

# Alliance and Priority School District Consolidated Application

Year 3 Application Amendment | 2014-15

Form Number: ED - 705

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

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## Connecticut State Department of Education

**Stefan Pryor**  
Commissioner of Education

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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 Priority School Districts (PSDs). The purpose of the consolidated application is to centralize district reform priorities in one overarching plan, as supported and enabled by Alliance and PSD funding. To that end, the application is designed to ease reporting requirements and, more importantly, generate one unifying plan to lead district transformation and school improvement efforts.

### 2. Alliance District Program Overview

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

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

### 3. Priority School District Overview

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

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



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

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

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

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

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

#### 5. Application Instructions

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

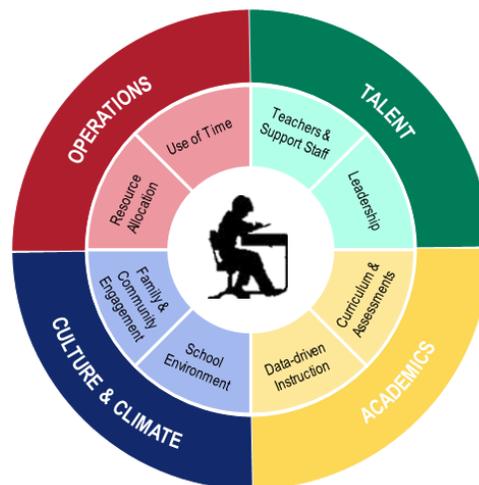
**PLEASE NOTE:** All applications become the property of the CSDE and are subject to the requirements of the Freedom of Information Act.

#### 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](mailto: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):		
<b>New London Public Schools</b>		
Contact Person:	Contact Title:	
<b>Katherine Ericson</b>	<b>Chief Academic Officer</b>	
Telephone:	Email Address:	
<b>860-444-3196</b>	<a href="mailto:ericsonk@newlondon.org">ericsonk@newlondon.org</a>	
Street Address:	City:	Zip Code:
<b>134 Williams Street</b>	<b>New London</b>	<b>06320</b>
Local Board Approval of Plan:	PSD:	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of Superintendent:		
<b>Nicholas A. Fischer, Ed.D.</b>		
Signature of Superintendent:	Date:	
	<b>April 7, 2014</b>	
Name of Board Chair:		
<b>Margaret Mary Curtin</b>		
Signature of Board Chair:	Date:	
	<b>April 7, 2014</b>	

## 2. Needs Analysis

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

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

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

Strengths/Year 2 Accomplishments:	Explanation and Data to Substantiate:
1. Talent/Academics	<ul style="list-style-type: none"> <li>• Invested in the recruitment and training of Special Education staff</li> <li>• Expanded the number and quality of programs in the district for students with Autism and Emotional Disabilities, adding more than 30 seats across the district</li> <li>• Partnered with consultants who trained in the following areas: De-escalation and Restraint, Writing Exemplary IEPs, and conducting Educational Benefits Review of current IEPs</li> <li>• Trained 100% of Special Education and support staff on the use of the new IEP Direct Program</li> <li>• Trained Special Education staff in Functional Behavior Assessments and Behavior Intervention Plans to support students.</li> <li>• Zero out-placed students to-date as a result of the expansion of the district’s Continuum of Services and the increase in quality programming</li> <li>• Implementation of all training initiatives is overseen and monitored by the Director of Student Services through IEP Audit and walk-through observations</li> </ul>

<p>2. Talent Recruitment</p>	<ul style="list-style-type: none"> <li>• Hired and “on-boarded” over 50 positions since July 1<sup>st</sup>, 2013</li> <li>• Provided opportunities for scholarships through ACES for Cross-Endorsement in TESOL and Library Media Specialist certifications</li> <li>• Created a pilot scholarship program to pipeline Educational Assistants into the ARC program</li> <li>• Formed partnership with UCONN Avery Point to work with STEM teacher candidates in multiple capacities such as placements of student-teachers into our STEM pathway</li> <li>• Attended numerous recruitment fairs (virtual and on-campus)-to scout talent to fill anticipated district openings</li> <li>• Exploring partnerships with higher education for on-site programming in Educational Leadership, Reading, and Special Education all leading to certification</li> <li>• Developed a system to collect data via exit interviews and new hire survey</li> <li>• Hosting a second annual district recruitment fair scheduled for May 10th</li> <li>• Partnered with Central Connecticut State University Marriage and Family Therapy (MFT) Program to bring 2 MFT interns into the district to build a system of wraparound services for the district in 2014-15</li> <li>• CCSU MFT creates a pipeline of diverse candidates to work in shortage areas as prescribed by the Strategic Operating Plan</li> </ul>
<p>3. Expanded Learning Time</p>	<ul style="list-style-type: none"> <li>• Successfully implemented Expanded Learning Time at two elementary schools</li> <li>• ELT currently serving over 1100 students</li> <li>• ELT programming provides an additional 300 hours of instruction to school year</li> <li>• ELT supports teaching and learning by providing 45 minutes of Professional Development, 45 minutes of data team time, and 90 minutes of differentiated instruction</li> <li>• Established 30 different ELT community partnerships that provide aligned programming in both schools</li> </ul>

4. Connecticut Core Standards in Math, Writing & Reading

**MATH:**

- Reestablished District Math Committee, generated K-8 pacing guides and unit maps based on district curriculum and aligned to CT Core Standards
- Developed and piloted math benchmarks in grades K-5
- Worked with grade level teams to increase teachers’ skills, knowledge, and fluency with new CT Core Mathematics Standards

**WRITING:**

- Rollout of **Teachers’ College Units of Study Writing –**
  - Initial training on argument protocol, norming (calibrating) grade level sessions for 100% of grade K-6 teachers
  - Provided systematic professional development for coaches and administrators as well as grade level teachers in each school regarding implementation of writing instruction
  - Trained 9<sup>th</sup> grade English teachers in developing student writing checklist aligned with Teachers’ College Units

