

Alliance and Priority School District Consolidated Application

Year 3 Application Amendment | 2014-15

Form Number: ED - 705

Sections 10-262u and 10-266q of the Connecticut General Statutes

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Year 3 Alliance and Priority School District Consolidated Application

TABLE OF CONTENTS

PART I: 2014-15 APPLICATION OVERVIEW	p. 4
1. Application Overview		4
2. Alliance District Program Overview		4
3. Priority School District Overview		4
4. List of Alliance and Priority School Districts		5
5. Application Instructions		5
6. Timeline Summary		5
7. Year 3 Reform Priorities		6
8. Quarterly Monitoring Process		6
9. Questions		7
PART II: YEAR 3 ALLIANCE DISTRICT PLAN AMENDMENT	p. 8
Cover Page		8
1. Needs Analysis		9
2. Talent Section		10
3. Academics Section		12
4. Culture and Climate Section		14
5. Operations Section		16
6. School Turnaround Strategy		18
7. Budget Instructions		19
8. Stakeholder Engagement		20
PART III: APPENDIX SECTION	p. 21
A. District Self-Diagnostic Tool		21
B. Statement of Assurances		23
C. PSD Extended School Hours Grant		27
D. PSD Summer School Grant		32



PART I: 2014-15 APPLICATION OVERVIEW

1. Application Overview

In response to feedback from districts and in an effort to streamline and align district strategic planning processes, the Connecticut State Department of Education (CSDE) is pleased to provide a consolidated grant application for 2014-15 for Alliance and Priority School Districts (PSDs). The purpose of the consolidated application is to centralize district reform priorities in one overarching plan, as supported and enabled by Alliance and PSD funding. To that end, the application is designed to ease reporting requirements and, more importantly, generate one unifying plan to lead district transformation and school improvement efforts.

2. Alliance District Program Overview

The Alliance District program is a unique and targeted investment in Connecticut's 30 lowest-performing districts. C.G.S. § 10-262u established a process for identifying Alliance Districts and allocating increased Education Cost Sharing (ECS) funding to support district strategies to dramatically increase student outcomes and close achievement gaps by pursuing bold and innovative reforms. In total, Alliance Districts serve over 200,000 students in more than 400 schools.

Pursuant to C.G.S. § 262u, each Alliance District's receipt of its designated ECS funding is conditioned upon district submission and the Commissioner of Education's approval of a plan, district progress and performance relative to that plan, and subsequent annual amendments, in the context of the district's overall strategy to improve academic achievement. The CSDE reviews district plans on an annual basis and approves plans aligned to the goals of the program. Annual plan approval is predicated upon district implementation and performance during the prior year. Proposals for the use of Alliance District funding will be reviewed for the quality of the overall plan, as well as the degree of alignment between the proposed use of funds and the overall district strategy.

3. Priority School District Overview

The PSD grant was established to provide support for school districts with the greatest academic need. During the 2014-15 school year, 14 Alliance Districts also qualify as PSDs, such designation provides for additional funding and also imposes additional responsibilities. As outlined in C.G.S. § 10-266q, the PSD grant provides funds to support districts in the pursuit of all or some of the following eight approved reform areas:

1. Create or expand innovative programs related to dropout prevention.
2. Establish alternative and transitional programs for students having difficulty succeeding in traditional educational programs.
3. Create academic enrichment, tutorial and recreation programs or activities in school buildings during non-school hours and during the summer.
4. Develop or expand extended-day kindergarten programs.
5. Develop or expand early reading intervention programs which include summer and after-school programming.
6. Enhance of the use of technology to support instruction or to improve parent and teacher communication.



7. Strengthen parent involvement in the education of children, and parent and other community involvement in school and school district programs, activities and educational policies.
8. Obtain accreditation for elementary and middle schools from the New England Association of Schools and Colleges.

PSDs must use at least 20 percent of the grant funding to support early reading interventions.

4. 2014-15 List of Alliance and Priority School Districts

The following 30 districts are entering their third year in the Alliance District program. During 2014-15, 14 of these districts also qualify as PSDs and are identified with an asterisk (*).

Ansonia	East Hartford*	Manchester	New London*	Waterbury*
Bloomfield	East Haven	Meriden*	Norwalk*	West Haven
Bridgeport*	East Windsor	Middletown	Norwich*	Winchester
Bristol	Hamden	Naugatuck	Putnam*	Windham*
Danbury*	Hartford*	New Britain*	Stamford*	Windsor
Derby	Killingly	New Haven*	Vernon	Windsor Locks

5. Application Instructions

Review and follow all directions carefully when completing this consolidated district application. Complete all of the required sections. Year 3 consolidated applications must be submitted electronically in Microsoft Word and PDF formats to SDEAllianceDistrict@ct.gov. The deadline for Year 3 applications is 4:00 PM (EST) on Friday, April 11, 2014.

PLEASE NOTE: All applications become the property of the CSDE and are subject to the requirements of the Freedom of Information Act.

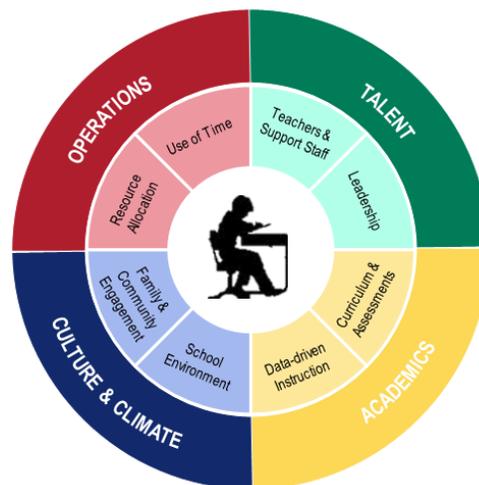
6. Timeline Summary

1. CSDE releases the Year 3 consolidated application	January 15, 2014
2. CSDE provides information about Year 3 planning during the winter convening of Alliance Districts	January 16, 2014
3. Districts complete and submit Year 3 Alliance and PSD consolidated applications	April 11, 2014
4. Districts submit 1003(a) and High School Redesign applications, and Review school plans (if applicable)	April 11, 2014

7. Year 3 Reform Priorities

The CSDE’s turnaround framework identifies four research-based levers to dramatically improve district and school performance and student achievement. School and district success requires strong systems and performance in each of the following four areas shown in the framework at right:

1. **Talent:** Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.
2. **Academics:** Design and implement a rigorous and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments.
3. **Culture and Climate:** Foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.
4. **Operations:** Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.



The Alliance and PSD grants allow for investments in each of these critical areas. Districts are encouraged to pursue reforms that align to district-specific needs and long-term strategic plans in these areas. Additionally, the CSDE has prioritized and will ask all districts to include comprehensive strategies in the following areas:

- Educator evaluation and support systems;
- Transition to the Common Core State Standards (CCSS) and next-generation assessments;
- Kindergarten through Grade 3 (K-3) literacy; and
- Interventions in low-performing schools.

8. Quarterly Monitoring Process

District and CSDE leadership share a commitment to continuously monitoring progress and performance, promoting implementation effectiveness and results. During Year 3, the CSDE will continue a quarterly monitoring process initiated in Year 2. On a quarterly basis, districts will submit a three-part implementation tracker to the CSDE, consisting of:

1. **Data Dashboard:** District aggregate data and data for low-performing schools, including leading and lagging performance indicators;
2. **Quarterly Implementation Trackers:** Progress updates on the district’s Alliance and PSD reform initiatives as aligned to quarterly implementation milestones outlined in the consolidated application; and
3. **ED 114 Financial Information:** Quarterly updates on year-to-date spending as aligned to the approved district reform priorities and budgets.



After submitting quarterly self-reflections, district leaders meet with CSDE staff to discuss progress, troubleshoot barriers and challenges, and identify necessary supports and next steps. This quarterly monitoring process is designed to satisfy the annual evaluation requirements as stipulated for PSDs in state statute.

Please note that the Commissioner may withhold funds if the local or regional board of education fails to comply with the provisions of C.G.S. § 10-262u. The Commissioner may renew funding if the local or regional board provides evidence that the district is achieving the objectives and performance targets as stated in the plan and communicated by the CSDE. The Commissioner may require changes in any plan before he approves an application.

