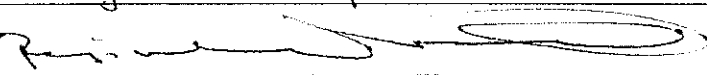



FINAL APPLICATION

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

Name of District: New Haven Public Schools		
Name of Grant Contact: Imma Canelli, Assistant Superintendent of Curriculum and Instruction		
Phone: 203-691-2686	Fax: 203-946-7107	Email: imma.canelli@new-haven.k12.ct.us
Address of Grant Contact: New Haven Public Schools 54 Meadow Street New Haven, CT 06519		
Name of Superintendent: Dr. Reginald Mayo <i>Dr. Reginald Mayo</i>		
Signature of Superintendent: 		
Name of Board Chair: <i>Carlos A. Torree</i>		
Date: _____		
Signature of Board Chair: 		
Date: _____		
Please indicate if plan approved by local board of education: <input checked="" type="checkbox"/>		
Date of Approval: <u>10/22/12</u>		
If not, please indicate date at which plan will be presented to local board of education: _____		
<p>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.</p> <p>Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained.</p>		

Part III: Application

Section I: Overall District Improvement Strategy

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?

The NHPS approach to improving student performance and closing the achievement gap is captured in the district's School Change Initiative. The School Change Initiative is an array of initiatives designed to:

- Close the gap between the performance of New Haven students and the rest of the State in 5 years.
- Cut the drop-out rate in half
- Ensure that every graduating student has the academic ability and the financial resources to attend and succeed in college.

These goals require changes in student learning and adult performance in the context of innovation and adaptation of evidence-based, effective practices at the district, building and classroom levels. Students must be prepared for life, college and career. The district's policies and practices must encourage and support:

- Student learning in individual classrooms and in the rest of their lives
- Adult responsibility and empowerment to guide effective student progress to the highest levels of achievement
- Individual development for students, teachers and leaders.

In pursuit of the district's goals, the NHPS District Improvement Plan places priority on four major initiatives:

1. **Talent Evaluation and Development:** the district will recruit and develop high quality teachers, principals and assistant principals, relying on a rigorous evaluation process to determine which teachers and leaders should be retained, which should not, and what professional development each teacher or leader requires to perform at the highest levels.
2. **Portfolio of Schools:** the district will ensure data-informed management at all levels of the organization, including effective data teams and process in schools and effective monitoring and evaluation of school performance at the district level.
3. **Academic Development Focus:** the district will implement SRBI/Literacy intervention in all schools at all levels, high-quality coordinated STEM education and programs and best practices for English Learners, all designed to reach high academic standards. The district will emphasize the use of 21st century learning technologies across the curriculum and strengthen each school's capacity to support such services.
4. **Wraparound Services:** the district will align internal and external student supports to ensure NHPS

students have the support and services they need to be ready and available to learn in the classroom. Emphasis will be placed on support for students requiring intense emotional/behavioral interventions to overcome obstacles to learning, including disciplinary incidents.

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.

The initiatives prioritized by NHPS are based on the district's student achievement data. Key data points include (2010-11 data):

- For grades 3-8, only in Math (70.6%) did two-thirds of students score Proficient on the CMT. In Reading, 60.7% scored as Proficient, 65.3% in Writing and 55.7% in Science.
- For grade 10 on the CAPT, the gap between NHPS and the state at Goal is 29.6% overall, 28.8% in Reading, 27.8% in Writing, 32.3% in Math and 29.5% in Science.
- 64.3% of the cohort graduated in 4 years; 25.1% dropped out.
- 70.9% of 11th graders were on trajectory for graduation by credits; only 40.9% were on trajectory by CAPT scores.
- 17% of k-8 students were chronically truant; another 3% were habitually truant.
- Among k-4 students, 1.7% had Out of School Suspensions; among 5-8 grade students, 9.5%.

The data above indicate several significant needs addressed by the four prioritized initiatives.

- CMT and CAPT scores, along with the gaps versus the state, show the necessity for stronger teaching practices and new approaches to instruction.
- The rates of graduation, drop-out truancy and out-of-school suspension demonstrate the need for strong, coordinated wraparound services to keep students in school and on trajectory to graduate.
- Only through systematic, rigorous evaluation can the district ensure effective teaching and administration in pursuit of student performance.
- To raise student achievement, teachers and building/district leaders must have access to differentiated plans and data that allows effective management at the building and classroom levels.

All four of the district's prioritized initiatives are evidence-based.

1. The establishment of an effective talent development and evaluation system is key to student achievement. Research has established that teachers are the most important school-based factor in student achievement. Building leadership is nearly as important. As the Rainwater Alliance concluded in *A New Approach to Principal Preparation (2010)*, "It is the combination of highly-effective teaching with highly capable school leadership that will change outcomes for children in our schools—not one or the other but both."
2. The Portfolio of Schools is based on performance management at the building level. NHPS focuses on the schools with the greatest need. Research shows that raising student achievement requires differentiated approaches, so each school must have its own plan to reach district goals.
3. The Academic Development Focus uses practices based on Scientifically Based Reading Research to address the CMT/CAPT results showing only 60.7% of NHPS students in grades 3-8 as proficient in reading, along with only 28.8% proficient on the CAPT. English Language Learners

have an obvious need for additional supports.

4. The Wraparound Focus reflects the poverty rates and disciplinary issues in NHPS. Poverty is the single greatest factor inhibiting student achievement, and 80.6% of NHPS students qualify for a free/reduced lunch. As the table below demonstrates, the NHPS Focus Schools have significantly more disciplinary incidents than the district's high-performing schools. Improving academic achievement in these schools requires addressing the social/behavioral needs of the students.

CMT 2012 & DISCIPLINE METRICS 2011-12: SELECTED SCHOOLS

	CMT 2012 - All Subjects (Average)	#Disciplinary Incidents 2011-12	# Students Involved 2011- 12	% Students with 1 or more Out of School Suspensions 2011-12
High Performing Schools				
Davis	81.8%	15	15	3.4%
Nathan Hale	82.6%	19	21	3.2%
Edgewood	84.4%	36	41	8.9%
W Hooker	94.8%	13	15	1.6%
Focus Schools				
Troup	50.5%	28	28	12.6%
Wexler	56.4%	61	60	13.2%
Martinez	60.8%	24	16	5.7%
Barnard	61.7%	110	110	9.0%
Beecher	63.0%	45	39	11.3%

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?

The district's DPI performance targets for five years, by subgroup, are presented in the table on page 5. Other targets are listed and discussed on pages 6-7.

CMT District Performance Targets 2012-13 through 2016-17

DPI PERFORMANCE INDICATORS/TARGETS											
	Actual DPI					DPI Targets					
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18		
Whole District	57.3	59.4	60.8	61.6	64.2	66.9	69.5	72.2	74.8		
Students with Disabilities	28.9	31.5	31.8	33.8	36.8	39.8	42.8	45.8	48.8		
Students Eligible for F/R Price Lunch	54.7	57.2	58.2	59.3	62.2	65.0	67.9	70.8	73.7		
Black	53.2	54.8	56.4	57.6	60.6	63.6	66.6	69.6	72.6		
Hispanic ELL	54.4	56.2	57.2	58.6	61.5	64.5	67.4	70.4	73.3		
English Language Learners	41.4	43.1	41.2	44.9	47.9	50.9	53.9	56.9	59.9		

CAPT District Performance Targets 2012-13 through 2016-17

DPI PERFORMANCE INDICATORS/TARGETS											
	Actual DPI					DPI Targets					
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18		
Whole District	47.8	49.3	48.3	51.5	54.5	57.5	60.5	63.5	66.5		
Students with Disabilities	22.4	23.4	25.6	26.8	29.8	32.8	35.8	38.8	41.8		
Students Eligible for F/R Price Lunch	43.2	45.6	44.4	47.4	50.4	53.4	56.4	59.4	62.4		
Black	42.2	43.6	40.6	45.1	48.1	51.1	54.1	57.1	60.1		
Hispanic ELL	42.5	43.2	44.6	46.4	49.4	52.4	55.4	58.4	61.4		
English Language Learners	29.0	26.7	22.7	29.1	32.1	35.1	38.1	41.1	44.1		

Many of the district's objectives are measures of change in adult behavior. As noted above, student performance will not improve until adult behaviors change to reflect effective learning practices. NHPS presents targets for student success below, but also offers measurable goals for adult behavior which leads to improved student outcomes.