**READING:**

- Initial training for use of priority reading resource in context of the Gradual Release of Responsibility Model (instructional framework adopted by the NLPS) and the CT Core ELA/Literacy Standards
- Using the results of mid-year student data (DIBELS), developed and provided a “kindergarten boot camp” to review elements of early literacy, with specific emphasis on the role of evidence-based, data driven instruction in phonemic awareness
- Using middle school data (NWEA) developed and initiated a two year professional development plan to provide cohorts of middle school teachers with the equivalent of a 3 credit Foundations of Reading course with embedded coaching
- Providing instructional coaching that supports the application of evidence and data-based reading instruction to middle school at-risk readers using appropriate leveled high interest informational text libraries that were purchased with Alliance funds
- Use of the aforementioned informational texts is integrated into the Foundations of Reading professional development courses
- Based on mid-year student reading data, collaborated with consultants to improve implementation of the Spanish component of the priority reading resource (core program) in the dual language elementary school.

	Math Assessment: % of students at or above grade level				Reading Assessment: % of students at or above grade level			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
District	27%	30%			40%	42%		
BDJMS	25%	26%			34%	37%		
Jennings	12%	18%			27%	31%		
NLHS	34%	37%			44%	44%		
Winthrop	30%	32%			48%	55%		

5. Implementation of Gifted and Talented pilot program

	Dual Language Gifted and Talented Program	District Gifted and Talented Program
# of 4 <sup>th</sup> Graders:	11	4
# of 5 <sup>th</sup> Graders:	10	17
<b>Total Enrolled:</b>	21	21

Renzulli Academy (partially funded through Alliance) demonstrates the successful integration of multiple funding sources that resulted in the identification and servicing of a diverse group of high-potential students. Renzulli program impact has extended beyond the individual Renzulli classroom. Sharing of strategies with all faculty and inclusion of non-Renzulli students in Renzulli extra-curricular activities (Invention Convention, Night of the Notables, Renzulli Learning software, Math Olympiad, etc.) has increased learning opportunities for all.

Positive feedback has been received from students, parents, and staff regarding the development of this New London pilot program. Specifically, parents have presented at BOE meetings and engaged in focus group conversations to express their satisfaction and support. The district is committed to the expansion of the pilot into Grade 6 for both mainstream and dual language students.

Growth Areas:	Explanation and Data to Substantiate:
<p><b>1. Comprehensive assessment system.</b></p>	<ul style="list-style-type: none"> <li>• Developing a high level of assessment and data literacy amongst teachers and administrators. <b>Assessment Literacy</b> is the understanding of the measurement basics related directly to classroom learning (Inbar-Lourie, 2008; Stiggins, 2001; Taylor, 2009); <b>Data literacy</b> is the ability to read, create and communicate <b>data</b> as information and has been formally described in varying ways (N. Love, 2010)</li> <li>• Engaging in a full assessment audit to identify assessments that yield meaningful data to inform instruction</li> <li>• Developing a system and structure to guide administrators in facilitating discussions for increasing and supporting assessment literacy for all faculty</li> <li>• Developing data collection system with embedded support for teachers in their use of data and data analysis</li> <li>• Articulate the clear alignment of the Teacher Evaluation and Professional Growth Plan with the work of analyzing student outcomes data as both improve instruction and student achievement</li> <li>• Integrating Teacher Evaluation and Student Outcome data will provide just-in-time information for supporting teachers in advancing their assessment and data literacy to support instructional decisions that support students’ individualized learning needs</li> </ul>
<p><b>2. Improve Teacher and Leader Quality:</b> New Teacher Orientation Process</p>	<ul style="list-style-type: none"> <li>• New teacher survey data (44% of new teachers) expressed a lack of clarity around how to use resources to deliver effective instruction</li> <li>• New teachers identified struggling with how to use various measures to gauge student growth and make instructional decisions (see assessment and data literacy above as our strategy to address these needs)</li> </ul>

**3. Improve Instruction for All Students:**

Connecticut’s adoption of the new CT State Standards in Mathematics, Reading, and Writing requires planning, developing and training in order to successfully be implemented.

- NLPS will train all teachers to ensure deep understanding of the skills and knowledge addressed in each standard for each grade level
- NLPS will continue to improve assessment strategies to accurately describe all students’ progress and growth over time
- Data from assessments employed by NLPS will guide the teachers, schools, and the district to improve the efficacy of the education for all

**OVERALL GOAL:** Increase teachers’ ability to deliver instruction through the **Gradual Release of Responsibility Framework for Instruction** and increase their knowledge of CT Core Standards in order to make strategic instructional decisions

Topic	Description of Work
<b>English Language Arts</b>	Provide strategic professional development to anchor the curriculum and instruction for ELA in the context of the Gradual Release of Responsibility Instructional Framework. This will align the following initiatives: <ul style="list-style-type: none"> <li>• CT Core Standards for literacy</li> <li>• Assessment Literacy</li> <li>• Implementation of core reading and writing instruction over the next three years</li> <li>• Differentiated Instruction</li> </ul>
<b>Mathematics</b>	Supporting teachers to transition to the math workshop model aligned with Gradual Release of Responsibility of Instruction Framework. <ul style="list-style-type: none"> <li>• Finalize district pacing guides and unit maps</li> <li>• Use teacher feedback from piloted benchmark assessments to guide revisions</li> <li>• Support continued development of <u>NumberTalks</u> through guided practice</li> </ul>
<b>Writing:</b>	Continue with Year 2 Implement of Units of Study from the Teachers’ College Writing Program <ul style="list-style-type: none"> <li>• Increase use of assessments: three pre/post on-demands and one Performance Assessment</li> <li>• Implement three complete units of study (narrative, information, and argument)</li> <li>• Implement new 6-8 Units of Study Program</li> <li>• Support content area teachers to align reading and writing assignments with units of study through coordination with ELA teachers and coaches</li> <li>• Continue norming with grade level teams to ensure inter-rater reliability</li> </ul>
<b>Special Education</b>	Train all special education staff on writing exemplary IEPs using CT State Standards
<b>Educational Assistants</b>	Training in literacy, mathematics, behavior interventions as determined by data analysis

