Final Approved

CONNECTICUT STATE DEPARTMENT OF EDUCATION

BUREAU OF ACCOUNTABILITY AND IMPROVEMENT

ALLIANCE DISTRICT APPLICATION FOR STATE EDUCATION COST SHARING FUNDS
2012-13

Purpose: To provide state grants to eligible districts pursuant to Public Act 12-116

Application is due no later than 4:00 p.m. on August 15, 2012

Submission of applications by the early deadline of July 13, 2012 is encouraged

Naugatuck

CONNECTICUT STATE DEPARTMENT OF EDUCATION

STEFAN PRYOR
COMMISSIONER OF EDUCATION

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Levy Gillespie
Equal Employment Opportunity Director
Title IX /ADA/Section 504 Coordinator
State of Connecticut Department of Education
25 Industrial Park Road
Middletown, CT 06457
860-807-2071

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.

Part I: Submission Instructions

A. Application Completion

1. Review and follow all directions carefully when completing this application.

2. Clearly label all attachments as specified in the application.

B. Application Deadline

Applications, irrespective of postmark or email date, must be received by 4:00 p.m. on or before Wednesday, August 15, 2012. All submissions must include one original and three (3) additional paper copies. An electronic copy should also and be emailed to Lol Fearon.

Applications will be considered on a rolling basis and feedback will be provided through an iterative process. Districts are encouraged to submit applications in by the early submission deadline of July 13, 2012 to allow time for feedback and potential resubmission.

PLEASE NOTE: All applications become the property of the Connecticut State Department of Education (CSDE) and are subject to the rules of the Freedom of Information Act.

C. Mailing and Delivery Information

Please email electronic versions in .pdf format to Lol Fearon: lol.fearon@ct.gov.

Mailing Address:	Overnight Mailing and Hand Delivery Address:
Connecticut State Department of Education	Connecticut State Department of Education
Bureau of Accountability and Improvement	Bureau of Accountability and Improvement
P.O. Box 2219, Room 227	165 Capitol Avenue, Room 227
Hartford, CT 06145-2219	Hartford, CT 06106
Attention: Lol Fearon, Bureau Chief	Attention: Lol Fearon, Bureau Chief

D. Timeline

Process	Date
Information about Alliance Districts sent to LEAs	May 25, 2012
Connecticut State Board of Education approval of guidelines	June 6, 2012
Informational meeting with eligible districts	June 11, 2012
Submission of applications; feedback and approvals provided to applicants on rolling basis	June – August, 2012
Early submission deadline; preliminary submissions encouraged	July 13, 2012
Application final due date	August 15, 2012
Projected date for awarding funding - conditional upon approval of plans	September 2012
CSDE monitoring of plan implementation and preparation of year 2 applications	September 2012 – August 2013

E. Application Approval Notice

Approvals will be granted through the summer, with a goal of districts receiving approval by August 31, 2012, if feasible. The iterative process may require more time for some districts.

F. Questions

All questions regarding the Alliance application process should be directed to:

Lol Fearon
Bureau Chief
Bureau of Accountability and Improvement
Connecticut State Department of Education
Telephone: (860) 713-6705
Email: lol.fearon@ct.gov

Part II: Alliance District Overview

A. Introduction

Public Act 12-116 establishes a process for identifying 30 Alliance Districts – the districts with the lowest district performance index scores statewide – and allocates to these districts $39.5 million in increased Education Cost Sharing (ECS) funding in the upcoming fiscal year. The Alliance District program is intended to help districts raise student performance and close the achievement gap. Each district's receipt of its designated allocation is conditioned upon district submission, and CSDE approval, of an Alliance District Plan for the expenditure of this new increment of conditional funds in the context of the district's overall strategy to improve academic achievement.

Alliance District Plans are locally conceived, evidence-based reform plans that propose detailed initiatives for improving student achievement. Plans must propose reform activity over the entire five-year period of the Alliance District designation and include specific, multi-year objectives and performance targets. The State Department of Education will review each Plan on an annual basis, and approve plans that align with the goals of the program. Approval of plans in years two through five will be predicated upon progress towards the described performance targets, among other factors.

Proposals for the use of Alliance District funding will be considered in the context of the quality of the overall strategy for reform proposed in the Plan, as well as the degree of alignment between the proposed use of funds and the overall strategy.

B. Eligibility Requirements

Only districts listed in Appendix A are eligible to apply for Alliance District Education Cost Sharing funds.

C. Responsibilities of Approved Applicants

Each approved applicant must:

1. work cooperatively with the CSDE team;

2. provide any information that the CSDE requests in a timely manner; and

3. cooperate with the fiscal and programmatic compliance reviews that the CSDE will conduct.

D. Review of Applications

The Department will issue approvals using an iterative process and will provide technical assistance to districts whose plans are not immediately approved.

E. Application Procedure

The materials in this section provide a summary of the components of an Alliance District Plan and provide guidance regarding the overarching concepts introduced in the Alliance District application process. The application begins in Part III. The application is divided into three sections; all three sections are required.

Section I: Overall District Improvement Strategy

This section requires Alliance Districts to describe a long-term, district-wide strategy. Districts must also describe key individual reform initiatives in the context of their overall approach to improving student performance and narrowing the achievement gap.

Section II: Differentiated School Interventions

This section requires Alliance Districts to articulate a tiered approach to school intervention based upon relative school performance and needs, and to address obligations to intervene in low performing schools created by Connecticut's approved NCLB waiver.

Section III: Budget

This section requires districts to show that they have aligned Alliance District and other funding sources to the reform initiatives outlined in the above two sections. Districts should also describe how efficiencies identified by the District, and funds from other sources, are leveraged to maximize the impact of Alliance District dollars. Detailed budgetary information is required for year one initiatives. In addition, districts must show planned expenditures for Alliance District funds for each year of Alliance District designation. Forms have been included in a separate Excel document.

F. Use of Evidence and Data

Alliance District Plans must document student performance areas of greatest concern and include an evidence-based explanation of how the use of Alliance District funds will lead to improved student performance. Acceptable applications will demonstrate a strong connection between the actions proposed in the plan and improved student performance in identified areas of concern.

G. Substantial Majority Requirement

Alliance District funding is intended to initiate new reforms and expand existing programs of reform.

Districts must reserve the substantial majority of conditional funding for new reform efforts, or the expansion of existing reform efforts, that are directly linked to improving student achievement.

Districts may consult with the Bureau of Accountability and Improvement for additional guidance on this point.

H. Menu of District Reform Initiatives

Below is a menu of options that is intended to guide the selection of reform programs:

- Ways to strengthen the foundational programs in reading to ensure reading mastery in kindergarten through grade three with a focus on standards and instruction, proper use of data, intervention strategies, current information for teachers, parental engagement, and professional development for teachers;
- Additional learning time, including extended school day or school year programming administered by school personnel or external partners;
- A talent strategy that includes, but is not limited to, teacher and school leader recruitment and assignment, career ladder policies that draw upon guidelines for a model teacher evaluation program adopted by the State Board of Education, pursuant to section 10-151b of the general statutes, and adopted by each local or regional board of education. Such talent strategy will include provisions that demonstrate increased ability to attract, retain, promote and bolster the performance of staff in accordance with performance evaluation findings and, in the case of new personnel, other indicators of effectiveness;
- Training for school leaders and other staff on new teacher evaluation models;
- Provisions for the cooperation and coordination with early childhood education providers to ensure alignment with district expectations for student entry into kindergarten, including funding for an existing local Head Start program;
- Provisions for the cooperation and coordination with other governmental and community programs to ensure that students receive adequate support and wraparound services, including community school models;
- Any other programs of reform, subject to approval by the Commissioner.

In addition to the plan components listed above, the Department encourages school districts to think creatively to combine conditional Alliance District funding with other resources, to leverage Alliance District dollars to identify and leverage efficiencies, to seek additional resources, and to find innovative ways to use the conditional funding to design their school reform programs.

I. Competitive Opportunities

Certain reform initiatives offer the opportunity for a district to partner with external institutions, which will facilitate the planning and implementation process with additional guidance and, in some cases, additional funding. Districts may choose to engage in a competitive process for participation in these external partnerships. Competitive opportunities operate on an expedited timeline. For guidance on these opportunities, see the supplementary materials or contact the Bureau of Accountability and Improvement to obtain materials.

Connecticut State Department of Education
Alliance District Application: 2012-13
COVER SHEET

Name of District: Naugatuck
Name of Grant Contact: Brigitte A. Crispino

Phone:203 720-5265	Fax: 203 720-5272	Email: crispinb@naugy.net

Address of Grant Contact: 380 Church Street, Naugatuck, CT 06770
Name of Superintendent: John Tindall-Gibson, Ph.D.
Signature of Superintendent:
Name of Board Chair: David Heller Date:
Signature of Board Chair: Date:
Please indicate if plan approved by local board of education: ___ Date of Approval: _____ If not, please indicate date at which plan will be presented to local board of education: __Sept. 13, 2012__ Note: Due to the iterative process by which Alliance District Plans will be submitted, reviewed, returned, and re-submitted, seeking local board of education approval may be most appropriate toward the conclusion of the application process. Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained.

Part III: Application

<u>Section I: Overall District Improvement Strategy</u>

Districts are required to articulate a multi-year, district-wide strategy for improvement, the ultimate goal of which should be to improve student performance and to narrow the achievement gap.

A. Overall Strategy and Key Reform Initiatives: Narrative Questions

Please respond in brief narrative form to the following questions regarding your district's overall strategy and key reform initiatives.

1. What is your district's overall approach toward improving student performance and closing the achievement gap?

Naugatuck Public Schools has had in place a district improvement plan for many years always with a focus on what is needed to improve student achievement. In the past year as a district, we embarked on a collaborative effort with ACES to develop a district strategic plan. This process expanded the data gathering to beyond the school setting and into the community at large. We listened to voices which previously had not been heard within the school reform movement. As a district we gathered information from all stakeholders, analyzed the information and developed a strategic plan that addressed both the empirical test data and in some cases, root causes within the community. A strong district leadership group committed to bringing about change was charged with moving the district forward, learning from our mistakes but looking at them as an opportunity to positively effect change. Central to this initiative is our district data team and curriculum committee. The people on each team work collaboratively to analyze district assessment data (continuous collection of universal data across the district) and focus on implementing curriculum changes at the K-12 level. The vertical alignment in all areas of instruction will have the strongest long term effect on student achievement growth. Research on best practices and an analysis of current practices is ongoing; professional development opportunities exist for all. Instructional practices in classrooms are examined and teacher work collaboratively to score common assessments. Focus is on the impact of adult actions on student achievement. Naugatuck's leadership and instructional staff work to reduce the number of students that are not meeting goal while increasing their overall level of achievement. Growth over time provides students with the intrinsic motivation for developing self efficacy. Providing all students with opportunities for future success is the district goal.