9. Questions

Any and all questions regarding the Alliance and PSD programs and consolidated Year 3 application should be directed to:

Morgan Barth
Turnaround Office Director
Connecticut State Department of Education
Telephone: (860) 713-6705
Email: Morgan.Barth@ct.gov



PART II: YEAR 3 ALLIANCE AND PRIORITY SCHOOL DISTRICT CONSOLIDATED APPLICATION

1. District Contact Information

Instructions: Using the space provided below, please identify a main point of contact for the Year 3 Alliance and PSD consolidated application, and provide that individual's contact information.

Local Education Agency (LEA):		
Naugatuck Public Schools		
Contact Person:	Contact Title:	
Christopher Montini	Assistant Superintendent of Schools	
Telephone:	Email Address:	
203.720.5265	montinic@naugy.net	
Street Address:	City:	Zip Code:
380 Church Street	Naugatuck	06770
Local Board Approval of Plan:	PSD:	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of Superintendent:		
Sharon Locke		
Signature of Superintendent:	Date:	
	4.11.13	
Name of Board Chair:		
David Heller		
Signature of Board Chair:	Date:	

2. Needs Analysis

Instructions: Conduct a needs analysis identifying the district’s strengths and growth areas in the following areas:

- **Talent:** Systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff;
- **Academics:** Rigorous and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments;
- **Culture and Climate:** Positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process; and
- **Operations:** Systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

Reflect upon and critically evaluate Alliance District and PSD programming and accomplishments over the past year. Briefly summarize the district’s most significant strengths and Year 2 accomplishments, in addition to the district’s most critical growth areas. Complete and submit **Appendix A: District Self-Diagnostic Tool**, and use the self-diagnostic tool to inform the needs analysis below.

Strengths/Year 2 Accomplishments:	Explanation and Data to Substantiate:
1. 1.3 Educator Evaluation	Data in regards to implementation and the number of observations and evaluations completed will be provided in July of 2014. The administrator calibration process was successful. 100% of teacher evaluators engaged in at least 5 of the 6 grade level calibrations. In total, 24 calibration sessions were held resulting in improved observation skills.
2. 2.3 Comprehensive Assessment System	We administered mClass three times throughout the year in all k-4 elementary schools as part of the K-3 Literacy Initiative; NWEA MAP Assessment administered to all students in grades k-11 in the winter and spring of 2014. Aimsweb Pro-Social and Behavior Screener and progress monitoring tools are used in our SRBI program. Data from our assessment is used as a means of accountability as part of our evaluation plan, to inform our instructional practice, and to monitor progress.
3. 3.2 Family Engagement	Family School Compacts and PBIS are in place at all schools; 4 schools have an active school governance council which has positively impacted climate.
4. 4.4 Collaborative Staff Planning time	All classroom teachers have common planning and or collaborative time embedded in their school day a minimum of bi-monthly. In addition, all teachers have one 1-hour after school collaborative

	meeting a month. These structures provide teachers the opportunity to engage and in data teams and the DDDM process.
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Growth Areas:	Explanation and Data to Substantiate:
1. 1.4 Professional Development and Coaching	<p>The majority of professional development opportunities this year were spent supporting the implementation of our new evaluation plan.</p> <p>Currently, NPS lacks the coaches necessary to provide the level and frequency of job-embedded, personalized, professional learning necessary to support teacher growth. The current role of the reading consultant includes coaching, managing SRBI, providing small group intervention among many other responsibilities. As a result, coaching does not get the time it requires to be effective. A reorganization and training is necessary to split the role of coach and interventionist so that we may provide increased opportunities for coaching.</p>
2. 2.1 Common Core-aligned curriculum and academic rigor	<p>As indicated by the self-assessment tool in the appendices, which was completed by the district administration team, CCSS-aligned curriculum and implementation is a priority. The district has developed curricula units that must be revised and further developed to include scope and sequence. The units must also be vetted to ensure CCSS alignment. A process must also be developed to ensure vertical alignment.</p>
3. 2.2 Fidelity in Curriculum Implementation	<p>The majority of professional development opportunities this year were spent supporting the implementation of our new evaluation plan leaving insufficient time to support fidelity of curriculum implementation of our new units. Further, the stress and anxiety associated with TEVAL weighed so heavy on the minds of teachers that the capacity to embrace other initiatives and support was impacted.</p>
4. 3.3 Wraparound Strategy and Extended Learning	<p>NPS is seeking to increase summer school opportunities for students in grades 4-8 (grades 1-3 and high school currently have a program). NPS is also seeking to reduce the high school freshman failure rate by increasing extended learning opportunities at the high school level.</p>

2. Talent Section		
<p>Year 3 Reform Priorities: Place an “X” beside the district’s Year 3 talent-related reform priorities. Please note that in Year 3, all Alliance Districts will pursue strategies to advance educator evaluation and support systems. Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.</p>		
Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
<input checked="" type="checkbox"/> Educator evaluation and support systems	N/A – PSD funds cannot be used to support talent-related initiatives.	<input type="checkbox"/> Recruitment and human capital pipelines <input type="checkbox"/> Hiring and placement processes <input checked="" type="checkbox"/> Professional development/coaching <input type="checkbox"/> School leadership development <input type="checkbox"/> Retention of top talent <input type="checkbox"/> Other: _____
<p>Summary: Briefly describe the district’s talent-related reform priorities, as indicated above.</p> <ul style="list-style-type: none"> • Educator Evaluation: Describe how the district is working to successfully implement educator evaluations district-wide, resulting in improved instruction and professional practice that are aligned to the CCSS. • Professional Learning: Describe how evaluation processes inform professional development. Explain the district’s approach to providing meaningful and impactful professional learning opportunities that are aligned to the CCSS. 		
<p>Educator Evaluation</p> <p>Naugatuck Public Schools understand that teacher and leader quality is the most important lever for school improvement. NPS believe that building the leadership and instructional capacity of our administrators and teachers through implementation of a rigorous, data embedded system of accountability and evaluation will result in improved leadership and teaching practice which will lead to improved student outcomes as measured by our DPI and SPI. We believe that explicit, ongoing, and honest feedback and professional development supports are integral aspects of a sound evaluation process. To that end, NPS will: revise both our teacher and administrator evaluation plans to maintain alignment with the PEAC and SEED Guidelines for the 2014-2015 school year; implement fully the CSDE approved educator and evaluation systems with fidelity according to all prescribed timelines. NPS will continue to contract with Revision Learning to support implementation of both educator evaluation systems. Training and support will include developing effective SLO and IAGD, continued calibration and coaching of evaluator observation, the bulleted coaching topics listed below as well as the use of NPS’s online evaluation system, TalentEd. The work with Revision Learning will build upon the work we we’ve accomplished through the partnership established in Years 1 and 2 of the Alliance Grant.</p> <p>Continue to implement the Five Year Strategies and Implementation Steps articulated in Alliance Grant Year 1; most notably, Improving teacher and leader quality.</p> <ul style="list-style-type: none"> • Provide ongoing professional development for administrators on the use of observation instrument 		

2. Talent Section

- Continue to provide opportunities for administrators to gain inter-rater reliability through ongoing calibration
- Professional development for all teachers and evaluators on aligning teacher practice rubrics in new teacher evaluation system with instructional practices necessitated by Core Standards implementation.
- Provide formal professional development for teachers on observation instrument and protocols

Facilitation of teacher collaboration around:

- Peer observation and feedback / Critical Friends
- Lesson study
- Developing a reflective practice
- Learning from student work
- Looking at data (including not just student learning data, but survey/feedback from parents and students)

Coaching of teacher and administrator evaluators

- Conducting effective collaborative conversations (cognitive coaching)-goal setting, midyear, summative-to promote teacher and leader effectiveness
- Effective use of educator evaluation data to design, implement, and monitor the success of professional development targeted to meet teacher need

Coaching of building and district leaders

- Developing a reflective leadership practice
- Using peer observation protocols to promote leadership growth (critical friend / instructional rounds)
- Effective use of student learning indicator data and stakeholder feedback data to inform leadership decisions

NPS will partner with ReVision Learning to support implementation of our Educator Evaluation through on-going job-embedded calibration. ReVision will work with subgroups of evaluators to collectively review practice and debrief interpretations of the Instructional Blueprint. Debriefs will focus on continued calibration to the behaviors associated with the Instructional Blueprint as well as development of administrator/evaluator proficiency at evidence collection. Reviews of results from these calibration rounds will include a formal review of evidence against the ReVision Learning Supervisory Continuum to support on-going development for administrators/evaluators and to help satisfy the CSDE request for proficiency reviews of practice.