<p><b>4. Removing Barriers to High Performance:</b></p>	<ul style="list-style-type: none"> <li>• ELT programs were developed and refined as part of the Year 1 for Expanded Learning Time at Winthrop and Jennings elementary schools</li> <li>• Teachers meet weekly for Professional Development and data team work at all schools</li> <li>• Professional development is, and will continue to be aligned to students’ and teachers’ learning needs throughout the year</li> <li>• Year 2 planning for next year will focus on identification of programs and partners that fully support each school’s instructional focus</li> </ul>
<p><b>5. Culture and Climate</b></p>	<p>In fall of 2013-2014, NLPS partnered with SERC to conduct a needs assessment of SRBI and Special Education practices. This included: IEP Educational Benefit Review, IEP Audit, IEP implementation walk-through analysis, PBIS and SRBI implementation. Based on these data the district will work with SERC to put forth customized School Personnel Development Grant (SPDG) applications for all 5 schools. Schools that are not selected for the grant will be funded through Alliance and SIG funds to participate in the work with SERC. The goal is to provide opportunities for each school to address the specific areas in need of improvement. This process will allow the district to build a systematic program at each school to address culture and positive school climate.</p>

<b>2. Talent Section</b>		
<b>Year 3 Reform Priorities:</b> 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.		
<b>Year 3 Alliance District Priorities:</b>	<b>Allowable initiatives for PSD funding:</b>	<b>Other optional reforms:</b>
<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 checked="" type="checkbox"/> Retention of top talent <input checked="" type="checkbox"/> Other: <u>Assessment Literacy</u>
<b>Summary:</b> Briefly describe the district’s talent-related reform priorities, as indicated above. <ul style="list-style-type: none"> <li><b>Educator Evaluation:</b> 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.</li> <li><b>Professional Learning:</b> 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.</li> </ul>		
<b>Educator Evaluation:</b> NLPS is committed to on-going training of all administrators and teachers on the new evaluation systems. Since the district did not change our observation protocol from the past 3 years, teachers and administrators are grounded in the NLPS definition of effective teaching. This year’s work focused on Student Learning Objectives. The district supported teachers in the selection of valid, standardized measures, setting realistic/rigorous objectives for monitoring yearly progress. Close examination of progress revealed the following: <ul style="list-style-type: none"> <li>— Teachers who demonstrate adequate assessment literacy used progress monitoring (PM) tools with fidelity</li> <li>— Teachers who used PM tools with fidelity showed significant growth in student learning</li> <li>— Teachers who did not possess adequate assessment literacy did not use PM tools or did not use them appropriately</li> <li>— Teachers who did not use PM tools did not demonstrate adequate growth in the student data</li> <li>— Where student growth was not evidenced (one school’s kindergarten classes) the district intervened to provide a “Kindergarten Boot Camp” that provided explicit instruction for teachers on Phonological Awareness and key strategies and the appropriate use of PM tools</li> </ul>		

## 2. Talent Section

Key steps for next year:

- Generate clear assessment and progress monitoring calendar
- Pair teachers whose current practice demonstrated successful use of progress monitoring with colleagues who are in need of more support
- Continue to support administration and teachers in their understanding of the Gradual Release of Responsibility Framework for Instruction
- Apply the Gradual Release of Responsibility (GRR) Framework for Instruction, Central Office staff (or designees) will deliver PD on each of the district mandated measures for school leaders. Using the GRR Framework, school leaders will turnkey this training for staff
- Create a professional learning schedule that ensures time for teachers to discuss standards, define what mastery looks like and how priority resources can be used as tools to develop teacher efficacy
- Use GRR to model data analysis for school leaders, coaches, and teachers to increase capacity in data-driven decision-making processes

### **Professional Learning:**

NLPS based its evaluation system on research-based standards which are measured in our observation protocol (see Appendix A.) A clear definition of what each standard looks and sounds like in a highly effective classroom has been developed and is used district-wide. When a teacher does not meet standard(s), a school leader must describe what was observed and clearly explain what the teacher will need to do differently in order to meet the standard. For example, if a teacher did not meet standard in Initiation, a school leader would explain what was observed, orally and in writing, and then provide specific action steps on how the teacher can meet standard. This consistent practice supports teachers whenever a standard has not been met. All evaluators provide feedback and coaching to teachers to support teacher efficacy. One approach administrators have found successful is paired peer observation. What paired peer observation entails is the administrator going into the classroom with a teacher to do the following:

1. Identify the specific standard to be observed
2. Describe how the standard can be seen
3. Debrief to reflect on what was observed and how the teacher will implement the new learning

New London Public School’s Teacher Evaluation and Professional Growth Plan has improved instruction in this district as evidence by our schools’ increasing SPI scores and feedback from our NLEA Uniserve Representative. Moreover, a school can examine its evaluation data as a whole and pinpoint how to target its “just-in-time” professional development for individual teachers, small groups of teachers and/or the entire school. The goal is to create a culture wherein the on-going evaluative feedback is intentional communication to improve performance and not a branding of a teacher.

Educators understand and are invested in the feedback that they receive and to building their capacity to deliver high quality instruction. To that end, all educators seek support and/or professional learning opportunities that align to the standards with which they are recognize as needing improvement. Support and professional learning opportunities are then provided either at the school or district level. The evaluation system strives to continuously support an environment that encourages personal accountability for growth in order to meet the needs of all students.