2. Describe the rationale for the selection of the district's prioritized reform initiatives, including how such selection reflects data on identified student needs and the use of evidence-based initiatives.

As a district we analyzed our current practices and assessment data as well as anecdotal conversations with building principals and examined areas of concern and gaps in both staffing and programs that contribute to overall student success.
A key critical area was the need for support at the elementary level to address the social and emotional needs of our students. Principals reported spending a considerable amount of time dealing with non-academic situations which significantly impacted their ability to provide instructional leadership in their classrooms. It was determined that classroom teachers also need to develop their capacity to

support the other half of the SRBI triangle. Research shows that students cannot engage with academics if their security and welfare needs (both in school and at home) are not adequately met. School counselors were determined to have the greatest flexibility and ability to work collaboratively with all staff, students and families and that these interventions and support would positively impact student achievement. School counselors will provide district leadership with greater opportunities to being highly effective in effecting change in classroom for improved student learning. Providing counselors in each elementary school would align with the efforts of the district in increasing talent management as well as our work in developing a comprehensive teacher and administrator evaluation process. Principals would have increased opportunities to impact instruction through continuous and ongoing observations.

In our work with transitioning to Common Core we felt that while we had the resources to implement changes alone, we would develop much stronger and more comprehensive curricula if we had the opportunity to work with area districts represented though ACES. Partnering with the Curriculum Consortium not only provides the opportunity for collaborative curriculum development but also for the capacity to manage our talent and leadership potential. Directly related to the Common Core and SBAC is the need for our students to be adequately prepared to meet the challenges of completing online assessments without having their lack of technology/keyboarding/online literacy place them in a situation where their achievement would be hampered by a lack of technology. In order for this to occur in conjunction with the new assessment, the need for direct instruction in technology is required and the necessary software program to provide instruction.

In preparing for our work in the transition to Common Core we critically analyzed our current English language arts curricula looking at potential gaps. What we discovered was the lack of a comprehensive writing program; we only had a strong "prompt driven" curriculum. Our reading consultants and school leadership teams researched various programs and initiatives and determined that Six Plus One would more than adequately meet both the needs of the staff and our students. The comprehensive program would provide the structures and support needed for implementation and direct correlation with national assessments (NAEP) and Common Core would give students the requisite skills to become writers to meet the needs of the 21st century.

Connected to curriculum and meeting the needs of our students, we examined the need for a summer program to support students as they bridge learning from one grade to the next in the primary grades. In order to roll out this program not only did we need a strong, engaging curriculum, a well-trained staff but we also needed busing. We needed to ensure that all students would have access to this opportunity, not only those whose families could bring them to school in the summer. In discussing the summer program, we also determined that busing for the extended day program would help to increase attendance and access to the program.

Assessment of reading skills continues to evolve as new research is presented and new assessments are developed. As a non-priority district we have always used the DRA/DRA-2 but always felt that there was something missing. Last year we had the opportunity through a Literacy How grant to participate in the mClass assessment program. The two schools were supported throughout the process and both teachers and students benefitted greatly from the pilot. This year we are able to continue with the two original schools and also a third school (control group). If this assessment program is so worthwhile for three of our schools (K-3) we need have it available in the remaining two elementary schools and also for grade 4 throughout the district.

The leadership internship program has been a discussion point in the past but it was only this past year that as a district we felt the urgency to put into place a plan to "grow our own" leaders. This program

would give us the chance to develop and hone the skills of a potential school leader while providing additional support to a very large elementary school (519 students and 1 principal). This program would foster the ideas and concepts included in talent management while giving our teachers the chance to grow as professionals. This would relate to the professional development of leadership in the teacher evaluation process.

Discovery Education has been involved in our district for the past twelve years. The district has a strong working relationship with the initiative and has also worked closely with the Graustein Foundation through the development of a Blueprint for Children ages zero to eight. The collaboration and opportunity for growth in the partnership with early childhood providers and the district Kindergarten staff has strengthened the knowledge of the individuals and positively impacted students. In order for this program to continue its work with staff, children and families we need to partner with them financially for the future.

3. List the multi-year, measurable performance targets that will be used to gauge student success. What metrics, including ways to monitor student outcomes and indicators of district and school personnel activity, will be put in place to track progress towards performance targets?

Overall student achievement as measured by state assessments (CMT, CAPT or SBAC) will increase. The district DPI will increase by 4 points in each of the next 5 years. The overall school SPI's will increase by a range of 3-4 points each year for five years. Sub-group SPI's will need to increase by a range of 4-7 points in the five year period. This information is explained in greater detail on the next page of this document.

Student achievement in reading as measured by district common/universal assessments (e.g., DIBELS Next, TRC, DRA2, DRP) will increase by cohort group to benchmark level over a five year period. Math assessments as measured by AIMSweb/Symphony Math/CBAs will increase by cohort group to benchmark level over a five year period.

The district data team proposes to engage the services of an external statistician to aid in research and analysis of current data in order to facilitate and expand the current analysis protocols.

SBAC interim assessments will also be utilized as they become available and may replace other assessments.

4. How will reform initiatives interact/coordinate with other resources (e.g., Title I, Part A; Title II, Part A Teacher Quality; Title III, Part A English Language Acquisition funds; Priority School District funds; Summer School funds; philanthropic funds)?

All of the reform initiatives are interconnected with all district funding, both locally and grant. Many of the initiatives continue the work in the original funding source and some are designed to work with philanthropic organizations such as Graustein. In order to expand some programs, additional funding is required. As a district we often times need to start on a small scale but given adequate funding we are able to expand and impact a larger groups of students. Title I and Title II are two of the primary funding sources for the initiatives we included in this application.

5. Please indicate how the District consulted with relevant stakeholders regarding the development of the Alliance District Plan by including a list of all stakeholders with which you have consulted and a brief description of the input received from each group.

The district worked with key stakeholders in the process of looking at what we already had in place, where our needs are and what will it take to help Naugatuck close the achievement gap and increase student achievement. All district administrators were directly involved in the discussions. Key certified teachers (reading coaches, math coach, and classroom teachers) were included along with members of the community: the Mayor, Discovery, United Way, and a liaison from Graustein Memorial Foundation. The Naugatuck Teacher's League (teacher's union) was consulted throughout the process including the drafts subsequent to the initial submission. The union leadership supports the proposals and endorses the initiatives in this document. All stakeholders are consulted and their ideas are included in the final presentation. The administrators, teacher's union representatives and teachers focused their discussions on staffing, curriculum and programs. Each item brought forth by the groups was analyzed for student impact and while they made many more suggestions than what we were able to include, all were considered. Community members while not focused on staffing did participate in discussions on programs, especially those with impact on beyond the regular school day and/or year. Discovery program was the main focus with both their director and the liaison from Graustein Foundation.

Performance Targets

Student Performance Targets: CMT

Proposed Strategies – Subgroup Performance:

Given the current 57.3 overall DPI for the district, the **district performance** needs to improve by 2.6 points each year to reach the 2018 performance target of 72.6.

Given the current 33.7 DPI for the **Students with Disabilities subgroup**, the subgroup performance needs to improve by 4.5 points each year to reach the 2018 performance target of 60.8.

Given the current 66.8 DPI for the **Eligible for Free or Reduced Price Lunch subgroup**, the subgroup performance needs to improve by 1.8 points each year to reach the 2018 performance target of 77.4.

Given the current 58.6 DPI for the **Black subgroup**, the subgroup performance needs to improve by 2.5 points each year to reach the 2018 performance target of 73.3.

Given the current 67.9 DPI for the **Hispanic subgroup**, the subgroup performance needs to improve by 1.7 points each year to reach the 2018 performance target of 78.0.

Given the current 50.1 DPI for **the English Language Learner subgroup**, the subgroup performance needs to improve by 3.2 points each year to reach the 2018 performance target of 69.1

Given the current 71.1 DPI for **Reading**, the Reading test performance needs to improve by 1.4 points each year to reach the 2018 performance target of 79.6.

Given the current 75.3 DPI for **Math**, the Math test performance needs to improve by 1.1 point each year to reach the 2018 performance target of 81.7.

Given the current 75.2 DPI for **Writing**, the Writing test performance needs to improve by 1.1 point each year to reach the 2018 performance target of 81.6.

Given the current 71.2 DPI for **Science**, the Science test performance needs to improve by 1.4 points each year to reach the 2018 performance target of 79.6.

Student Performance Targets: CAPT

Proposed Strategies – Subgroup Performance

Given the current 37.1 DPI for the **Students with Disabilities subgroup**, the subgroup performance needs to improve by 4.2 points each year to reach the 2018 performance target of 62.5.

Given the current 63.2 DPI for the **Eligible for Free or Reduced Price Lunch subgroup**, the

subgroup performance needs to improve by 2.1 points each year to reach the 2018 performance target of 75.6.

Given the current 57.8 DPI for the **Black subgroup**, the subgroup performance needs to improve by 2.5 points each year to reach the 2018 performance target of 72.9.

Given the current 64.4 DPI for the **Hispanic subgroup**, the subgroup performance needs to improve by 2.0 points each year to reach the 2018 performance target of 76.2.

Given the current 71.1 DPI for **Reading**, the Reading test performance needs to improve by 1.4 points each year to reach the 2018 performance target of 79.6.

Given the current 71.0 DPI for **Math**, the Math test performance needs to improve by 1.4 points each year to reach the 2018 performance target of 79.5.

Given the current 79.6 DPI for **Writing**, the Writing test performance needs to improve by .7 points each year to reach the 2018 performance target of 83.8.

Given the current 70.5 DPI for **Science**, the Science subtest performance needs to improve by 1.5 points each year to reach the 2018 performance target of 79.3.

Monitoring

The district will monitor the performance goals through the district and school data teams. The district will examine the correlation among district assessments and predictive value of assessments to SBAC once additional information is available. We plan to partner with CSDE, ACES, an external statistician and Netchemia (teacher and administrator evaluation) to help us develop a comprehensive monitoring system as we receive additional information and support to increase student achievement.

B. Key District Initiatives
Using the following chart, please provide a description of each key individual reform initiative – both existing programs and those planned through the Alliance District process and other planning processes – that the district will undertake in the next five years in service of its overall strategy. Districts should include a separate chart for each key initiative.

- **Overview**: Please describe the initiative briefly, including the purpose of the planned activities and their underlying rationale. Please indicate whether the initiative is drawn from the menu of reform options provided in this application.

  If proposing to expand an existing reform and the existing reform has, in the past, led to increases in student performance, please describe the extent to which the reform has improved student performance and include supporting data.

