

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

Date Issued: January 15, 2014

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Year 3 Alliance and Priority School District Consolidated Application

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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 PrioritySchool 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. PrioritySchool 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.

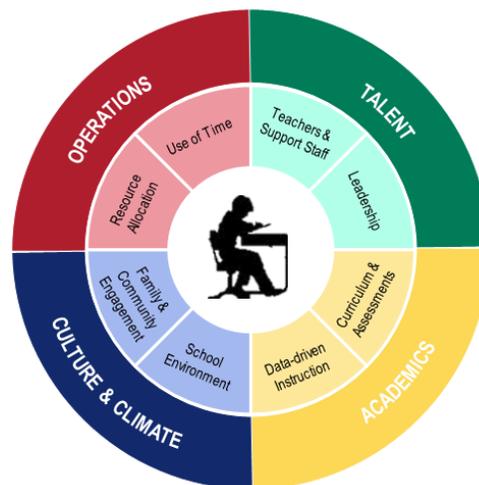
6. Timeline Summary

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):		
Consolidated School District of New Britain		
Contact Person:	Contact Title:	
Sharon Locke	Chief Academic Officer	
Telephone:	Email Address:	
860-827-2200	locke@csdnb.org	
Street Address:	City:	Zip Code:
272 Main Street	New Britain	06050
Local Board Approval of Plan:	PSD:	
x Yes <input type="checkbox"/> No	x Yes <input type="checkbox"/> No	
Name of Superintendent:		
Kelt L. Cooper		
Signature of Superintendent:		Date:
Name of Board Chair:		
Sharon Beloin-Saavedra		
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.

New Britain's Alliance grant application is a genuine reflection of the real turnaround efforts underway in the district. Because all of our schools (with the exception of HALS Academy) are classified as Review, Focus or Turnaround, our improvement efforts are both district and school focused. Our work this year to align our efforts through our DIP and CIPs enables us to continue addressing the 4 domain areas of the CSDE's turnaround office. Each domain and strategies are interrelated and have potential to impact the results in all domains. Using this new template and the Turnaround Rubric has helped inform reflective practice and intentionality of strategy. All resources in the district are allocated to accomplish these strategies. Underfunded is a way of life but never an excuse for the work that must be done.

Strengths/Year 2 Accomplishments:	Explanation and Data to Substantiate:
Talent : 1.3 Teacher Development and Evaluation System	CSDNB partnered with the New Britain Federation of Teachers to develop the new evaluation process that was approved by both the NB BOE and the CT SDE. In year one, our goal was to build a culture teacher development and make an explicit connection between teacher practice and student outcomes. Feedback from teachers and administrators indicates that the observation protocol using the CCT rubric has had a self-reported positive impact on teaching practices. The volunteer advisory team continues to meet to gather input from stakeholders to make recommendations for improvements in year 2 based on the new flexibility options.

<p>Academics: 2.6 Comprehensive Assessment System</p>	<p>This year we implemented NWEA MAP for benchmarking in Reading, Math and Language Usage. In year 1 our goal was to develop administration procedures that would yield reliable assessment data and begin to teach our administrators and teachers how to use the data to inform instruction and improvement efforts. We also published an monitored a curriculum based assessment calendar. Our CBMs are articulated in our online curricula with pacing and requirements for assessments to be reported in Power Teacher . Custom made PowerSchool SQL reports enable principals to monitor fidelity of implementation. ELD 8-week benchmarks assessments were also added to the calendar this year with Reports in PowerSchool to monitor student progress.</p>
<p>Academics: 2.8 Support for Special Populations: English Language Development</p>	<p>A Strategic Priority of the Alliance grant in years 1 and 2, we have implemented successful English Language Development instruction for our English Learners throughout the district. LAS results and AMOAs form 12-13 school year demonstrated gains for our ELLs. We continue to professionally develop ELD teachers and added two district coaches as we intend to diminish our dependence on our external partner as we develop internal capacity. New Britain ELLs realized nearly 4.0 percentage point gain in goal on the Reading CMT in the Spring of 2013.</p>
<p>Academics 2.9 SRBI and Interventions</p>	<p>A District Administrator of Intervention Services began in July 13. The role was developed to create a system that aligned core instruction, assessment, early intervention with progress monitoring and specialized instruction. This administrator has worked to facilitate the articulation of a CCSS curriculum and a systematic approach to identifying and intervening when students are not making progress. Again, within PowerSchool, a system for logging and monitoring interventions and student response to intervention has been developed and implemented. According to our NWEA data, about 40% of our students currently require Tier 3 interventions in reading and about 50% in math.</p>
<p>Culture and Climate: 3.4 Attendance</p>	<p>The District has been working with external partner Attendance Works for 3 years around chronic absenteeism. The District and each school has an SLO to decrease Chronic Absenteeism; progress is monitored quarterly with early intervention resources allocated. Currently, Average Daily attendance rates are around 94% and chronic absenteeism is about 18% down from 20% last school year.</p>

Growth Areas:	Explanation and Data to Substantiate:
<p>Talent: 1.1 Talent pipeline</p>	<p>The district and schools lack systems to recruit and hire high quality staff. Retention is also a serious concern. Additionally, substitute services are not dependable and students are losing valuable instructional time. Developing a talent pipeline that also addresses the substitute concern is a major growth area for our district.</p>

