



# Commissioner's Network Turnaround Plan Overview

## Derby Middle School, Derby

### Key Priority Areas and Proposed Strategies



#### TALENT

##### Key Priorities:

- Develop an instructional coaching model to increase teacher capacity and effectiveness
- Strengthen the teacher evaluation process and professional learning culture

##### Strategies:

- Develop focus areas for coaching and capacity building that are aligned to district tenets for high quality instruction.
- Create a structure and system to provide in-class support.
- Assess and revise coaching focus based on formative assessment structures.
- Develop capacity for administrators to assess high quality instruction.
- Develop a system for timely evaluation sessions and feedback for teachers.
- Improve onboarding process for new hires, including a mentorship program and professional learning opportunities.
- Create pathways for teacher leadership through Lead Teacher and Literacy and STEM Coaching positions.

#### CULTURE & CLIMATE



##### Key Priorities:

- Implement the PBIS model with fidelity to improve behavior and decrease rates of suspension/expulsion
- Establish a school culture focused on achievement and engage families as partners in their children's learning

##### Strategies:

- Implement the PBIS model with fidelity, including training and technical assistance for staff and the addition of a PBIS coach.
- Utilize data to monitor PBIS implementation, response to intervention, and changes in student behavior.
- Develop a coherent strategy for family engagement and communication.
- Establish student leader programs including Link Crew, Best Buddies, and Unified Sports.



#### ACADEMICS

##### Key Priorities:

- Implement a rigorous curriculum that is aligned to the Connecticut Core Standards to ensure all students are college and career ready
- Develop a tiered SRBI model for early, targeted intervention to ensure success for all students

##### Strategies:

- Develop common curriculum maps and curriculum implementation guides.
- Utilize i-Ready as the universal diagnostic assessment for math and reading to identify student strengths and learning needs.
- Develop system and structures for academic intervention, data review and analysis, and the development of SRBI plans for academics, attendance, and behavior.
- Hire a Reading Interventionist, Math Interventionist, and four tutors to ensure a robust SRBI model is in place with targeted instruction and data to drive the process.



#### OPERATIONS

##### Key Priority:

- Create school structures and systems that maximize instructional time and create extended learning opportunities

##### Strategies:

- Examine and revise the school schedule to maximize time in core instruction by restructuring the schedule for interventions, the arts, and support services.
- Establish after-school activities and clubs for students.