decision-making authority to lead the school, including bringing forward new initiatives and leading school improvement efforts based on staff input.

Principle 1.7 - The school culture fosters civic and community engagement.

Areas in which the school aligns with this principle include:

- The school's culture strongly emphasizes civic engagement, social responsibility, and personal growth, with initiatives spanning grades 7 through 12.
- The AP Government class organizes a school-wide recognition for local veterans by hosting a lunch.
- Students plan and host a debate between potential candidates for selectman and board of education.
- The English curriculum for tenth graders includes a culture fair each year, during which students prepare and present their culture and identity to the school community.
- Student-athletes and National Honor Society students have a community service requirement that increases civic engagement.
- Career and technical education (CTE) students are offered internship and work-study experiences.

Future Areas of Growth In this Standard include:

Ensure the core values, beliefs about learning, and portrait of a learner are actively reflected in the school culture, guide policies, procedures, and resource allocations, and include the school's commitments to diversity, equity, inclusion, and belonging.

Assess and refine the advisory program to optimize its impact on student learning and well-being.

Provide teachers with the structure to help deliver services to students such as academic support, enrichment, social-emotional learning lessons, and time for school counselors to deliver their developmental programs fully.

Develop opportunities for student involvement in decision-making processes and expand their role in shaping school programs and policies, including career and technical student organizations.

Develop additional opportunities for students to participate in community service.

Sources of Evidence

- central office personnel
- classroom observations
- department leaders
- facility tour
- NEASC survey
- parents
- school leadership
- school support staff
- students
- teacher interview
- teachers

Standard 2 - Student Learning

Principle 2.1 - The school's vision of the graduate is defined by measurable criteria and learners receive feedback on their progress toward proficiency.

Areas in which the school aligns with this principle include:

- The school has a mutually agreed upon portrait of a learner created with community stakeholders and is in the piloting phase.
- The portrait of a learner is published on the school website
- New skills rubrics aligned with the portrait of a learner address the four critical thinking skills: self-regulation/reflection, constructing arguments, problem-solving/solution finding, and reasoning, interpretation, and discovery.

Principle 2.2 - There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.

Areas in which the school aligns with this principle include:

- The school documents its curriculum in Atlas, including a scope and sequence, unit plans, summary, standards, essential questions, enduring understandings, 21st-century skills, assessments, and learning plans.
- Parents view the curriculum as effective in promoting learning.
- The school has written high school and middle school rubrics for the portrait of a learner skills of collaboration, communication, creativity, and critical thinking, which were developed in collaboration with feeder schools.
- The curriculum includes opportunities for all students to see themselves represented.

Principle 2.3 - The written curriculum emphasizes deep understanding, through aspects such as interdisciplinary learning, project-based learning, and authentic learning experiences.

Areas in which the school aligns with this principle include:

- The written curriculum makes connections to prior knowledge across disciplines.
- Cross-curricular units are planned and implemented using the library media center, enhancing interdisciplinary learning opportunities.
- The curriculum offers students extensive program choices and comprehensive elective programming.
- The Seal of Biliteracy offers real-world connection opportunities, performances, and opportunities to interact with the community, including community service.

Principle 2.4 - Instructional practices are designed to meet the learning needs of each student.

Areas in which the school aligns with this principle include:

- Teachers employ cooperative learning strategies and frequently check for understanding, ensuring students are engaged and motivated.
- Instructional practices include strategically differentiating, individualizing, and personalizing based on the needs of all learners.
- Students are frequently placed in mixed skills groups to learn from others and contribute to completing a shared task, such as applying their knowledge of the laws of exponents.
- In multiple settings, students meet 1:1 with the teacher to review incomplete assignments, prioritize their completion, and receive direct instruction with those assignments that require further teaching.
- Instructional practices include structure and support to give all learners access to rigorous learning opportunities.

Principle 2.5 - Students are active learners who have opportunities to lead their learning.

Areas in which the school aligns with this principle include:

- Project-based learning, student collaboration, and various assessment types promote inquiry-based learning and student engagement.
- Teachers adopt a coaching role, positioning students as active learners in various settings.
- Students are actively involved in setting goals and reflecting on their progress in academic support (study hall), where students meet individually with the teacher to review grades and set goals.

Principle 2.6 - Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.

Areas in which the school aligns with this principle include:

- The school promotes inquiry, problem-solving, and higher-order thinking skills across various subjects using alternative-style assessments each marking period.
- Teachers employ effective instructional methods, such as clarifying questions to guide learning and promoting independent activities, flexible thinking, and persistence.
- Students engage in synthesis, in-depth analysis, and creative and critical thinking expressed through investigative tasks and problem-solving.
- Creative and critical thinking skills are actively developed through hands-on activities, such as in science classes where students arrange themselves in different aqueous situations or use manipulatives to explain hydrophobic and hydrophilic phenomena.