<p>Talent: 1.4 Professional Development and Coaching</p>	<p>Professional development is inconsistent and often lacks connection to improvement efforts and/or student areas of need. In our fall teacher survey, 50% of teachers indicated that professional development supported instructional improvement. Literacy coaches were eliminated from the budget last year as the district transitioned to neighborhood schools and the new teacher evaluation process. Administrative professional development earmarked for effective feedback and teacher coaching was diverted to support technology and assessments. Professionally developing our teachers and administrators is a major growth area for our district.</p>
<p>Academics: 2.4 & 2.5 Common Core Aligned Curriculum and fidelity of implementation</p>	<p>New Britain has been revising curriculum with the CCSS since July of 2010 when they were adopted by the CT SDE. In 2012-13, the district invested in an online warehouse for the curriculum and continues to write and revise. The City of New Britain allocated 9.5 million dollars in July 2013 for updating of textbooks and technology. Curriculum development continues in an ongoing and time-consuming process. In 2014-15, science, SS and Math at the middle school will be revised and updated with the new core texts. According to CMT and NWEA results, our students are performing significantly below grade level and state goals in both reading and math. Core curriculum and instruction are a continued area of growth in our district. Next year explicit phonics instruction will a focus.</p>
<p>Academics 2.7 Data Driven Instruction</p>	<p>Although the district has a comprehensive assessment structure (implemented during 13-14), the district has not been able to systematize a culture of data driven decision making. Protocols for SRBI have been implemented as well in 13-14.</p>
<p>Academics 2.8 Academics 2.9 Support for Special Populations & SRBI and Interventions</p>	<p>With ELD moving forward, we are shifting our focus to improving supports for students in need of T3 interventions and students with IEPs. Stemming from our RTI and work on instructional improvements at the core, we intend to identify interventionists and provide them with SRBI resources and professional development. An CSDNB IEP manual is currently under construction to help guide the development of IEP goals and objectives. Additionally, learning targets in the core, interventions and IEPs will be aligned. Both IEP strategies and SRBI interventions will be logged in PowerSchool.</p>
<p>Culture and Climate 3.5 Graduation and Dropout Prevention</p>	<p>Creating school climate and culture for student engagement and success continues to be a struggle at NBHS. Average daily attendance at NBHS is currently only 85% and chronic absenteeism is 29%. These indicators combined with the failure rate and cohort graduation rate of only 64% (2013) require further strategic intervention and long term solution planning.</p>

Operations 4.3& 4.4
Scheduling and Learning Time

Adequate instructional time to provide rigorous core instruction as well as Tiered interventions in meaningful ways is challenging; Common plan time and use of data to inform planning is not achieved in all buildings. We intend to apply to the TIME Collaborative Cohort III in order to plan for extended learning time in 2015-16 in our two large middle schools. Several turnaround elementary schools are interested in Cohort IV. Additionally we have begun collaborative conversations with teacher's union to ensure solutions are jointly developed with a shared commitment to success.

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 checked="" type="checkbox"/> Recruitment and human capital pipelines <input type="checkbox"/> Hiring and placement processes <input checked="" type="checkbox"/> Professional development/coaching <input checked="" 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>Teacher and leader development continues to be a central strategic priority in our District's Improvement/Alliance Plan. We know that the quality of our leaders and teachers will make the difference in student outcomes. Developing systems and strategies to recruit, hire, develop, evaluate and retain excellent school leaders, teachers, and support staffs are key to developing capacity to improve student learning. In Year 1(12-13) of our alliance plan, we collaborated with our teachers' and administrator unions to develop a new teacher development and evaluation tool (I-DRIVE). Our plan adheres to the CT SBE Core requirements and was built on the shared commitment to developing the capacity of our leaders and teachers in the context of high performance standards linked to student and other performance indicators. In Year 2 (13-14) our goal was to implement I-DRIVE with fidelity to its purpose...to develop our instructional and leadership practices in order to improve student outcomes.</p> <p>Our teacher observation protocol is grounded in the Common Core of Teaching and the related rubric. To develop our leadership capacity, we required our administrators to attend the state sponsored summer training for the teacher and admin evaluation. 100% of our administrators completed the teacher evaluation training. Our administrators reported that the training helped develop their capacity to gather and document evidence related to teacher practice using the CCT rubric. Teacher feedback during this school year gathered from the I-DRIVE advisory and the teachers' union has provided evidence that teachers have valued feedback and evidence aligned with the CCT and believe it has helped develop their instructional practice. Constructing meaningful SLOs that structure accountability and ownership has been less smooth as we were also implementing standardized</p>		

2. Talent Section

assessments during the 13-14 school year. Our goal with regard to SLOs was to learn the process and data management system and to begin having teachers share responsibility for student learning outcomes. To structure this shared responsibility, we explicitly connected district SLOs to School SLOs to teacher SLOs. In this way, we created a shared sense of ownership for improving student outcomes and collective growth and development. Implementing the I-DRIVE came with challenges and plenty of room for growth in the process.

The I-DRIVE Advisory Committee will continue to meet this Spring. Established sub-committees are meeting to make recommendations for revisions/improvements for next school year. Feedback from teachers and administrators are indicating a need for more explicit time guidelines and support for the process. The I-DRIVE Advisory will make a recommendation to the BOE in June. The committees are:

Technology , Teacher Practice and Performance Student Outcomes and Process

Challenges this year:

- Implement I-DRIVE while developing BloomBoard. The technology and data management system required new learning and was being developed this year.
- Capacity to comply with required volume of required meetings and observations distracted from meaningful feedback and development strategies. We need more administrators in order to provide quality feedback, coaching and teacher development.
- Implementing NWEA (our standard measure for SLOs) in the same year.
- Lack of time for professional development aligned to teacher needs
- Lack of time to calibrate and develop administrator shared expectations about what good practice looks like and develop administrators to provide helpful feedback and PD to develop teachers.
- We do not have a staff information system to help us monitor and track our talent (skills and trainings)
- Lack of capacity to evaluate and provide meaningful feedback and development of administrators.
- Observation data gathered in year 1 indicates a teacher problem of practice regarding designing and implementing instruction based on current student performance indicators related to student progress toward mastery of the CCSS . Providing Professional development that truly reflects the needs of teachers is again an issue of time and leadership capacity.

What we learned as we implemented I-DRIVE will shape the year 3 (14-15) strategies as well as future work. In the upcoming school year outlined in the strategies below.

Professional Learning

In year 1(12-13) of the Alliance grant we scaled back on early release professional development in order to increase student learning time. It was a relatively easy choice given that we did not see evidence that the PD time was used in a structured consistent manner. This year, we developed a professional development calendar that was reflective of our new initiatives. Time was dedicated to CCSS curriculum, new textbooks, teacher evaluation and BloomBoard, NWEA rollout, and Smarter Balanced Field Testing. Our teachers and administrators have been consumed with new learning . Our teacher survey results from the Fall indicate that only about 50% of teachers district wide think the PD supports instructional

2. Talent Section

improvement. We can and need to do better. Developing our leaders and teachers needs to be intentional, planned and targeted based on performance to standards and student outcomes.