NHPS has identified targets for gauging student success at all grade levels and across all subject areas, based on CMT and CAPT results, graduation and drop-out rates and on-trajectory data. For example, specific targets for student achievement based on the data above include:

	NHPS TARGETS					
	Actual	Targets (Projected)				
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Grades 3-8 - Proficiency in Reading	63.6%	71.1%	77.5%	83.5%	86.5%	88.5%
Gap vs. State in Overall CAPT Goal	28.5%	21.2%	15.8%	10.3%	6.3%	3.0%
Graduation Rate	68% (projected)	71.0%	74.0%	77.0%	80.0%	83.0%
Drop-Out Rate	22.0%	19.0%	16.0%	14.0%	12.0%	10.0%
K-8 Chronic/Habitual Truancy Rates	13% / 3%	13% / 3%	11% / 2%	9% / 2%	7% / 2%	5% / 2%
K-4/5-8 Out of School Suspension Rates	4.1 / 13.9%	1% / 7%	1% / 5%	1% / 2%	1% / 2%	1% / 2%

In addition, NHPS relies on a number of other measures of student progress. For literacy, district measures include DRA and DRP. Along with trajectory, high school measurements include Failure Rate in courses, performance in gateway courses, PSAT performance and post-graduation intent.

The district has implemented a system for evaluating teacher and leader performance. The system has two components, TEVAL (Teacher Evaluation and Development) and PEVAL (Principal Evaluation and Development). The objective of these components is for adults guiding NHPS students to be "managed as professionals to encourage collaboration, empowerment, and responsibility for outcomes." Evaluation is based on how effectively the individual teacher/administrator meets goals derived from the common responsibilities to promote student learning. Consequently, evaluation processes include assessment of the individual's performance with regard to student learning growth, instructional practice, and professional capacity. The process also identifies needs/opportunities for professional development for each individual teacher/administrator. Targets for TEVAL are:

- By June 2014, 95% of teachers will perform at the Effective, Strong and Exemplary levels.
- By June of each year, 10% of teachers (rated needs improvement to strong) will progress one level as measured by NHPS TEVAL.
- By June of each year, less than 50% of teachers identified as potentially needs improvement by November 1 will remain needs improvement.

Targets for PEVAL are:

- By June 2014, 95% of Administrators will perform at level 3 and above (effective) as

measured by the district PEVAL rubric.

- By June 2014, 50% of Administrators will perform at level 4 and above (strong-exemplary) as measured by the district PEVAL rubric.
- By June 2014, 65% of new leaders will be hired as a result of successful participation in NHPS Leadership Development programs.

With regard to the Portfolio of Schools, NHPS uses a three-tiered approach to data-informed management and accountability. There are Academic Data Teams, Building Leadership Data Teams and the District Data Team. Principals are held accountable for school data practices and for ensuring the performance, communication, and monthly meetings of Building Leadership and Academic Data Teams meet district expectations. The District Data Team reports to district leadership and is essential to the Annual Performance Report made to the School Board. Targets for data-informed management are:

- By June 2014, 85% of schools demonstrate effective or better data practices, as measured by the NHPS Data Practices Rubric.
- By June 2014, 80% of freshman students will be on-track for graduation as measured by credit accumulation

The district also measures school environments through a satisfaction survey of students, parents and teachers.

Overall targets for the SRBI/Literacy initiative are:

- By June 2014, there will be a 30% annual increase in Kindergarten to Gr. 2 Teachers (June 2011 cohort) performing in the Strong to Exemplary (S & E) bands in Literacy instruction as measured by the Tier 1 District Literacy rubric.
- By June 2013, 80% of K-2 Teachers (range of NI to S) will progress at least one level as measured by the District Literacy rubric.
- By June 2014, 100% of NHPS will implement a comprehensive Scientific Researched Based Intervention (SRBI) process as measured by progress monitoring criteria.

For Wraparound Services, the targets are:

- By June 2015, 100% of NHPS schools will have improved in at least 3 of 4 domains on the Wraparound Score Card, including key metrics of social-emotional health, physical health, school engagement, and parent engagement.
- Schools identified for intensive wraparound support will improve their Student Support Team (or equivalent) functioning by one level for every year they participate, up to a strong level, as measured by the high quality team rubric.
- By June 2015, 50% of students receiving services from the Student Support Team in schools identified for intensive wrap around support will demonstrate improved performance in attendance, behavior and achievement.

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)?

As explained above, the initiatives detailed in this application are existing components of the NHPS School Change Initiative in progress. The district allocates funds from federal, state, local, and private sources in support of these initiatives as appropriate. Alliance funding will provide resources in addition to those already available, adding to the district's capacity to achieve its student achievement goals. NHPS will use those resources to expand or enhance its key initiatives as described below, allowing greater responsiveness to the needs of our students, their teachers and schools.

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.

NHPS has, throughout the School Change Initiative, consulted extensively with community stakeholders from the Mayor's Office to parent organizations to nonprofit agencies serving New Haven. The four components of the district's Alliance District application grow out of the School Change Initiative. Specific sources of input were:

- Parents, with feedback gathered from open meetings throughout the district
- Teachers, including union stewards and members, also through open meetings
- Administrators, through the SAA Executive Board and principals' meetings
- Students, through Student Council Meetings
- Nonprofits, via meetings and networking coordinated through the Community Foundation for Greater New Haven

The district also worked with several committees to develop the School Change Initiative and make recommendations during the process:

- Reform Committee: required by the AFT contract, this committee recommends student performance metrics and provides input on overall reform
- Teacher Evaluation Committee: makes recommendations regarding the teacher evaluation system and metrics
- Survey Committee: develops annual School Climate Surveys
- Principal Evaluation and Development Committee: defines the principal evaluation system by adjusting the NHPS leadership competency rubric as related to student achievement, school climate and principal's goals.

Community groups which monitor and provide ongoing consultation to the School Change Initiative include the Board's Reform Committee and the Citywide Parent Teacher Organization. The district maintains regular engagement with its administrators, the union's stewards, and the student councils.

NHPS there receives regular feedback on an array of topics related to its ongoing School Change Initiative. The district implements new strategies and adjusts existing ones, based on the input from these sources. The most recent strategies/programs based on response from these stakeholders include:

- Establishment of Parent University to promote greater involvement from parents
- An increased emphasis on wellbeing and behavior to ensure that students enter the classroom ready to learn.

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

Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform? New Existing

Overview: Talent Evaluation and Development—this initiative reflects the following Alliance District menu item:

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....

There are two elements to Talent Evaluation and Development at NHPS:

1. **Teacher Quality:** The NHPS district will recruit and develop high quality teachers, retaining only those who demonstrate effective, strong, or exemplary ability as defined and measured by the NHPS evaluation process.
2. **Administrator Quality:** The NHPS District will recruit, develop, and maintain high quality principals and assistant principals who demonstrate strong leadership and interpersonal skills as defined by the NHPS Administrator Leadership Competencies and the NHPS evaluation process.

The Talent Management System (TEVAL for teachers, PEVAL for principals and assistant principals) is based on talent development, with coaching and active feedback consistently provided to teachers/administrators and designed to identify and develop leadership capacity. In effect, each teacher has an individual professional development plan. The system replaces routine observations with a model of regularly scheduled conferencing that emphasizes active feedback from instructional managers. Feedback is based on clear goals (established in collaboration with each teacher/principal) and multiple observations.

Typical measures of student learning growth under TEVAL (Teacher Evaluation System) might include percentage changes in student performance on standardized tests or other objective assessments. Instructional practice components include planning, classroom practices, (such as effective communication), and reflection (such as ongoing assessment of learning). Professional capacity is rated in terms of seven Professional Values Competencies, which include Collaboration and Collegiality, High Expectations, and Responsiveness and Outreach. Ratings from instructional managers are validated by observations from former, effective teachers no longer affiliated with NHPS.

TEVAL was developed in partnership with the New Haven Federation of Teachers to reflect the district's strategy of improving student learning by empowering teachers to guide student centered learning.

PEVAL (Principal Evaluation) was developed by NHPS as a parallel talent development system for principals and assistant principals. The PEVAL system provides administrators with 360 degree feedback from supervisors, peers, and teachers. It replaces the evaluation of instructional practices with leadership competencies and evaluates instruction at the building level. The competencies are: Vision, Culture Leadership, Instructional Leadership, People Leadership, and Organizational Management. In the low-performing schools of NHPS, school cultures must change along with instructional methods. The NHPS competency framework requires leaders to have the skills to succeed in both transformations.