<b>Aligned Strategies:</b> Identify a core set of actionable strategies to	<b>Progress Metric:</b> Identify progress	<b>Timeline:</b> Place an “X” indicating when
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2. Talent Section					
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.	indicators to monitor the implementation and impact of each strategy.	strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Provide administrators and teachers with a continued instruction and guidance on the district’s instructional model, i.e., Gradual Release of Responsibility Framework for Instruction (GRR) during new staff orientations, administrative council meetings and professional development for teachers and staff.	<ul style="list-style-type: none"> <li>100% of educators will be trained on GRR</li> <li>75% of district Professional Development will be delivered in the GRR Model</li> </ul>		X	X	X
2. Train teams of all special education teachers and related services staff and grade level representative Regular Education teachers on how to design exemplary IEPs and 504s based on the Connecticut State Standards	<ul style="list-style-type: none"> <li>100% of Special Education teachers and related services teachers will be trained on writing exemplary IEPs</li> <li>Each grade level team will have one Regular Education teacher trained in writing exemplary IEPs</li> <li>100% of special education teachers who have Educational Assistants will be trained on how to effectively work with the support staff in the classroom</li> <li>100% of Education Assistants will be provided with training on how on support students</li> </ul>		X	X	X
3. Increase ELL teachers’ ability to modify and adapt curriculum to support the different levels of language proficiencies	<ul style="list-style-type: none"> <li>100% of ELL/ESL staff will receive training Connecticut Core State Standards</li> </ul>		X	X	X

2. Talent Section					
4. Continue implementation of SchoolNet and training with support from <b>Connecticut Council for Education Reform</b> to streamline data collection, data analysis, and intervention protocols	<ul style="list-style-type: none"> <li>All district data will be warehoused with SchoolNET</li> <li>100% of administrators and coaches will receive training on how to use the data warehouse</li> </ul>	X	X		
5. Provide scholarships for teachers to earn cross-endorsements in areas of high need	<ul style="list-style-type: none"> <li>Offer at least 5 cross-endorsement scholarship opportunities</li> </ul>	X	X		
6. Train teachers on assessment literacy (DIBELS Next, DAZE, Core)	<ul style="list-style-type: none"> <li>100% of Administrators will participate in an Assessment Literacy Boot Camp</li> <li>Administrators will turnkey trainings in their building to support teachers' development of assessment literacy</li> </ul>	X	X	X	X
7. All 6-8 grade ELA teachers will attend a Fundamentals of Reading Course	<ul style="list-style-type: none"> <li>100% of ELA teachers at Middle School will be trained in Reading Foundations</li> <li>100% of teachers who attend the trainings will increase their skills and knowledge of reading as measured by a literacy pre and post assessment administered by the district</li> </ul>		X	X	X
8. "Just-in-time" professional development for individual teachers, small groups of teachers and/or the entire school.	<ul style="list-style-type: none"> <li>School leaders use observation data and evaluation data to determine teacher instructional needs, and strategically plan timely professional development to teacher professional growth</li> </ul>	X	X	X	X

2. Talent Section					
	<p>and student achievement.</p> <ul style="list-style-type: none"> <li>School leaders will collect evidence of application of new learning</li> </ul>				
9. "Just-in-time" professional development for individual administrators, small groups of administrators, and/or the entire district.	<ul style="list-style-type: none"> <li>District leaders use observation data and evaluation data to determine teacher instructional needs, and strategically plan timely professional development to teacher professional growth and student achievement.</li> <li>School leaders will collect evidence of application of new learning</li> </ul>	X	X	X	X

### 3. Academics Section

**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.

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 checked="" type="checkbox"/> Alternative and transitional educational programs <input type="checkbox"/> Kindergarten program <input checked="" type="checkbox"/> Early literacy interventions (PSDs must invest at least 20 percent of PSD funding in support of early literacy) <input checked="" type="checkbox"/> Instructional technology	<input checked="" type="checkbox"/> Supports for special populations <input checked="" type="checkbox"/> SRBI and academic interventions <input type="checkbox"/> High school redesign <input type="checkbox"/> Other: _____

**Summary:** Briefly describe the district’s academic-related reform priorities, as indicated above.

- Common Core Strategy:** Describe how the district is working to implement Common Core-aligned curricula, instruction, and assessments; describe the methods for determining that the district’s curricula are aligned to the CCSS. If you use Common Core curricular programs, specifically on-line or technology-related programs, how does the district determine alignment to the CCSS? Explain the district’s approach and parameters, if any, to interim and formative assessments aligned to the CCSS. Explain how the district is monitoring implementation and providing necessary professional development that is aligned to the CCSS.
- K-3 Literacy:** Describe the district’s K-3 literacy strategy, including the use of universal screening assessments and targeted interventions.

Academic Section Year Priorities:  
 New London Public Schools in is the fourth year of its implementation of the Connecticut Core State Standards. Systematically, we have rewritten our district curricula, purchased reading and math materials aligned to the new standards, and generated pacing guides to clearly define the progression of skills and knowledge taught at each grade level. To address the literacy gaps the district has invested in increasing teacher knowledge of the Foundation of Reading. By providing professional development in foundational reading skills, instruction and assessment decisions will be grounded in research and evidence leading to a closing of the achievement gap. The following is a list of software purchased to support instruction and the rationale behind the investment:

### 3. Academics Section

<b>myOn Reader</b>	Capstone Interactive Digital Library: 70% of books non-fiction, 15% in Spanish, provides students and teachers with progress in form of Lexile level, increases number and types of books students can access at home and in school
<b>Lexia</b>	To be implemented this summer during Summer School; and used in 2014-2015 School Year in K-2 classrooms; Lexia has been found to accelerate the development of critical foundational literacy skills in elementary and ELL students
<b>DIBELS Next</b>	District will transition to use of DIBELS Next to upgrade their ability to measure First Sound Fluency, Phoneme Segmentation Fluency, Letter Naming Fluency, Nonsense Word Fluency, DIBELS Oral Reading Fluency, Daze (reading comprehension)
<b>IEP Direct</b>	While this is not a reading program, this online system will allow the district to monitor the writing of exemplary IEPs. As a district we are committed to training our special educators on how to build IEPs utilizing the Connecticut Core State Standards.
<b>NWEA's MAP Testing</b>	Computer adaptive test that is in alignment with the Common Core State standards in reading and math. Providing district with data on students' growth of over time.
<b>ST Math</b>	Instructional software that is a grade level program that utilizes Spatial-Temporal reasoning to teach math concepts that are aligned to Connecticut Core State Standards. Spatial-Temporal reasoning is the innate ability to visualize and manipulate images through a sequence of steps in space and time- a process critical to solving problems in math. Program not only helps differentiate instruction to reach students of all levels of academic and language proficiency, but also engages students who struggle with traditional materials and methods. Since the program is language-independent the district is confident that our ELL students will benefit.