As part of our ongoing teacher evaluation training for this coming school year, all administrators will attend the Goal Setting Conference Trainings provided by the Connecticut Association of Schools in August of 2014. The workshops will cover the following topics:

- Steps required by the Observer vs. Steps required by the Learner
- Completing Goals and the Student Learning Objective tool
- Editing and approving a Learner's SLO/SMART Goals
- Inputting the correct weights, attributes, and information
- Using BloomBoard PD resources to support year-long progress

The Consolidated School District of New Britain has prepared a series of Google summer course offerings for teachers, administrators, and support staff to continue to develop and retain teachers, administrators and support staff. The courses include Google Drive, Docs, Presentations, Forms and Sites. Additional summer course offerings include Power Teacher and NWEA.

We are currently developing the Professional Development and Assessment Calendar for the 14-15 school year. Listening to feedback from administrators and teachers, and looking at student and teacher performance indicators, we are able to craft an intentional PD calendar that builds in collaborative planning around student assessments. We will add two focus areas of PD for next year. 1. understanding how to design instruction that includes ongoing checking for student understanding (which requires understanding of the learning targets and standards). and 2. Explicit Instructional Strategies for Foundational Reading. (see academic section for more details).

During the current school year we created the alignment and connected school work with district goals. Each Campus Improvement Plan (CIP) has Student Learning Objectives (or Goals)SLOs that directly align with the District's SLOs. Each of the four CSDE Turnaround domains are addressed; which also are articulated as CT Standards for School Leaders. After the BOE approved the DIP in December 2013, each school is required to present their CIP and related SLO/Goal data. Admin evaluation, based on these same indicators has elevated the sense of purpose and created tight alignment and focus in our district. Administrative talent development is also a key strategy for the 14-15 school year. Now that the framework for improvement is solid, we can tend to the high leverage leadership development necessary to generate real school improvement. In addition to annual BOE presentations, we will add quarterly monitoring meetings to review school performance data based on the CIP. A more effective central office leadership structure is necessary to support this work. The Superintendent has restructured the Department of Academics Coordinator positions to include direct oversight, collaboration, and support of administrators with the implementation of their (CIP's). Elementary administrative development will be structured to create administrative teams connected to their feeder middle schools. Gaffney, Lincoln, Northend, Smith and Vance will be set up as one elementary team as the students from these schools feed Slade. And Chamberlain, Holmes, Jefferson and Smalley will be a second team as they feed Pulaski. Central office administrative support will be attached to each team and will monitor quarterly indicators as scheduled in the PD and Assessment Calendar. Additionally, two administrators, one from Jefferson Elementary and one from Pulaski Middle will participate in the LEAD CT Turnaround

2. Talent Section

Principal Program beginning in July 2014. Middle school administrative development will largely be connected to our TIME Collaborative partnership and our Middle School Reform SIG efforts. A new principal is currently being hired at New Britain High School. The district has spoken with Peter Cummings at the Center For School Change and is interested in the Spring residency program to support the success of the new leader.

In year 3(14-15) current administrators will attend the Summer Teacher Evaluation Trainings provided by the RESC Alliance. With the hiring of new administrators to ensure feasible administrator to teacher ratio for teacher evaluation and development, they will be required to attend summer trainings given the revisions the Common Core of Teaching (CCT) Rubric.

Administrators will meet monthly for district professional development that will focus on developing a shared understanding of what effective teaching looks like and to develop skills to provide meaningful feedback, coaching and PD to their teachers. Central office administration including the interim Chief Academic Officer, the Director for English Language Development, and Director for Teaching and Learning will facilitate the cohorts of principals' monthly meetings and provide embedded PD/discussions around initiatives in district. These cohort groups have been found to be very effective according to exit surveys. In preparation for the administrative cadres this school year, we will administer a brief informal assessment based on the domains on the SEED model, NWEA, ELD, etc. to administrators prior to each session. The data collected from these informal assessments are twofold, one, it will provide central office administration to meet as a team and work collaboratively to analyze and evaluate the needs of administrators for differentiated PD and secondly, the informal data and information collected will be used to input into Bloomboard as artifactual evidence for administrative evaluations. Central office administration will have the opportunity to provide immediate high quality feedback to principals to continuously develop their leadership skills and build capacity at the building level.

We are reaching out to the Center for School Change to partner with us to deliver this much needed professional development for our administrative team for the 2014-15 school year. Furthermore, The English Language Department has partnered with the Central Connecticut State University Department of Linguistics, to recruit TESOL certified graduate students to increase the talent resources within our district.

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. HR and Department of Academics will work with the SunGuard system to create a reliable primary source of information	Input daily and maintain staff information (professional		X	X	X

2. Talent Section					
<p>regarding our talent aligned with our budget and academic improvement strategies. For example, when a teacher completes ELD, or Wilson training, or a para completes ABA training, this is attached to their staff profile in SunGuard and is later used to inform talent decision making and future PD</p>	<p>development sessions, certifications, transcripts, grade or assignment movement within a school or schools)</p> <p>Review staff profiles in Sunguard to determine professional development needs of administrators, teachers and support staff after monthly professional development.</p>		X	X	X
<p>2. I-DRIVE Advisory will make recommendations for revisions to teacher evaluation process; with a clear sequence of expectations</p> <p>3. Communication of revisions and expectations to teachers and administrators during August PD</p>	<p>Revised IDRIVE approved by NB BOE and CT SDE and posted to website by the beginning of the school year</p> <p>70% of administrators will agree that they have an understanding of the revised CCT Rubric by Survey Monkey.</p> <p>Principals have an understanding of the process as measured by quarterly feedback with evaluator.</p>	X			
<p>4. Firm deadlines for data input into Bloomboard (SLO's, observations, completion of meetings and ratings) and</p>	<p>100% of quarterly reports from Bloomboard will be</p>	X	X	X	X

2. Talent Section					
evaluation process.	reported by principals to their evaluator				
5. Adhere to explicit time guidelines and support for the teacher evaluation process.	100% completion of teacher evaluations.				X
6. Hire additional administrators to help admin/teacher ratio so IDRIVE implementation is feasible and meaningful	Administrator/teacher ratio is improved to 1 administrator for every 25 teachers	X	X	X	X
7. Use SIG funds to hire additional administrator with instructional background at Pulaski and Slade	SIG grant funds used to build admin capacity at our lowest performing middle schools	X			
	Additional Administrator will support Principals and teachers in turnaround strategies as evidenced by quarterly data submitted to Netstat		X	X	X
	Develop and submit monthly instructional action plans based upon data from walkthroughs with state partners		X	X	X
	Present walkthrough data collected and instructional plans to teachers during faculty meetings		X	X	X