The elements of student and school performance included in PEVAL are:

- Growth and improvement in standardized test scores
- Quarterly exams and district assessments
- Portfolio assessments
- Graduation, dropout, college enrollment and retention rates
- Attendance rates for students, teachers, and administrators
- School Learning Environment Surveys of students, teachers, and parents

We must note that the NHPS Talent Evaluation and Development program is early in its implementation and therefore has not been fully evaluated for its impact on student achievement. During the past year, TEVAL provided development for 19 teachers classified as "Needs Improvement." For 13, their rating improved to "Developing." Six improved to "Effective."

Preliminary results show another 10 “Needs Improvement” teachers will likely be rated “Developing.”

PLEASE NOTE: To date, NHPS has implemented TEVAL without an established management position and with out-of-date HR systems. The Alliance Funding discussed below creates two new, full-time positions. One will be a TEVAL Manager that will bring stable and permanent leadership to the process. The other will be a Talent Development Specialist who will also develop the HR systems needed to support and sustain the TEVAL process.

Alliance Funding: NHPS will commit Alliance Funding to this initiative. Funds will be allocated to the salaries of two staff— a TEVAL Manager and a Talent Development Specialist. They will be assigned to transform NHPS’s traditional HR management systems to a streamlined system specifically linked to the TEVAL processes to develop talent among our teachers. These positions will be charged with helping teachers understand and move along the path from Needs Improvement to Developing to Effective, Strong, and finally Exemplary. Clear expectations of performance and improvement are necessary to tie teacher performance directly to student achievement goals. Funds will also be used to provide professional development on cognitive coaching for IM’s and teacher leaders, as well as to hold training and feedback sessions for administrators serving as or working with mentors.

Five Year Strategies and Implementation Steps:

For Teacher Quality:

Strategy 1

Development: Deliver high Quality, targeted development to NHPS teachers throughout the TEVAL performance continuum.

Strategy 2

Monitoring: Implement evaluation component of the NHPS TEVAL system effectively and with fidelity.

For Administrator Quality:

Strategy 1

Meaningful Coaching and Evaluation: Implement the NHPS PEVAL system effectively and with fidelity, including targeted and differentiated coaching and support for school leaders.

Strategy 2

Leadership Development: Design and implement high quality, relevant, timely and high impact programs for leaders through the NHPS Leadership Development Program.

Strategy 3

Recruiting and HR Processes: Recruit and retain high quality Principals and Assistant Principals.

Year 1 Implementation Steps Description:

For Teacher Quality:

Strategy 1: Meaningful Coaching and Evaluation

- Design a structure to support a video library of exemplary instructional practice
- Record sample lessons of exemplary instructional practice for video library
- Provide professional development on cognitive coaching for instructional managers
- Provide opportunities to observe and discuss effective teaching (i.e. interclass visitation, peer coaching, peer video review, teacher-led PD)

- Develop and implement a Peer Support System for tenured teachers receiving a rating of “Developing”
- Design a program for “Exemplary” teachers to offer specialized topic seminars and coaching focused on behaviors of exemplary teachers for teachers rated “Developing” and “Effective”
- Ensure that “Needs Improvement” and “Developing” teachers are matched with instructional managers with strong coaching skills

Strategy 2: Monitoring

- Hire TEVAL Manager and Talent Development Specialist
- TEVAL Manager and Talent Development Specialist systematize HR processes in alignment with TEVAL
- Implement Calibration Protocol for all instructional managers
- Provide training for teachers on TalentEd Perform
- Conduct a random sampling of paired observations to measure reliability among raters
- Recommend for tenure only those teachers demonstrating “Effective” or better Instructional Practice and Professional Values as measured by NHPS TEVAL

For Administrator Quality:

Strategy 1: Meaningful Coaching and Evaluation

- Conduct two mentoring training and feedback sessions throughout the school year to ensure mentoring is aligned to best practices
- Survey participants (both mentors and mentees) at least twice each year to measure impact of the process
- Implement a rubric to be used with the existing competencies guide to ensure that ratings of administrators are consistent across the district.
- Utilize mentor/mentee survey and make adjustments to program
- Continue to offer support to leaders with PEVAL ratings of “Developing” and design specific steps needed to improve leadership skills

Strategy 2: Leadership Development

- Assess results of development plan for Leadership Trajectory of future leaders, emerging leaders and high potential leaders in the district
- Implement Instructional Rounds with Center for School Change, expanding participation throughout the year to other sitting administrators.

Strategy 3: Recruiting and HR Processes

- Design and implement a comprehensive selection process, including candidate review of instructional videos, candidate classroom visit with feedback and analysis on observed strengths and weaknesses, with criteria based on leadership competencies.

Years of Implementation:

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

Key District Initiative

Portfolio of Schools

New or Existing Reform? New Existing

Overview: Portfolio of Schools—this initiative is submitted under the menu item, *Any other program of reform, subject to approval by the Commissioner.*

Improving student achievement requires *differentiating schools to meet student needs*, along with data-informed management at the district and building levels. The NHPS district will ensure data-informed management at all levels of the organization, including effective data teams and processes in schools, and effective monitoring and evaluation of school performance at the district level. The district will assign schools to a tiering system that allows greater autonomy for better performing schools while providing intensive support for schools demonstrating the greatest need.

Evidence that the Portfolio of Schools approach has increased student achievement is reflected in several measures from 2011. A majority of schools saw improvement in each key measure of the tiering system.

Key Indicators For High Schools	Number of Schools Improving
On Trajectory Rate	10/12
Graduation Rate	9/12 (estimate pending official results from CSDE)
School Learning Environment	9/10 (does not include schools with insufficient school learning environment survey participation)
Key Indicators for K-8 Schools	
% at Proficient or Above	24/30
% at Goal or Above	23/30
School Learning Environment	28/29 (does not include schools with insufficient school learning environment survey participation)

The next step in this initiative is to put better data in the hands of teachers, principals and parents in a user-friendly form. Beginning in 2012-13, NHPS will implement PowerSchool. Simply deploying new software, however, will not be sufficient. Staff will be necessary to develop systems ensuring that data is available in a reliable, timely and accessible manner so that it can directly affect teaching and learning. NHPS will therefore add two full-time IT staff in teacher-level positions. They will be responsible for monitoring PowerSchool data, merging it seamlessly with analysis of other data sources, as well as training administrators, teachers and parents to interpret the data and use the district's data streams to develop effective responses that raise student achievement.

Alliance Funding: Alliance Funding will be used at the district and school levels for this initiative. At the district level our strategies emphasize development and utilization of data systems. Funds will cover salaries plus benefits for two IT positions focused on data-informed management as described above. Remaining Alliance Funding committed to this initiative has been allocated to the five Focus Schools. At the school level, this initiative emphasizes providing intensive interventions to the schools with the greatest need. Our intent for these funds is to provide the Focus Schools with additional resources to be used within each school's redesign plan. Each Focus School will receive funding for an audit and additional planning, one Teacher Leader, and one intervention tutor, as well as funding for technology and instructional materials and supplies (in addition to their normal budgets for these items).

Five Year Strategies and Implementation Steps:

Strategy 1

Strengthen the implementation and monitoring of data and performance management protocols to promote data-driven decision making at and across the district.

Strategy 2

Identify, develop and promote additional mechanisms for tracking student growth and school performance (21st Century portfolios, High School tracker, 5-8 tracker, supervisors' subject risk assessment, College to Career Readiness Indicators, ELA and Math portfolios).

Strategy 3

Implement school data practices monitoring and support systems, including a new implementation of PowerSchool. Train staff to interpret and use data sources to raise student achievement.

Year 1 Implementation Steps Description:

Strategy 1: Strengthen Implementation and Monitoring of Management Protocols

- Utilize the school tiering and other metrics to identify and provide intensive support to schools in need of improvement, turn around and transformation
- Continue to release autonomy to schools that are identified as Tier I allowing them to implement ideas and programs that are innovative and creative
- Monitor the DDT process for effectiveness using the data practice rubric
- DDT members monitor school data practice (BLDT, DATA days)
- Provide differentiated PD around the use of data
- (Director's modular series) to support district goals
- Develop a sub committee to study the impact of School tiering on the district's academic and cultural perception; the impact of turnaround and transformation designation on student's academic performance and school culture
- Utilize the central office survey feedback, interim benchmark assessments, CAPT and CMT data to create plans for redesign and addressing the identified needs of the system
- Provide intensive support to schools in turn around, transformation, and need of improvement status

Strategy 2: Identify, develop and Promote Additional Mechanisms

- Develop the 5-8 tracker to provide greater alignment with middle and high school transition.
- Develop Career Readiness indicators.
- Review School Supervisors' Risk Assessment and plan for collaboration and support to schools.
- Monitor the implementation of the ELA portfolios using the rubrics provided by the reading department.
- Monitor the use of the high school tracker as leverage for meaningful conversations for student interventions
- Implement and use the College to Career Readiness Indicators as an additional metric for students on trajectory for college.
- Implement the 5-8 tracker and assist schools in developing interventions for students not on track for high school.
- Continue the use of the data from the supervisor's subject risk assessment to identify and support schools identified as high risk
- Monitor the use of Math portfolios to enhance curriculum alignment and monitor student performance
- Monitor the use of all the additional identified mechanisms for impact on student and school performance and integrate results for discussion in DDT.