NPS will also partner with Revision to create a continuum of formative feedback/practices aligned to specific indicators of our rubric and a resource back aligned to our rubric. The formative template will assist teachers in understanding the changes in practice necessary to move along the teacher effectiveness rating continuum.

2. Talent Section

NPS will continue to contract with the Connecticut Association of Schools (CAS) and Lead CT to provide new and developing administrators with an executive coach.

NPS will continue to fund the administrative internship program. The program creates opportunities for the NPS to develop talent and cultivate leadership for aspiring school leaders.

Professional Learning

NPS believe professional learning that is systematic, authentic, and personalized will increase the fidelity of implementation of improvement plans and build the capacity of adult learners which will lead to increased performance as measured by our DPI. To that end, Naugatuck Public Schools is working to redefine and restructure our belief system in regards to professional development. As part of this work, a committee inclusive of teachers of varying levels and subjects, specialists, administrators, BOE members, and bargaining unit members will convene to create and carry out the district vision for professional development. The committee's charge will be to develop a system of sustained professional learning that supports teacher practice and student achievement.

In effort to personalize professional learning NPS will:

- use survey and educator self-reflection data to plan and provide professional development opportunities related to the self-identified needs of staff
- Reorganize and train existing reading consultants and hire 4.0 FTE new literacy coaches and 3.0 FTE new math coaches to provide targeted and personalized professional development aligned with individual educators evaluation through job embedded coaching; hire external partners to train content area teachers in peer coaching in subjects for which we are lacking such as sciences and the arts.
- Create a district professional development plan based on the district-wide trends identified through a comprehensive analysis of the 2013-2014 evaluation data
- Support new teachers and leaders through a comprehensive year-long induction program.

In July, NPS will work with Revision Learning to extract from Talent Ed educator evaluation data. The team will debrief and analyze year-end data to plan for the next school year. Time will be dedicated to making associations to needs for professional development at the district, school, grade and classroom level and used for District and School Improvement Planning. A formal district professional development plan will be developed using the trend data from the Talent Ed extraction. The plan will be presented to faculty and staff in the fall of 2014. Evaluators, as part of the NPS Educator Evaluation Process, will make professional development recommendations to individual teachers at the yearend conference. The recommendations for PD will align with individual teacher's goal setting in the fall of 2014. The district will disaggregate the data by years of service, grade level, and school. The data obtained from new teachers (years 1 and 2) and developing and basic teachers will be analyzed by a committee of district administrations and used to shape and redesign our new and developing teacher orientation and support program. The program will begin with five (5) days of professional development during the summer of 2014. The program will include professional development topics surfacing from the data analysis in June of 2014.

2. Talent Section

The new and developing teacher cohort will have opportunities to inform the agenda and request specific areas of professional development in addition to participating in required professional development based on the identified areas of weakness. Monthly seminars will be held by district administrators to support professional development implementation and improvement efforts. New and developing teachers will be paired up with an effective teacher outside of their school to observe effective practice in action related to the professional development offerings. They will be required to observe and be observed by and receive feedback from their effective teacher a minimum of two times each. The Superintendent and Assistant Superintendent of Schools will create a similar process to support new and developing administrators.

In February of 2015, District Administrators will work with Revision Learning and Talent Ed to extract district level information in regards to teacher and administrator practice. The data will be analyzed to determine areas of strengths and weaknesses as they relate to educator practice as defined by the Naugatuck Public School's Blueprint for Professional Growth for Teachers and Administrators. Professional development opportunities for teachers and administrators will be developed based on the data. The evaluation data analysis will be used during the mid-year conference between evaluators and evaluates to focus the conversation on areas in need of growth and the required professional development and support. Teachers and administrators who appear to be Developing or Basic at the mid-year conference will develop with their evaluator a specific action plan outlining the professional learning and support necessary to reach proficiency.

Aligned Strategies: Identify a core set of actionable strategies to implement talent-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Revise the Naugatuck Educator Evaluation Plan and corresponding TalentEd forms to improve clarity and streamline paperwork burden.	<ul style="list-style-type: none"> Plan submission and CSDE approval based on CSDE timeline 	X			
2. Train all teachers and administrators on the Revised 2014 Naugatuck Educator Evaluation systems and TalentEd technology	<ul style="list-style-type: none"> Participation at trainings Teacher understanding, comfort, and level of satisfaction with the training. (survey) 85% of teachers will respond "agree" or "strongly agree" to all questions. 	X	X		
3. Establish goals, action plans, professional learning needs and criteria for success related to each component of the NPS Educator Evaluation Plans.	<ul style="list-style-type: none"> 100% of certified staff will establish goals for each 	X	X		

2. Talent Section					
	component of the NPS Evaluation Plans by October 31. (TalentEd Report)				
4. Conduct semester 1 informal and formal classroom walk through and teacher evaluation observations using the NPS Educator Evaluation Plans. Identify additional professional development needs.	<ul style="list-style-type: none"> TalentEd quarterly report of the number of evaluations conducted by school, department, and evaluator Teacher evaluation ratings at Mid-Year Distribution of ratings by school at Mid-Year Identified PD needs by school at mid-year 	X	X	X	
5. Provide teacher evaluators with ongoing, job-embedded calibration of observation and feedback skills in the context of vertical and grade level teams.	<ul style="list-style-type: none"> 95% participation rate in the calibration sessions 100% of administrators will demonstrate increased inter-rater reliability as measured by the 3rd party application of the Revision Learning of Supervisory Continuum (Rubric) from fall to spring. Growth in the 2014-2015 Administrator Practice ratings (baseline data established 2013-2014) 		X	X	X
6. Provide opportunities for teachers to engage in peer coaching. Pair new and developing teachers with effective and exemplary teachers for structured peer coaching throughout the year.	<ul style="list-style-type: none"> Number of developing-effective teacher pairings Number of coaching sessions 		X	X	X

2. Talent Section					
	<ul style="list-style-type: none"> 75% of new and developing teachers receiving coaching will demonstrate growth on their 2014-2015 Teacher Effectiveness Ratings from fall to spring. 90% Teacher satisfaction (survey) with coaching 90% retention of new teachers 				
7. Hire and train Literacy and Math Coaches to provide personalized and job-embedded coaching to teachers aligned to programmatic and teacher practice needs identified through teacher evaluation and Common Core Implementation	<ul style="list-style-type: none"> Number of coaching sessions provided by topic and level each trimester 100% of Coaches will participate in training 90% retention of new teachers Teacher satisfaction (survey) 80% of the District PD Evaluation Forms analyzed after each PD and coaching session will indicate that it was effective, informative, and aligned to their needs. 75% of teachers receiving coaching will demonstrate growth on their 2014-2015 Teacher Effectiveness Ratings (baseline date established 2013-2014) 	X	X	X	X
8. Conduct semester 2 informal and formal classroom walk through and teacher evaluation observations using the NPS Educator Evaluation Plans. Identify additional professional	<ul style="list-style-type: none"> TalentEd monthly report of the number of evaluations conducted 			X	X

2. Talent Section					
development needs	by school, department, and evaluator <ul style="list-style-type: none">• Teacher evaluation ratings; distribution by school• Teacher growth between fall and spring				