Principle 2.7 - Learners experience a wide range of assessment practices to support and improve learning.

Areas in which the school aligns with this principle include:

- Educators employ diverse assessment strategies, including formative and summative assessments, to inform and differentiate instruction.
- Formative assessments, such as bell ringers, are consistently used to review prior knowledge, followed by activities that build on this introduction.
- Students use individual whiteboards and other manipulatives to respond to instruction.
- Authentic assessment opportunities, such as self-assessed performance tasks in various disciplines, provide students with meaningful ways to demonstrate their knowledge and skills.
- Learning objectives and criteria for success are communicated, providing students with guidelines and expectations before assessments and projects.
- Teachers integrate regular and consistent checks for understanding, such as circulating and talking with students individually or as they work in groups.
- Learners can showcase their knowledge and skills to authentic audiences through various platforms, including music concerts, theater productions, and community events.

Principle 2.8 - Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.

Areas in which the school aligns with this principle include:

- Nearly 37 percent of students totally or mostly agree that they have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.
- Some learners are given multiple opportunities to demonstrate their learning, such as illustrating quotes from a poem and rating personal agreement relative to various quotes from an anchor text.
- A culture of continuous improvement is created through department-wide practices that allow students to make up and revise assignments.
- Teachers consistently provide systematic and specific corrective feedback during class and on assignments, written and oral, fostering student growth.
- Technology, particularly features in the Google Suite, facilitates real-time feedback between students and teachers.
- Teachers engage in 1:1 and class meetings to provide feedback and actively circulate the classroom during independent and group work activities.

Principle 2.9 - Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

Areas in which the school aligns with this principle include:

- A robust technology infrastructure, including 1:1 devices and learning platforms such as Google Classroom, ensures all students can access learning opportunities.
- Students use websites from a variety of sources to research and analyze information.
- Technology is integrated across all curricular areas, fostering student engagement and enhancing learning.

- Students and teachers use software such as Turnitin, Screencastify, Quizlet Live, Newsela, and Khan Academy, among others, to support, document, and supplement their learning.
- Students use technology in a variety of settings, including CAD software, to create model houses and a video lab.
- Courses are offered in several technology-driven subjects, such as digital graphics, animation, TV production, and CAD.

Future Areas of Growth In this Standard include:

Integrate opportunities for students to practice the skills within the portrait of a learner and receive feedback on their progress throughout the curriculum

Define what proficiency looks like for each aspect within the portrait of a learner with specific and measurable criteria for success

Embed the vision into curriculum, instruction, and assessment practices

Develop and implement a formal process to assess and communicate each individual learner's progress toward achieving the school's portrait of a learner to learners and their families

Develop an annual report on whole-school progress toward learners' achievement of the portrait of a learner

Develop a more robust learning activities section for each unit of study with a focus on lesson activities and resources

Ensure the core values, beliefs about learning, and portrait of a learner are actively reflected in the school culture and guide policies and procedures

Sources of Evidence
- classroom observations
- department leaders
- NEASC survey
- school support staff
- self-reflection
- teacher interview
- teachers

Standard 3 - Professional Practices

Principle 3.1 - The school engages all stakeholders in the development and implementation of a school growth/improvement plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.

Areas in which the school aligns with this principle include:

- The school has a school improvement plan that includes school-specific goals based on identified priorities for growth of academic goals, school culture, aspirations, and student belonging.
- The SIP informs decision-making in all school areas and is based on the school's core values and beliefs about learning.
- Fifty-one percent of teachers are familiar with the school improvement plan, and 17 percent of teachers participate in its development.

Principle 3.2 - Educators engage in ongoing reflection, formal and informal collaboration, and professional development.

Areas in which the school aligns with this principle include:

- Educators collaboratively engage in authentic professional discourse for reflection, inquiry, and analysis of teaching and learning.
  - Professional learning communities meet at least once per week.
  - Teachers also collaborate in team meetings and department leadership meetings.
- Educators engage in formal and informal professional development to apply skills and knowledge to practice.
  - In the past two years, 76 percent of staff attended outside professional development sessions to improve student learning.
- Educators engage in supervision and evaluation, using effective and timely feedback to improve practices and increase student learning.
- Department chairs and liaisons frequently observe classrooms and provide feedback in formal and informal ways via a non-evaluative coaching approach.

Principle 3.3 - Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.