Regarding Common Core writing curriculum, the district has recently begun to implement Teachers' College Writer's Workshop. This year K-6 teachers were trained on the argument protocol, and piloting one writing unit, Opinion Writing, from the Teachers College Units of Study for Writing. Additionally, K-6 teachers were trained on the CCSS aligned "on-demand" writing rubric. Next year, the program will be expanded to include grades K-8 and each grade level will implement three units of writing from the program. The following year the district will expect four units of instruction to be delivered in writing in Grades K-8. The workshop model aligns seamlessly with the district instructional model of the Gradual Release of Responsibility Model of Instruction. The systems being built center on increasing teachers' knowledge of the standards, identifying the mastery of standards in student work, and training teachers to use priority resources and technology to effectively deliver instruction through the GRR model.

Piggybacking on successful implementation of Writer's Workshop the district will develop a three year rollout to transition to full implementation of the Reading Workshop Model. Inherent in this work will be maintaining fidelity to the core components and scope and sequence of instruction for all K-5 students in reading foundational skills, as identified in the CT Core Standards.

### 3. Academics Section

Regarding interventions, NLPS will increase teachers' assessment literacy to ensure understanding of the skills and knowledge measured by each test. Teachers will become fluent in the use of assessment data to design and deliver differentiated instruction. On-going professional development will support linkage of data and decision-making to ensure appropriate, targeted, differentiated interventions. Utilizing diagnostic tools, such as CORE Assessing Reading Multiple Measures, will enable English for Second Language Learners staff, Special Education staff, and regular education staff to make strategic instructional decisions that address the individual student need.

<b>Aligned Strategies:</b> 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.	<b>Progress Metric:</b> Identify progress indicators to monitor the implementation and impact of each strategy.	<b>Timeline:</b> Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Implement use of DIBELS Next test and progress monitoring tools as the universal screener in grades K-6.	<ul style="list-style-type: none"> <li>100% use of tool K-6 students will be benchmarked three times a year</li> <li>100% of students not at benchmark will be appropriately progress monitored</li> <li>By Winter, a minimum of 75% of students will reach benchmark performance</li> <li>By Spring, a minimum of 80% of students will reach benchmark performance</li> </ul>		X	X	X
2. Train all Kindergarten teachers and education assistants to use Early Reading Intervention.	<ul style="list-style-type: none"> <li>100% of new and not previously trained Kindergarten teachers, special educators, ELL teachers, and education assistants will receive training to use Early Reading Intervention</li> </ul>	X	X		
3. Provide an education assistant in every classroom K-2.	<ul style="list-style-type: none"> <li>100% of K-2 classrooms has a literacy and math trained educational assistant</li> </ul>	X	X		

3. Academics Section					
4. Support the YEAR 2 implementation Teachers College Units of Study for Writing (narrative, information, and argument)	<ul style="list-style-type: none"> <li>100% implementation K-8</li> <li>90% increase in student pre/post on-demand writing</li> </ul>		X	X	X
5. All 9 <sup>th</sup> grade English students will self-assess writing using a school-developed writing checklist designed to align with the checklists used in K-8 Teachers College Units of Study	<ul style="list-style-type: none"> <li>100% of 9<sup>th</sup> grade teachers will be trained to teach students to evaluate their own writing using a student checklist through the Gradual Release of Responsibility Instructional Framework</li> <li>90% of students will demonstrate pre/post growth for on-demand writing</li> </ul>	X	X	X	X

4. Culture and Climate Section		
<p><b>Year 3 Reform Priorities:</b> 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.</p>		
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 checked="" type="checkbox"/> Family engagement	<input checked="" type="checkbox"/> Positive behavior management <input checked="" type="checkbox"/> Wraparound strategy <input checked="" type="checkbox"/> Attendance <input checked="" type="checkbox"/> Graduation and dropout prevention <input type="checkbox"/> Other: _____
<p><b>Summary:</b> Briefly describe the district’s climate-related reform priorities, as indicated above.</p>		
<p>New London Public Schools uses data from the SERC needs assessment (2013-2014) to inform culture and climate related reform priorities. Evaluation of these data identifies key indicators of need per school. Working with SERC facilitators, using the key indicators, a logic model has been created to define and outline a broad plan for district-wide improvement.</p> <p>Next steps include:</p> <ul style="list-style-type: none"> <li>• Presentation of the logic model to all school leaders (April 22, 2014)</li> <li>• Work session with school leaders to individualize their 3 year SPDG grant application in the following areas:             <ul style="list-style-type: none"> <li>○ <b>Decision-Making:</b> Grade-, school-, and district-level teams will allow teachers and administrators the opportunity to evaluate the effectiveness of programs and instruction that support development of a positive climate, culture, and responsible citizenship. Data teams will intentionally integrate processes to help educators evaluate “what works” and identify differentiated instructional approaches to engage all learners in promoting positive social interactions.</li> <li>○ <b>Improvement of Core Instruction:</b> The district continues to refine core instructional procedures and data-driven intervention planning and progress monitoring, to promote increased competence, collaboration, and self-esteem for all learners.</li> <li>○ <b>Data Management:</b> District management system will enhance the staff’s ability to respond to students’ needs holistically (academically, socially, emotionally, etc.) in a timely fashion. The data management system will warehouse data pertinent to student academic performance, attendance, behavior, and other relevant parameters.</li> </ul> </li> </ul> <p>Areas outlined above will be addressed in the context of SRBI and PBIS systems created at each school. Through consistent monitoring of holistic student areas of need, the district will provide wraparound services. Coherent data collection and analysis by schools will support the district’s effort to increase the graduation rate.</p>		