2. Talent Section					
8. Develop a talent pipeline of next generation turnaround leaders in conjunction with LEAD CT's UCAPP program to prepare, develop, and retain existing and new administrators Currently we have one resident participating	Increase the number of from 1 to 3 UCAPP residents participating	X	X	X	X
9. Provide Professional Development to NB administrators for calibrated understanding about good instruction and providing meaningful feedback An informal assessment will be administered during each administrative cadre to establish baseline and determine learning (pre/post)	Administrators will attend the RESC Alliance Summer Teaching Evaluation Trainings as evidenced by enrollment and participation. The effectiveness of the PD will be measured by the action steps based on NWEA data. 100% of administrators will attend monthly cadre meetings for professional development.	X X	 X	 X	 X
10. Develop a Professional development plan for the district that addresses teacher development needs identified through the teacher evaluation process	PD plan published and implemented. Teacher survey data will reflect that	X	X	X	X

2. Talent Section

	75% or more teachers will report that the PD supports an improvement of practice				
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3. AcademicsSection		
<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 checked="" type="checkbox"/> Dropout prevention <input type="checkbox"/> Alternative and transitional educational programs <input checked="" 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 checked="" type="checkbox"/> Supports for special populations <input checked="" type="checkbox"/> SRBI and academic interventions <input checked="" type="checkbox"/> High school redesign <input checked="" type="checkbox"/> Other: English Language Development
<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 assessmentsand targeted interventions. 		
<p>Common Core Strategy</p> <p>Since the CT SBE adopted the CCSS in July 2010, the district has been constructing CCSS aligned curricula. In Year 2 of the Alliance Grant, NB invested in an online program to warehouse and provide common templates for our curricula. All curricula is aligned with CCSS and content standards and approved by a district administrator in the department of Academics before being published. One of the greatest challenges with curriculum development was the recurring feedback that we lacked instructional resources (teachers were searching for and using materials and resources that they could find). In the summer of 2013, the City of New Britain allocated 9 million dollars for technology and textbooks to ensure that teachers had the resources required to implement the new CCSS aligned curriculum. As such, the district purchased new CCSS aligned ELA programs PK-8. Houghton Mifflin Journeys (and Splash for PreK) and Pearson Prentice Hall for 6-8. Throughout this year, we began revising and further developing our ELA core curriculum. In our middle schools, we piloted new math, science and social studies texts that are currently being purchased for fall 2014 implementation. Curricula are being revised throughout the spring and summer to have common district expectations ready for fall.</p>		

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Curriculum development requires significant resources as we develop CCSS aligned courses in conjunction with our core materials in the middle schools this year. Next year elementary science and social studies will require additional time and resources. High School curriculum development needs oversight and procedures articulated. The district will write and implement a plan in conjunction with the new NBHS principal to develop a leadership team at NBHS and related system to continuously improve curriculum and instruction based on standards and student performance vectors. Next year, the need to develop an English Language Development curriculum is essential. In year 2 (13-14) we implemented ELD training and coaching district-wide. Teachers implemented a scope and sequence provided by Clark Consulting and Training. The two district-wide ELD Coaches provided supplemental content specific resources including our new K-8 reading series to ensure alignment with CCSS to K-12 ELD teachers. The ELD Department does not have the funding to roll-out this much needed curricula. It is expected that in year 3 (14-15) with the implementation, time and resources allocated to accelerate our English Language Learner's English proficiency, that a curriculum is developed and published on our online warehouse. Therefore, providing ELD teachers with differentiated units of study based on language ability and grade level of ELLs.

The district field tested the Smarter Balanced Assessment in the spring of 2014 in ELA and Math for students in grades 3-8 and 10 & 11. New Britain intends to explore the formative assessment system in the Smarter Balanced System during 2014-15 in order to develop a plan to integrate these assessments into our curricular structures.

In order to monitor the implementation and create a structure of using data to inform academic decisions at all levels of the system, we created a district assessment calendar with required entry in to PowerTeacher, and implemented NWEA as a benchmark assessment system. Additionally, we created a Curriculum Information Team using Alliance funding. This dynamic team of aspiring administrators was strategically developed to provide a compliment of content, pedagogical and technologic expertise. This team was created to support the interconnected work of developing an infrastructure of curriculum, assessment and reporting and provide technical assistance across content areas and departments. This team made it possible to pilot textbooks, build curricula, implement NWEA, BloomBoard and SBAC in an interconnected way. In addition, the team helped to construct a student assessment and monitoring system within Power School.

As we transition from building the infrastructure to support student and staff improvement, we now need to ensure our teachers and administrators have the necessary supports in place to implement with quality and fidelity. As a result, the current Curriculum Information Teacher Team will transition into a Curriculum Information Administrator team. This team of assistant coordinators/ administrators will work directly with the Department of Academic Directors of Teaching and Learning and English Language to provide professional development to teachers and administrators with a continued focus on content, pedagogical and technologic expertise. While the team functions as a whole, each assistant coordinator has a strength area. The five member team will include an assistant coordinator of language arts & social sciences; an assistant coordinator of testing and measurement; an assistant coordinator of STEM; an assistant coordinator of talent development and an assistant coordinator of RTI (Response to Intervention) to ensure consistency and full implementation. In Year 3 (14/-15) professional development will include: K-8 Core with a focus on explicit, prescriptive multisensory instruction of the CCSS foundational and language standards. In addition, content specific teachers will have ongoing professional development to address teaching of non-fiction reading strategies (Gr 6-8) to better support students. Interventionists (Reading Teachers

3. AcademicsSection

and Special Education Teachers) will have ongoing professional development in Leveled Literacy Intervention (LLI) for grades K-5 and System 44 and Read 180 for grades 6-8. The interventionist teams at the Middle Schools have worked on developing tier 3 groupings. At this time each middle school has developed schedules around the needs of the students. Students in need of Tier 3 literacy interventions receive additional literacy support (outside of the core) at a minimum of three times per week for 40 minutes. Service hours of all the special education students are being met with this new model. Reading Teachers and Special education teachers are working cooperatively to ensure that every student is receiving specific targeted interventions based on their needs. Intervention teams are meeting twice a month to review students' progress and to address any issues/concerns. At the elementary level, we worked to develop effective interventionist teams in each school. As we develop and grow into this model, we are taking care to determine what training needs to happen and what additional services we might need to better meet all students' needs.