3. Academics Section		
<p>Year 3 Reform Priorities: Place an “X” beside the district’s Year 3 academic-related reform priorities. Please note that in Year 3, all Alliance Districts will pursue strategies to advance Common Core implementation. Districts may choose, but are not required, to pursue additional strategies to strengthen academics. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.</p>		
Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
<input checked="" type="checkbox"/> Transition to the CCSS and next-generation assessments	<input type="checkbox"/> Dropout prevention <input type="checkbox"/> Alternative and transitional educational programs <input type="checkbox"/> Kindergarten program <input checked="" type="checkbox"/> Early literacy interventions (PSDs must invest at least 20 percent of PSD funding in support of early literacy) <input type="checkbox"/> Instructional technology	<input type="checkbox"/> Supports for special populations <input type="checkbox"/> SRBI and academic interventions <input type="checkbox"/> High school redesign <input type="checkbox"/> Other: _____
<p>Summary: Briefly describe the district’s academic-related reform priorities, as indicated above.</p> <ul style="list-style-type: none"> • Common Core Strategy: Describe how the district is working to implement Common Core-aligned curricula, instruction, and assessments; describe the methods for determining that the district’s curricula are aligned to the CCSS. If you use Common Core curricular programs, specifically on-line or technology-related programs, how does the district determine alignment to the CCSS? Explain the district’s approach and parameters, if any, to interim and formative assessments aligned to the CCSS. Explain how the district is monitoring implementation and providing necessary professional development that is aligned to the CCSS. • K-3 Literacy: Describe the district’s K-3 literacy strategy, including the use of universal screening assessments and targeted interventions. 		
<p>The Naugatuck Public Schools seek to provoke fundamental change through a managed instruction theory of action where coherence is achieved through programs and curricula that are aligned to the CCSS. Managed instruction forms a cohesive alignment of human, material, and intellectual resources. This alignment will be facilitated by the District Leadership Team in conjunction with the District Curriculum and Common Core Committees. The core components of an effective managed instruction system are vertically and CCSS-aligned curricula, a scope and sequence, and curriculum embedded assessment and performance tasks.</p> <p>In order to achieve the coherence associated with a managed instruction theory of action Naugatuck Public Schools will:</p> <ul style="list-style-type: none"> • continue to develop and implement vertically and CCSS aligned curricula in all content areas K-12 including curriculum embedded common assessments and performance tasks; • support implementation of curricula and Common Core Shifts through ongoing professional development, coaching, and supports before, 		

3. Academics Section

- during, and after unit implementation;
- Partner with Columbia Teacher’s College to train and support all elementary staff in the implementation of reading workshop, a key component to our managed instruction approach to reading instruction in the elementary grades.
- Obtain the necessary materials and resources essential to support curriculum implementation;
- Engage the District Curriculum and Common Core Committee in the ongoing process of curriculum revision; Assess CCSS unit quality and alignment using the Tri-State Quality Review Rubric.
- Continue to fund the position of Curriculum Director to work with teachers, administrators, and consultant teams to evaluate the quality and alignment of the units created through the Consortium and finish language arts curriculum development for full implementation in the 2014-2015 school year.
- Reorganize and train existing reading consultants and hire 4.0 FTE new literacy coaches and 3.0 FTE new math coaches to provide targeted and personalized professional development aligned with individual educators evaluation through job embedded coaching;
- Continue to fund through the Alliance and implement our district wide comprehensive system of assessments which include NWEA MAPS for students in grade K-11, mClass, for students in grades K-4, Aimsweb for progress monitoring and ProSocial and Behavior Screener, and a comprehensive data management system.
- Continue to support elementary student’s access to the core curriculum through the elementary school counselor positions.
- Improve the coherence of our SRBI program through implementing with fidelity the *Fountas & Pinnell Leveled Literacy Intervention System (LLI)* for all elementary schools. The program will strengthen the district’s SRBI and extended learning programs.

K-3 Literacy: Core Instruction, Supplemental Resources and Tiered Interventions-

The Naugatuck Public Schools uses a Readers Workshop model for core reading instruction in grades kindergarten through third. Units of instruction were developed in teams comprised of teachers and Reading Consultants. These units of instruction ensure alignment to CCSS in regards to standards being taught as well as pedagogical shifts. The mClass tool assesses a students’ level of proficiency in the areas of phonemic/phonological awareness, fluency and comprehension. Thus, educators are able to utilize these assessments in order to further target instruction on individual student needs. Scientifically Research Based Interventions are implemented and are in accordance with state guidelines. Universal screener data as well as classroom assessments are analyzed three times a year in order to identify students not meeting grade level benchmarks and therefore in need of intervention. All students identified as needing interventions are progress monitored using the mClass tool; Tier 2 students are monitored every two weeks and Tier 3 weekly. Reading Consultants meet with Interventionists in order to discuss student progress, any needs for a change in intervention and/or a shift in instructional approach.

Aligned Strategies: Identify a core set of actionable strategies to implement academic-related reform priorities described in the previous	Progress Metric: Identify progress indicators to monitor the	Timeline: Place an “X” indicating when strategies will occur.
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3. Academics Section					
sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	implementation and impact of each strategy.	Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Develop scope and sequence for each language arts unit; use the scope and sequence to identify gaps in the curriculum and vertical alignment.	<ul style="list-style-type: none"> • Written scope and sequence • Revised curriculum units 		X	X	X
2. Vet and review the language arts units to ensure alignment to the CCSS and vertical alignment across grades	<ul style="list-style-type: none"> • # of units reviewed/aligned • Tri-State Rubric results 		X	X	X
3. Provide teachers with the materials and appropriately complex texts necessary to implement with fidelity the newly created language arts units.	<ul style="list-style-type: none"> • 90% satisfaction rate—with texts and materials provided. (Survey) • # of texts per classroom by fiction, non-fiction, and level 		X	X	X
4. Provide PD to train all English Language Arts Teachers on the newly developed Common Core-aligned units prior to implementation of each unit.	<ul style="list-style-type: none"> • 95% PD Participation rate in trainings • 90% satisfaction rate –with the “launch” training. (survey) 		X	X	X
5. Provide fall, winter, and spring professional development sessions to support common core implementation based on teacher survey and administrator walk through data related to the CCSS Shifts (academic vocabulary, close reading, text complexity, rigor, engagement, conceptual understanding)	<ul style="list-style-type: none"> • Participation in professional development sessions by trimester disaggregated by school and topic • 80% fidelity in implementation of CCSS shifts and curriculum (classroom walk through) 		X	X	X
6. Support implementation of CCSS Units and “shifts” through in-class coaching from literacy and math coaches	<ul style="list-style-type: none"> • Participation in coaching sessions by trimester disaggregated by school, topic, and coach • 90% satisfaction rate with the coaching sessions. (survey) 		X	X	X
7. Administer the NWEA MAP benchmark assessments in math and literacy to all students in grades K-11 in October, January, and May.	<ul style="list-style-type: none"> • 100% student assessment completion rate • 80% of students will demonstrate 		X	X	X

3. Academics Section					
	<p>growth each trimester</p> <ul style="list-style-type: none"> Decrease the number of students scoring in the remedial range by 10% 				
8. Strengthen the district SRBI and extended learning programs by implementing the Fountas and Pinnell Leveled Literacy Intervention System.	<ul style="list-style-type: none"> The number of students scoring in the remedial range will decrease by 10% on TRC and NWEA 		X	X	X
9. Purchase and provide ongoing PD to support implementation of reading workshop in all elementary schools.	<ul style="list-style-type: none"> 100% PD Participation rate 90% PD satisfaction rate—with coaching /training sessions (survey) 10% increase in reading proficiency in grades K-4 as measured by TRC and NWEA. 	X	X	X	X