  If proposing to expand an existing reform and the existing reform has not led to increases in student achievement, please describe how the current proposal differs from previous reform efforts, and why it is likely to succeed where the previous effort did not.

- **Five Year Strategies and Implementation Steps**: List the steps the district will take over the next five years to implement the initiative.

- **Year One Implementation Steps Description**: Describe in greater detail the implementation steps that will occur in the 2012-13 school year.

- **Years of Implementation**: Indicate the anticipated length of the proposed initiative.

Key District Initiative

Strengthening the Core Curriculum and Instruction:

- Create school counselor positions at the elementary level (K-4) and hire staff in order to fully implement comprehensive program to support student success and provide increased opportunities for building principals to observe and develop high performing classrooms;
- Aligning the writing curricula and providing professional development on writing through the implementation of Scholastic's Six Plus One Traits Writing program for Kindergarten – Grade 8;
- Participate in the ACES Regional Curriculum Consortium in order to revise and implement new curricula in K-12 English language art and mathematics to align with Common Core State Standards and SBAC assessments;
- Purchase Typing Instructor for Kids and Typing Instructor Platinum in order to implement a comprehensive computer/technology program to support student skills with technology for increased success;
- Purchase electronic tool (mClass from Wireless Generation) in order to increase reliability and validity of reading assessments K-4.
- Continue collaboration with Naugatuck Discovery in an effort to increase alignment between pre-school and kindergarten-grade 3 curriculums as well as increase teacher effectiveness for all pre-school and kindergarten teachers and promote literacy within student homes while bolstering the home-school connection. Naugatuck Discovery is a nonprofit existing to promote healthy, safe and successful learners.

This initiative addresses the following items from Section H, "Menu of District Reform Initiatives":

- Strengthens K-3 reading by focusing on standards, instruction and professional development for teachers and building leaders;
- Strengthens K-3 mathematics by focusing on standards and instruction for teachers and building leaders;
- Ensures that district can provide equitable access for all students to high-quality curriculum and instructional practices, aligned to the Core Standards;
- Provisions for the cooperation and coordination with early childhood education providers to ensure alignment with district expectations for student entry into kindergarten, including funding for existing local Head Start program;
- Provisions for the cooperation and coordination with other governmental and community programs to ensure that students receive adequate support and wraparound services, including community school models.
- Addresses directly new teacher evaluation model, by developing building leader capacity to understand relationship between assessment, instruction and student learning indicators; and
- Ways to strengthen the foundational programs in reading to ensure reading mastery in kindergarten through grade three with a focus on standards and instruction, proper use of data, intervention strategies, current information for teachers, parental engagement, and professional development for teachers.

| New or Existing Reform? | X New | and | X Existing |

Overview: School Counselors

In 2004 Naugatuck Schools had a free/reduced lunch population of 27.2 percent. In 2012 the number of students receiving free/reduced lunch increased to 46.84 percent; this includes data from an elementary school that saw their numbers increase from 34 percent to 59 percent in the same time period. Principals report that along with this increase they are seeing a steady increase in the number of office referrals primarily to address social and emotional issues. Students are unable to successfully handle stress that exists external to the school environment. Parents are struggling to support their children in a safe surrounding and the consequence is that issues are being brought into schools. During the 2011-2012 school year we piloted the AIMSweb Prosocial/Motivation assessment in one elementary school. Results of that assessment indicated that approximately 13 to 18 percent (representative range for grades K-4) of students required further interventions. Naugatuck currently does not have in place a monitoring system (e.g. SWIS) that would give precise data of referrals since the majority of these incidents do not attain the level of severity to warrant inclusion in either Power School or PSIS. This option will be examined for inclusion in next budget year.

Anecdotal data from elementary teachers show that a significant number of elementary children are in crisis that directly impact student achievement on a regular basis. These incidents directly impact student achievement; students are easily distracted and unable to fully engage in instruction and often disrupt learning for others.

Background data of Naugatuck parents show that 14 percent do not have a high school diploma and only 21 percent have a college education (this is well below that state average of 35 percent). This data supports the need for counselors in that not only do the children need support; we need to meet the needs of families in order to foster an understanding of the importance of education for future success. School counselors will provide parents and families opportunities to engage in the development of personal learning plans. Counselor and familial contact will present opportunities to develop relationships between school and home further ensuring student success.

All elementary principals have specifically requested school counselors during their staff request meetings. The request for this support is to strengthen academic programs throughout our elementary schools. Principals need to be more effective in their support for student learning. This can only be accomplished as they become more engaged in classroom instruction. This will be possible with the addition of counselors since they will be addressing many of the issues usually in the hands of the principal.

Survey data will be collected at the beginning and end of year to assess the impact of school counselors. Additionally, data from referrals will be collected and analyzed by each school principal to determine impact of counselors on behavior and the degree to which the school is building the capacity of staff to improve school climate. The external statistician will be a resource to help gather and analyze this data.

"Today's young people are living in an exciting time, with an increasingly diverse society, new technologies and expanding opportunities. To help ensure that they are prepared to become the next generation of parents, workers, leaders and citizens, every student needs support, guidance and opportunities during childhood, a time of rapid growth and change. Children face unique and diverse challenges, both personally and developmentally, that have an impact on academic achievement."
— "Toward a Blueprint for Youth: Making Positive Youth Development a National Priority," U.S. Department of Health and Human Services

The elementary years are a time when students begin to develop their academic self-concept and their feelings of competence and confidence as learners. They are beginning to develop decision-making, communication and life skills, as well as character values. It is also a time when students develop and acquire attitudes toward school, self, peers, social groups and family. Comprehensive developmental school counseling programs provide education, prevention and intervention services, which are integrated into all aspects of children's lives. Early identification and intervention of children's academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement. The knowledge, attitudes and skills that students acquire in the areas of academic, career and personal/social development during the elementary years serve as the foundation for future success.

Elementary school years set the tone for developing the knowledge, attitudes and skill necessary for children to become healthy, competent and confident learners. Through a comprehensive developmental school counseling program, school counselors work as a team with the school staff, parents and the community to create a caring climate and atmosphere. By providing education, prevention, early identification and intervention, school counselors can help all children achieve academic success.

School counselors in all elementary schools will align support services for children with social services, family counseling, medical and dental opportunities, housing, and other community agencies to provide a comprehensive support system for at risk students. School counselors will also provide support to students to help them meet academic excellence. The opportunity for small group counseling sessions will afford students the opportunity to work collaboratively to develop personal learning plans, goal setting and exploration of career opportunities of interest to them.

The presence of school counselors will support administration by providing them with access to external support programs for their schools. Behavioral concerns may also be addressed by counselors during the school day allowing the principal greater accessibility to classrooms with a focus on academic achievement. This will additionally provide the principal greater flexibility in working with the new teacher evaluation process.

Counselors will work directly with staff in a co-teaching model in classrooms to support positive behavior support system and safe school climates. Career and college counseling will be able to begin at the elementary level to build the capacity of both students and families for making long-term planning decisions and talent development. Developmental guidance will also be addressed through in class sessions. In class coaching/modeling provides capacity building opportunities for teachers/staff to improve their skills.

School counselors will provide parental programs to extend learning into the greater school community. They will act as the liaison for addressing educational programs such as extended day programs, crisis counseling and meeting the needs of 504 students.

Five Year Strategies and Implementation Steps:

Create school counselor positions at the elementary level (K-4) and hire staff in order to fully implement comprehensive program to support student success.

- Provide school counselors with ongoing PD as they implement a counseling program at the K-4 level
- Develop the capacity of classroom teachers to address students social and emotional needs while engaging students in academic learning
- Develop and revise counseling curricula aligned with programs and services in place in 5-12
- Begin to plan and develop a career and college readiness skills program at the K-4 level

Elementary School Counselors Implement the Counseling Program by Providing:
School Guidance Curriculum
- Academic support, including organizational, study and test-taking skills
- Goal setting and decision-making
- Career awareness, exploration and planning
- Education on understanding self and others
- Peer relationships, coping strategies and effective social skills
- Communication, problem-solving and conflict resolution
- Substance abuse education
- Multicultural/diversity awareness
- Individual student planning
Academic planning
- Goal setting/decision- making
- Education on understanding of self, including strengths and weaknesses
- Transition plans

Responsive Services

- Individual and small-group counseling
- Individual/family/school crisis intervention
- Conflict resolution
- Consultation/collaboration
- Referrals

System Support
- Professional development
- Consultation, collaboration and teaming
- Program management and operation

Elementary School Counselors Collaborate with:
Parents
Parent education
Communication/networking
Academic planning
College/career awareness programs
One-on-one parent conferencing
Interpretation of assessment results

Teachers
Classroom guidance activities
Academic support, including learning style assessment and education to help students succeed academically

Year 1 Implementation Steps Description:

Create school counselor positions at the elementary level (K-4) and hire staff in order to fully implement positive behavior support program and safe school climate.
- Hire school counselors
- Begin to plan for development of a counseling curriculum aligned with programs in place in 5-12
- Provide school counselors with ongoing PD as they implement a counseling program at the K-4 level
- Provide an orientation program for schools (staff, children, parents)
- Begin to develop the capacity of classroom teachers to use positive behavior and safe school climate to engage students in academic learning
- Begin to plan for development of career and college readiness skills at the K-4 level

Years of Implementation:

X   Year 2
X   Year 3
X   Year 4
X   Year 5

Overview: Six Plus One Traits Writing

"If students are to learn, they must write." – National Commission on Writing

Naugatuck's writing scores (at or above goal) on the CMT range from 43.6 to 65.9 over a five-year period in grades 3-8. See chart below:

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2008	53.9	47.8	45.7	50.5	53.9	62.6
2009	55.7	55.1	45.1	54.8	60.5	60.9
2010	48.6	48.3	53.8	49.5	53.3	61.4
2011	44.7	59.0	53.8	53.9	43.6	53.5
2012	51.8	56.9	60.8	62.3	65.9	63.1

Writing is an essential skill that all students must master. The contexts for writing are expanding; we write more than ever for a multiple purposes across a wide range of media. Writing in the 21st century, dominated by technology, is "defined by its frequency and efficiency, and modern writers must express ideas in ways that enable them to communicate effectively to many audiences" (NAEP Writing Framework, 2011). What used to be accomplished face to face or over the phone is now more likely addressed through an email, making the ability to write well more important than ever. For 21st century skills, masterful writing has become a coveted skill.

Traits writing program represents the essential elements of writing inherent in all extended writing communication: ideas, organization, word choice, sentence fluency, conventions, and presentation. Educators who use the Trait Model use both their instruction and assessment on helping students understand how these elements work together and interact to create a well-written, cohesive piece that accomplishes the writer's goal.