Strategy 3: Implement School Data Practices Monitoring and Support Systems

- Implement PowerSchool
- New IT positions will merge PowerSchool with other data streams for analysis
- New IT positions will train staff and parents in use of data to increase student achievement
- Monitor and support school data practices focusing on BLDTs and SIP improvement
- School BLDTs will assess the progress of ADTs thrice per year using the data practices rubric.
- School BLDT members will complete a pre and post-assessment of their practices using the data practice rubric. Review assessment with directors and CALI trainers for purposes of calibration.
- As part of the monitoring system each school will keep BLDT binders with agendas, schedules and minutes

including ADT artifacts for periodic reviews.

- Selected members of the DDT (directors) will attend two BLDTs as part of the monitoring process.
- Develop and implement plan for intervention support to schools assessed as not yet effective in their data practices (Tier III Schools)
- Provide technical assistance to schools implementing their SIP to ensure alignment to district goals.
- Review the progress on the SIP, the minutes and agendas of BLDT and ADT during PEVAL midyear and final conferences.
- Continue to provide CALI support to identified schools.
- BLDT identifies students at risk for failure and develop intervention plans of support starting with ninth graders.
- Monitor portfolio assessments (ELA portfolio)
- Develop and implement plan for intervention support to schools assessed as not yet effective in their data practices (Tier III & II Schools)
- Monitor the use of the HS and middle school trackers.
- Monitor the 21st century portfolios, and math portfolios.
- Schools will develop intervention plans for students not on track using varied metrics.

Years of Implementation:

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

Key District Initiative

Academic Development Focus

New or Existing Reform? New Existing

Overview: Academic Development Focus—this strategy addresses the following menu item:

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;

The NHPS District will:

- implement, monitor and refine SRBI Literacy Intervention progress and best practices in all schools at all levels for all identified students
- support student achievement with research-based, technology-rich instruction for every K-12 student, especially those hard-to-reach student for whom technology is a bridge to achievement
- offer a high-quality, coordinated STEM education and programs which provides students with skills, experiences, and interest needed to succeed in higher education STEM education and STEM careers
- will implement and monitor best practices for English Learners in order to reach high academic standards

Evidence of success is found in the 2011CMT/CAPT results showing that the district effectively met its goals for the first year of its School Change Initiative. NHPS elementary and middle schools scored significant gains on the CMTs in all four test subjects and across many individual grades and subjects. Performance across all subjects and grades at goal increased 3.5 percentage points, 0.1 percentage points above the district's target. Proficiency went up 3.2 percentage points, just 0.2 percentage points below the system's goal. On CAPT across all subjects, students registered a 3.8 percentage point increase in proficiency and a 1.8 percentage point increase in achieving the higher standard of goal, narrowing the gap with the state average in both cases. The NHPS improvements on both the CAPT and the CMTs significantly outpaced the statewide average gains, meaning its schools are beginning to close the achievement gap.

Alliance Funding: NHPS will use Alliance Funding for this initiative. Funding will cover:

- Salary for a new position, SRBI Coordinator, to oversee the literacy initiatives
- Contract fees for an SRBI Contractor to manage the process of launching SRBI as the district rolls it out in new schools each year (6 in 2012-2012)
- Salaries (P/T) for two floating Intervention Tutors
- PD in
 - Tier I Instruction
 - Instructional Technology
 - SRBI

Five Year Strategies and Implementation Steps:

For SRBI/Literacy Intervention:

Strategy 1

K-12 Instructional Practice: Improve instructional practice among Kindergarten to Grade 12 Teachers through targeted professional development

Strategy 2

SRBI: Implement a comprehensive Scientific Research based Intervention (SRBI) process in all K-12 schools

For STEM

Strategy 1

High School Graduation Requirements: Increase STEM graduation requirements and adjust curriculum and interventions to ensure students are on track to meet revised standards.

Strategy 2

Career Exploration in High School: Strengthen STEM career education and exploration opportunities for secondary students through district resources, academic lessons, in school exposure and internships.

Strategy 3

STEM activities in middle school: Provide high quality, extracurricular STEM activities for students in grades 6-8.

For EL

Strategy 1

Develop an Individualized Language Development Profile (ILDLP) to drive instruction

Strategy 2

ILDLP: Implement and monitor the use of the Individualized Language Development Profile to differentiate instruction

Year 1 Implementation Steps Description:

For SRBI/Literacy Intervention

Strategy 1: K-12 Instructional Practice

- A list of all K-12 Teachers designated Strong and Exemplary based on June 2012 TEVAL will be shared with SRBI Administrator Team
- A subcommittee will be assembled to review a Literacy Rubric (LR) aligned to C: Classroom and Instructional Practices Domain (TEVAL)
- The revised rubric will be shared with a team of Administrators for feedback
- The IM accompanied by Literacy Coach (as a resource) will revisit all classrooms of Strong and Exemplary teachers to recalibrate when analyzing Literacy instruction alone. The LR will be used. This will be the baseline data for the year.
- Professional Development will be planned and delivered to all teachers placing below exemplary.
- From February- June 2013, the IM will observe Tier 1 Literacy Instruction in all K-2 classrooms using the Literacy Rubric.
- Precise Professional Development will be delivered to all K-12 Teachers performing below exemplary.
- External consultants (i.e. Mondo) will also deliver professional development.
- Exemplary Teachers in the schools will share their practices with other K-2 teachers
- Inter and Intra School Visitations will be scheduled.
- The SRBI Administrative committee will monitor status of professional development
- From May-June 2013, the IM will observe Literacy Instruction in all K-2 classrooms to measure Teacher growth.
- The SRBI Committee will use data compiled from the Literacy Rubric as benchmark data for 2013-14. This data will be compared to data compiled in June 2014.

Strategy 2: SRBI

- Six pilot schools will have complete K-8 implementation for 2012-13 school year (as developed during the 2011-2012 school year)

- 12 additional schools will be identified for K-8 implementation
- Support to schools will continue to assure that Tier I instruction is implemented appropriately
- Support will be given to schools to assist with scheduling of all staff delivering Tier 2 and 3 interventions
- Key Trainers from the Literacy, SpEd and EL Depts. will plan Professional Development to the school SRBI Leadership Teams
- School Leadership Teams will meet monthly with Key Trainers from the Literacy, SpEd and EL Depts
- A menu of universal screenings will be shared with the schools
- Diagnostic tests will be shared with the schools
- A menu of Interventions will be shared with schools in order to match the student needs to the intervention.
- Monitoring will continue so that the interventions are delivered with fidelity
- Schools will have a clear process for reviewing students' data (inclusive of disaggregated SpEd and EL subgroups)
- The progress of students receiving interventions will be monitored by the schools' SRBI Leadership team at least bimonthly
- Data and grade level teams meet monthly to review student progress
- Interventions are adjusted based on progress monitoring data
- SRBI Committee reviews student data quarterly to assess student academic growth and suggest modifications as necessary
- SRBI Committee analyzes strengths and challenges of second year and modifies this plan as needed
- The Committee will revisit the SRBI intervention criteria to modify as necessary after feedback from the schools

For STEM:

Strategy 1: High School Graduation Requirements

- Develop an electronic reporting mechanism to indicate students who are on a trajectory to successfully meet STEM graduation requirements.
- Identify rising 9th grade students in need of Algebra Lab in 9th grade and provide a scientifically-researched Algebra Lab course the meets for a block period every day.
- Write standards-based STEM curricula that teach 21st Century Skills, STEM career education STEM integration.
- Counselors will annually report a list of the students who are on a trajectory to successfully meet graduation requirements
- Provide intervention and credit recovery for students not a trajectory to meet graduation requirements in 4 years.
- Provide support to STEM teachers of SPED and ELL students.

Strategy 2: Career Exploration in High School

- Create and provide a STEM, online, career exploration program.
- Establish a STEM career speaker program.
- Establish a tracking system to ensure that all students receive semi-annual STEM career education.
- Implement a STEM, online, career exploration program
- Provide parent education for STEM education and STEM careers
- Provide professional development in STEM career education to Guidance Counselors, STEM teachers, and leadership.
- Implement a STEM internship program for high school students.