4. Culture and Climate Section		
Year 3 Reform Priorities: Place an “X” beside the district’s Year 3 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school culture and climate. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.		
Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
District Wide Chronic Absenteeism; Improving PBIS	<input type="checkbox"/> Dropout prevention <input type="checkbox"/> Alternative and transitional programs <input type="checkbox"/> Instructional technology <input type="checkbox"/> Family engagement	<input type="checkbox"/> Positive behavior management <input type="checkbox"/> Wraparound strategy <input type="checkbox"/> Attendance <input type="checkbox"/> Graduation and dropout prevention <input type="checkbox"/> Other: _____
Summary: Briefly describe the district’s climate-related reform priorities, as indicated above.		
<p>The Naugatuck Public Schools will continue to foster learning environments in each of its schools that are positive, safe, and engaging and which support high-quality teaching and learning. In effort to strengthen and nurture a positive school climate that is both safe and conducive to high student achievement Naugatuck Public Schools will:</p> <ul style="list-style-type: none"> • Administer and analyze district climate survey results; • Revise its Safe School Climate Plan based district discipline data and safe school climate survey results; • Increase the fidelity with which we are implementing PBIS in our elementary schools; • Create school based attendance teams at all schools to address chronic absenteeism. <p>The rates of chronic absenteeism for the first three quarters of the 2013-2014 school year were 11%, 21%, and 20%. (Quarter 4 and the yearend rate will be calculated in July of 2014) To address chronic absenteeism, schools will create site based teams to track data on an ongoing basis. In effort to create increased alignment between initiatives, counselors will focus on chronic absenteeism as part of the evaluation process. The team will monitor attendance data, specifically, those students who are close to the 10% threshold and will increase contact with the family and student through phone calls, face to face meetings, and home visits. By increasing the amount of “contacts” and interaction with frequently absent students and their families we improve communication, relationship, and attendance rates.</p>		

4. Culture and Climate Section					
Aligned Strategies: Identify a core set of actionable strategies to implement climate-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Establish school-based attendance teams inclusive of school counselors, social workers, and an administrator to review and address chronic absenteeism through increased personal contact and home visits. The district truancy officer will consult with the school-based teams and assist with home visits.	<ul style="list-style-type: none"> • Decrease in chronic absenteeism district-wide by 5% • Increase in average daily attendance to 95%. • Number of home visits conducted per quarter • Number of personal contacts per quarter (i.e. phone call, face to face meetings) 		X	X	X
2. Provide counseling services and developmental guidance programs to our elementary school students.	<ul style="list-style-type: none"> • Number of students seen by month by school • Number of behavior incidents by school by month • Decrease in Maple Hill out-of-school suspension by 10% 		X	X	X
3. Create an elementary PBIS manual; provide training each semester (twice annually) for all staff in PBIS strategies.	<ul style="list-style-type: none"> • Decrease in elementary behavior incidents by 10% (baseline data calculated summer 2014) • Decrease in elementary out-of-school suspension by 5%. • 90% attendance at PBIS trainings 		X	X	X
4.					
5.					

5. Operations Section		
<p>Year 3 Reform Priorities: Place an “X” beside the district’s Year 3 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.</p>		
Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
<p>Extended Learning Time</p>	<p><input type="checkbox"/> Extended learning time</p> <p><input type="checkbox"/> Use of technology</p> <p><input type="checkbox"/> NEASC accreditation</p>	<p><input type="checkbox"/> Budgeting and financial management</p> <p><input type="checkbox"/> School operations</p> <p><input type="checkbox"/> Technology integration</p> <p><input type="checkbox"/> Student enrollment and registration</p> <p><input type="checkbox"/> Other: _____</p>
<p>Summary: Briefly describe the district’s operations-related reform priorities, as indicated above.</p>		
<p>Extended learning time enables schools to expand opportunities for learning, enrichment and collaboration in order to improve student achievement. NPS has developed and implement an 8 month extended day learning program for our high school aimed at reducing the freshmen failure rate in the short term and increasing our cohort graduation in the long term.</p> <p>Background and Rationale</p> <p>Research indicates strong correlation between grade nine and ten credit accrual and graduation rates. Historically speaking, students who fail in their freshman year have a difficult time recovering and graduating on time in four years. In an effort to ensure the academic grade reflects what students know and are able to do 95% of the grade is based on student results on tests, quizzes, and performance based assessment. The remaining 5% reflects homework grades. When students achieve passing grades on grade level tasks aligned with common core standards inherently student achievement increases.</p> <p>In an effort to improve student achievement and the graduation rate we propose extending the learning opportunity for students beyond the regular school day. The extended day program is based on the research Richard and Rebecca DuFour have conducted regarding effective professional learning communities and a shift in a paradigm regarding teaching and learning. Simply put when given the choice to stay after school and complete make up work or fail the assignment, too many students choose failure. As educators it is our hope to intervene before students are in jeopardy of failing for the year. Students will no longer be allowed to “opt” out of important assignments or fail an important test without a mandatory intervention. As educators we need to acknowledge that if failing grades were a deterrent, we would have very few failures. Experience shows us that too often students demonstrate that they value free time more than passing grades. If given the choice to fail, some students will take it.</p>		

5. Operations Section

Evidence of Need

Preliminary data reveals approximately thirty percent of the freshmen are failing one or more of their core academic courses after the first semester. Examination of the National Student Clearinghouse data shows more white students graduating than low socio economic status and minority students.

Naugatuck High School

Graduation Rates

Student Tracker Demographics Report

Population	# of students in the cohort	# of students meeting outcome	% of students meeting outcome
White	228	139	61
Black	20	9	45
Hispanic	48	26	54
Not Economically Disadvantaged	213	149	70
Economically Disadvantaged	105	41	39

The five year cohort graduation rates indicate achievement is constant when time is the variable. Particularly students in our subgroups need more time to achieve grade level expectations.

Five Year Cohort Graduation Rates (%)

Naugatuck School District

Naugatuck High School

All Students	86.0
Male:	83.3
Female:	90.0
Free/Reduced lunch	77.1
English language learner	100.0
Special Education	77.6
Asian	100.0

5. Operations Section

Black	85.7
White:	87.9
Hispanic:	81.4
Two or More Races:	88.9
Indian	50.0

Student Identification

In order to ensure success, a list of students will be published to identify students who are not passing with a C or higher average in their core academic classes or students who are failing classes.

- Green Zone Students are passing all classes and are deemed “academically healthy”
- Yellow Zone Students with one F in an academic class.
- Red Zone Students with F’s in two or more classes.

Students will be identified within three weeks of the school year. Once identified students will receive an intervention that continues until they demonstrate passing grades for at least one marking period.

Intervention

A freshman and sophomore Student Assistance Team will meet to monitor the progress of students receiving academic interventions and evaluate the success of the intervention. The team will brainstorm additional interventions for students based on their needs, interests, schedule and academic ability. Interventions will be designed with the present resources in mind. Students identified in the yellow and red zones will be provided with a program taken from a menu of interventions.

Every three weeks an administrator will utilize school messenger to communicate to parents of students in the yellow and red zone.

Extended Day Program

Students in the yellow zone and red zone will be identified and provided with a mandatory after school study hall two days a week. Freshman will be serviced on Mondays and Wednesdays and sophomore students on Tuesdays and Thursdays. Certified teachers will be paid hourly to facilitate an academic lab and provide remediation as needed. Students will be grouped according to specific needs. Certified teachers will collaborate with regular education teachers to pre-teach and reteach skills and concepts including academic vocabulary. Additionally, tutors will provide specific instruction in reading and numeracy skills as well as executive functioning skills. A social worker will meet individually and with students in groups to examine the root causes of student motivation or work avoidance issues and engage in goal setting. One tutor with a reduced group size will act as coordinator and

5. Operations Section

data collector.

Progress Monitoring

Administration and the SRBI team will examine grades, teachers and student surveys, standardized test scores, and interim assessments (MAP) to monitor progress.

Resources/Staff Needed

Late bus increased from two days to four days a week

Social Worker 4 hours a week

Four certified teachers – Six hours a week direct contact with students

Two hours a week prep time

Outcome Data

The end of quarter and end of year passing rates students, especially those in identified subgroups, will be the determiner of the success of this intervention. Specifically we are looking to decrease the number of students failing by 10% or more. Extended Learning opportunities for students in need of remediation or extra support remain a priority. As district data indicates, a significant percentage of students do not reach goal on district and state testing. In order to close the achievement gap and equip students with the knowledge and skills they lack, opportunities for extended learning will be sustained and expanded.