The 2011 NAEP Writing Assessment Framework tests students on three broad domains: development of ideas, organization of ideas, and language facility and conventions all of which are essential components of the Six plus One Traits Writing program.

Traits Writing is aligned to the Common Core State Standards: text types and purposes, production and distribution of writing, research to build writing, and range of writing.

Five Year Strategies and Implementation Steps:

Align curricula and provide professional development on writing through the implementation of Scholastic's Six Plus One Traits writing program for Kindergarten through grade 8.

- Develop ELA curricula aligned with Core Standards and SBAC and NAEP assessments;
- Provide ongoing PD to support teachers and building leaders as they implement Scholastic's Six Plus One Traits writing program during the 2012-2013 school year;
- Plan for revision and development of writing curricula aligned with content area studies;
- Align district writing assessments with CCSS and SBAC; and
- Provide for train the trainer model of professional development at all schools. This will provide opportunities for professional development aligned with teacher needs as determined by classroom observations and evaluations.

Year 1 Implementation Steps Description:

- Align curricula and provide professional development on writing through the implementation of Scholastic's Six Plus One Traits writing program for Kindergarten through grade 8;
- Support all K-8 teachers and building leaders with ongoing professional development as they implement Six Plus One Traits writing program;
- Provide intensive training for key stakeholders (principals, reading consultants, teacher leaders) at each school for modeling and coaching of staff in writing process;
- Use district and school data teams for evidence-based decision-making to analyze information about adult actions and student outcomes in order to continue to improve our decision-making capabilities about writing curricula and instruction (process writing);
- Begin to develop capacity of key stakeholders to improve the writing and reading connections in English language arts and content area studies (this will be further developed in years two and beyond);
- Develop authentic writing tasks for universal assessments K to 8.

Years of Implementation:

- X Year 2
- X Year 3
- X Year 4
- X Year 5

Overview: ACES Regional Curriculum Consortium

In response to the urgent need to create and implement English language arts and mathematics curricula, assessment, and other resources aligned with the Core Standards and SBAC assessments, we have chose to become one of the nineteen districts participating in the ACES Regional Curriculum Consortium. The Consortium provides a comprehensive structure for bringing together the two major initiatives of Core Standards implementation and Teacher Evaluation to create cohesive, systemic reform.

We, along with teachers and administrators from these eighteen districts, will collaborate to build district capacity for transitioning to full implementation of the Core Standards in ELA and math by 2014-2015.

The ACES Regional Curriculum Consortium will provide cost-effective solutions and access to resources across districts, will ensure we have up-to-date information about developments regarding the Core Standards and SBAC, and will support our efforts to develop teacher capacity to deliver high-quality instruction at all levels and ensure optimal learning environments for all students.

Five Year Strategies and Implementation Steps:

Participation in the ACES Regional Curriculum Consortium.

- Develop English language arts and mathematics curricula aligned with Core Standards and SBAC assessments;
- Develop performance-based assessments;
- Provide ongoing professional development to support teachers and building leaders as they begin to implement ELA and math Core Standards-aligned curriculum during the 2012-2013 school year and beyond;
- Plan for the development of curricula aligned with the Core Standards for Literacy in Social Studies, Science and Technology (2012-2013);
- Align social studies, science and technology curricula with the Core Standards for Literacy (2013-2014; 2014-2015);
- Provide ongoing professional development through ACES Curriculum Consortium to support teachers and building leaders as they implement social studies, science and technology curricula aligned with the Core Standards in Literacy; and
- Revise district plan for ongoing implementation and revision of curriculum to reflect alignment with Core Standards and Core Standards for Literacy.
- ACES Curriculum Consortium will evolve over the next year and will continue to provide resources to meet district needs.

Year 1 Implementation Steps Description:

Participation in the ACES Regional Curriculum Consortium.

- Develop English language arts and mathematics curricula aligned with Core Standards and SBAC assessments;
- Create in-district teacher developed lesson plans for instruction in English language arts and mathematics;
- Create performance-based assessments to pilot aligned to curriculum units;
- Provide ongoing professional development to support teachers and building leaders as they implement ELA and math Core Standards-aligned curriculum during the 2012-2013 school year;
- Use district and school data team for evidence-based decision-making to analyze information about adult actions and student outcomes in order to continue to improve our decision-making capabilities about the curriculum and instructional practices;
- Begin to develop capacity of teachers and building administrators to use data about curriculum and instruction in the new teacher evaluation process (use of multiple (5-10) mini observations; and
- Begin to plan for development of curricula aligned with the Core Standards for Literacy in social studies, science and technology through the district curriculum council.

Years of Implementation:

- X   Year 2
- X   Year 3
- ☐   Year 4 TBD
- ☐   Year 5 TBD

Overview:

This initiative works to align district and private/religious pre-school providers with the K-3 Naugatuck Public School's curriculum (CCSS). This work is done primarily through collaborative work inclusive of pre-school and kindergarten teachers comprising professional development as well as peer visitations. This is an identified need based on kindergarten screening data. After attending pre-school, students entered Naugatuck Public Schools kindergartens with 24% being able to count to 70 after attending NPS preschool and only 9% after attending private and faith based institutions. Similarly, 41% (NPS) and 11% (non-NPS) knowing how to write their own name. 27% (NPS) and 5% (non-NPS) had letter ID. This initiative will be monitored in regards to increased mastery of skills entering kindergarten as well as retention of skills. Monitoring instruments to include kindergarten screening referred to above as well as percent of kindergarten students reaching a DRA level 6 by spring. Ultimately the goal is to impact our third grade achievement levels which at the moment fall short of state averages; our percent of students reading at the goal level is 52.3 compared to 59.2 for the state, 51.8% compared to 62.7% in writing and 57.4% compared to 66.8% in math. There is great urgency for this initiative to also assist in closing a very significant economic achievement gap between our students qualifying for free/reduced lunch and those not eligible. This gap is roughly 20 percentage points when looking at all three third grade CMT assessments.

Each of the five years to include-

- Retain and expand the Discovery coordinator position in order to implement Blueprint for healthy, safe and successful learners. Many, but not all, Blueprint action steps outlined below in five and one-year plans.
- Develop and present four "Parent Toolbox" workshops to increase quality and quantity of family literacy activities and bolster home-school connections. "Parent Toolbox" topics include; What's in You Lunchbox (healthy eating habits), Families that Play Together...Learn Together, Developmental Milestone Monitoring, and Bridging Families. Some topics for the future include; How to Navigate the 504 and PPT Process, Understanding the Curriculum/Helping my Child with Homework and Grandparents Raising Children Support.
- Develop and present four professional development sessions with preschool as well as kindergarten teachers in order to align curriculums and pedagogy. Professional Development topics include Intentional Teaching, Developing and Implementing Family Literacy Nights, Kindergarten Expectations and Intentional Teaching Part II (using data).
- Increase participation to a minimum of 7-10 private and public pre-school providers to be involved in kindergarten-preschool peer visits. Kindergarten teachers to visit a pre-school teacher once in the fall and once in the spring with accompanying discussion protocol. Pre-school teachers to visit kindergarten teacher once in the fall and once in the spring with accompanying discussion protocol. For a minimum of 14 visits per year total. This action step has the primary goal of identifying gaps in alignment between preschool and kindergarten and thus be able to address disparities.
- Establish Family Resource Center with the purpose of having one comprehensive resource for parents to access WIC, food stamps programs, wellness for prenatal care, Naugatuck Valley Health District, family literacy programs, collaboration with adult education, and academic tutoring services.
- Enlist the help of the business community, civic groups, unions, scholarship organizations in order to increase the number of preschool enrollees.
- Collaborate with Department for Children and Families in order to provide services for families in crisis; specifically life skill training, substance abuse counseling, and parent education without stigma or fear. This would function as a parallel service along with the differential response model.
- Increase the awareness and availability of screenings and referral services for young children and their families. Educate the community on the availability of tools that can help evaluate children for social and emotional disabilities. Such tools include Ages and Stages, Help Me Grow and Nurturing Family Network.
- To increase the amount of exercise children receive in preK and elementary schools through specific education programs including "Youth Empowering Youth" which pairs high school students and elementary students around health and exercise.
- Preschool awareness fairs including registration drives.
- Hold seminars on how to advocate for your child and navigate the school system.

Year 1 Implementation Steps Description:

- Retain and expand the Discovery coordinator position in order to implement Blueprint for healthy, safe and successful learners. Many, but not all, Blueprint action steps outlined below in five and one-year plans.
- Develop and present four "Parent Toolbox" workshops to increase quality and quantity of family literacy activities and bolster home-school connections. "Parent Toolbox" topics include; What's in You Lunchbox (healthy eating habits), Families that Play Together...Learn Together, Developmental Milestone Monitoring, and Bridging Families. Some topics for the future include; How to Navigate the 504 and PPT Process, Understanding the Curriculum/Helping my Child with Homework and Grandparents Raising Children Support.
- Develop and present four professional development sessions with preschool as well as kindergarten teachers in order to align curriculums and pedagogy.
- Professional Development topics include Intentional Teaching, Developing and Implementing Family Literacy Nights, Kindergarten Expectations and Intentional Teaching Part II (using data). It is important to encourage directors to attend these professional development sessions in order to increase follow-through and implementation of new learning.
- Increase participation to a minimum of 7 private and public pre-school providers to be involved in kindergarten-preschool peer visits. Kindergarten teachers to visit a pre-school teacher once in the fall and once in the spring with accompanying discussion protocol. Pre-school teachers to visit kindergarten teacher once in the fall and once in the spring with accompanying discussion protocol. For a minimum of 14 visits per year total. This action step has the primary goal of identifying gaps in alignment between preschool and kindergarten and thus be able to address disparities.

Years of Implementation:
X   Year 2
Initiative to be reassessed for impact after two years.
X   Year 3
X   Year 4
X   Year 5

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Overview: mClass

Purchase electronic tool (mClass from Wireless Generation) in order to increase reliability and validity of reading assessments K-3. Implement new reading assessment tool in two schools not already utilizing mClass as part of state grant and add fourth grade in all K-4 schools (4th grade was not included as part of grant).

This initiative works to increase reading achievement in grades K-4. Presently Naugatuck's percentages of students reading at the goal level as measured by the CMT are- 52.3% in third grade and 55% in fourth. The economic achievement gap in regards to reading is as follows- third grade students not eligible for F/R lunch at 62.6% at goal and those eligible at 39.5%. Similarly, fourth grade is at 39.3% at goal for those eligible for F/R lunch and 67.4 for those not eligible. The key components of mClass that will address these needs are as follows-

- Ability to analyze comprehension and foundational skills at deeper and more specific levels by district, school and individual student.

- Best practice solutions to address weaknesses.