Strategy 3: STEM Activities in Middle School

- Evaluate all current STEM extracurricular activities to identify gaps and needs, and to ensure quality as defined by the STEM rubric.
- Develop an electronic reporting mechanism to record the percentage of students in high quality STEM extracurricular activities

- Disseminate guides to current programs and protocol guides for future STEM extracurricular programs.
- Report monthly on the success of high quality, extracurricular STEM programs via the STEM newsletter.
- Provide high quality, extracurricular STEM activities for students in grades 6-8.
- Implement an electronic reporting mechanism to record the percentage of students in high quality STEM extracurricular activities
- Track the percentage of 6th, 7th, and 8th grade students participating in STEM extracurricular activities.

For ELL

Strategy 1: ILDP Development

- Enhance the identification and placement intake procedures to include additional data that will assist welcoming schools better determine student's needs
- Identify key elements to include in the ILDP (e.g. number of months in program, formal education, linguistic and academic performance in 4 language domains, etc.)
- Update individual EL Progress Monitoring forms with identified key element components from ILDP
- Create EL cadre to design PD modules for EL and mainstream classroom teachers
- Identify and develop PD modules targeting ESL and Bilingual teachers
- Compile resource guide for differentiated instruction aligned to ILDP components
- Review ILDP key elements and make needed changes
- Identify and develop PD modules targeting EL teachers

Strategy 2: ILDP Implementation

- Develop a walkthrough protocol to determine ILDP implementation
- Provide PD to bilingual and ESL teachers on cohort I schools
- Provide PD on monitoring protocol
- Conduct walkthrough observations, informal and formal, based on ILDP protocol
- Implement ILDP walkthrough protocol
- Review ILDP walkthrough protocol
- Identify cohort II schools (cohort I schools were identified in 2011-2012)
- Provide PD to bilingual and ESL teachers on cohort II schools and EL teachers in cohort I
- Provide PD on monitoring protocol to Cohort II
- Implement walkthrough protocol on cohort I and Cohort II schools

Years of Implementation:

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

Key District Initiative

Wraparound Focus

New or Existing Reform? New Existing

Overview: Wraparound Focus—this strategy addresses the following menu item:

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;

The NHPS District will align internal and external student supports to ensure New Haven public school students have the support and services they need to be ready and available to learn in the classroom. NHPS wraparound services include Social-Emotional Behavioral Supports, Family Involvement and Supports, Engagement and Physical Health and Wellbeing. Wraparound services broadly, and the signature Boost! program specifically, have been part of the New Haven School District's District Improvement Plan (DIP) for several years.

Along with existing school-wide programming like Boost! (see below), NHPS will increase its capacity to provide direct, intense interventions to students facing social and behavioral obstacles to learning. As noted above, a substantial number of NHPS students come to school from broken homes or no homes at all. Poverty and other social issues generate student behaviors that disrupt their own learning or that of their classmates. NHPS recognizes that student learning will not occur until these factors are addressed effectively—certainly not for the “damaged” student, and possibly not for his/her classmates.

Students dealing with “damage” from outside the school need interventions that more closely resemble therapeutic action than traditional guidance counseling. As an additional feature of the district's wraparound initiative, the district will establish a new, enhanced position of “Behavioral Interventionist” in its K-8 schools. Guidance counselors at these schools will be re-trained for the new position during the 2012-2013 school year. They will receive professional development preparing them to identify and deliver effective social and behavioral interventions to students challenged by difficult socio-economic or home/family issues. Teachers will also receive professional development in classroom implementation of such interventions. Each school will develop a mechanism for coordinating the efforts of its Behavioral Interventionists and teachers with social workers and other community resources, based on the needs of its students.

NHPS has three primary mechanisms for coordinating wraparound services.

1. District Data Teams include many key stakeholders, including the union, to consider how wraparound services such as Boost!, student support services, guidance, early childhood programs, and parent engagement efforts can best be implemented.
2. The Citywide Parent Leadership Team meets monthly, and each school has a PTO. They will be key to the success of Parent University New Haven, launching in November 2012, and are engaged in building neighborhood resources and coordinating community links with other organizations to support present and future NHPS students.
3. The Boost! Steering Committee consists of representation from NHPS, the City of New Haven, and area nonprofits and agencies. The Steering Committee is leading an inventory of youth services and will conduct a gaps/needs analysis. Through the committee, NHPS is also working with organizations like Community Foundation for Greater New Haven and the United Way of Greater New Haven on various aspects of the School Change Initiative.

Boost! is a center point for the district's community and parent strategies. The district goal is for the work of the school system will be as aligned as possible with the other adults who work on behalf of students, including parents and community organizations, and including community investment in the promise of college. In 2011-12, Boost! worked with five schools. In each school, Boost! helped identify a primary wraparound focus, identify community partners and implement programming to address the primary focus. At Barnard Environmental Magnet, 64% of at-risk students had decreased office referrals. At Metropolitan Business Academy, 42% of participating students have improved their attendance, and 55% of previously suspended students have not been suspended since enrolling in the program, while the

suspension rate has dropped from 7.5% to 4.6%. While the program is just beginning, we have seen positive results in the other Boost! schools, and expect similar results as we expand the program to include more schools.

Alliance Funding: For this initiative, Alliance Funding will cover the cost of:

- Professional Development for new, enhanced role of Behavioral Interventionists
- Professional Development for teachers in effective teaching among students with moderate to severe social/behavioral issues
- Salaries of Behavioral Interventionists
- Purchasing Naviance to facilitate creation of student success plans

Five Year Strategies and Implementation Steps:

Strategy 1

Wraparound Organization: Align and coordinate internal NHPS departments and external groups and resources to improve wraparound supports for students.

Strategy 2

Wraparound Data: Strengthen systems for tracking and reporting on wraparound data, including behavior and discipline.

Strategy 3

Systems of Support: Strengthen systems of support for students in all schools, including through behavior and attendance interventions and increased personalization and attention to transitions at the High School level. For elementary students, increase district's capacity to provide intense intervention for students facing significant social/behavioral barriers to learning.

Strategy 4

Parents: Strengthen organizing and engagement of parents and parent support staff.

Year 1 Implementation Steps Description:

Strategy 1: Wraparound Organization

- **Organization:** Align and focus associated NHPS offices (Social Development & Truancy, Guidance, Social Work, School Psychologists, Wellness, School Health, Nursing (City), After School, Physical Education, Early Childhood, Discipline, etc). Convene Internal Wraparound Committee to engage and improve coordination between departments.
- **External Partnerships:** Implement Boost! Partnership between the City of New Haven, New Haven Public Schools and the United Way of Greater New Haven to establish citywide management systems and pilot school programs to better coordinate non-profit and public agency services.
- **Pilots:** Implement and extend Boost! Pilot schools
 - Tracking and monitoring of 1st year Pilot Schools, including SSST monitoring and Boost! Summaries
 - Expand Boost schools in Spring of every year, beginning planning for implementation the following year

Strategy 2: Wraparound Data

- **Integrated Data System:** Strengthen integration of academic and wraparound data in PowerSchool implementation, for Pilot in 2011-12 and Roll-Out 2012-2013

- Status Card on Wellness, Wraparound, and Engagement: Create, monitor and improve an index of wellness/wraparound metrics (i.e. physical health, social emotional health, school engagement, and parent participation)
- Discipline Reporting: Creation, distribution, monitoring, and follow-up on systematic behavior and discipline reporting, including referrals, suspensions, and other measures at school and more granular levels

Strategy 3: Systems of Support

- Behavior Committee: Identification, integration, and planning action steps around NHPS behavioral interventions, including school-wide programs (PBIS, Responsive Classrooms), targeted interventions, and alternative programs.
- Behavior Committee: Formally define new, enhanced role of Behavioral Interventionists,
- Behavior Committee: Provide training for Behavioral Interventionists
- Behavior Committee: Provide professional development for teachers in effective teaching of students with significant behavioral issues.
- Attendance Committees: Strengthen work of district attendance committees, to appropriate triage student groups and plan prevention of truancy/absences, as well as retrieval and reengagement of students already truant
- High School Personalization: High School Tracker, Small Learning Communities, Advisory, and planning and implementation of other efforts to ensure personalized, engaged experience for high school students, preventing disengagement and making remediation more likely when necessary
- HS Transition Programs: closer collaboration between K-8 and High Schools, including planning for 9th grade transition, and "where are they now" reports

Strategy 4: Parents

- Parent Organizing: strengthen organizing of citywide parent leadership organization, school-based parent organizations, and overall parent engagement support structures in schools.
- Deliver professional development and meaningful monitoring of school-based parent coordination staff.