Improving student performance requires an intentional focus on improving the cycle of intentional teaching/instruction at the core and interventions strategies if students do not respond to core instruction.

Our ELL population continues to increase. The increase of ELL students impact the availability of resource personnel to provide a systematic and explicit teaching of morphology, phonology, syntax, lexicon and semantics in order to provide the necessary skills for reading comprehension and academic writing. For ELL students who are placed in alternative settings, access to ELD is challenging. Administrators have requested Sheltered Instruction professional development to address this need. It is also a requirement of the state to provide Sheltered Instruction courses at the high school for students with less than 30 months before graduation. But for students in alternative settings it is more difficult to receive this type of instruction. To resolve this issue, the hiring of ELD teachers and tutors is necessary if we are going to be able to meet the needs of our ELLs. The two existing ELD Coaches are the only personnel available as resources to the district. The hiring of a third ELD Coach will provide district-wide capacity and the additional ELD resource services significantly needed for the high school and alternative centers. Administrators will continue to receive ELD training so that are able to monitor the ELD program's fidelity. Ongoing professional development of both administrators and teachers is necessary to improve student performance. Professional development around learning targets and instructional strategies to check student progress frequently will be scheduled in the PD calendar.

K-3 Literacy Strategy

In order to accomplish NB BOE's goal of having all students reading on grade level by grade 3:

We will continue to use Priority School District Funding for all day kindergarten.

Building the district Reading curricula, publishing it on our on-line curriculum, providing district wide PD as well as building level data team meetings for teachers with a focus on the district- required explicit instructional strategies for foundational reading and language skills and requiring ongoing assessments to monitor student progress at the core. Administrators will also be provided PD by the Department of Academics around the use of the CCSS Foundational Reading (K-3) and CCSS Language (Word Study) Walkthrough (Grades 4-8) rubric. Designated time during the monthly administrator pd will be spent analyzing the Foundational Reading and Language walkthrough data so that administrators can provide ongoing instructional feedback

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to staff.

Benchmark assessments with standardized indicators for interventions. Intentional PD and materials for structured interventions coordinator by the RTI Coordinator in conjunction with the ELA coordinator

Continue to build Intervention log created in Power School to provide historical tracking of attempted interventions and student response.

NWEA Kindergarten Screener in addition to fall winter spring benchmark assessments

Progress monitor for substantially deficient subgroup using the DRA II words analysis

NWEA Map assessment for fall winter and spring benchmarks

Partnership with Coalition for NB and School Readiness collaboration – PALS Early Literacy Assessment, PowerSchool, Splash, Preschool integration (sped and reged). Combined, cooperative intentional PD for school readiness providers and BOE

We will continue to implement and expand our successful English Language Development core instruction for our ELL students as well as align our core foundational reading with the language and foundational needs of our students who enter school with many language deficits.

Aligned Strategies: Identify a core set of actionable strategies to implement academic-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. Curriculum Development - to align to CCSS and to leverage new texts and resources (technology)	Middle school courses published on BYOC are implemented with fidelity as evidenced by content walkthrough data in 70% of classes.	X	X	X	X
2. Curriculum revision and textbook replacement cycle approved by BOE, budgeted and published widely	Curriculum revision cycle on website and in BOE policy	X	X		
3. Development of a K-12 English Language Development curriculum, approved by the BOE, budgeted and published widely.	ELD curriculum posted on website and in BOE policy	X	X	X	X

3. AcademicsSection					
4. Develop a continuum of services in the district and at each school and publish an instruction and intervention framework and manual including IEP procedures	Interventions are measured by the use of progress monitoring tools in Power School intervention log.	X	X	X	X
5. Expand System 44 and R180 for Middle School Intervention and provide related professional development	Quarterly monitoring reflects a decrease in the number of students needing intervention	X	X	x	x
6. Continue to implement ELD, build district coaching capacity, and strategically monitor student progress	<p>PD and coaching schedule will be delivered as designed,</p> <p>An increase of 10% of students will achieve 80% of mastery each quarter.</p> <p>ELL students will increase their overall scale score by one level by the end of the school year.</p>	X	X	X	X
7. Hire a third ELD Coach to provide district capacity	Completion of eight Clark Consulting and Training ELD Coaching Modules	X	X	X	X
8. Hire additional ELD teachers and tutors to meet the need of our growing ELL population and alternative settings.	Complete 6 ELD training and coaching sessions	X	X	X	X
9. Continue NWEA as benchmark assessment - utilizing universal early literacy screen	Students in the substantially deficient band will decrease by 5% and students in proficient and above	X	X	X	X

3. AcademicsSection					
	will increase by 5% each tri-mester		X	X	X
	Improved Scores RIT				
10. Implement monthly Non-fiction Reading Strategies professional development for middle school content area teachers	Minimally 10 training sessions for middle school content area teachers.	X	X	X	X
	90% of the PD will occur as scheduled	X	X	X	X
	Teacher lesson plans and samples of student work during PD will reflect specific strategies required	X	X	X	X
11. Implement CCSS Foundational Reading (k-3) and CCSS Language (grades 4-8) PD and aligned assessments	PowerSchool reports run quarterly	X	X	X	x
12. Implement CCSS Foundational Reading (k-3) and CCSS Language (grades 4-8) Walkthrough Rubrics for administrators	70% of walkthrough data shows explicit foundational and word study instruction.	X	X	X	X
13. Partner with NB School readiness Council and NB Coalition to increase quality of all city preschools	PowerSchool in all preschools plus PALS assessment, RTI processes and Transition to K data forms	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:
N/A	<input checked="" type="checkbox"/> Dropout prevention <input type="checkbox"/> Alternative and transitional programs <input type="checkbox"/> Instructional technology <input type="checkbox"/> Family engagement	<input checked="" type="checkbox"/> Positive behavior management <input type="checkbox"/> Wraparound strategy <input checked="" 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.

While the greatest focus of improvement in the district has been and will continue to be in the talent and academic domains, we also have plans to improve the Culture and Climate as well.