- Small group instruction guidance based on comprehensive assessment data.

- Electronically created "parent-connect" letters per student allowing for families to have an increased awareness of child's weaknesses/strengths as well as suggestions for literacy activities to be done in the home that specifically address weaknesses.

- Increased reliability and validity of test administration as well as being less subjective by nature of the assessment being electronic.

Comments from staff include:

- "Looking at the DIBELS and TRC data sets side by side is interesting because they both provide a multifaceted view of a child's development. You can really problem solve in such a different way."

- "I love the Now What? Tools. I love how it analyzes what students are missing and how it suggests follow-up activities."

- The tool especially assists in working with struggling students due to an increase in the specificity of weaknesses identified, including follow-up suggestions to address these needs. This works great for SRBI.

Electronic Tool Includes:

- Electronic assessment of DIBBLES Next and TRC (DRA2 replacement)
- Databank for DIBBLES and TRC Data K-4
- Guidance in instructional reading groupings for K-4 students
- Guidance in instructional focus per student and groups based on TRC and DIBBLES data
- Parent communications including data and instructional suggestions for the home
- Data analysis tools per student, teacher, school and district

At this time we have not yet received information from Literacy How on the work of the pilot. The biggest factor in the success of mClass is that it has a greater degree of fidelity. Teachers cannot take into consideration personal factors about a child when scoring which is sometimes an influence in scoring the DRA-2. mClass scoring in done immediately and electronically based solely on the assessment and not on external factors.

Five Year Strategies and Implementation Steps:

- Purchase mClass for all schools not already using tool as part of a Literacy How/State of CT grant as well as 4th grade for all schools;
- Provide coaching for staff as needed based on classroom observations;
- Provide small group professional development on use of data from mClass and DIBELS Next and implications for instructional refinements
- Establish protocols for utilization of tool in regards to assessment timeline, SRBI, instructional guidance and data team applications
- Establish guidelines for parent communications three times per year following each assessment cycle
- Evaluate data from mClass and make changes as appropriate

Year 1 Implementation Steps Description:

- Purchase equipment for use of mClass
- Purchase mClass for all schools not already using tool as part of a Literacy How/State of CT grant as well as 4th grade for all schools
- Provide Professional Development on use of tool in regards to assessment administration, data analysis and implications for instructional refinements
- Establish protocols for utilization of tool in regards to assessment timeline, SRBI, instructional guidance and data team applications
- Parent communications three times per year following each assessment cycle (include with parent conferences)

Years of Implementation:

    X Year 2
    X Year 3
    X Year 4
    X Year 5

Key District Initiative

Create new protocol and instrument for teacher and administrator evaluations to include summative and formative procedures.

This initiative addresses the following items from Section H, "Menu of District Reforms Initiatives:"

- Develops a talent strategy to attract, retain, promote and bolster performances of staff
- Incorporates training for school leaders and other staff on new teacher evaluation model
- Supports improvements in student learning by demanding a laser-like focus on standards and instruction, effective use of data, intervention strategies, and professional development targeted to teacher needs

New or Existing Reform?	X New	☐ Existing

Overview:

This initiative in support of improving teacher and leader quality and retention provides a comprehensive structure for bringing together the two major initiatives of Core Standards implementation and Teacher Evaluation to create cohesive, systematic reform.

This initiative will align with the state/PEAC guidelines for teacher evaluation including but not limited to:

- 3 meetings per year between evaluator and educator to set goals, review goals and summative evaluation
- Components to include- 45% academic growth, 40% evaluator observations, 5% whole-school learning indicators, and 10% based on parent feedback
- Professional development will be based on teacher identified need as well as district initiatives as part of reform plan
- Observations will be based on established rubrics, effective teaching strategies and standards as well as being rated with the following categories Exemplary, Proficient, Developing and Below Standard
- A minimum of 3 observations per teacher, per year and number to be modified based on individual teacher need

Naugatuck has had training with Kim Marshall for both teachers and administrators. The feedback on training indicates a consensus that mini-observations are preferred to formal observations for all tenured staff not on the assistance phase. The steering committee met to review the Marshall rubrics and modifications were made. The mini-observation protocols will be discussed with staff at the beginning of the 2012-2013 school year for implementation. ReVision has been selected to work with the district in the development and implementation of the teacher and administrator evaluation document. This work will involve stakeholders from all district schools in three modules: designing frameworks for improved teaching and learning, committee meetings and development work, and administrator training for implementation of teacher evaluation. This work will be matched with the development of a customized Talent Ed Perform solution.

The transition to job-embedded, evaluation-informed professional development will begin during the 2011-2012 school year. At the two full-day professional development sessions, small group instruction will take place. Teachers at all schools will work collaboratively with their administrators to begin to dialogue and plan effective PD based on feedback and self-reflection from mini-observations. The district plans to develop a comprehensive listing of all personnel that includes mandatory training (e.g., DCF) requirements as well as teacher/administrator suggested sessions. We look forward to working with the state department to begin implementing this shift as also with our current CEU vendor, Protraxx.

Five Year Strategies and Implementation Steps:

Improving teacher and leader quality and retention

- Professional development for all teachers and evaluators on developing and aligning teacher practice rubrics in new teacher evaluation system with instructional practices necessitated by Core Standards implementation
- Professional development on how to align non-standardized measures with the Core Standards and explore the role of formative assessment practices play in providing information about student progress and informing instructional decisions
- Coaching of individual teachers related to identified areas of need, based on analysis of student learning indicator data and evidence from teacher evaluation process
- Differentiated professional development for small groups of teachers identified by areas of need according to analysis of data gleaned from teacher evaluation process
- Facilitation of teacher collaboration around:
  - peer observation and feedback
  - lesson study
  - developing a reflective practice
  - learning from student work
  - looking at data (including not just student learning data, but survey/feedback from parents and students)
  - learning walks
- Coaching of teacher evaluators/building administrators
  - effective us of observation rubrics
  - using walkthroughs and learning walks to identify building-level areas of need
  - conducting effective collaborative conversations (cognitive coaching)- goal setting, midyear, summative- to promote teacher effectiveness
- Coaching of building leaders
  - effective use of student learning indicator data and stakeholder feedback data to inform leadership decisions
  - effective use of teacher evaluation data to design, implement, and monitor the success of professional development targeted to meet teacher need
  - using collaborative structures to increase teacher effectiveness
  - developing a reflective leadership practice
  - using peer observation protocols to promote leadership growth
- Coaching of administrator evaluators (building- and district- level)
  - developing effective evidence collection systems/observation protocols
  - conducting effective collaborative conversations (cognitive coaching) – goal-setting, midyear, summative – to promote leader effectiveness

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Year 1 Implementation Steps Description:
- Create and implement new teacher observation tool and protocols
- Collaborative professional development for administrators on use of observation instrument
- Collaborative work with administrators to achieve inter-rater reliability
- Collaborative and formal professional development for teachers on observation instrument and protocols
- Create instrument for goal-setting, mid-year and summative

Years of Implementation:
- X   Year 2
- X   Year 3
- X   Year 4
- X   Year 5

Key District Initiative

Create an opportunity for developing talent management through the creation of an administrative internship program for aspiring school leaders.

This initiative addresses the following items from Section H, "Menu of District reform Initiatives":

- Ways to strengthen the foundational programs in reading to ensure reading mastery in kindergarten through grade three with a focus on standards and instruction, proper use of data, intervention strategies, current information for teachers parental engagement, and professional development for teachers;
- A talent strategy that includes, but is not limited to, teacher and school leader recruitment and assignment, career ladder policies that draw upon guidelines for a model teacher evaluation program adopted by the State Board of Education, pursuant to section 10-151b of the general statutes, and adopted by each local or regional board of education. Such talent strategy will include provisions that demonstrate increased ability to attract, retain, promote and bolster the performance of staff in accordance with performance evaluation findings and, in the case of new personnel, other indicators of effectiveness;
- Training for school leaders and other staff on new teacher evaluation models;

New or Existing Reform?   X New   ☐ Existing

Overview:

In response to the need to create career opportunities for existing district staff, we have chosen to create an administrative internship program in which the selected individual serves for one year as an assistant principal. The goal of the program is to provide opportunities to those individuals interested in leadership positions. This will serve both as a vehicle for professional growth for the aspiring leader as well as the district's opportunity to develop excellence within our ranks. In this program, a 092 certified teacher will be given a leave of absence from their teaching responsibilities and will act in the role of an assistant principal while a replacement teacher serves in their position. The intern assistant principal will work closely with the school principal and perform duties associated with interim leadership position. The internship will provide the 'teacher' with the opportunity to develop their skills as a leader and to enhance their understanding of the role of a school principal. The school and the principal benefits by increased opportunities to take on an instructional leadership role within the school community.

Naugatuck intends to work with the CSDE's Chief Talent Officer in shaping this program and to develop other recruitment initiatives for teachers.

Five Year Strategies and Implementation Steps:

- Create an opportunity for developing talent management through the creation of an administrative internship program for aspiring school leaders.
- Begin to develop capacity of potential school leaders from the teaching ranks;
- Develop ongoing professional development to support aspiring school leaders;
- Create an internship program for school leaders;
- Use district and school structures for evidence-based decision-making to analyze information about adult actions and student outcomes in order to continue to improve our decision-making capabilities about instructional leadership;
- Begin to plan for long-term leadership development within the district and examine means for expansion of program within the next five years;
- Partner with district administrators to strengthen existing programs and collaborative data-driven mechanisms and processes in order to support strong school leadership teams;
- Develop partnerships with higher education to collaborate with building principals and leadership teams to strengthen university leadership programs;
- Develop recruitment initiatives to attract highly qualified teaching candidates;
- Work with leadership teams to analyze current use of time, explore options for maximizing existing time and work to increase the instructional leadership role of principals.

Year 1 Implementation Steps Description:

- Create an opportunity for developing talent management through the creation of an administrative internship program for aspiring school leaders.
- Begin to develop capacity of potential school leaders from the teaching ranks;
- Develop ongoing professional development to support aspiring school leaders;
- Create an internship program for school leaders;
- Use district and school structures for evidence-based decision-making to analyze information about adult actions and student outcomes in order to continue to improve our decision-making capabilities about instructional leadership;
- Begin to plan for long-term leadership development within the district;
- Partner with district administrators to strengthen existing programs and collaborative data-driven mechanisms and processes in order to support strong school leadership teams

Years of Implementation:

X   Year 2

X   Year 3

X   Year 4

X   Year 5

Key District Initiative

Expand opportunities for students to participate in extended day learning in grades 1-8 and to implement an English language arts summer school program for incoming grade one, grade two and grade three students.