K-8 Extended Year Summer School Program

Student academic growth and sustainability of achievement over summer months are integral to ensuring the continuous improvement of student achievement over time. Our analysis of district achievement data indicates the lapse in student reading skills in the months of summer impacts sustained student achievement. Participation in both the district summer reading program and the Governor's Summer Reading Program is not at the levels that would help our students sustain both their interest and achievement in reading. The regression of student reading levels over the summer months provides us with the data to implement a formal summer reading program. This program would be available to identified students with some openings available for interested students and families. The goals of the summer program would be to increase student engagement with reading and to increase overall reading achievement. Students will be provided multiple opportunities for direct instruction, independent reading and related activities to enhance their learning experiences. The program will run three (3) hours a day from 8:30 to 11:30 for twenty (20) consecutive school days. Implement an English language arts summer school program for incoming grade one, grade two and grade three students.

- Implement, and monitor a comprehensive reading summer school program that includes hiring staff, revising developed curricula, planning for student selection, working with the bus company for transportation.
 - The program will run three (3) hours a day from for twenty (20) consecutive school days.

5. Operations Section

- The curriculum was developed during the 2012-2013 school year. Summer school teachers will collaborate with district reading consultants and the Assistant Superintendent of schools to revise the curriculum in August of 2014 and April of 2015.
- The criteria for student selection includes a comprehensive process similar to the process used to identify students for extended day learning. To participate in English language arts summer school, students must fall be two to three levels below grade level as determined by their TRC scores, must below the Fountas and Pinnel Level C entering grade 1, D-H entering grade 2, and G-J entering grade 3. In addition to the academic measures, students must have demonstrated consistent attendance, parental commitment, and good work habits (teacher recommendation). Priority will be given to students who demonstrate the academic need based on the aforementioned criteria and who also maintain subgroup designation such as free and reduced lunch, ELL, and ethnicity, although students have not and will not be excluded from participation based on subgroup designation.
- Instruct with a comprehensive curricula for summer program that provide relevant, engaging texts; increases reading volume; provides for student choice; increases reading of nonfiction; develops independence; provides a highly effective, short-term intervention; engages students in meaningful talk about texts; matches texts to readers' current abilities and then provides teaching to expand to new levels; deepens and expands vocabulary and comprehension skills; and increases fluency in reading and writing;
 - The program includes daily opportunities for students to engage in instruction related to word work, comprehension, and fluency, vocabulary, listening, speaking, and writing through a gradual release of responsibility approach.
 - Maintaining a ratio of no more than 16 students per teacher enables teachers to meet with students through guided reading daily and confer with students in reading and writing workshop daily.
 - Teachers progress monitor on a weekly basis using the systems in place for SRBI (MAZE, TRC, Aimsweb etc.) Summer school teachers participate in common planning for one hour weekly to analyze progress monitoring information in order to plan for instruction.
 - As part of the program students participate in 15 minutes of physical exercise and receive a healthy snack
- Provide for an increase of teacher expertise through high quality professional development; and
 - Professional development will be provided to summer school teachers in the areas of student led conferences, interactive read-alouds, guided reading, other areas as determined through the evaluation of the 2013 summer school program.
- Connect the summer program to home.
 - All parents of summer school participants were invited to attend a summer school orientation
 - All parents of summer school participants were invited to attend student-led conferences the last day of the program.

Extended learning time enables schools to expand opportunities for learning, enrichment and collaboration in order to improve student achievement and teacher effectiveness. It provides students additional time for re-learning and also for pre-learning content that is part of the curriculum. This is an

5. Operations Section

excellent opportunity for helping students meet 21st century skills. NPS will continue to maximize instructional time by providing opportunities for students to participate in extended day and extended year programs.

Aligned Strategies: Identify a core set of actionable strategies to implement operations-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
Evaluate the success of the 2014 Summer School Program	<ul style="list-style-type: none"> Analyze survey data and stakeholder (parent, teacher, and student) feedback in regards to the summer school. (Report to Nov. Data Team) Analyze the pre and post student achievement data from summer school (TRC MClass, Fountas and Pinnel) and the student achievement data from the fall 2014 benchmark assessments. (Report to Nov. Data Team) Analyze student attendance at summer school including correlation to student achievement data. Use the stakeholder feedback, student achievement, and attendance data to determine effectiveness of 2013 Program. (Report to Nov. Data Team) Revise the 2014 Summer School 	X	X		

5. Operations Section					
	Curriculum based on the information and data above.				
Extend the summer school program from students entering grades 1-3 to students entering grades 1-8.	<ul style="list-style-type: none"> Develop selection criteria for students entering grades 4-8. Develop summer school curriculum for grades 4-8. 		X	X	
Identify students for participation in the 2015 Summer School Program based on the district criteria and parental request.	<ul style="list-style-type: none"> Number of students who qualify for summer school disaggregated by school, grade level, race, and lunch status. Number of students whose parents volunteer for summer school disaggregated by school, grade level, race, and lunch status. Number of classrooms needed to run program Establishment of summer bus routes 				X
Provide PD to train all summer school teachers on the revised summer school curriculum.	<ul style="list-style-type: none"> Number of staff hired by Teacher Rating Participation in trainings Teacher understanding, comfort, and level of satisfaction with the training. (survey) 				X
Increase student literacy skills by providing identified students with a robust summer school program which includes a comprehensive literacy curriculum taught by an effective or exemplary teacher.	<ul style="list-style-type: none"> Number of staff hired by Teacher Rating 90% Daily student and 100% teacher attendance rate 25% of the students who participate in all 20 days of 				

5. Operations Section					
	<ul style="list-style-type: none"> summer school learning will no longer qualify based on the academic criteria the following year 75% of students will make on pace growth using the summer NWEA assessment 				
Identify students for participation in the Extended Day Program based on the district criteria.	<ul style="list-style-type: none"> Number of students who qualify for extended day school disaggregated by grade level, race, and lunch status. Establishment of bus routes 		X		
Hire and provide training for extended day teachers on the NPS Model	<ul style="list-style-type: none"> Number of staff hired by Teacher Rating 100% PD Participation in trainings 90% PD satisfaction with training 	X	X		
Create a personalized learning plan for each identified student based on the assessment results from district and classroom assessments including standardized and non-standardized.	<ul style="list-style-type: none"> 100% of students will have a Personalized Learning Plan. 100% of extended day teachers will use the Plans to create lessons related to specific needs. 		X		
Monitor student progress a minimum of bi-weekly throughout extended day program.	<ul style="list-style-type: none"> All progress monitoring results will be individually graphed Number of progress monitoring data points (graph) 		X	X	X
Provide explicit instruction in the areas of math and literacy tailored to the individual needs identified on the Personalized Learning Plan 3 hours a week for 16 weeks.	<ul style="list-style-type: none"> Student and teacher attendance for program 100% of students will demonstrate increased academic 		X	X	X

5. Operations Section

	<p>performance on the pre and post NWEA assessments</p> <ul style="list-style-type: none">• Percentage of students failing will decrease by 10%• 70% of the students participating in extended day will make at least 1 years growth from fall to spring on the NWEA MAP				
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6. School Turnaround Strategy

Instructions: Your district will receive a prepopulated chart (similar to the chart shown below), listing the district’s Turnaround, Focus, and Review schools. Districts must work in collaboration with school communities to dramatically improve student achievement in these schools. Alliance Districts must invest Alliance and/or PSD (if applicable) funds to support school turnaround efforts. Using the chart provided, describe how the district plans to intervene in its Turnaround, Focus, and Review schools and pursue resources on behalf of such schools. By placing an “X” beside a competitive grant, the district expresses its intent to apply for that grant on behalf of the school. The CSDE will award funds competitively based on the quality of each district’s submissions and the grant specifications. Please note that when awarding 1003(a) and High School Redesign funds, the CSDE will give preference to schools not receiving Commissioner’s Network funding or School Improvement Grants during 2014-15. 1003(a) funds are established by Section 1003(a) of Title I of the Elementary and Secondary Education Act of 1965. Comprehensive Turnaround and Focus high schools may submit applications for both 1003(a) and High School Redesign.

Competitive school-level grants, such as the School Improvement Grant, 1003(a), and High School Redesign are not included in this consolidated application and require separate school-level applications, which can be accessed at: <http://www.ct.gov/sde/AllianceDistricts>. Districts are strongly encouraged to submit grants on behalf of only those schools that present strong and transformative plans.