Areas in which the school aligns with this principle include:

- Educators examine evidence from high-stakes assessments (e.g., SBA, NGSS, PSAT, SAT) individually and collaboratively.
- Educators use the examination of evidence to improve curriculum, instruction, and assessment practices as feedback to improve learners' educational experiences.

Principle 3.4 - Collaborative structures and processes support coordination and implementation of curriculum.

Areas in which the school aligns with this principle include:

- The school sometimes uses structures and processes to ensure a formal, ongoing curriculum cycle of review and revision for all courses in all departments.
  - There are monthly department meetings during which teachers can collaborate within their departments.
  - Weekly PLC meetings with colleagues foster collaboration about instruction and curriculum.
  - Curricula are often written collaboratively with teachers, department heads, and administrators.
- The school documents its curriculum in Atlas, including a scope and sequence, unit plans, summary, standards, essential questions, enduring understandings, 21st-century skills, assessments, and learning activities written as teacher actions.

Principle 3.5 - School-wide organizational practices are designed to meet the learning needs of each student.

Areas in which the school aligns with this principle include:

- The school provides access to challenging academic experiences for all learners.
- The school provides inclusive learning environments and opportunities for students to learn with and from students who are different from them, including co-taught college preparatory courses.
- The school counseling department tracks the reasons for student visits (i.e., academic, college/career, SEL).
- The school offers a comprehensive set of course offerings at a variety of levels (e.g., AP, honors, college preparatory, co-taught, dual enrollment), where middle school students explore subjects, and high school students select electives by interest.

Principle 3.6 - Educators develop productive student, family, community, business, and higher education partnerships that support learning.

Areas in which the school aligns with this principle include:

- Families were involved as stakeholders in the development of the portrait of a learner.
- The school partners with the Connecticut Junior Republic to provide family-insurance-based mental health services.
- The school partners with the Susan B. Anthony Foundation to provide crisis and support services to victims and survivors of domestic and sexual violence.
- The school offers dual enrollment courses with Northwestern Connecticut Community College.
- The school utilizes 211 for crises.
- Students with intellectual disabilities are provided with a transitional program in partnership with another school district.

Future Areas of Growth In this Standard include:

Develop a comprehensive action plan for implementing and integrating the portrait of the learner into school culture.

Create a formal process and procedure for PLCs that focus on i.) student achievement metrics and analysis that include high-stakes tests as well as other forms (e.g., classroom-level) of student data; ii.) a schoolwide template for keeping meeting minutes; and iii.) preset agendas.

Sources of Evidence
- department leaders
- NEASC survey
- school leadership
- self-reflection
- teacher interview
- teachers

Standard 4 - Learning Support

Principle 4.1 - All students receive appropriate intervention strategies to support their academic, social, and emotional success.

Areas in which the school aligns with this principle include:

- The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's success and well-being.
- The students and families strongly appreciate the individualized attention and care given to the student's academic and social-emotional needs, as support is readily available.
- Nearly 97 percent of staff agree a system is in place to find the right supports (academic, behavioral, social-emotional, health) for students who need them.
- Nearly 95 percent of staff report being familiar with the steps needed to ensure students receive the extra support they need.
- Teachers effectively monitor and refer students for additional interventions, informally or through structured methods.
- The academic support classes, learning strategies classes, and specific advisory classes provide daily support for individual student needs, including extra help, academic support, and activities.
- The school uses a formal tiered support system for identified and non-identified students, including specific programs for some Tier II and Tier III interventions.
- The school has a well-established system for identifying and providing appropriate intervention strategies for students' academic, social, and emotional success.
  - The guidance, administration, special education, psychologist, and nurse (GASPN) team meets weekly to discuss all referrals and monitor interventions.
- Detailed processes, including flowcharts and referral forms, ensure proper channels are followed for student referrals.
- Collaborative efforts among teachers and various student progress monitoring groups help assess intervention effectiveness.
- Regular communication with parents, including data from interventions and content of meetings, inform support provided.

Principle 4.2 - All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.

Areas in which the school aligns with this principle include:

- The school has dedicated, adequate, skilled, certified/licensed personnel and support staff to deliver effective services to students.
  - There are three school counselors.
  - There are three full-time and one half-time social workers with caseloads of approximately 126 students who provide crisis management, risk assessments, ongoing counseling for identified students, and home-school support for general and special education students.
- The counselor-to-student ratio is 1:120 (high school) and 1:163 (middle school).
- The social worker-to-student ratio is 1:126.