4. Culture and Climate Section					
<b>Aligned Strategies:</b> 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.	<b>Progress Metric:</b> Identify progress indicators to monitor the implementation and impact of each strategy.	<b>Timeline:</b> Place an “X” indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. All schools will establish clear standards of behavior that are consistent throughout the entire building in alignment with the PBIS Framework.	<ul style="list-style-type: none"> <li>100% of the school have expectations posted</li> <li>80% of staff will implement processes and procedures with fidelity</li> <li>80% will be able to explain the established behavioral expectations</li> </ul>		X	X	X
2. Through training SERC will support staff to develop a continuum of scientifically based behavior and academic interventions and supports; use data to make decisions and solve problems; arrange the environment to prevent the development and occurrence of problem behavior; teach and encourage pro-social skills and behavior; implement evidence-based behavioral practices with fidelity and accountability; and screen universally and continually monitor student performance.	<ul style="list-style-type: none"> <li>95% student attendance rate at each school</li> <li>10% reduction of student tardiness at each school</li> <li>50% reduction of the number of Out of School Suspension at the middle school (based on 2013-2014 end of year data)</li> </ul>		X	X	X
3. Increase family engagement by providing training/workshops on the behavior and support systems as well as the academic expectations at each school.	<ul style="list-style-type: none"> <li>All schools will host a family night to share information on the school PBIS systems and academic expectations</li> </ul>		X	X	X

4. Culture and Climate Section					
4. Partner with Central Connecticut State University MFT program to place interns at middle and high school.	<ul style="list-style-type: none"> <li>Placement of 2 MFT interns into the middle and high school.</li> </ul>		X	X	X

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 checked="" type="checkbox"/> Use of technology <input type="checkbox"/> NEASC accreditation	<input type="checkbox"/> Budgeting and financial management <input type="checkbox"/> School operations <input type="checkbox"/> Technology integration <input checked="" type="checkbox"/> Student enrollment and registration <input checked="" type="checkbox"/> Other: Renzulli Academy Pilot Program
Summary: Briefly describe the district's operations-related reform priorities, as indicated above.		
<p>Through examination of district policies and procedures, NLPS will create a structure to implement new practices in the areas of Expanded Learning Time, District and School Governance, and school climate to improve student achievement. In the 2014-2015 school year, the district will continue to partner with the National Center for Time and Learning on the TIME Collaborative. ELT data for Year 1 provides information regarding systemic changes that support teachers' abilities to engage in Professional Development and data teams. Analysis of student performance data relative to each school's instructional focus will guide programming and any modifications for Year 2.</p> <p>The district will continue to partner with Leadership Greater Hartford to provide School Governance Council training and facilitation to increase participation of the families and community.</p> <p>Student data systems will continue to be upgraded to support the teachers, schools and district in their efforts to monitor progress.</p> <p>Student enrollment practices are being reviewed. With the transition into a magnet school district, the district's needs have evolved creating a need for the reorganization and relocation of the Welcome Center. The ultimate vision would be to design a Welcome Center that provides families with the following:</p> <ul style="list-style-type: none"> <li>• information regarding school choice options,</li> <li>• a venue to discuss their concerns,</li> <li>• facilities for training families on various issues, i.e. de-escalation, strategies to support academic achievement, PBIS, etc.</li> <li>• central location to register students in NLPS</li> <li>• option for summertime physicals to be completed through Visiting Nurse Association</li> </ul>		

## 5. Operations Section

In Year 2 NLPS will expand the pilot Renzulli Academy with the following components:

- Connecticut Core Standards instruction through implementation of curriculum using materials provided through the Jack Kent Cooke Foundation
- Student directed learning: research, exploratory opportunities with teacher as facilitator, presentations and public speaking
- Differentiated learning
- Academic opportunities such as guest speakers visiting classroom who provide insight on career options
- Academic-focused events such as Night of the Notables, the Invention Convention, and Math Olympiads, etc.
- Project-based lessons with emphasis placed on collaboration and group work
  - Students also complete "Extra Mile" projects; participate in field trips; explore Rosetta Stone learning modules; and use iPad and iTable applications to enhance their learning
- Renzulli Learning Software
  - Online software where students can utilize data base for research in a safe online environment

### **NEXT STEPS:**

- Grade 5 & 6 Dual Language and mainstream Renzulli program will be centralized to single site in year two
  - Allows for teachers to collaborate daily
  - Increased staff (2 additional teachers) will be able to share students and become content area experts

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. Collaborative meetings between the school's instructional leadership teams and community partners to address alignment of enrichment programming with academic focus (identifying key vocabulary and behavioral standards and strategies, etc.)	<ul style="list-style-type: none"> <li>• Monitoring by regular observations and learning walks to ensure fidelity of delivery of agreed upon programs</li> <li>• Regularly scheduled meetings between ILT team and community partner representatives</li> </ul>	X	X		

5. Operations Section					
2. Biannual program quality evaluations conducted by the National Center for Time and Learning	<ul style="list-style-type: none"> <li>Growth demonstrated on all 7 Essentials of quality programming</li> </ul>		X		X
3. Hire two new staff members to expand Renzulli Academy pilot into grade 6	<ul style="list-style-type: none"> <li>2 new Renzulli Academy staff members serving a total of 60 New London students</li> </ul>	X			
4. Send staff to participate at UCONN's Confratute Summer Conference	<ul style="list-style-type: none"> <li>Send 4 staff members to summer training</li> </ul>	X			



## 6. School Turnaround Strategy

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

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

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

NEW LONDON SCHOOL DISTRICT		
School:	Classification:	Funding Source/Competitive Grants Sought:
Jennings 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
Winthrop School	Review	<input type="checkbox"/> Commissioner’s Network <input checked="" type="checkbox"/> Alliance District Funding <input type="checkbox"/> PSD Grant <input checked="" type="checkbox"/> State Magnet Grant
Bennie Dover Jackson Middle School	Review	<input type="checkbox"/> Commissioner’s Network <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
New London High School	Turnaround	<input type="checkbox"/> Commissioner’s Network <input checked="" type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <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.