In 2013, districts submitted school improvement plans for at least half of their Review schools. No later than April 11, 2014, districts must submit plans for their remaining Review schools and any newly-identified Focus or Review schools, using the template at: <http://www.ct.gov/sde/AllianceDistricts>.

School:	Classification:	Funding Source/Competitive Grants Sought:
School A	Turnaround	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input type="checkbox"/> Alliance District Funding <input type="checkbox"/> PSD Grant
School B	Focus	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input type="checkbox"/> Alliance District Funding <input type="checkbox"/> PSD Grant
School C	Review	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> High School Redesign Competition <input type="checkbox"/> Alliance District Funding <input type="checkbox"/> PSD Grant

7. Budget Instructions

Instructions: Please complete and submit the Excel budget workbook as a part of the Year 3 consolidated application. Follow the instructions outlined below.

1. **Budget Cover Page:** Using Tab #1, please enter the district's name and total 2014-15 Alliance District and PSD, if applicable, allocation amounts. Do not add data in the remaining cells; these total amounts will be auto-generated as you enter budget information on the remaining tabs. Please note that the total Alliance District and PSD budget amounts should match the district's 2014-15 allocations exactly.
2. **Budgets for Reform Funding (for new priorities and the expansion of existing priorities):** Using Tabs #2-5, summarize reform expenditures as aligned in the Year 3 consolidated application, including strategies for talent, academics, culture and climate, and operations. Please provide a line-by-line budget that details the use of 2014-15 grant funding, as well as the use of other funds. Separate expenditures by the ED 114 cost categories, adding rows as necessary. Provide the following information for each line item:
 - Cost, position, or service;
 - Detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units);
 - Total use of Alliance District funding for the particular cost;
 - Total use of PSD funding for the particular cost;
 - Total use of other district funding for the particular cost; and
 - Indication as to whether the investment supports a new or expanded reform initiative.
3. **Investments in Low-Performing Schools:** All Alliance Districts with Turnaround, Review, and Focus schools must outline investments in each of the district's low-performing schools. Using Tab #6, itemize investments in each of the district's Turnaround, Review, and Focus schools. Please ensure that the district is using Alliance and/or PSD funds to properly resource reform efforts in the district's lowest-performing schools. If the investment/position will be divided across low-performing schools, please explain the allocation across schools in the cost and FTE columns.
4. **Budget for Alliance District Funding for Other Purposes:** In the event that your budget proposes using Alliance District funds for purposes other than new or expanded reforms, summarize such investments in the final tab. Provide detailed budget information for proposed non-reform expenditures. Separate expenditures by the ED 114 cost categories.

8. Stakeholder Engagement

Instructions: Please describe stakeholder engagement throughout the planning process. Provide evidence that collective bargaining units, school and district personnel, School Governance Councils, Parent Advisory Councils, parents, students, and community members were engaged in the planning process and/or are aware the contents of this plan. Also, provide information regarding opportunities for engagement during and involvement in the implementation of this plan.

NPS understands the importance of stakeholder engagement in school reform improvement and reform efforts. Several stakeholder groups were involved in the planning of Naugatuck's Year 3 Alliance Amendment. District administrators and reading consultants met regularly to discuss both the status of current improvement initiatives and planning for subsequent initiatives. The Board of Education through its curriculum subcommittee, held several workshops to engage in planning for 2014-2015 Alliance Grant.

Additionally, the NPS District Data Team includes representation from a variety of stakeholders including teachers, administrators, Board of Education Members, parents, and the Mayor. Members of the District Data team were consulted throughout the planning process.

Significant opportunities for stakeholder engagement will be made available throughout the 2014-2015 implementations. Presentations on the final and approved grants will be made to the Board of Education and the District Data Team. Quarterly updates will be provided to the Board of Education through the Board's Curriculum Committee. The district data team will meet three times throughout the year to discuss, analyze, and plan based on implementation status.



PART III: APPENDIX SECTION

A. District Self-Diagnostic Tool

Instructions: Complete the district self-diagnostic tool below as part of the Year 3 needs analysis process. Reflect upon district system, processes, and performance in each of the categories outlined below. Rate the district as “1 - Needs Improvement, 2 - Developing, 3 - Proficient, 4 – Exemplary” using the rating key shown at right. After completing the self-diagnostic, prioritize each area as a low, medium, or high reform priority for the 2014-15 academic year. Please complete the self-diagnostic as accurately and honestly as possible.

Rating Key	
1 - Needs Improvement	Weak or nonexistent district systems and practices; poor and minimal implementation.
2 - Developing	Some district systems and some institutionalized practices; inconsistent and moderate implementation.
3 - Proficient	Solid district systems and largely universal practices; strong and consistent implementation across sites.
4 - Exemplary	Excellent district systems with universal practices; excellent implementation and commitment to continuous improvement.

Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
Talent:					
1.1. Recruitment and human capital pipelines	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	Medium
1.2. Hiring and placement processes	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	Medium
1.3. Educator evaluation	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Medium
1.4. Professional development/coaching	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
1.5. School leadership development	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	Medium
1.6. Retention of top talent	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Low
Academics:					
2.1. Common Core-aligned curriculum and academic rigor	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High

Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
2.2. Fidelity in curriculum implementation	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
2.3. Comprehensive assessment system	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	Medium
2.4. Data-driven instruction	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	Medium
2.5. Support for special populations	<input type="checkbox"/>	X	X	<input type="checkbox"/>	Medium
2.6. SRBI and academic interventions	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	Low
Culture and Climate:					
3.1. Positive behavior management	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	Medium
3.2. Family engagement	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Low
3.3. Wraparound strategy	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	Medium
3.4. Attendance	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	Medium
3.5. Graduation and dropout prevention	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	Medium
Operations:					
1.1. Budgeting and financial management	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Low
1.2. School operations (e.g., facilities, transportation, food services)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Low
1.3. Scheduling and extended learning time	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	Medium
1.4. Collaborative staff planning time	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Low
1.5. Technology integration	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	Medium
1.6. Student enrollment and registration	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Low

applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

1) References in this section to “contract” shall mean this grant agreement and references to “contractor” shall mean the Grantee.

For the purposes of this section, “Commission” means the Commission on Human Rights and Opportunities.

For the purposes of this section “minority business enterprise” means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) Who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise and (3) who are members of a minority, as such term is defined in subsection (a) of section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. “Good faith efforts” shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements.

2) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the state of Connecticut. The contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation, or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved; (b) the contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (c) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (d) the contractor agrees to comply with each provision of this section and sections 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to sections 46a-56, 46a-68e and 46a-68f; (e) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor as relate to the provisions of this section and section 46a-56.

3) Determination of the contractor’s good faith efforts shall include but shall not be limited to the following factors: the contractor’s employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

4) The contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

5) The contractor shall include the provisions of section (2) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

6) The contractor agrees to comply with the regulations referred to in this section as the term of this contract and any amendments thereto as they exist on the date of the contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.

7) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or of the state of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to section 46a-56; (d) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor which relate to the provisions of this section and section 46a-56.

8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

- M.** The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.
- N.** The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.



I, the undersigned authorized official, hereby certify that these assurances shall be fully implemented.

Superintendent Signature:

Name: *(typed)*

Title: *(typed)*

Date:

C. PSD Extended School Hours Grant

Purpose of the Grant:

Section 10-266t of the C.G.S. establishes grants for Extended School Hours (ESH) programs for academic enrichment, support and recreation programs in PSDs. Each PSD shall solicit applications for individual school programs, on a competitive basis, from town and non-profit agencies, prioritize the application, and select applications for funding with the total grant amount allocated to the district.

Districts' decisions to fund individual school programs shall be based on specific criteria including:

- Total hours of operation;
- Number of students served;
- Total student hours of service;
- Total program cost;
- Estimate of volunteer hours, or other sources of support;
- Community involvement, commitment, and support;
- Non-duplication of existing services;
- Needs of student body of the school;
- Unique qualities of the proposal; and
- Responsiveness to the requirements of Section 10-266u.