- The middle and high school counselors have developed a guaranteed scope and sequence outlined by quarter that includes standardized measure performance reviews (SBA, PSAT, SAT), individual transition planning meetings for post-secondary planning, and classroom-based lessons predicated on the school counseling framework.
- The school counselors consistently offer individual and group counseling, crisis intervention, and transition activities and events.
- The school counselors meet with each student individually from 9 to 11 for course planning and with students from 9 to 12 for post-secondary planning.
- The school counselors push into various academic classes to implement defined lessons focused on academic success, grade-level transitions, and college/career preparedness.
- The Hive Time program provides seventh-grade students with targeted social and emotional learning instruction every other day.
- College visits and post-secondary planning support are arranged for students focused on students in grades 11 and 12. Counselors organize myriad activities for students and parents, including transition and financial aid nights.
- Coordinating with local outside agencies and service providers, including community (Susan B. Anthony, Winchester Social Services, Winchester Youth Service Bureau, McCalls) and mental health (Connecticut Junior Republic, ICAPPS) agencies, enhances support for students and families.
- Counselors provide students with opportunities to identify career aptitudes using various tests in Naviance (grade 8 - career key, grade 9 - strengths explorer and career inventory, 10 - personality profile, grade 11 - post-secondary search engine).
- College Navigator is also utilized to provide the most up-to-date college information.
- Counselors set up an in-school program each year to have local professionals and tradespeople, predominantly Gilbert alumni, speak to students about various careers and the skills needed for success in the job areas.
- Counselors also arrange relevant field trips to local technical programs and career fairs.

Principle 4.3 - All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.

Areas in which the school aligns with this principle include:

- Two school nurses provide preventative and directive health care services to students, ensuring their physical and emotional well-being.
- The school contracts with a local pediatrician to serve as a medical advisor to the director of health services and the second registered nurse.
- The nurses furnish and distribute food and clothing supplies for students and families with identified needs.
- The nurses consistently provide weekend food supplies to six identified families in need.
- The nurses actively engage with students by creating a welcoming health office environment with open-door practices.
- Mandated health screenings, such as vision, hearing, and postural screening, are conducted, and medications are administered as required.
- The nurse collaborates with various school personnel, including teachers, counselors, and athletic staff, to meet student needs and ensure a coordinated approach to student health.
- The nurse is an active member of GASPN, the student support team.
- Over 98 percent of certified staff agree that nursing staff are available when students need help, with 93.2 percent noting effective social-emotional support and 94.9 percent noting effective support of physical well-being.
- The nurse facilitates staff training on epi-pens and cardiopulmonary resuscitation (CPR).

- The Vector system is used for additional professional development, such as bloodborne pathogens and other mandatory training.
- Students self-refer to the nurse in addition to referrals from faculty and parents.
- The nurse uses the SNAP software to track and monitor health assessments, which inform and help ensure health services are constantly updated to meet the medical needs of all students.

Principle 4.4 - All students receive library/information services that support their learning from adequate, certified/licensed personnel.

Areas in which the school aligns with this principle include:

- The school library information center is staffed by a licensed/certified library media specialist possessing professional expertise in literature, research, technology, and inquiry.
- The library media specialist actively collaborates with middle school social studies teachers to support projects and skill development, including database use, research techniques, citing sources, and accessing literature from various genres as time allows.
- The library media specialist collaborates with seventh-grade ELA classes for book selection, database research, presentation techniques, and time-capsule projects.
- The library media specialist facilitates a seventh-grade library studies class that addresses digital citizenship, nonfiction/fiction, aloud, the Dewey decimal system, Google Drive functions, and various projects.
- The library media center is designed to foster a culture of learning and collaboration, providing students and staff access to a wide range of resources.
- Teachers may bring classes into the library media center for research assistance from the library media specialist and other curriculum support.
- The library media center's floor plan and design allow for flexible seating, charging stations, and access to various print, digital, and audio materials.
- A television display is updated weekly, and a physical case is used to promote activities and materials that might appeal to students.
- The library media center is open before school for 10 minutes, during the school day, including students' lunch times, and after school for 30 minutes.
- The library media specialist works collaboratively with the town's teen librarian at the Beardsley Library.

Principle 4.5 - English language learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.

Areas in which the school aligns with this principle include:

- The school has substantial certified/licensed personnel and support staff to meet students' special education (special education staff), and 504 needs (school counselors).
  - There are six special education teachers, 10 paraeducators, and 1.2 social workers, resulting in a staff
- The school has substantial non-certified support personnel in paraeducator support, resulting in a paraeducator staff-to-student ratio of 1:6 students.
- The special education certified (teaching and related services) and non-certified staff (paraeducators) are the Town of Winchester employees.
- The school has one certified/licensed teacher to meet the needs of approximately 28 English Learners (ELs).