This initiative addresses the following items from Section H: "Menu of District Reform Initiatives":

- Strengthens K-3 reading by focusing on standards, instruction and professional development for teachers and building leaders;
- Addresses directly new teacher evaluation model, by developing building leader capacity to understand relationship between assessment, instruction and student learning outcomes;
- Ensures that district can provide equitable access for all students to high-quality curriculum and instructional practices, aligned to the Core Standards;
- Ways to strengthen the foundational programs in reading to ensure reading mastery in kindergarten through grade three with a focus on standards and instruction, proper use of data, intervention strategies, current information for teachers parental engagement, and professional development for teachers;
- Provisions for the cooperation and coordination with early childhood education providers to ensure alignment with district expectations for student entry into kindergarten, including funding for existing local Head Start program;
- Additional learning time, including extended school day or school year programming administered by school personnel or external partners.

New or Existing Reform?   X New   and   X Existing

Overview: Extended Day Program

In response to the need to create additional learning opportunities for students beyond the scope of the regular school day we have chosen to expand the extended learning program for students in grades 1 to 8. This program has been limited to students whose parents/guardians have the availability for late pickup from school. The provision of busing for the afterschool program will provide greater flexibility to students to participate in the program. Students will be able to return to their home at the conclusion of the extended day program in a safe and orderly fashion by using district busing. Extended learning time enables schools to expand opportunities for learning, enrichment and collaboration in order to improve student achievement and teacher effectiveness. It provides students additional time for re-learning and also for pre-learning content that is part of the curriculum. This is an excellent opportunity for helping students meet 21st century skills.

Extended learning time may occur at the elementary level prior to the start of the school day (9am) or at the conclusion of the day (3:25pm); at the upper grades the program takes place at the end of the school day. Certified teachers are hired to conduct extended day sessions at the teacher contractual hourly rate. The student's program is aligned with the district English language arts and mathematics curriculum. The program provides additional learning opportunities for lessons the student has already experienced or may be receiving in the upcoming days. The target goal is to give students more time to work on a particular skill or strategy. The program uses all of the regular materials and resources. The instructors for the extended day program are school-based and are very familiar with the students with whom they are working. Sessions are conducted two to three times a week for either one hour or one-and-a-half hours. Students are selected for the program by the teachers through the SRBI process. All SRBI data and progress monitoring are in place for this program. The design is so extend learning to attain mastery of concepts and skills.

Five Year Strategies and Implementation Steps:

Expand opportunities for students to participate in extended day learning in grades 1-8.

- Use district and school data teams for evidence-based decision-making to provide small group instruction on key concepts and skills those students must have to achieve mastery of said skills.
- Develop multiple faceted programs for re-learning previous curriculum content that was not mastered;
- Develop pre-teaching strategies to support students that need multiple opportunities for engaging with new curricula;
- Provide opportunities for parental participation in supporting educational initiatives for extended day;
- Provide busing for students in order to facilitate the attendance at program; and
- Provide focused achievement goals (personal learning plans) for all participants.

Year 1 Implementation Steps Description:

Expand opportunities for students to participate in extended day learning in grades 1-8.

- Develop guidelines for participation in extended day program;

- Analyze student data and SRBI information for determining inclusion in program;

- Provide focused achievement goals (personal learning plans) for all participants based on current student data (both state and local);

- Develop a comprehensive curricula for extended day program focused on targeted areas of the curriculum (math and English language arts);

- Provide opportunities for parental participation in supporting educational initiatives for extended day; and

- Provide transportation for students to attend program at intermediate and middle school level.

Years of Implementation:

- X Year 2
- X Year 3
- X Year 4
- X Year 5

Overview: Summer Program

Student academic growth and sustainability of achievement over summer months are integral to ensuring the continuous improvement of student achievement over time. Our analysis of district achievement data indicates the lapse in student reading skills in the months of summer impacts sustained student achievement. Participation in both the district summer reading program and the Governor's Summer Reading Program is not at the levels that would help our students sustain both their interest and achievement in reading. The regression of student reading levels over the summer months provides us with the data to implement a formal summer reading program. This program would be available to identified students with some openings available for interested students and families. The goals of the summer program would be to increase student engagement with reading and to increase overall reading achievement. Students will be provided multiple opportunities for direct instruction, independent reading and related activities to enhance their learning experiences.

Five Year Strategies and Implementation Steps:

Implement an English language arts summer school program for incoming grade one, grade two and grade three students.

- Implement, and monitor a comprehensive reading summer school program that includes hiring staff, developing curricula, planning for student selection, working with the bus company for transportation
- Instruct with a comprehensive curricula for summer program that provide relevant, engaging texts; increases reading volume; provides for student choice; increases reading of nonfiction; develops independence; provides a highly effective, short-term intervention; engages students in meaningful talk about texts; matches texts to readers' current abilities and then provides teaching to expand to new levels; deepens and expands vocabulary and comprehension skills; and increases fluency in reading and writing; and increases reading skills in content area of mathematics;
- Provide for an increase of teacher expertise through high quality professional development; and
- Connect the summer program to home.

Year 1 Implementation Steps Description:

Implement an English language arts summer school program for incoming grade one, grade two and grade three students.

- Develop, implement, and monitor a comprehensive reading summer school program that includes hiring staff, developing curricula, planning for student selection, working with the bus company for transportation
- Develop curricula for summer program that provides relevant, engaging texts; increases reading volume; provides for student choice; increases reading of nonfiction; develops independence; provides a highly effective, short-term intervention; engages students in meaningful talk about texts; matches texts to readers' current abilities and then provides teaching to expand to new levels; deepens and expands vocabulary and comprehension skills; and increases fluency in reading and writing;
- Provide for an increase of teacher expertise through high quality professional development;
- Connect the summer program to home.

Years of Implementation:

- X   Year 2
- X   Year 3
- X   Year 4
- X   Year 5

Section II: Differentiated School Interventions

Connecticut's Approved NCLB Waiver and Requirement of Tiered Approach to School Achievement

Connecticut's recently approved application for a waiver from certain provisions of No Child Left Behind (NCLB) created a modified set of obligations for school districts to intervene in their schools on a tiered, differentiated basis.

To facilitate Alliance Districts' ability to create a strategy consistent with their obligations under both Connecticut's NCLB waiver and the Alliance District conditional funding process, the CSDE is providing information in this subsection on the specific obligations created by the waiver.

Alliance District Plans must propose differentiated interventions for schools. <u>Districts have the option of funding these interventions using their allocations of Alliance District funds, but it is not required that Alliance District funding be used for this purpose.</u>

Districts must tier their schools and explain overall strategies for improving student achievement within each tier.

Districts must also provide specific reform plans for low performing schools in three phases as described below.

1. **Phase I: Interventions in Focus Schools – 2012-13**
   As a condition of Connecticut's NCLB waiver, districts are required to develop and implement interventions in certain low performing schools. Pursuant to the waiver, schools with certain low performing subgroups will be identified as Focus Schools. District-specific lists of Focus Schools have been provided in a separate document. Plans must be in place and operational at Focus Schools in the 2012-13 school year. For a list of recommended initiatives, see Part II, Subsection H. Districts must provide evidence that they have engaged in a process of strategic redesign and targeted intervention, and that they will monitor student progress and revise their plans on the basis of data gathered from the monitoring process for the duration of the Alliance District designation.

2. **Phase II and III: Low Performing Schools – 2013-14 and 2014-15**
   Low performing schools that are not Focus Schools or Turnaround Schools must receive targeted interventions in the 2013-14 and 2014-15 school years. District-specific lists of these low performing schools have been provided in a separate document. Districts must select a subset of these schools (at least half) to begin interventions in 2013-14. If, in the judgment of the district, interventions can feasibly be implemented in all low performing schools in 2013-14, then districts may intervene in all low-performing schools in 2013-14. Any remaining low performing schools must receive interventions in 2014-15. In this part of the application, districts must provide an explanation of the process they will engage in during the 2012-13 school year to support these Phase II schools as they diagnose and plan for the interventions that will be implemented in the following year. This section of the application does not require

a plan for the school-specific interventions themselves, as these will be developed over the course of the next year.

3. Differentiated School Intervention Timeline

Stages of School Improvement	Date
Phase I Interventions: Focus Schools (2012-13)	
Districts create redesign plans for interventions in Focus Schools	June –Aug. 2012
Districts begin to implement interventions/redesigns in Focus Schools	Sept. 2012
Phase II Interventions: Other low performing schools (2013-14)	
Districts conduct needs assessments in at least half of other low performing schools	Sept. – Dec. 2012
Districts create redesign plans for interventions in at least half of other low performing schools	Jan. – June 2013
Districts implement interventions in at least half of other low performing schools	Sept. 2013
Phase III Interventions: Other low performing schools (2014-15)	
Districts conduct needs assessments/ analyses in other low performing schools	Sept. – Dec. 2013
Districts create redesign plans for interventions in remaining low performing schools	Jan. – June 2014
Districts implement interventions in other low performing schools	Sept. 2014

Districts may consult with the Bureau of Accountability and Improvement for additional guidance on this process.

A. Tiered Approach to School Improvement

Please address how your district has designed a tiered intervention system for schools based on their needs. This section relates to all schools in the district, and asks you to think strategically about how to best meet the needs of schools performing at different levels. This may involve removing requirements that place an undue burden on schools that are performing well or showing substantial progress. This section does not require an individualized description of your interventions in specific schools, but instead asks for your overall strategy to improve performance for students in different tiers of schools. In the space below, describe the process used to tier schools and the approach that your district will take to support each tier of schools.

Naugatuck Public School assigned the schools in the district a tier level using the SPI information provided by CSDE. The district had a range of 5 points on the SPI, from 72 to 77. The final determination was made not only on the total SPI but also subgroup information. The design of the tiered interventions will be based on the needs of the individual schools by analyzing the SPI levels not only for the whole school but also for subgroups. Additionally, we will use our district-based universal data and look for trends in student achievement especially in subgroup performance. Our initial focus will be in the area of free/reduced and special education subgroups.

Each school has specific characteristics that make it unique. It is the goal of the district to work collaboratively with the staff in each school in the fall and early winter to determine the needs of each identified school. This will be accomplished by conducting a needs assessment, teacher and student surveys, and hosting open forums on a wide variety of topics including instructional strategies, support materials, curriculum, support services, parental involvement, and distributive leadership to name a few examples. We also plan to look at how we budget for each of the schools; how we can optimize our funding to support what is needed to effect positive change. Scheduling and school hours (how to effectively using wraparound time) will be considered. Involving all of the stakeholders in the review and planning is essential for sustainable student improvement. This involvement includes representation from all union groups also. Each school team will develop their plan by mid-March in order to accommodate any financials needs in the budget process. Approval and acceptance of the plans is anticipated to take place in late spring. Professional development and training (if needed) will take place prior to the end of the school year to begin implementation with the start of school in August 2013.