Each PSD must submit all proposals received as part of its grant application and documentation of the review and ranking process for such proposals. Each district application shall:

- Demonstrate that a district-wide and school building needs assessment was conducted, including an inventory of existing academic enrichment and support, and recreational opportunities available during non-school hours both within and outside of school buildings;
- Ensure equal program access for all students and necessary accommodations and support for students with disabilities;
- Provide a summer component, unless it is able to document that sufficient summer opportunities already exists;
- Include a schedule and total number of hours determined to be reasonable and sufficient for individual school programs;
- Support no less than 10 percent of the cost of the total district-wide ESH program and provide documentation of local funding or in-kind contributions, or both; and
- Contract for the direct operation of the program, if the district is able to document that no providers are interested or able to provide a cost efficient program.

Program Design Questions:

Briefly describe the district's proposed approach to extend school hours. Please answer the questions below explaining how the district would leverage the ESH grant to advance district goals and student achievement.

1. Description of the type of academic supports and enrichment offered.

2. Description of the type of health and recreational activities offered.

3. Description of the criteria for student participation (e.g., days, hours of operation).

4. Description of how the district will ensure the program supports the regular school curriculum.

5. Description of how the program provides for community involvement (40% of funding must support community partners).

6. Description of how the program coordinates operations and activities with existing programs and the agencies in the school (if applicable).

7. Description of the plan for involving parents in program planning and using parents as advisers and volunteers.

8. Description of the plan for the superintendent and school principal to work collaboratively with the community-based organization(s) for access to the school's facilities and equipment.



Projected School and Student Participation:

Instructions: Pursuant to Section 10-266u, each district shall prepare an annual report describing program operations, student participation, and other student indicators of success. Please use the following format to report the information about the district’s proposed ESH program for 2014-15. Districts are strongly encouraged to consider targeting this work in Turnaround, Focus, and Review schools.

Schools offering extended school building hours program	Grade level(s) offered	Projected # of students by grade level	Days/Times of week offered	Number of weeks offered

Program Evaluation:

On or before August 15 of each year, ESH program grant recipients must submit an annual program evaluation and fact sheet. The evaluation will include data that reflect the impact of program initiatives on student achievement. The evaluation may also require other relevant data related to program implementation. Such data may include student enrollment in programs, teacher and personnel hired using grant funds, programs and materials used, and performance benchmarks used for measuring student progress such as interim assessments, CMT, attendance, or any other data that demonstrated student progress as a result of the grant.

Indicators of Success: Describe how student performance (progress) will be assessed as a result of attending the ESH program, including type(s) of measures and timeline for assessments:

Describe how student performance (progress) will be tracked during the next school year, including type(s) of measures and timeline for assessments:

Budget Narrative:

CODE	OBJECT	Amount
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$
200	PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. UNALLOWABLE USAGE OF FUNDS: PSD and Extended School Hours cannot be used for Audits.	\$
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$
500	OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Summer School funding cannot be used for Tuition and Travel.	\$
560	TUITION	
580	TRAVEL	
600	SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$

CODE	OBJECT	Amount
890	<p>OTHER OBJECTS. (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.</p> <p>UNALLOWABLE USAGE OF FUNDS PSD funding cannot be used for Other Objects.</p>	\$
940	<p>INDIRECT COSTS. Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs.</p> <p>UNALLOWABLE USAGE OF FUNDS: Summer School grant funds cannot be used for Indirect Costs.</p>	\$
	TOTAL	

D. PSD Summer School Grant

Purpose of the Grant:

C.G.S. § 10-265m establishes grants for summer school programs in PSDs. C.G.S. §§ 10-265g and 10-265l, relating to summer reading programs and student promotion, require PSDs to:

- Offer a summer reading program to children enrolled in kindergarten who are determined by their school to be substantially deficient in reading; evaluate students in Grades 1 through 3 in October, January and May using an approved assessment. For each student who is determined to be substantially deficient in reading on the January or May assessment, the district must notify the student's parent or guardian of the assessment results and the school must develop a personal reading plan for the student;
- Develop personal reading plans that shall include additional instruction, within available appropriations, such as tutoring, an after-school program, school vacation, weekend program or summer program, as described in Section 10-265f of the C.G.S. Personal reading plans must be reviewed and revised as appropriate and shall be monitored by school literacy teams. Each evaluation or statewide examination must be discussed with the provider of additional instruction and given to the student's parent or guardian with recommendations for reading strategies that can be used at home. For the purposes of providing additional instruction, preference must be given first to elementary schools and then to middle schools with the highest number of students who are substantially deficient in reading;
- Promote students with personal reading plans from Grades 1-3, based on documented progress in achieving the goals of the personal reading plan or demonstrated reading proficiency. If a decision is made to promote a student who is substantially deficient in reading, the school principal shall provide written justification for such promotion to the superintendent of schools. A personal reading plan, that incorporates competencies required for early reading success and effective reading instruction, must be maintained for a student who is substantially deficient in reading until the student achieves a satisfactory grade level proficiency, as determined by a reading evaluation or statewide examination;
- Require students in Grades 1-3 who are determined to be substantially deficient in reading based on the May administration of the another approved assessment to attend summer school. The superintendent of schools may exempt an individual student from such requirement, upon the recommendation of the school principal, based on the student's progress with the personal reading plan. If a student does not receive such an exemption and has been offered the opportunity to attend summer school and fails to attend, the PSD shall not promote the student to the next grade;
- Submit to the CSDE approved assessment data two times per year for all students using an electronic reporting system provided by CSDE to monitor student progress;
- Submit to the CSDE the number of students who are substantially deficient in reading and are promoted from first, second or third grade to the next grade. The CSDE will prepare and publish this report annually;
- Require within available appropriations the development and implementation of personal reading plans for each student who scores below basic level on the Grades 3-5 CMT, unless the principal determines that such additional instruction is not necessary based on the recommendation of the student's teacher; and
- May require, within available appropriations, students in Grades 4 through 6 who fail to make progress with additional instruction provided in their personal reading plans, to attend summer school. The superintendent of schools may exempt an individual student from such requirement upon the recommendation of the school principal.

Program Design Questions:

Each applicant must include a project plan outlining the design and implementation of the district's summer school program which shall include, but not be limited to, an explanation of goals, objectives, evaluation strategies, and budget identifying local funding and other resource contributions.

The project plan shall include:

- Criteria for student participation in the program, including provisions for priority for students who are determined to be substantially deficient in reading.
- Criteria for teacher selection that emphasize the skills needed for teaching the summer program and criteria for establishment of the curriculum for the summer program.
- A system for reporting, by school and grade, on the number of students who attend the program and for assessing the performance of such students in the program and for tracking their performance during the school year.

1. **Criteria for student participation** (including provisions for priority students who are determined to be substantially deficient in reading)

2. **Criteria for teacher selection** (emphasizing the instructional skills needed for summer school)

3. **Criteria for establishing the curricula for the summer program**

Program Evaluation:

Please provide projections for the coming school year. Districts must serve all students in Grades 1-3 who are determined to be substantially deficient on the approved assessment. Districts are strongly encouraged to consider targeting this work in Turnaround, Focus, and Review schools.

Schools offering summer program	Grade level(s) offered	Days/times of week offered	Number of weeks offered

System for Monitoring Results: Describe how student progress will be assessed and tracked during the next school year as a result of attending the summer school program, including type(s) of measures and timeline for assessments.

Budget Narrative:

CODE	OBJECT	Amount
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$
200	PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. UNALLOWABLE USAGE OF FUNDS: PSD and Extended School Hours cannot be used for Audits.	\$
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$
500	OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Summer School funding cannot be used for Tuition and Travel.	\$
560	TUITION	
580	TRAVEL	
600	SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$
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CODE	OBJECT	Amount
	UNALLOWABLE USAGE OF FUNDS PSD funding cannot be used for Other Objects.	
940	INDIRECT COSTS. Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs. UNALLOWABLE USAGE OF FUNDS: Summer School grant funds cannot be used for Indirect Costs.	\$
	TOTAL	