Attendance is another issue that New Britain has been tackling for the past several years. Through the Community Foundation of Greater New Britain and the New Britain Youth Network, the district has worked with an external partner, Attendance Works to build systems and capacity to attack a problem with chronic absenteeism. Instead of focusing on Average daily attendance; which looks average at our elementary schools, we began to examine the percentage of students who are chronically absent (missing more than 10% of the school year). We found that our Kindergarten rate of chronic absenteeism was close to 30-40%....interestingly about the same percentage who is substantially deficient readers and the same percent who do not graduate with their cohort. Each school has a plan and the District provides an Attendance Supervisor and several interventionists to work with each school's attendance committee. Our data regarding chronic absenteeism is conducted every 10 school days with follow up communications and home visits. While we saw a significant decrease in chronic absenteeism from 11/13 to 13/14, this year is only slightly reduced from last year.

As our District and Campus improvement plans evolve with progress and outcome metrics that are real measures of effectiveness of our strategies, we are beginning to improve the actual way we collect and use the data. Currently behavior referral, ISS and OSS data is not an accurate reflection of building climate because of the lack of common understanding and expectations for reporting. Each building has a Positive Behavior Support Plan; yet there are many inconsistencies across the district in terms of expectations, interventions and reporting. Behavioral Intervention System is another facet of the RTI coordinator role. Currently a team of administrators and teachers are working with the RTI Coordinator and Special Education Director to construct a District guide (procedure manual) for behavior standards, interventions and consequences that includes universal terminology, and reporting expectations. During this process we have identified the need to define **chronic discipline** (much like chronic absenteeism) in order to

4. Culture and Climate Section

systematize intervention procedures. This District guide will be implemented next school year and will help structure a system that creates a strong sense of a welcoming school community where students and staff have strong positive relationships and student behavior is calm and is courteous and the atmosphere supports and encourages student learning. We will monitor and plan to reduce overall ISS and OSS rates as well as percent of students who are chronic offenders. Schools must use their PBIS or School Climate committees to develop a plan of tiered social and emotional learning and interventions. The schools will receive guidance from the Department of Pupil Services and Department of Academics to design, teach students and inform families of New Britain's Core Values and Responsibilities. A review of language and interventions will be addressed with administrators in the summer as the roll out continues.

In conjunction with our SIG Middle School Reform efforts, the district and both middle schools are going to re-embrace a three year plan for capacity building in Well Managed Classroom, a whole school professional commitment to CCT Domain 2 - and all of the Culture and Climate indicators in the turnaround Rubric. The District also intends to collaborate with The Time Collaborative to develop a plan for both middle schools to develop a plan for extended learning time. During 2014-15, the district is going to designate a coordinator to facilitate that work and also expand after school enrichment opportunities working with our internal athletics and fine arts departments as well as our community partners. This summer we are partnering with the United Way, Greater New Britain Foundation, and American Savings Foundation to run a summer learning program for 100 of our lowest performing incoming 6th graders.

New Britain High School is also embarking on a reform plan. In its High School Re-Design plan, the high school is hiring a new principal who will participate in LEAD CT Spring Fellowship as well as their yearlong Turnaround Principal Program. While much of the reform efforts will be led by the new principal, the district is committed to expanding its investment in Smaller and autonomous learning communities. In 2007 NBHS created a Freshman Academy and a Health Academy. In 2011-12 we began planning for and opened a Finance and Business Academy. During the 14-15 school year we will be opening a Satellite Career Academy targeted at over-aged, under-credited students who, without intervention, would most likely not graduate. CSDNB is committed to creating smaller learning environments where relationships and rigor are much easier to accomplish.

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. Continuation and commitment to attendance plan and partnership with Attendance Works	5% reduction in chronic absenteeism	X	X	X	x
2. Publish a District wide Behavior Intervention and Reporting Manual (Core Values and Responsibilities)	During quarterly reviews, review of data to revise action steps on CIP.	X	X	X	X
3. Tiered Interventions are implemented and documented with fidelity	Frequency of office referrals received by chronic offenders will decrease		X	X	X

4. Culture and Climate Section					
4. Develop behavioral intervention log in power school to track behavioral interventions	Power School Reports used bi-weekly during monthly PBIS or School Climate committee meeting to analyze results interventions	X	X	X	X
	Reduce the number of OSS by 10% from 2, 514 to 2,250		X	X	X
	Reduce the number of ISS by 10% from 4, 373 to 3, 933		X	X	X
5. Middle School Reform: Hire district Director for oversight and monitoring of plan	Evidence of Time Collaborative meetings held monthly	X	X	X	X
6. Develop community-based afterschool programs for students in need of Tier III intervention.	70% of students in Tier III intervention will have a 50% participation rate.		X	X	X
7. High School re-Design	Hire new principal, enroll in LEAD CT Fellowship	X			X
8. Open NB Career Satellite Academy	Satellite Academy will open with approximately 150 students with the goal of increasing enrollment to 250 by fall 2015		X	X	X
	Increase graduation rate from 64% to 71% in 2015		X	X	X



4. Culture and Climate Section

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5. Operations Section

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.

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
N/A	<input checked="" type="checkbox"/> Extended learning time <input type="checkbox"/> Use of technology <input checked="" type="checkbox"/> NEASC accreditation	<input checked="" type="checkbox"/> Budgeting and financial management <input type="checkbox"/> School operations <input type="checkbox"/> Technology integration <input type="checkbox"/> Student enrollment and registration <input type="checkbox"/> Other: _____

Summary: Briefly describe the district's operations-related reform priorities, as indicated above.

Middle School Reform Plan includes partnership with TIME Collaborative to develop plan for extended learning time in 2015-16. In 2014-15 we have adjusted the master schedule to include 42 additional minutes in math (only 20% of students at grade level according to 2013 NWEA results). The Middle School reform project is articulated in the SIG application.

New Britain High School will enter into NEASC prep in the fall of 2014. The last NEASC evaluation resulted in NBHS with probationary accreditation status and an improvement plan. Since that time, NBHS has been using the NEASC standards of best practice to guide improvement efforts. The NEASC accreditation process requires significant teacher PD and time.

In year 2 (13-14), our Curriculum Information Teachers (CIT’s) attended Pearson’s Power School University training conference. The training consisted of four days and featured best practices and networking opportunities with a community of Power School users and experts. The CIT’s were provided with hands-on staff development which provided them with the opportunity to take advantage of the robust features and capabilities of the Power School student information system. Courses at Power School University included customized sessions, learning SQL code for data reports, advanced excel courses. Based on last year’s learning, the CIT’s were able to design, implement and monitor a systematic RTI intervention logs for Tier III students into our student data base. In year 3(14-15), our Chief Information Officer and a newly appointed assistant principal at Pulaski Middle School and four CIT personnel will attend Power School University to learn about the new features on scheduling given the plan to extend the school day at both middle schools.