- Support services staff collaborate with teachers, counselors, targeted services, and other support staff to meet each student's goals.
- The school facilitates collaboration between ELL and special education teachers, ensuring accommodations and strategies are in place for all students.
- Under individualized education programs (IEPs), special education students receive appropriate services from special education teachers, paraprofessionals, and part-time related services staff.
- Special needs students participate in co-taught inclusion classes, academic support, life skills, and other specialized programs as needed.
- A more therapeutic class supports students with significant social-emotional and/or behavioral needs.
- School counselors monitor students with 504 plans and conduct annual plan reviews.

Future Areas of Growth In this Standard include:

Assess the staffing levels, skill sets, and special education allocations to most effectively program for school and student needs

Analyze grant-based social work staffing and potential structures to ensure student needs remain addressed

Sources of Evidence
- classroom observations
- department leaders
- facility tour
- NEASC survey
- parents
- school leadership
- school support staff
- self-reflection
- students
- teachers

Standard 5 - Learning Resources

Principle 5.1 - The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.

Areas in which the school aligns with this principle include:

- The campus is a bright, open, and airy environment for teaching and learning, and the buildings and facilities are adequately sized for the school community.
- The school has appropriate spaces to support student learning and the curriculum.
- The state-of-the-art auditorium lights and sound support performing arts programs and enable the community to use the space for community events.
- The teachers create personalized spaces to make classrooms warm and inviting.
- The W.L. Gilbert School Corporation creates and maintains an environment that allows students to learn and practice independent and community living skills
- The residential dorm owned and maintained by the Gilbert Trust provides a safe, secure, clean, and attractive physical and social living environment for students that is appropriate to their varied needs and levels of maturity.

Principle 5.2 - The community and the district's governing body provide time to enable research-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.

Areas in which the school aligns with this principle include:

- The school calendar provides five full-day professional days and seven half-days within the school year through school-based and outsourced PD opportunities with EdAdvance.
- Teachers are encouraged to utilize professional development time to attend workshops and conferences that interest them.
- PLCs occur twice weekly for department and cross-curricular planning.
- The school runs on an alternating A/B block schedule with 79-minute periods and a 24-minute daily advisory block.
- The school schedule affords teachers common planning time for some disciplines and an additional 30 minutes built into the teachers' schedule at the end of the school day.

Principle 5.3 - The community and the district's governing body provide adequate and dependable financial resources to fully implement the curriculum, including co-curricular programs and other learning opportunities and employ a review process of its financial practices.

Areas in which the school aligns with this principle include:

- The community and the district's governing body provide strong support and adequate and dependable funding for the school, including a wide range of programs and services and co-curricular activities.
- The school has many programs and services, including several advanced placement courses open to all students, electives, co-curricular activities, and several athletic programs.
- Sufficient professional and support staff provide appropriate class sizes with an average of 8 to 15 students and a teacher load of 48.
- There is sufficient funding for professional development for in and out-of-district sessions.
- Abundant technology resources are available; funding has been allocated for technology initiatives, including the 1:1 Chromebook program, technology infrastructure with reliable Wi-Fi in all spaces, support staff to accommodate repairs promptly, and facilitating technology integration into instruction.
- The school has generally sufficient instructional materials and supplies to fully implement the curriculum.

Principle 5.4 - The community and the district's governing body has short-term and longterm plans to address the capital and maintenance needs of the school building, facilities, and technology.

Areas in which the school aligns with this principle include:

- The school district has an updated capital plan through fiscal year 2029.
- The capital plan has allocated funds specifically for capital improvement, which is already in the completion process.
- Custodial staff regularly attends training programs to stay updated on best practices for maintenance and safety, including OSHA.

Principle 5.5 - The school has infrastructure and protocols to provide a physically safe environment for students and adults.

Areas in which the school aligns with this principle include:

- The school has established infrastructure and protocols for effectively responding to crises and ensuring the safety and well-being of students and staff.
- The infrastructure supports a physically safe environment for students and staff during the school day.
- Security measures include security cameras, blinds on windows and doors, and locked classrooms utilizing magnets to ensure fast and easy door locking while maintaining access during the regular school day.
- Visitors are required to register with the office utilizing the Raptor System.
- Clear policies and procedures for managing crises are in place, and teachers, parents, and students are confident in the school's ability to handle such situations.
- Each teacher has written documentation describing responses for various situations, which is updated annually.
- Multiple faculty and staff are trained in EpiPen, cardiopulmonary resuscitation (CPR), and automated external defibrillator (AED), which enhances the school's overall preparedness for various emergencies.
- The collaborative partnerships, positive working relationships, and protocols with the police and fire departments and other emergency services personnel contribute to proactive crisis response planning and training.

- Safety data sheets are posted in science labs and CTE areas.