Phase II schools will use the 2012-2013school year to collect and analyze data, work with central office and district leadership teams to set goals for addressing areas of need. Each school Alliance team will research and suggest possible actions to address the area of need. The team in conjunction with district personnel and external resources (experts in the field) will develop a comprehensive reform program specific to meet the needs of each school. The implementation plan for each school will include goals, strategies, implementation steps and timeline for each action. A monitoring plan will also be developed to ensure that the expected results are being achieved. Modifications to the plan can be made throughout the implementation if the desired effect is not accomplished.

If the CSDE identified any of the district's schools as Turnaround, Focus, or Review, these schools must be included in the "Schools that require most significant support and oversight" category. The district is, however, welcome to include more schools in this tier. If the CSDE did not identify any of the district's schools as Turnaround, Focus, or Review, then the district may use its own judgment to determine whether any schools should be classified in this tier.

Even if a district's schools have similar performance as measured by the SPI, we encourage the district to use other factors – potentially including graduation rates, growth, progress over time, and subgroup performance – to tier schools and develop differentiated strategies for support and intervention.

Tier	List of Schools in Tier	Classification Criteria for schools in Tier	District Approach to Supporting Schools in Tier
Schools that require the least support and oversight/should be given the most freedom: These schools should be identified because of	• Cross Street Intermediate • Naugatuck HS • Western Elementary • Maple Hill Elementary	SPI Sub-group SPI Current CMT/CAPT data District universal data	Leadership: Distributive leadership/leadership council Instruction/Teaching: Examination of current practices aligned with outcome; classroom observations/collaborative scoring; data teams

their high performance and/or progress over time.			**Effective Use of Time:** Creative scheduling; alternative use of mandatory faculty meeting time **Curriculum:** Implement Common Core – ELA and mathematics; develop own assessments **Use of Data:** Content, Grade level and school-wide data teams **School Environment:** Culture and Climate surveys **Family and Community:** Increase participation through multiple opportunities
Schools that require moderate support and oversight: These schools should be identified because they are not yet high performing but do not require interventions as intensive as lower tier schools.	• City Hill Middle • Salem Elementary • Andrew Avenue Elementary • Hillside Intermediate • Hop Brook Elementary	SPI Sub-group SPI Current CMT/CAPT data District universal data	**Leadership:** Small group PLC's; professional development; Executive Coaching (CAS) **Instruction/Teaching:** Effective teaching strategies; differentiated teaching strategies; co-teaching and modeling best practices; peer observations **Effective Use of Time:** Explore alternative schedules; block schedules; flexible teacher scheduling; structure meeting blocks with focused agenda on key issues and areas of concern **Curriculum:** Alignment with Common Core in ELA and mathematics; comprehensive writing program **Use of Data:** Grade and content data teams; school-wide data team; examine adult actions and outcomes on student achievement **School Environment:** Positive Behavior Support and Culture and Climate

			Family and Community:
			Parental involvement; improved communications; parent-school compacts
Schools that require most significant support and oversight: If your district contains Focus, Turnaround, or Review schools, these schools have been provided to you by the CSDE (as measured by the School Performance Index and 4-year graduation rates).	Naugatuck does not have a Focus School for 2012-2013; Central Avenue Elementary School was closed beginning with the 2012-2013 school year. All of the students were redistributed to four of the remaining elementary schools.		Leadership:
			Instruction/Teaching:
			Effective Use of Time:
			Curriculum:
			Use of Data:
			School Environment:
			Family and Community:
			Districts with Focus and/or other Category Four or Five schools please disregard this cell. Instead, fill out Phase I and Phase II specific forms below.

B. Interventions in Low Performing Schools

1. Phase I – Focus Schools (2012-13 School Year)

For each Focus School in your district, create a school redesign plan using the template below. For any additional Focus Schools, please copy/paste this template in the following pages.

Focus School:	Grades Served:	# of Students:
Diagnosis		

a. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students)
Please note that this should be informed by assessment data and qualitative assessments.

b. What are the reasons for low performance in this school? (Please provide evidence)

Performance Targets[1]

a. How will the district measure the success of the intervention?

b. How will the district monitor school progress?

Areas of School Redesign

What actions will the district and school take to ensure:

a. That strong school leadership, including an effective principal, and a system that positions school leaders for success, is in place?

b. That teachers are effective and able to deliver high-quality instruction?

c. That time is being used effectively, and, if not, that a plan will be implemented to redesign the school day, week, or year to include additional time for student learning and teacher collaboration?

d. That a strong instructional program is in place, one which is based on student needs and

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[1] Note that, in August 2012, the CSDE will provide each school with individualized performance targets for student achievement and graduation rates for the "all students" group and each subgroup. In this section, you should describe other measurable indicators of success – these may include attendance, discipline incidences, assessments other than the state assessment, or any other intermediate metrics that demonstrate success.

ensures that the instructional program is research-based, rigorous, and aligned with Common Core State Standards?

| |
| |

e. That data is used to inform instruction and for continuous improvement, and that time is provided for collaboration on the use of data?

| |
| |

f. That a school environment exists which addresses school safety and discipline and also addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs?

| |
| |

g. That ongoing mechanisms are in place which provide for family and community engagement?

| |
| |

Funding

a. How much funding will be made available for the interventions in this school?

| |
| |

b. What sources of funding will you use for this purpose (funding sources may include, but are not limited to, Alliance District funding, Title I funds that were previously reserved for Supplemental Education Services (SES) or Public School Choice, Priority School District funds)?

| |
| |

2. Phase II: Subset of other low performing schools (2013-14 School Year)

Please provide an explanation of the process your district will engage in during the 2012-13 school year to support schools as they diagnose and plan for the interventions that will be implemented in the following year. This section does not require a plan for the school-specific interventions themselves, as these will be developed over the course of the next year.

Selection of Schools
• Please list the subset of low performing schools that will be part of the Phase II cohort.

Data Examination
• How will your district support Phase II schools as they examine data to select areas of focus for improvement?

Diagnosis
• What assessment tool will your district use to conduct needs assessments that address the following areas: quality of leadership, quality of instruction, curriculum, use of data, use of time, school climate, and partnerships with parents and the community? (Please attach tool to this application or describe the process the district will take to provide such tool over the course of the year.)
• Which person(s) will be responsible for conducting the needs assessments?

Goal Setting
• How will you provide support for schools in the goal-setting process?

Intervention Selection
• What are the criteria you will use to select appropriate interventions for low performing schools?
• How will you ensure that schools select appropriate interventions that are likely to lead to increased student performance?

Planning for Implementation
• How will you support schools in the development of comprehensive implementation plans?

Monitoring
• How will you monitor schools to ensure that interventions are implemented?
• How will you monitor schools to ensure that interventions lead to increases in student achievement?

Timeline
• Please provide a timeline that ensures that all Phase 2 schools have complete School Redesign Plans by June 2013.

Section III: Budget (See accompanying budget materials)

1. **Key Initiative Budget Summary:** Please use the table attached in additional materials to provide a high-level budget that summarizes the funding the district will allocate to each key initiative described in Section B. For each initiative, provide the existing resources and, if applicable, the Alliance District funding that will be allocated to the initiative.

2. **Key Initiative Budgets for Alliance District Funding (for new key initiatives and the expansion of existing key initiatives):** For each key initiative that will be launched or expanded with Alliance District funding, please provide a line-by-line budget that details the uses of the Alliance District funding for 2012-2013, as well as the use of other funds and the leveraging of efficiencies. Also indicate the total Alliance District funding the district anticipates allocating to the initiative in years two through five. Provide a separate budget for each initiative. Note that the total of the key initiative budgets should, in total, equal a substantial majority of the Alliance District Funding allocated to the district.

3. **Budget for Alliance District Funding for Other Purposes**
   a. If you propose using any Alliance District funds for purposes other than for initiating or expanding reform initiatives, please provide a line by line budget for 2012-2013.

   b. In the event that your budget proposes using any Alliance District funds for purposes other than new reforms, or the expansion of existing reforms, please attach operating budget for 2012-2013. Also provide a one page summary explaining the need for such expenditures. Please note that any expenditure of Alliance District funds not allocated for the initiation or expansion of reform initiatives must be justified in this summary. (*Districts may submit operating budget for 2012-13 in electronic format only*)

Note: The total of the budgets provided in Parts 2 and 3 should, in sum, equal the total Alliance District funding allocated to the district (see Appendix A for this amount).

4. **Total Alliance District Funding Budget:** Provide an ED114 budget that includes all Alliance District funding expenditures. The total of this ED114 budget should equal the sum of the budgets provided in Parts 2 and 3 and should, in sum, equal the total Alliance District funding allocated to the district (see Appendix A for this amount).

List of Appendices:

Appendix A – List of Eligible Districts and Amount of ECS Funds

Appendix B – Legislation

Appendix C – Statement of Assurances

Appendix A: List of Alliance Districts and 2012-13 Alliance District Funding

Ansonia	539,715
Bloomfield	204,550
Bridgeport	4,404,227
Bristol	1,390,182
Danbury	1,696,559
Derby	280,532
East Hartford	1,714,744
East Haven	489,867
East Windsor	168,335
Hamden	882,986
Hartford	4,808,111
Killingly	380,134
Manchester	1,343,579
Meriden	1,777,411
Middletown	796,637
Naugatuck	635,149
New Britain	2,654,335
New Haven	3,841,903
New London	809,001
Norwalk	577,476
Norwich	1,024,982
Putnam	179,863
Stamford	920,233
Vernon	671,611
Waterbury	4,395,509
West Haven	1,381,848
Winchester	207,371
Windham	763,857
Windsor	306,985
Windsor Locks	252,306

Appendix B: Alliance District statutory references from PA 12-116 An Act Concerning Educational Reform

Sec. 34. (NEW) (Effective July 1, 2012) (a) As used in this section and section 10-262i of the general statutes, as amended by this act:

(1) "Alliance district" means a school district that is in a town that is among the towns with the lowest district performance indices.

(2) "District performance index" means the sum of the district subject performance indices for mathematics, reading, writing and science.

(3) "District subject performance index for mathematics" means thirty per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for mathematics weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.

(4) "District subject performance index for reading" means thirty per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for reading weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.

(5) "District subject performance index for writing" means thirty per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for writing weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.

(6) "District subject performance index for science" means ten per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for science weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.

(7) "Educational reform district" means a school district that is in a town that is among the ten lowest district performance indices when all towns are ranked highest to lowest in district performance indices scores.

(b) For the fiscal year ending June 30, 2013, the Commissioner of Education shall designate thirty school districts as alliance districts. Any school district designated as an alliance district shall be so designated for a period of five years. On or before June 30, 2016, the Department of Education shall determine if there are any additional alliance districts.