5. Operations Section

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
1. Provide NBHS planning time and support for NEASC Visit	Agendas, PD calendar	X	X	X	x
2. Middle School Reform: Hired Director for SIG oversight and monitoring	Transition plan to welcome RSMS students into Slade and Pulaski	X	X	X	X
	Develop afterschool programming with community partners	X	X	X	X
	Entrance into TIME COLLABORATIVE and SIG plan monitoring and schedule	X	X	X	X
3. Middle School Reform – extending core math instruction by 38 minutes daily (total core math instruction = 80 minutes)	NWEA Map quarterly math assessments scores will reflect a 10% decrease in the number of students		X	X	X

5. Operations Section					
	scoring in the low band and a 10% increase in the number of students scoring in the at or above average band.		X	X	X



6. School Turnaround Strategy

Instructions: 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>.

NEW BRITAIN SCHOOL DISTRICT		
School:	Classification:	Funding Source/Competitive Grants Sought:
Chamberlain School	Review	<input type="checkbox"/> Commissioner’s Network <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Gaffney School	Focus	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Holmes School	Focus	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Jefferson School	Review	<input type="checkbox"/> Commissioner’s Network <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Lincoln School	Review	<input type="checkbox"/> Commissioner’s Network <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Northend School	Turnaround	<input type="checkbox"/> Commissioner’s Network



		<input type="checkbox"/> School Improvement Grant (SIG) <input checked="" type="checkbox"/> 1003(a) Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
DiLoreto Magnet School	Turnaround	<input checked="" type="checkbox"/> Commissioner's Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Smalley Academy	Turnaround	<input type="checkbox"/> Commissioner's Network <input checked="" type="checkbox"/> 1003(a) Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Smith School	Focus	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> School Improvement Grant (SIG) <input checked="" type="checkbox"/> 1003(a) Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Vance School	Review	<input type="checkbox"/> Commissioner's Network <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Roosevelt Middle School	Turnaround	<input type="checkbox"/> Commissioner's Network <input checked="" type="checkbox"/> School Improvement Grant (SIG) Closure <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> Alliance District Funding <input type="checkbox"/> PSD Grant
Slade Middle School	Focus	<input type="checkbox"/> Commissioner's Network <input checked="" type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant <input checked="" type="checkbox"/> Time Collaborative
Pulaski Middle School	Turnaround	<input type="checkbox"/> Commissioner's Network <input checked="" type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant <input checked="" type="checkbox"/> Time Collaborative
New Britain High School	Focus	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input checked="" type="checkbox"/> High School Redesign Competition (Careers Academy SLC) <input checked="" type="checkbox"/> Alliance District Funding <input checked="" 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.

- 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.
- 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.
- 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.
- 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.

The process of planning the year 3 Alliance plan and overall district reform plan has been an iterative process since submitting the initial plan in Sept of 2012.

Stakeholder engagement was and continues to be critical for success. A monthly Academic update communicating all district improvement efforts has been published and posted to the website monthly.

The collective bargaining unit has been a key partner in our school turnaround as well as the development of our new educator evaluation plan.

The District Improvement Plan, as well as all school improvement plans include a goal with progress indicators around increasing stakeholder involvement. Additionally, parents are surveyed for feedback 2x annually during parent teacher conferences in November and April.

Collaboration with the New Britain Board of Education is a primary means to accomplish parent and community stakeholder engagement regarding the improvement efforts in our district. A .5 Communication Specialist works with our Family Services Department to ensure parent outreach and communications are ongoing. You will find evidence in every BOE meeting agenda and minutes (accessible on our district's website www.csdnb.org) regarding the ongoing development of all of our Priorities.

In August, each school held an open house where families could come preview their newly assigned schools. A software system was and is being used to provide school assignment information on-line. Our district's website has been another tool we have used to engage and inform our family and community stakeholder groups.

Parents and community members were key members of the interview teams that selected new principals for next year. Holmes and New Britain High School.



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	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	HIGH
1.2. Hiring and placement processes	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	MEDIUM
1.3. Educator evaluation	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	HIGH
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"/>	HIGH
1.6. Retention of top talent	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	MEDIUM
Academics:					
2.1. Common Core-aligned curriculum and academic rigor	<input type="checkbox"/>	X	<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	<input type="checkbox"/>	X	<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	X		<input type="checkbox"/>	<input type="checkbox"/>	HIGH
2.5. Support for special populations	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	MEDIUM
2.6. SRBI and academic interventions	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	MEDIUM
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"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	MEDIUM
3.3. Wraparound strategy	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	MEDIUM
3.4. Attendance	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	LOW
3.5. Graduation and dropout prevention	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	HIGH
Operations:					
1.1. Budgeting and financial management	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	MEDIUM
1.2. School operations (e.g., facilities, transportation, food services)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	MEDIUM
1.3. Scheduling and extended learning time	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	HIGH
1.4. Collaborative staff planning time	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	HIGH
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)*

Kelt L. Cooper

Title: *(typed)*

Superintendent of Schools

Date:

April 7, 2014

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.

Elementary students in grades 1-3 scoring in the substantially deficient range in reading as measured by the NWEA Primary Map and Map Benchmark Assessments will be provided extended hours over 3 days totaling approximately 4.5 hour per week
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2. Description of the type of health and recreational activities offered.

Students in Grade 1-3 will have 35 minutes per day of targeted, small group reading instruction in their deficit area as measured by NWEA Benchmark Scores. The remaining 35 minutes will be targeted on oral language development and CCSS speaking and listening standards development through experiential learning (performing arts, intramural sport activities).

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

Criteria for Student Participation
Students scoring in the 20th percentile and below (Lo Band) as measured by the NWEA Primary Map and MAP benchmark assessments administered each year September, January and May as well as teacher recommendation

Extended school day hours begin at the close of the elementary school day (3:35) until 4:55, three days per week. The target starting date will be mid-October to mid-May.

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

The District hires a Facilitator of Extended day programs to ensure alignment between the regular school day and the extended learning time. The Facilitator works under the direction of the District Coordinator for Intervention Services and building principals to implement the district-wide systematic, targeted interventions and programs based on district- and school-based literacy, language and numeracy data.