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. 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.

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
<i>Phase I Interventions: Focus Schools (2012-13)</i>	
Districts create redesign plans for interventions in Focus Schools	June –Aug. 2012
Districts begin to implement interventions/redesigns in Focus Schools	Sept. 2012
<i>Phase II Interventions: Other low performing schools (2013-14)</i>	
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
<i>Phase III Interventions: Other low performing schools (2014-15)</i>	
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.

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
<p><i>Schools that require the least support and oversight/should be given the most freedom:</i> These schools should be identified because of their high performance and/or progress over time.</p>	<p>Betsy Ross Arts Davis Street Edgewood Nathan Hale Worthington Hooker Sound School</p>	<p>Elementary and Middle Schools with consistently high student performance, over multiple years on both achievement and growth.</p> <p>High Schools with a high percent of students graduating or on trajectory for graduation in four years, relative to incoming student academic preparation.</p> <p>Tiering also takes into account the peer school designation, which assesses the challenge of the population served by different schools, as well as school climate.</p>	<p>Leadership: NHPS encourages autonomy for schools in this tier. School leaders may propose variations in curriculum and standards for review and approval. These schools also serve as sites for our residency program for leaders in training.</p> <p>Instruction/Teaching: NHPS is developing strong instructional tools that align with the Common Core. Schools in this tier are encouraged to modify instructional standards.</p> <p>Effective Use of Time: Schools in this tier have the greatest discretion to modify course schedules. With approval from 75% of staff, school leaders can modify work rules—for example, changing school hours.</p> <p>Curriculum: NHPS is developing K-12 curricula aligned with the Common Core. The curricula allow for creativity and innovation within the schools in this tier (with monitoring by the district).</p> <p>Use of Data: NHPS uses these schools’ data teams as models for other schools. The district allows leaders to make modifications for BLDTs and other school data structures and practices.</p> <p>School Environment: NHPS monitors school environment via learning</p>

			<p>environment surveys, which play a role in determining tiering. For schools in this tier, the district celebrates positive learning environments. Schools in this tier serve as models for others.</p> <p>Family and Community: For schools in this tier, the district allows flexibility in methods of engaging parents and the community.</p>
<p><i>Schools that require moderate support and oversight:</i> These schools should be identified because they are not yet high performing but do not require interventions as intensive as lower tier schools.</p>	<p>Benjamin Jepson Bishop Woods Clinton Avenue Columbus Family Academy Conte West Hills East Rock Community Engineering & Science Fair Haven John C. Daniels King-Robinson Lincoln-Bassett Mauro-Sheridan Ross-Woodward Cooperative Arts & Humanities Hill Regional Center Hyde Leadership Metropolitan Business Acad. New Haven Academy</p>	<p>Elementary and Middle Schools with mixed or average student performance, varying across years or strong on achievement or growth but not both.</p> <p>High Schools with a mixed or average percent of students graduating or on trajectory for graduation in four years, relative to incoming student academic preparation.</p> <p>Tiering also takes into account the peer school designation, which assesses the challenge of the</p>	<p>Leadership: School leaders may propose variations in curriculum and standards for review and approval. Some flexibility is allowed for schools in this tier, but variations are subject to greater review.</p> <p>Instruction/Teaching: NHPS is developing strong instructional tools that align with the Common Core. Schools in this tier are allowed to modify instructional standards after a rigorous district review.</p> <p>Effective Use of Time: Schools in this tier have some discretion to modify course schedules. With approval from 75% of staff, school leaders can modify work rules—for example, changing school hours—but this is subject to greater review than in the higher tier.</p>

	Riverside	population served by different schools, as well as school climate.	<p>Curriculum: NHPS is developing K-12 curricula aligned with the Common Core. The curricula allow for creativity and innovation when developed in collaboration with curriculum supervisors and more closely monitored by the district.</p> <p>Use of Data: NHPS uses the district's data practices rubric to establish appropriate and effective data usage. The district provides coaching and professional development to both building level data teams and individuals in use of data.</p> <p>School Environment: NHPS monitors school environment via learning environment surveys, which play a role in determining tiering. For schools in this tier with a school environment issue, addressing it with district assistance will become a school improvement goal.</p> <p>Family and Community: For schools in this tier, the district allows some flexibility in methods of engaging parents and the community, but with a higher standard of review than for schools in the higher tier.</p>
<p>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).</p>	Augusta Lewis Troup Barnard Brennan-Rogers Celentano Clemente Hill Central John S. Martinez L.W. Beecher MicroSociety Truman Wexler-Grant H.S. in the	Elementary and Middle Schools with low student performance, over multiple years and on both achievement and growth. High Schools with a low percent of students graduating or on trajectory for graduation in four	Leadership: <input type="text"/> Instruction/Teaching: <input type="text"/> Effective Use of Time: <input type="text"/> Curriculum: <input type="text"/> Use of Data: <input type="text"/> School Environment:

	<p>Community James Hillhouse Wilbur Cross Dixwell New Light New Horizons Domus Academy</p>	<p>years, relative to incoming student academic preparation.</p> <p>Tiering also takes into account the peer school designation, which assesses the challenge of the population served by different schools, as well as school climate.</p>	<div data-bbox="1062 210 1445 241" style="border: 1px solid black; height: 15px; width: 100%;"></div> <p>Family and Community:</p> <div data-bbox="1062 300 1445 331" style="border: 1px solid black; height: 15px; width: 100%;"></div> <p>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.</p>
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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: Barnard	Grades Served: Pre-K-8	# of Students: 537
Diagnosis		
<p>a. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students)</p> <p><i>Please note that this should be informed by assessment data and qualitative assessments.</i></p> <div style="border: 1px solid black; padding: 5px;"> <p>The areas of greatest needs, based on the data, are math and literacy. CMT Math scores for the school (2009-2010) showed growth from 54% to 57%. However, grades 3 and 4 show the greatest need; their scores were significantly lower than grades 5-8 in 2010-2011. Reading scores for 2009-2011 show the school's overall performance increased from 44% to 54%. Scores are clearly lower for grades 3, 4 and 5 than for grades 6, 7, and 8—this is especially true in grade 3. Qualitative data, via walkthrough protocols and portfolio assessments indicate that grade K-2 needs to be the area of focus. This forces the school to take a closer look at K-2 Tier I instruction and interventions.</p> </div>		
<p>b. What are the reasons for low performance in this school? (Please provide evidence)</p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> • DRA2 Assessments are given to assess reading skills but are not used to guide instruction effectively; this results in ineffective instruction of reading skills in the early grades. Student tests determine reading level but are not being used to guide instruction. (Evidence: student portfolio assessment, materials presented at academic data teams, lack of error analysis of the DRA to guide the focus for instruction, and improper administration of the DRA.) • Lack of prerequisite skills entering the lower grades. (Evidence: low Oral Language scores, Letter Identification, and Phonological Awareness) • An increase in issues surrounding social and emotional maladjustment. (Evidence: number of hospital references, number of referrals to the Student Staff Support Team, and the need to implement BOOST—a wraparound service—to address the social and emotional well-being of students. • Some assessments are read to grade 2 students, but grade 3 students have to read independently read for the CMT. • Tier I instruction in K-2 needs to improve. (Evidence: walkthrough protocol, running records, portfolio assessment, ineffective administration and use of results of DRA to guide instructional decisions) • 396 of 537 students (74%) are on free and reduced lunch status. </div>		

Performance Targets¹

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

The district will utilize benchmark assessments and connect the assessment to TEVAL and PEVAL goals. Other metrics to measure success will be attendance data, decrease in disciplinary incidences, and improved results on the climate survey.

- b. How will the district monitor school progress?

Building Level Data Teams will monitor progress in combination with the director's learning walk and feedback. Progress will also be monitored via benchmark assessments and quarterly meetings with the schools' leadership team, along with subject area reviews with supervisors.

In looking at overall school progress, administrator will be looking at various assessments which correlate to the CMT and ultimately the school's SPI. We will look at DCMT pre- and post- assessments. Each teacher will have a portfolio for every student in their class. They will meet with senior leadership team and curriculum leadership team on a quarterly basis to review growth. Performance and progress in the portfolio reviews will be measured using a rubric that was collaboratively developed.

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?