(c) (1) For the fiscal year ending June 30, 2013, and each fiscal year thereafter, the Comptroller shall withhold from a town designated as an alliance district any increase in funds received over the amount the town received for the prior fiscal year pursuant to section 10-262h of the general statutes, as amended by this act. The Comptroller shall transfer such funds to the Commissioner of Education.

(2) Upon receipt of an application pursuant to subsection (d) of this section, the Commissioner of Education may award such funds to the local or regional board of education for an alliance district on the condition that such funds shall be expended in accordance with the plan described in subsection (d) of this section and any guidelines developed by the State Board of Education for such funds. Such funds shall be used to improve student achievement in such alliance district and to offset any other local education costs approved by the commissioner.

(d) The local or regional board of education for a town designated as an alliance district may apply to the Commissioner of Education, at such time and in such manner as the commissioner prescribes, to receive any increase in funds received over the amount the town received for the prior fiscal year pursuant to section 10-262h of the general statutes, as amended by this act. Applications pursuant to this subsection shall include objectives and performance targets and a plan that may include, but not be limited to, the following: (1) A tiered system of interventions for the schools under the jurisdiction of such board based on the needs of such schools, (2) ways to strengthen the foundational programs in reading to ensure reading mastery in kindergarten to grade three, inclusive, with a focus on standards and instruction, proper use of data, intervention strategies, current information for teachers, parental engagement, and teacher professional development, (3) additional learning time, including extended school day or school year programming administered by school personnel or external partners, (4) a talent strategy that includes, but is not limited to, teacher and school leader recruitment and assignment, career ladder policies that draw upon guidelines for a model teacher evaluation program adopted by the State Board of Education, pursuant to section 10-151b of the general statutes, as amended by this act, and adopted by each local or regional board of education. Such talent strategy may include provisions that demonstrate increased ability to attract, retain, promote and bolster the performance of staff in accordance with performance evaluation findings and, in the case of new personnel, other indicators of effectiveness, (5) training for school leaders and other staff on new teacher evaluation models, (6) provisions for the cooperation and coordination with early childhood education providers to ensure alignment with district expectations for student entry into kindergarten, including funding for an existing local Head Start program, (7) provisions for the cooperation and coordination with other governmental and community programs to ensure that students receive adequate support and wraparound services, including community school models, and (8) any additional categories or goals as determined by the commissioner. Such plan shall demonstrate collaboration with key stakeholders, as identified by the commissioner, with the goal of achieving efficiencies and the alignment of intent and practice of current programs with conditional programs identified in this subsection. The commissioner may require changes in any plan submitted by a local or regional board of education before the commissioner approves an application under this subsection.

(e) The State Board of Education may develop guidelines and criteria for the administration of such funds under this section.

(f) The commissioner may withhold such funds if the local or regional board of education fails to comply with the provisions of this section. The commissioner may renew such funding if the local or regional board of education provides evidence that the school district of such board is achieving the objectives and performance targets approved by the commissioner stated in the plan submitted under this section.

(g) Any local or regional board of education receiving funding under this section shall submit an annual expenditure report to the commissioner on such form and in such manner as requested by the commissioner. The commissioner shall determine if (A) the local or regional board of education shall repay any funds not expended in accordance with the approved application, or (B) such funding should be reduced in a subsequent fiscal year up to an amount equal to the amount that the commissioner determines is out of compliance with the provisions of this subsection.

(h) Any balance remaining for each local or regional board of education at the end of any fiscal year shall be carried forward for such local or regional board of education for the next fiscal year.

STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: Alliance District Grant _____

_____

THE APPLICANT: John Tindall-Gibson _____   HEREBY ASSURES THAT:

Naugatuck Public Schools _____

(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)*   John Tindall-Gibson, Ph.D.

Title: *(typed)*   Superintendent of Schools

Date: July 12, 2012

1. Key Initiative Budget Summary

Key District Initiatives	Alliance District Funding		Existing Funding		Total Resources Available for Initiative (A+B)
	Program Elements to be Funded with Alliance District Resources	Funding Commitment (A)	Program Elements to be Funded with Existing Resources	Resources Funding Commitment (B)	
1 Talent Development	Replacement position for staff in internship program and professional development for teachers and administration in evaluation; development of evaluation document	$198,595	Benefits for position; substitute coverage for staff to develop evaluation instrument	$77,042	$275,637
2 Strengthening the Core - Curriculum/Instruction	Personnel for counselor positions; ELA and math curriculum professional development; program materials for Traits, K-8; Discovery programs/coordinator/Pre-	$343,759	Benefits for position; professional development;Graustein Foundation and United Way	$154,954	$498,713
3 Extended Day	Staff; lead teacher,busing costs; instructional materials and professional development	$92,795	Extended day/summer teacher salaries (hourly rate)	$36,211	$129,006
5					
Total		$635,149		$268,207	$903,356

2. Key Initiative Budgets for Alliance District Funding

a. **Year 1:** Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative: Strengthening the Core - Curriculum/Instruction		
Element	Positions	Amount
Personal Services-Salaries	2.50	$142,340
Personal Services-Benefits	0.00	$0
Purchased Professional Services	0.00	$28,400
Purchased Property	0.00	$0
Other Purchased Professional Services	0.00	$103,410
Supplies	0.00	$60,809
Property	0.00	$8,800
Other Objects	0.00	$0
Total	2.50	$343,759

b. **Years 2 through 5:** Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	$148,790	$155,118	$160,385	$169,950
Personal Services-Benefits	$0	$0	$0	$0
Purchased Professional Services	$30,500	$21,000	$17,250	$9,175
Purchased Property	$4,000	$0	$0	$0
Other Purchased Professional Services	$49,485	$50,519	$46,936	$48,416
Supplies	$5,800	$5,800	$5,800	$5,800
Property	$0	$0	$0	$0
Other Objects	$0	$0	$0	$0
Total	$238,575	$232,437	$230,371	$233,341

2. Key Initiative Budgets for Alliance District Funding

a. Year I: Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative: Talent Management		
Element	Positions	Amount
Personal Services-Salaries	1.00	$86,965
Personal Services-Benefits	0.00	$0
Purchased Professional Services	0.00	$86,630
Purchased Property	0.00	$0
Other Purchased Professional Services	0.00	$25,000
Supplies	0.00	$0
Property	0.00	$0
Other Objects	0.00	$0
Total	1.00	$198,595

b. Years 2 through 5: Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	$87,835	$88,713	$90,747	$91,655
Personal Services-Benefits	$0	$0	$0	$0
Purchased Professional Services	$38,000	$31,575	$23,500	$15,000
Purchased Property	$0	$0	$0	$0
Other Purchased Professional Services	$20,000	$20,000	$20,000	$20,000
Supplies	$0	$0	$0	$0
Property	$17,600	$0	$0	$0
Other Objects	$0	$0	$0	$0
Total	$163,435	$140,288	$134,247	$126,655

2. Key Initiative Budgets for Alliance District Funding

a. Year I: Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative: Extended Day		

Element	Positions	Amount
Personal Services-Salaries	11.00	$38,450
Personal Services-Benefits	0.00	$2,545
Purchased Professional Services	0.00	$4,200
Purchased Property	0.00	$0
Other Purchased Professional Services	0.00	$44,000
Supplies	0.00	$3,600
Property	0.00	$0
Other Objects	0.00	$0
Total	11.00	$92,795

b. Years 2 through 5: Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	$38,450	$38,450	$38,450	$38,450
Personal Services-Benefits	$2,545	$2,545	$2,545	$2,545
Purchased Professional Services	$3,754	$3,308	$2,862	$2,416
Purchased Property	$0	$0	$0	$0
Other Purchased Professional Services	$45,266	$46,272	$47,488	$48,584
Supplies	$0	$0	$0	$0
Property	$0	$0	$0	$0
Other Objects	$0	$0	$0	$0
Total	$90,015	$90,575	$91,345	$91,995

4. Budget for Total Alliance District Funding

District:

Town Code:

ED114 DISTRICT SUMMARY BUDGET WORKSHEET

CODE	OBJECT	FUND: 11000 SPID : 17041 FY 2012-13 (School Year 2012-13) Program: 82164 Chart field 1: 170002
100	Personal Services/Salaries	$267,755
200	Personal Services/Employee Benefits	$2,545
400	Purchased Property Services	$291,640
600	Supplies	$64,409
700	Property	$8,800
890	Other Objects	$0
	TOTALS	$635,149

Addendum to ~~Naugatuck~~Year 1 Alliance District Application

By adding my signature to this document, I am making the following commitments on behalf of my school district and incorporating such commitments as part of this district's Alliance District application to the Connecticut State Department of Education (CSDE).

- **Low-Performing Schools Interventions**: In accordance with federal timelines and requirements, the district will work with the CSDE to craft and implement school redesign plans, subject to CSDE approval, for its Focus Schools in the fall semester of 2012-13, and to address its Review Schools in the 2013-14 and 2014-15 school years. This work will require the following steps for Focus and Review Schools: the district will attend CSDE training sessions; schools will undergo instructional and operational audits to understand the root causes of low student achievement and assess the schools' needs to address these issues; the district will work with the CSDE to develop school redesign plans; and the district will implement the proposed interventions upon receiving CSDE approval. Funds allocated for this purpose will be held until the interventions are approved.

- **Evaluation-Informed Professional Development**: In light of the new statutory requirement that districts transition from the current CEU system to a job-embedded, evaluation-informed professional development model by the 2013-14 school year, the district will begin preparation for this transition during the current school year. The district will attend CSDE training sessions related to this subject.

- **New school accountability system**: The district will work with the CSDE to ensure a successful transition to the new school accountability system described in Connecticut's approved ESEA waiver application. The district's student performance goals will be set in accordance with the waiver's prescribed targets.

- **Common Core**: The district will work with the CSDE to ensure the successful implementation in the district of Common Core State Standards and the Smarter Balanced Assessment Consortium's assessments.

- **Strategic Planning and Preparation of Year 2 Alliance Application**: The district will participate in a substantial planning process, in partnership with the CSDE, to prepare its Year 2 application. The district will be prepared to modify the current five year implementation plan described in its Year 1 application.

- **Monitoring**: The district will work with the CSDE to develop structures, measures, and procedures for the ongoing monitoring of reform initiatives included in Alliance District Plans. On the basis of such data, monitoring systems will track, on an interim and annual basis, fidelity of plan implementation, anticipated improvement in adult practices, and progress towards achievement of student outcomes.

- **Training session attendance**: The district will deploy central office staff to attend periodic CSDE training and support sessions related to Alliance District Implementation.

Signed,

J. Gibson

Superintendent of Schools