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

The District is a partner with the New Britain Youth Network and collaborates to provide programming for the extended hours with agencies of this network. The district completes an RFP process inviting all community organizations to participate.

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

Each school has an ESH site coordinator who has the responsibility of coordinating the activities at the school level in conjunction with any other activities that might be occurring at the school. For example, if the YMCA is running a 21st Century after school program, the ESH site coordinator would work with the agency to provide students access to both after school opportunities.

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

Parents are used as volunteers on an as needed basis. Each site coordinator has the responsibility of developing relationships and soliciting parent volunteers. The District Facilitator collaborates with the District's Facilitator of Family Services to involve parents as advisories to the after school programming options.

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.

The School District and the superintendent have sanctioned the ESH collaborative partnerships for years. Under the direction of the District Coordinator for Intervention Services, the ESH site coordinator works with the building principal to ensure access to school 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
Chamberlain	1-5	1-2 :10 3-5 : 15	Mon., Tues., & Thurs. 3:35-5:00	24
DiLoreto	1-8	1-2 :10 3-5 : 15 6-8: 10	Mon, Tues & Thurs 4:00-5:00	24
Gaffney	1-5	1-2 :10 3-5 : 15	Mon., Tues., & Thurs. 3:35-5:00	24
Holmes	1-5	1-2 :10 3-5 : 15	Mon., Tues., & Thurs. 3:35-5:00	24
Jefferson	1-5	1-2 :10 3-5 : 15	Mon., Tues., & Thurs. 3:35-5:00	24
Lincoln	1-5	1-2 :10 3-5 : 15	Mon., Tues., & Thurs. 3:35-5:00	24
Northend	1-5	1-2 :10 3-5 : 15	Mon., Tues., & Thurs. 3:35-5:00	24
Smalley	1-5	1-2 :10 3-5 : 15	Mon., Tues., & Thurs. 3:35-5:00	24



Smith	1-5	1-2 :10 3-5 : 15	Mon., Tues., & Thurs. 3:35-5:00	24
Vance	1-5	1-2 :10 3-5 : 15	Mon., Tues., & Thurs. 3:35-5:00	24

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:

Criteria for Selection into Extended Day Program

1. Students who score in the substantially deficient band as measured by NWEA Primary Map and Map Benchmark assessments (20th percentile and below), and/or
2. Students who attended summer programming, and/or
3. Building Principal recommendation

Student performance will be assessed using NWEA Benchmarks for Fall, Winter Spring measures in Reading, Language and Math.

Students in the literacy programs or math programs will be evaluated using district progress monitoring tools.

Student attendance for school and the program will also be monitored through report cards and PowerSchool reports.

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

NWEA Benchmark Assessment Data (fall, winter, spring)
District progress monitoring tools for literacy, numeracy
Attendance and behavioral referral data

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.	\$166,615
	Facilitator of Extended Day Salary = \$51,919 After School Program Teacher extra hours (4.5 hrs/week) = \$94,770 After School Program Para Educator extra hours (4.5 hrs/week) = \$19,926	
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.	\$27,342
	Facilitator of Extended Day Benefits = \$27,342	
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.	\$40,000
	Community based provider fees = \$40,000	
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	

CODE	OBJECT	Amount
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.	\$6,043
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$
890	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. 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	\$240,000

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)

Students scoring on NWEA Map Assessments (winter and spring) scoring in the substantially deficient band will be provided with early back summer session

All ELL students in grades K-3 will also be provided an English Language Development Institute

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

Teachers with early literacy experience will be chosen to work with students through application and interview process

Training in common core state standards (foundational reading skill development) will be provided to all staff prior to start date

Weekly data team meeting during summer session for all staff to analyze weekly ccss assessments

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

A.M. Academic Session (8-12:30)

Curriculum was developed based on the needs of our summer learners with a balanced approach to literacy throughout the morning session.

Using our new core reading text (HM Journeys) phonics scope and sequence – an explicit, multisensory approach to teaching phonics will be used daily. The DSA will be used as a pre and post measure to determine the growth students make as a result of this instructional phonics approach. Students will also have daily fluency practice in encoding and decoding words, phrases, sentences and paragraphs both orally and in writing.

Core mentor texts with a Community Theme have been selected for daily instruction in comprehension and vocabulary skill development

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
Smalley Elementary Summer Site (servicing students in Smalley, Chamberlain and Smith Elementary)	Post K-post 3	Monday-Friday A.M. Academic Session 8:00-12:30 P.M. Session 12:30-4:00 On-Site Experiential Learning with community partners	3
Jefferson Elementary Summer Site (servicing students in Jefferson, Holmes, Gaffney Elementary)	Post K-post 3	Monday-Friday A.M. Academic Session 8:00-12:30 P.M. Session 12:30-4:00 On-Site Experiential Learning with community partners	3
Lincoln Elementary Summer Site (servicing students at Lincoln, Vance, Northend Elementary)	Post K-post 3	Monday-Friday A.M. Academic Session 8:00-12:30 P.M. Session 12:30-4:00 On-Site Experiential Learning with community partners	3
Slade Middle School Summer Site	Post Grade 5	Monday-Friday A.M. Academic Session 8:00-12:30 P.M. Session 12:30-4:00 On-Site Experiential Learning with community partners	3

Diloreto Magnet School	ELL students K-3	Monday-Thursday 8:00-12:00 August	
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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.

We have constructed a progress monitoring log in PowerSchool to monitor student progress and track interventions. Students attending summer school will be progress monitored and PowerSchool will keep a historical record of that intervention.

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.	\$222,963
	4 lead teachers = 21,120 1 Facilitator Extended year = 4,859 1 Secretary = 1,630 1 Admin Liaison = 5,280 3 Parent Outreach Specialists = 12,090 3 Behavioral Specialists = 12,090 2 Nurses = 12,000 50 Classroom teachers = 112,000 3 English Language Development Teachers = 7,935 4 Special Education Teachers = 10,580 8 paraeducators half day (8-12:30) = 12,600 4 paraeducators full day (8-4:00) = 9,900 Professional development extra hours = 879	
1200	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.	\$9750
	Community Based providers = 9,750	
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.	\$

CODE	OBJECT	Amount
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.	\$36,000
	Bus transportation = \$36,000	
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.	\$7,300
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$
890	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. 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	\$276,013