Future Areas of Growth In this Standard include:

Foster collaboration among staff, administrators, and maintenance personnel to ensure effective communication and coordination in addressing facility needs

Develop and implement a plan to improve building maintenance and cleanliness

Develop and implement a plan to improve safety throughout the school, including a comprehensive review of security cameras to eliminate blind spots and increase security of the front vestibule area

Develop and implement a plan to address infrastructure issues that impede teaching and learning, including:

- ensuring OSHA compliance in all science labs, including designating a chemical hygiene officer and addressing ventilation issues
- improving the outside sports facilities that support the athletic and physical education programs
- improving the school's driveway, including the bus loop, which reduces parking space and causes safety issues within the lot for student drivers
- improving and updating the HVAC system to correct temperature fluctuations and address corroded and leaking boiler leaks that result in failing ceilings throughout the building
- improving airflow in the school's auditorium
- improving seating in the auditorium
- ensuring handicapped access throughout the school

Sources of Evidence
- classroom observations
- department leaders
- facility tour
- school board
- school leadership
- self-reflection
- students
- teacher interview
- teachers

CTE Overall Program Feedback

Overall Summary of CTE Programs in the School

N/A

Priority Areas

Priority Area

The Collaborative Conference visiting team concurs with the Priority Area identified by the school.

Priority Area #1 Goal Statement: The school will revise its core values and beliefs about learning and develop a portrait of a learner. The school will assess and communicate feedback to students and their families and the whole school's progress toward achieving the vision of the graduate to the community by March 2026. (1.2a, 1.2, 2.1)

School Response - The Gilbert School has created a vision of the learner framework and has completed some work to implement it. Teachers are piloting a rubric in world language classes, and we will continue to provide better feedback to students and their families. Gilbert has prioritized building students' skills to prepare them for continued growth after high school.

Visiting Team Response - The school has a written document that includes its core values, beliefs about learning (known as the vision and mission statement), and vision of the graduate (known as the portrait of a learner). Each of these is located on the school website, posted on a large sign in the school lobby, and read each month at the W. L. Gilbert School Corporation meeting. The portrait of a learner is featured in writing on the school website. However, the portrait of a learner is only visible in a few of the classrooms. Three teachers in the building are piloting the implementation of the portrait of a learner and are using the rubrics created to align with the portrait of the learner. Some staff members are familiar with the tenets of the portrait of a learner; however, more high-quality professional learning opportunities are available, and all staff are encouraged to enable the school to embrace this common language. The written documents include the transferable skills, knowledge, understandings, and dispositions necessary for future success. The school's weekly advisory period could help foster and promote the skills and practices outlined in the portrait of a learner.

Suggested Action Steps:

- Develop an implementation matrix for The Gilbert's School Portrait of a Learner, including curriculum incorporation, direct instruction, and assessment of the competencies and attributes. Consider leveraging previously used external resources and supports in this development
- Continue professional development so staff can use the portrait of a learner rubrics in all content areas
- Use feedback from the piloting group for the editing and revision process of the existing rubric
- Develop a continuum that describes the portrait of a learner attributes at developmentally appropriate grade-level bands

Priority Area

The Collaborative Conference visiting team concurs with the Priority Area identified by the school.

Priority Area #2 Goal Statement: Ensure that collaborative structures and processes support the coordination and implementation of the curriculum. (3.4)

School Response - The teachers at The Gilbert School use rubrics and feedback in various forms. Teachers would benefit from more PLC time to collaborate on grading to improve consistency in creating rubrics and calibrating scoring. Additionally, different departments are at different levels of implementing this principle, so there is room for growth.

Visiting Team Response - There is an inconsistent understanding of the definition, purpose, and goals of PLCs. Building capacity around understanding (e.g., PLCs are used to understand better the needs of individuals and groups of students related to achievement and engagement using student data sources) can potentially help drive this improvement. Currently, PLC time is used for many purposes, most of which are collaborative among

faculty but might not align with improvement goals identified in the school improvement plan or overarching student achievement. The school's self-study reports that when PLCs are used for examining student data, it is primarily related to high-stakes testing results, which may not be granular enough to inform daily instruction, lesson planning, unit design, and the needs of multi-tiered levels of support for students.