The district's Principal Evaluation system (PEVAL) includes goal setting, and mid-year and end-of-year conferences. The district will continue to use PEVAL to assess leadership capacity and provide support to school leaders. Directors of Instruction are responsible for evaluating principals utilizing student growth as an aspect of the principals' final ratings. The district provides the principal with coaching support. Directors will also conduct learning walk protocols with the principal as a way of strengthening their instructional eye. In addition, the Leadership Development Office provides additional support to leaders, including differentiated professional development in Student Engagement and Instructional Rounds. The leadership trajectory helps to identify and categorize leaders so that development can be tiered and tailored to the needs identified. As a result, monthly Directors Meetings have been reorganized to provide administrators with differentiated professional development based on individual needs. Administrators also receive professional development in literacy, math, and the common core standards.

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.

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

NHPS uses the Teacher Evaluation and Development System (TEVAL) to assess and provide support to teachers. TEVAL relies on student performance data and other qualitative information to evaluate teacher effectiveness. Teachers are rated as developing, effective, exemplary, strong, or needs improvement on the evaluation metrics. The district provides support to those rated “ineffective.” If an ineffective teacher does not show substantial improvement, the TEVAL system allows for termination.

The district supports teacher effectiveness, which in turn supports student achievement. NHPS provides several methods of professional development, including growth plans, walk-throughs protocols, regular observations, monthly Curriculum and Instruction meetings, monthly on-site training, literacy professional development, and embedded professional development delivered by coaches.

To improve Tier 1 instruction, Barnard will enhance teacher collaboration. On a quarterly/monthly basis, teachers will meet with curriculum leaders in both math and literacy, along with the Principal and Assistant Principal. At this time teachers produce authentic students’ work as it relates to standardized testing. It will also be a time where teachers can produce authentic work that exemplifies skills learned that may or may not be demonstrated on a standardized test.

Each Vertical Team will submit minutes and agendas which are stored in our schools shared drive. Minutes of meetings will be reviewed prior to walkthroughs and classroom observations. Having the minutes to the meetings allows the senior leadership team to assess the impact of the collaboration that occurs in vertical team meetings. Also, each week vertical teams meet with a member of the senior leadership team to address planning, preparation and the use of data. Teachers are expected to explain the rationale around their objectives, pre- and post- assessment results, strategies they are using in the classroom, and how they are supporting students who struggle with the concepts.

Quarterly portfolio reviews will also provide teachers the opportunity to share their results with the curriculum, and give senior leadership the opportunity to assess progress through the use of standardized assessments and authentic student work. Feedback will be given to teachers and adjustments in monitoring will be made.

On a weekly basis Vertical Teams will work with curriculum coaches in math and literacy, collaborating and working to improve instruction.

To address issues with DRA2, in 2011-2012 Barnard teachers were given extensive professional development on how to use the DRA2 to drive instruction. During the final DRA testing window, teachers were observed administering the DRA2 and then given specific feedback as to how they administered the test, followed by a discussion as to how the test could be used to drive instruction. Implementation of these new skills and techniques will be a key part of teacher evaluation going forward.

To improve Tier 1 instruction two members of the senior leadership team are designated to observe instruction in classrooms on a daily basis. Our Assistant Principal's daily focus is to observe teachers and engage them in collegial conversations centered on teaching and learning. She will provide effective feedback on Tier 1 instruction, focusing on grades K-5.

- 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?

NHPS schools, including Barnard, are required to provide collaboration time for data teams at each grade level on a weekly basis with administrator oversight. Data Days (3-early release days) are built into the school and district schedule to allow teachers extended amounts of time to analyze data and create individualized intervention plans to inform their instruction. Barnard is a redesigned school under the system's reform initiative which allows for work rule changes. Under this plan, the school had an extra hour built in for teachers to collaborate, conduct data meetings, and provide needed professional development. This allows for more time for instruction.

Barnard also offers extended time for students via 21st Century after-school programming, Extended Day Academy (academic), and the BOOST program (wraparound services).

- d. That a strong instructional program is in place, one which is based on student needs and ensures that the instructional program is research-based, rigorous, and aligned with Common Core State Standards?

The District's curricula have been aligned to the Common Core Standards. Roll-out of Common Core for 2011-12 commenced with K-2. All subject areas have been revised with new assessments being developed to ensure alignment. The district has developed and implemented a research-based SRBI model. K-2 Literacy has been revised, aligned with the Common Core and implemented in 2011-12. Literacy aligned with the Common Core will be implemented in 2012-2013. A new Math curriculum, aligned with the Common Core, was implemented in K-2 in 2011-2012. The new aligned Math curriculum will be implemented in grades 3 and 6 in 2012-13, grades 4 and 7 in 2013-2014, and grades 5-8 in 2014-2015.

Barnard teachers follow these curricula. School administrators offer support for implementation and consider successful teaching of the standards during the evaluation process.

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

Quarterly district assessments are provided and serve as benchmarks for student performance in ELA, Math, Science, Social Studies, and foreign language for grades 6-8. DRA assessment is administered three times a year to monitor student growth K-3,

while DRP is given in September and December to monitor students' contextual comprehension 3-8. DRP also provides some predictive gage for CMT. Teachers also use qualitative data gleaned from running records and utilize focus sheets to plan for guided reading groups. Math assessments are also given by the district; these provide data for planning and instruction.

Barnard provides time (three half-days, as required by the district) for teachers and administrators to analyze student data and create individual intervention plans for students. Barnard's Data Teams (also required) analyze school-wide data and provide direction for the academic data teams. Within the building, Grade Level Data Teams analyze data more deeply, to tailor instruction to the needs of the students and to collaborate on effective practices and strategies. Professional development in effective use of data is provided throughout the school year, in regular staff meetings and as needed to improve individual teacher/classroom performance.

- 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?

School climate surveys, part of the system's reform initiative, collect data and feedback annually from students, parents, and staff. Data is used to assess school climate in order to improve satisfaction among stakeholders. In addition, Barnard is a BOOST school and utilizes PBIS to help address the myriad social and emotional needs of the students.

At the school level, Barnard School developed a Senior leadership team with one person designated the school climate leader. This position tracks data and leads the school PBIS team, and also responds to classroom issues. Having a designated person to work on school climate and discipline improves the amount attention that is given to individual students and also frees up the principal and assistant principal to focus more on teaching and learning.

Barnard School developed a PBIS committee, which attended extensive training administered by SERC. The PBIS team is responsible for disaggregating data, reporting out challenges and success and developing school wide systems to address challenges.

Barnard School also created a Student Support Team consisting of a social worker, a school psychologist and a guidance counselor to work on specific cases where social and emotional difficulties are severe and need a higher level of support.

Barnard School has developed a partnership with The Foundation for Arts and Trauma, where trained therapists work with classroom teachers to identify factors that may impact teaching and learning.

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

The district has a Director for Wraparound Services and Parent to assist in efforts to engage parent, families, and the community; a Citywide PTO; and is developing a Parent University. The implementation of PowerSchool this year will enable parents to regularly monitor their children's performance.

Barnard conducts a School Climate Survey each year to gauge satisfaction and participation. It has a school PTO, as well as Parent Link, a school website. A Parent University is being developed for implementation in the fall. Newsletters are one method used to communicate with parents on a regular basis. Additional communication occurs for students in need of stronger social/behavioral supports, based on the outreach programs described in section F above.

Funding

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

Alliance Funding of \$113,000 will be allocated directly to the five Focus Schools for supplies and technology. The five Focus Schools will also EACH receive one new intervention tutor, one new Teacher-Leader, an audit and ongoing planning sessions, all paid from Alliance Funding. The total will be approximately \$120,000 per Focus School.

The school will also benefit from funds (such as those for Boost!, PowerSchool, and other reforms) which are allocated at the district level but support the initiatives described here.

- 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)?

As noted above, the initiatives described in this application are funded by an array of federal, state, local and private sources. Specific interventions in this school are extensions of those initiatives and rely on a combination of funds available to the district.