New London has increased the amount information distributed by Central Office in an effort to keep stakeholders informed of progress to date. In addition, the district has increased opportunities to solicit feedback from a wider audience regarding our improvement efforts outlined in the Strategic Operating Plan.

- Upon State approval of the Alliance Grant submission a presentation made to the BOE to highlight how the Strategic Operating Plan is being supported by the Alliance Grant
- Monthly meetings with NLEA Union leadership to discuss Teacher Evaluation Rollout and Expanded Learning Time
- Monthly meetings with Administrators regarding work on Strategic Operating Plan
- Focus group discussions with Renzulli Gifted and Talented teachers and parents regarding Year 2 Pilot Planning
- Monthly updates and workshop discussions with the New London Board of Education regarding progress on the district Strategic Operating Plan
- Monthly meetings with elementary principals regarding data analysis, classroom walk-throughs, intervention needs, special education and ELL services
- K-12 Math Curriculum Committee with district leadership and teachers to outline pacing guides and unit plans. Committee identifies areas where the district can better support teachers in their understanding of the new standards and how teaching looks different when delivering the standards
- Use of data regarding SERC's Needs Assessment of each school
  - Feedback from each school leader regarding next steps in terms of the development of SRBI and PBIS
- Weekly staff newsletters that include student/staff accomplishments and updates on Strategic Operating Plan progress
- Monthly meetings with ELL staff in regards to data, training, and identifying supports needed
- Alliance grant needs assessment filled out by all principals to gauge their most pressing needs
- Professional Development surveys used to gauge new learning and continued supports needed for staff
- Meetings with community partners and families at public forums regarding issue of arrests in school and the high school graduation rates
- Quarterly new teacher meetings with Superintendent, Chief Academic Officer, and Talent Office to gain a better perspective regarding on-boarding protocols and needs of first year teachers
- Surveyed community for input regarding the district's 4<sup>th</sup> magnet pathway
- Held public forum to review survey results, answer questions, and share next steps in the planning process
- Hosted a Community Partners Appreciation Luncheon to honor the work of over 50 different organizations working in our schools
- Outreach to area pre-school programs to educate on New London Public Schools magnet pathway options and lottery process



- Established online presence for New London Public Schools (Twitter, Facebook, LinkedIn, YouTube, and Google +)
- Use of district website to increase public's understanding of Connecticut State Standards, Smarter Balanced Assessment Consortium, through multi-media
- Collaborated with Leadership Greater Hartford for training to increase capacity and knowledge of School Governance Council's roles and responsibility
- Sponsored a bus to transport teachers to Columbia University's Teachers College to provide teachers an opportunity to improve writing instruction in alignment with Connecticut State Standards
- Developed 90-day survey to garner information from new staff regarding NLPS orientation process, school support systems, and overall impression of the district



## 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	
<b>Talent:</b>					
1.1. Recruitment and human capital pipelines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
1.2. Hiring and placement processes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	High
1.3. Educator evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
1.4. Professional development/coaching	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
1.5. School leadership development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
1.6. Retention of top talent	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
<b>Academics:</b>					
2.1. Common Core-aligned curriculum and academic rigor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High

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

## B. Statement of Assurances

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**  
STANDARD STATEMENT OF ASSURANCES | GRANT PROGRAMS

**PROJECT TITLE:**           Alliance and Priority School District Consolidated Application          

**THE APPLICANT:**           New London Public Schools           HEREBY ASSURES THAT:

\_\_\_\_\_  
(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the

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)* **Nicholas A. Fischer, Ed. D.** \_\_\_\_\_

Title: *(typed)* **Superintendent of Schools** \_\_\_\_\_

Date: **April 7, 2014** \_\_\_\_\_

## C. PSD Extended School Hours Grant

### Purpose of the Grant:

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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:

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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.

**FUNDED THROUGH THIS GRANT**

Academic Prep to elementary students.

Enrichment Program for middle school students, comprising academic, recreational and high interest club activities.

After-school Drop-Out Prevention Program for high school students.

Tutoring support for middle and high school students.  
Centro de la Comunidad (a local, non-profit) Program, to support ELL/ Bilingual elementary students.

**FUNDED THROUGH OTHER SOURCES**

TSETSE Art Gallery; CT Ballet; Lyman Allyn Museum; Drop-In Learning Center; and CT Storytellers

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

Art, Basketball, Chess, Crochet, Dance, Drama, Fitness Club, Game Club, Movie Club, Sports, Theater, Yearbook, etc.

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

Students are encouraged to attend the after-school programs based on performance on the Connecticut Mastery Test and Connecticut Academic Performance Test, but attendance is voluntary.

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

After-school tutors are certified teachers in the building in which the program is conducted, allowing for regular feedback and an extension of the day program.

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

Community involvement is provided through the partnerships developed through enrichment programs and parental activities and forums.

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

After-school teachers and tutors are certified teachers in the building in which the program is conducted, allowing for regular feedback and an extension of the day program.

Centro de la Comunidad is a local, non-profit organization which specializes in providing support to the Latino community and promotes community involvement. Centro is the sole, local, community-based organization that provides such services to the Latino community. Centro was a major provider of Extended Learning Time programming for the district.

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

High School and Middle School Guidance staff serves as a conduit for communication with parents, and parents are involved with the School Governance Councils.

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.

All non-profit agencies are allowed to use school facilities free of charge. The after school programs have access to all facilities that are appropriate to their needs.

**Projected School and Student Participation:**

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**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
Bennie Dover Jackson Middle School After School Enrichment Program	6-8	6 – 30 7 – 15 8 – 15	M-Th 2:30–4:00 pm  Saturday 8:00–12:00 pm	30
New London High School After School Program for Drop-out Prevention	9-12	9 – 10 10 – 10 11 – 10 12 – 10	M-Th 2:30 – 4:00 pm	25
Centro de la Comunidad	K-5	25 - 30	M-F	

**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:

Student grades will be used as a measure for the Middle School After-school Program and for the High School After-school Program. CAPT results and number of student participants in SAT will be used for the High School After-school Program.