Suggested Action Steps:

- Integrate the attributes of the portrait of a learner to guide overarching PLC practices
- Define clear goals for PLCs
    - Collaborate with teachers and administrators to identify specific, measurable outcomes for PLCs
    - Ensure the goals align with school and district priorities, such as improving student outcomes or implementing new curriculum standards
- Provide focused agendas and meeting minutes
    - Establish consistent meeting structures with agendas shared in advance
    - Incorporate specific topics like data analysis, instructional strategies, or planning interventions
- Offer professional development
    - Train teachers and PLC leaders in effective collaboration techniques
    - Provide workshops on analyzing student data, setting goals, and designing interventions
- Assign roles for accountability
    - Identify a facilitator, note-taker, and timekeeper for each meeting to ensure efficiency
    - Rotate roles to share responsibility and increase engagement
- Use data effectively
    - Provide access to relevant student performance data to guide discussions
    - Train teachers on how to analyze and use data to inform instruction
- Foster a culture of collaboration
    - Encourage an atmosphere of trust and open dialogue
    - Recognize and celebrate small wins within PLCs to maintain momentum
- Monitor and support progress
    - Assign administrators or instructional coaches to observe PLCs and provide constructive feedback
    - Schedule regular check-ins to address challenges and offer guidance
- Provide time for reflection
    - Build in time for teachers to reflect on the impact of PLC discussions on their teaching practices
    - Encourage sharing of successes and challenges during PLC sessions
- Integrate technology
    - Use digital tools like collaborative platforms (e.g., Google Workspace, Microsoft Teams) to organize resources and facilitate communication
    - Record and share key takeaways for absent team members
- Evaluate and adjust
    - Solicit feedback from teachers on the effectiveness of PLC time
    - Use surveys or discussions to identify areas for improvement and adjust the plan as needed

Priority Area

The Collaborative Conference visiting team concurs with the Priority Area identified by the school.

Priority Area #3 Goal Statement: Ensure that the school site and plant support the delivery of curriculum, programs, and services. (5.1)

School Response - We will focus on enhancing the physical safety of the building by upgrading essential features. Additionally, we will improve athletic facilities to enhance their condition and overall quality. There are several areas of concern in the physical building at The Gilbert School. Exterior doors are scheduled to be replaced this year, allowing better security. The chemistry lab is not OSHA compliant due to several issues, including the absence of a chemical hygiene plan, lack of a designated chemical hygiene officer, and inadequate ventilation. The grounds, including the baseball field, tennis courts, track, and gymnasium, need to be renovated;

the tennis courts are currently unusable; therefore, a contract with a local club is necessary to support the tennis program. The baseball field on site is in such disrepair that it is no longer usable, and the track is now overgrown and nonexistent. There is insufficient space to accommodate all our athletics programs here on site. Long-term goals and capital projects are nearly impossible to plan for when such budget inconsistency exists.

Visiting Team Response - The team agrees that structural issues exist within the physical plant and ground. While the campus spans 127 acres, the outside sports facilities are in disrepair, resulting in teams paying for field access and transportation. The driveway, including the bus loop, is in disrepair, not allowing traffic to utilize the space, forcing bus drop-off in the student parking lot, resulting in loss of parking spaces and causing safety issues within the lot for student drivers. The physical plant isadequately sized for the school community, with appropriate spaces to support student learning and the curriculum. The teachers are committed to personalizing spaces to make classrooms warm and inviting. However, the facility lacks cleanliness and is in disrepair due to inadequate custodial staff. Classes with varying degrees of temperature fluctuations from very cold to very hot and no subsequent airflow resulting in poor teaching and learning conditions. The pipes for the boiler are corroded and leaking, causing multiple leaks and failing ceilings throughout the building. The auditorium hosts state-of-the-art lights and sounds to support performing arts programs and enables the community to use the space for community events. However, not all the seats are operable, and there is a problem with the airflow, resulting in stale air. Some areas are inaccessible to wheelchair users due to insufficient access and inoperable elevators. The residential program supported by the Gilbert Trust creates and maintains an environment that allows international students to learn and practice independent and community living skills. The residential dorm owned and maintained by the Gilbert Trust provides a safe, secure, clean, and attractive physical and social living environment for students that is appropriate to their varied needs and levels of maturity.

Suggested Action Steps:

- Develop and implement a capital improvement plan to include building maintenance, material replacement, and educational space requirementsthat allow for the safety of students and staff
- Review the capital improvement plan annually to adjust and update requests that require timely intervention
- Ensure budgeted funds earmarked for the infrastructure improvements are used to rectify the improvement issues

Additional Suggested Priority Areas

The Collaborative Conference visiting team recommends the school consider an additional Priority Area.

Suggested Priority Area #4 Goal Statement: Ensure the school provides a physically safe environment for students and adults. (5.5a, 5.5)

Visiting Team Response - The team disagrees that The Gilbert School provides a physically safe environment for students and adults. Although some protocols are in place and adhered to, other significant concerns exist regarding the physical plant upkeep.The school has established protocols for effectively responding to crises and ensuring the safety and well-being of students and staff. Each teacher has written documentation describing responses for various situations, which is updated annually. However, there are inconsistencies regarding how these protocols are displayed for ready access and use.

The Gilbert School has collaborative partnerships, positive working relationships, and protocols with the police and fire departments and other emergency services personnel that contribute to proactive crisis response planning and training.However, the infrastructure does not support an effective, physically safe environment for students and staff. Visitors are buzzed into the office and are required to register via the Raptor system. However, no direct line of sight or vestibule ensures that visitors do not enter the building before registering with the office. Additionally, the security camera system is not current and includes many blind spots, limiting the ability to view and track student/staff movement.

Suggested Action Steps:

- Implement the updated capital improvement plan to ensure infrastructure improvements that allow for the safety of students and staff
- Ensure budgeted funds earmarked for the infrastructure improvements are used to rectify the improvement issues
- Create consistent materials and protocols for material access and use in all classroom and meeting spaces

Commendations

Commendation

The strong commitment to student-centered learning that fosters a culture of engagement and inclusivity

Commendation

The socially, emotionally, and intellectually safe environment for students and adults

Commendation

The continuous improvement and documentation of curriculum in Atlas, including a scope and sequence, unit plans, summary, standards, essential questions, enduring understandings, 21st-century skills, assessments, and learning plan in a common format

Commendation

The alternative-style assessments during each marking period that promote critical thinking and inquiry across various subject areas, encourage the purposeful use of technology across content areas, and create a blended learning environment and opportunities for all students to see themselves represented within the curriculum

Commendation

The department chairs and liaisons that support instructional improvement with frequent classroom visits and a fast feedback coaching model

Commendation

The wide variety of courses provided by a small staff offering more opportunities for student choice and self-directed learning

Commendation

The school's scientifically-research-based intervention (SRBI) system that is formally articulated and implemented and includes clinical, counseling, and nursing staff that are highly qualified, skilled, numerous, and effective in addressing the social-emotional and health needs of students

Commendation

The personalized relationships and support plans for students, including special education and EL staff that are highly qualified and effective with a low special education staff-to-student ratio

Commendation

The commitment of teachers to making their classroom spaces welcoming and inviting for students

Commendation

The stakeholder support for the school and promotion of the whole student with special consideration for extracurricular activities

FOLLOW-UP RESPONSIBILITIES

This Collaborative Conference Report reflects the findings of the school's Self-Reflection and those of the visiting team. It provides a blueprint for the faculty, administrators, and other officials to use to improve the quality of programs and services for students in this school. The faculty, school board, and superintendent should be apprised by the building administrators yearly of progress made in aligning with the Standards for Accreditation.

The Commission expects school officials to use the results of the Collaborative Conference Report as well as the school's identified Priority Areas for Growth to draft a school improvement/growth plan, and to review and implement the findings of the Self-Reflection and and Collaborative Conference Report. An outline of the next steps in the Accreditation process is included in the Commission's Accreditation Handbook, which is available on the Commission's website.

A school's initial/continued Accreditation is based on satisfactory progress implementing the school's improvement/growth plan based on the Priority Areas validated by the visiting team and recommendations identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle. The school will complete a Summary Report and host a Decennial Accreditation visiting team two years after the Collaborative Conference to show progress implementing the school's Priority Areas. The Decennial visiting team will identify recommended next steps as well as additional recommendations for the school to continue to align with the Standards for Accreditation and to improve outcomes for students.

To ensure that it has current information about the school, the Commission has an established Substantive Change Policy requiring that principals of member schools report to the Commission within sixty days of occurrence any substantive change which impacts the school's alignment with the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself and detail the impact(s) the change has had on the school's ability to align with the Standards for Accreditation. The Commission's Substantive Change Policy is included on the next page. All other substantive changes should be included in the Reports of Planning and Progress and/or the Annual Information Report (AIR) which is required of each member school to ensure that the Commission office has current statistical data on the school.

The visiting team would like to express thanks to the community for the hospitality and welcome. The school community completed a Self-Reflection that clearly identified the school's strengths and areas of need. The time and effort dedicated to the Self-Reflection and preparation for the visit ensured a successful Collaborative Conference visit.

SUBSTANTIVE CHANGE POLICY

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES
Commission on Public Schools

Principals of member schools must report to the Commission within sixty days of occurrence any substantive change in the school which has an impact on the school's ability to meet any of the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding - cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

Roster of Team Members

Chair(s)

Chair: Jaimie Farrell - Waterbury Arts Magnet School

Assistant Chair: Sue Homrok-Lemke - Simsbury Public Schools

Team Members

Heidi Edel - New Fairfield High School

Jane Glenn - Arts at the Capitol Theatre

Dr. Frank LaBanca - ACES at Chase