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

Student grades will be the primary means of success and will be tracked using the student management system. They will be evaluated quarterly.

**Budget Narrative:**

CODE	OBJECT	Amount
100	<b>PERSONAL SERVICES – SALARIES.</b> 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.	<b>\$45,200</b>
	1 NLHS After School Program Director 8 NLHS Tutors, ELL Tutors & Teachers 1 BDJMS After School Program Director 7 BDJMS Tutors, ELL Tutors & Teachers Elementary Academic Prep Staff	\$1,500 \$13,000 \$1,500 \$12,000 \$17,200
200	<b>PERSONAL SERVICES – EMPLOYEE BENEFITS.</b> 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.	<b>\$1,850</b>
	FICA	\$1,850
300	<b>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.</b> 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. <b>UNALLOWABLE USAGE OF FUNDS: PSD and Extended School Hours cannot be used for Audits.</b>	<b>\$14,000</b>
	Services rendered by Centro de la Comunidad, to offer student services/ tutoring for the Jennings elementary level ELL/ Bilingual learners during ELT hours.	\$14,000
400	<b>PURCHASED PROPERTY SERVICES.</b> 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	<b>OTHER PURCHASED SERVICES.</b> 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. <b>Summer School funding cannot be used for Tuition and Travel.</b>	<b>\$3,162</b>
560	<b>TUITION</b>	
	Student Field Trips	\$3,162
580	<b>TRAVEL</b>	
600	<b>SUPPLIES.</b> 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.	<b>\$3,781</b>
	General Education Materials and Supplies	\$3,781

CODE	OBJECT	Amount
700	<b>PROPERTY.</b> Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$
890	<b>OTHER OBJECTS.</b> (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. <b>UNALLOWABLE USAGE OF FUNDS</b> <b>PSD funding cannot be used for Other Objects.</b>	\$
940	<b>INDIRECT COSTS.</b> 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. <b>UNALLOWABLE USAGE OF FUNDS:</b> <b>Summer School grant funds cannot be used for Indirect Costs.</b>	\$
	<b>TOTAL</b>	<b>\$67,993</b>

## D. PSD Summer School Grant

### Purpose of the Grant:

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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:

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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)

**Elementary.** K-3 students, substantially deficient on the May DRA (or other state mandated testing) in reading, are mandated to attend summer school. Students, substantially deficient in January but who were proficient in May, are encouraged to attend summer school.

**Camp Rotary Summer School.** Voluntary summer program for students, grades 6-8.

Provides a platform to immerse students into the STEM fields.

Encourages student investigation, imagination, and invention.

Develops effective student leadership and communication skills.

Builds self-confidence and self-esteem.

Provides weekly college exposure.

Enhances literacy and mathematics skills through science enrichment projects.

Promotes higher order thinking skills and preparation for rigorous high school courses (AP & Honors).

Provides opportunities for recreational and social experiences.

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

All teachers in the summer school programs will be certified teachers at the level they are teaching.

Teachers teaching ELL students will either be bilingual certified or ELL teachers.

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

Curriculum is based on the NLPS' curriculum, which is based on state frameworks and grade level expectations. Programs are aligned to CT Core Standards, providing explicit instruction in test taking strategies and scoring rubrics.

## Program Evaluation:

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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
Elementary Summer School	K-3	M-F 8:00am – 12:00pm	5
Camp Rotary Summer School	6-8	M-F 9:00am – 3:00pm	8

**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.

All programs are by the District Data Analysis and Management Coordinator.

**Elementary:** DIBELS Next scores for students in May will be compared to DIBELS scores in September.

**Camp Rotary:** Student grades and participation are used to determine student progress. The district will pilot a new assessment **Word ID: Assessment Across the Content Areas** to measure student growth in reading specifically in science.

An ‘End of Program Analysis’ is submitted to the Board.

**Budget Narrative:**

<b>CODE</b>	<b>OBJECT</b>	<b>Amount</b>
100	<b>PERSONAL SERVICES – SALARIES.</b> 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.	<b>\$75,700</b>
	.5 Elementary Summer School Supervisor	\$4,100
	1 Middle School Summer School Supervisor	\$3,300
	1 Summer School Secretary	\$1,800
	3 Elementary Summer School Educational Assistants	\$4,500
	11 Elementary Summer School Teachers	\$31,000
	11 Middle School Summer School Teachers	\$31,000
200	<b>PERSONAL SERVICES – EMPLOYEE BENEFITS.</b> 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.	<b>\$1,098</b>
	FICA	\$1,098
300	<b>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.</b> 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. <b>UNALLOWABLE USAGE OF FUNDS:</b> <b>PSD and Extended School Hours cannot be used for Audits.</b>	<b>\$1,485</b>
	11 Elementary Summer School Field Trips	\$1,485
400	<b>PURCHASED PROPERTY SERVICES.</b> 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	<b>OTHER PURCHASED SERVICES.</b> 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. <b>Summer School funding cannot be used for Tuition and Travel.</b>	\$
560	<b>TUITION</b>	
580	<b>TRAVEL</b>	
600	<b>SUPPLIES.</b> 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.	<b>\$102</b>
	Elementary Summer School Supplies	\$102
700	<b>PROPERTY.</b> Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$

CODE	OBJECT	Amount
890	<p><b>OTHER OBJECTS.</b> (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.</p> <p><b>UNALLOWABLE USAGE OF FUNDS</b>  <b>PSD funding cannot be used for Other Objects.</b></p>	\$
940	<p><b>INDIRECT COSTS.</b> Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs.</p> <p><b>UNALLOWABLE USAGE OF FUNDS:</b>  <b>Summer School grant funds cannot be used for Indirect Costs.</b></p>	\$
	<b>TOTAL</b>	<b>\$78,385</b>