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: Martinez	Grades Served: K-8	# of Students: 527
Diagnosis		
<p>a. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students)</p> <p><i>Please note that this should be informed by assessment data and qualitative assessments.</i></p> <div style="border: 1px solid black; padding: 5px;"> <p>Literacy acquisition, particularly comprehension, is the greatest area of need. The school has a large ELL population, 32%. Grades 4 and 6 had the highest percentage of ELL students in 2012. Students lack academic language. In addition, it is difficult to get parents engaged in the academic demands of the school. Economic issues impact student home level support with Martinez having a Free and Reduced Lunch rate of 83%. Cohorts reading growth has been increasing over time with a 2009 CMT Reading result of 41.8% proficient improving to a 2012 CMT Reading result of 51.4% proficient, but further improvement is the schools' greatest need.</p> </div>		
<p>b. What are the reasons for low performance in this school? (Please provide evidence)</p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> • Low home language skills and limited experiences. • Lack of expertise in mastery teaching of early childhood teachers needed to fill in gaps (TEVAL data) • Difficulty acquiring bilingual certified staff (HR data) • Students entering kindergarten lack prerequisite skills (for example, phonemic awareness proficiency or higher in Pre-K 2011-12 was 63.2% (F), 75% (W), and 37.9% (S). Oral language was 57.9% (F), 52.9% (W), and 69.2% (S). • Transient population impacts consistency of schooling (student enrollment & transfer data) • Lack of consistent family structure for many students • Increased homelessness • Significant vacancies not filled in timely manner • Teachers are giving the DRA2 Assessment to assess reading skills but are not using it to guide instruction effectively, therefore resulting in an ineffective instruction of reading skills in the early grades. (TEVAL data) </div>		
Performance Targets²		
<p>a. How will the district measure the success of the intervention?</p> <div style="border: 1px solid black; padding: 5px;"> <p>Principals and Directors identify school improvement goals which include standardized</p> </div>		

² 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.

test data. These are used for the Principal Evaluation. In addition, school leaders create a School Improvement Plan with targets and benchmark data which are reviewed regularly at the BLDT and with the Directors of Instruction.

b. How will the district monitor school progress?

Student assessment data is reviewed regularly with School leaders by the Director of Instruction. The District Data Team also reviews assessment data and determines district-wide strategies to improve student performance.

To determine the effectiveness of the intervention, we will utilize specific district benchmarks (DCMT) for Language Arts and Math, as well as DRP, OL, PA, and DRA. Administrators will also monitor the CMT/SPI performance target for African American students against a target of 47.2 for 2012-13 (45.6 in 11-12). Student performance on Common Core SS Reading tasks and CFA's will also be monitored.

Administrators will observe closely progress in the African American male subgroup, using Building Leadership Data Team (BLDT) reviews, grade-level data teams, meeting minutes and five-step process reviews to document progress. SSST reviews will be included when necessary.

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?

At the District Level:

- The District PEVAL, Principal Evaluation System, will be used to assess leadership capacity and to provide coaching support to school leaders. PEVAL includes goal setting, mid-year and end of year conferences. Student growth is included in the principal's final ratings.
- The Leadership Development Office provides professional development to leaders. This includes Student Engagement PD and Instructional Rounds PD.
- Directors Meetings are organized to provide Administrators a choice of workshops/modules based on their growth needs in order to provide differentiated Professional Development for school leaders.

At the School Level:

- Administrators join coaches in weekly walk-throughs to assess quality of instructional practices and provide both trend data and individual feedback to staff. They arrange and provide PD where needed (based on data).
- Administrators ensure Teacher Leaders participate in walk-throughs for gathering data on instructional practices.
- Administrators and teachers participate in the BOOST Wrap-Around services committee.

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

For the district, the TEVAL Teacher Evaluation and Development System is used to assess and provide support to teachers, using student performance data to evaluate

teacher effectiveness. Teacher effectiveness is supported through individual growth plans, which include student growth goals, walk-through protocols, and regular observations. In addition literacy coaches, monthly Curriculum and Instruction meetings, monthly on-site literacy PD, and other embedded Professional Development by coaches are provided regularly. Curriculum and Instruction PD meetings are provided monthly.

In the school:

- The Building Leadership Data Team will monitor adult actions with regard to the School Improvement plan.
- Grade level data teams and cross level teams will look at student assessments and work, sharing effective instructional practices.
- Coaches will provide professional development and direct support to students and teachers on implementation of common core standards.
- Select teachers will participate in coaching cycles (2 teachers per month).

- 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?

The district requires Martinez to provide collaboration time for data teams at each grade level on a weekly basis with administrator oversight. Data Days (3-early release days) are built into the school and district schedule to allow teachers extended time to analyze data and create individualized intervention plans to inform their instruction. Martinez provides after-school programming through the 21st Century Grant and Extended Day Academy (academic), and has extended school hours until 5:30. Martinez has been selected to implement the BOOST program (wraparound services) for 2012-2013.

The schools efforts include:

- Teachers submit schedules of instructional time, share with leadership, and support provided where needed.
- Daily intervention periods are scheduled to provide Tier 2 instruction.
- Martinez will increase grade 8 literacy and science periods from 45 minutes to 75 minutes daily.
- Martinez provides after-school programming through the 21st Century Grant and Extended Day Academy (academic), and has extended school hours until 5:30. An afterschool program for students in grades 1-8 provides 2.5 hours daily for academic support and enrichment.

The effectiveness of the additional time will be monitored in multiple ways:

- Intervention schedules and group changes will be submitted and reviewed by administrators
- Teachers must create 30-minute formatted lesson planned intervention based on student needs
- Monthly Primary Intervention Team (PIT) progress meetings are held to discuss

running records

- District monitoring visits are held quarterly with debriefing and reports to the principal
- Informal observations from principal, assistant principal and coaches

- d. That a strong instructional program is in place, one which is based on student needs and ensures that the instructional program is research-based, rigorous, and aligned with Common Core State Standards?

The District's curricula have been aligned to the Common Core Standards. Roll-out of Common Core for 2011-12 commenced with K-2. All subject areas have been revised with new assessments being developed to ensure alignment. The district has developed and implemented a research-based SRBI model. K-2 Literacy has been revised, aligned with the Common Core and implemented in 2011-12. Literacy aligned with the Common Core will be implemented in 2012-2013. A new Math curriculum, aligned with the Common Core, was implemented in K-2 in 2011-2012. The new aligned Math curriculum will be implemented in grades 3 and 6 in 2012-13, grades 4 and 7 in 2013-2014, and grades 5-8 in 2014-2015.

In the school:

- Staff will target African American males' student performance in grades 3-8 through Student Success Plans and portfolio reviews to identify needs and supports.
- K-2 teachers will complete performance tasks (two per marking period) which will be reviewed during data teams.
- Data teams will analyze data to focus on student instructional needs (small groups are monitored regularly).
- Students will be provided opportunities to attend cross-grade level instruction based on student performance.

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

NHPS places significant requirements on schools for data teams and analysis. In addition, quarterly district assessments are provided and serve as benchmarks for student performance in ELA, Math, Science, Social Studies and foreign language for grades 6-8. A data system for grades 7-8 has been created to provide easy access to student data. This is updated after every quarterly exam. DRA assessment is given three times a year to assess student growth, and the DRP is given in September and December to monitor and accelerate student growth.

Martinez has:

- Provided 3 half-days for staff to analyze student data planning.
- Instituted Building Level Data Teams to analyze school-wide data.
- Instituted Grade Level Data Teams of teachers to construct student data-based student intervention plans.
- Monitored and assessed teacher performance before and after professional development activities related to effective 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?

As a matter of district policy, Martinez conducts school climate surveys annually with students, parents, and staff. Forty-five percent of Martinez parents completed the survey this year, with 93% of parents indicating they are satisfied with the school.

Moving forward:

- Martinez has adopted the PBIS (Positive Behavioral Intervention System) school wide.
- A school based Health Clinic is located on-site to provide support to families.
- PAW (Physical and Academic Wellness) is a school standard.
- Martinez becomes BOOST school in 2012-13, which provides financial support for wrap-around services for students. This will support the after-school program and additional mental health services.
- The Student Support Services Team has been restructured to address student needs, develop an effective referral process, and address the social-emotional needs of students and parents.
- Additional supports to the school include Squash Haven, Eli Whitney Museum, and Long Wharf Theater program for enrichment. Easter Seals Goodwill also runs an on-site afterschool program for K-8 students.

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

The district has a Director for Wraparound Services and Parent to assist in efforts to engage parent, families, and the community. Martinez utilizes an SPMT for a School Governance Team that works with the leadership. Each school, including Martinez, conducts a School Climate Surveys each year to gauge satisfaction and participation. PTOs exist at the school level as well as at the district level with a Citywide PTO. A Parent University is being developed for implementation in the fall. In addition, all schools have Parent Link, a school website, and newsletters as means used to communicate with parents on a regular basis. The implementation of Power Schools this year will enable parents to regularly monitor their children's performance.

At Martinez specifically:

- Small group meetings are provided for parents to enhance the home-school literacy link. The school provides a lending library for parents.
- The school-based Health Clinic and Easter Seals provides health and wellness classes to parents.
- Martinez utilizes an SPMT for a School Governance Team that works with the leadership.
- Each school, including Martinez, conducts a School Climate Surveys each year to gauge satisfaction and participation.

Funding

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

Alliance Funding of \$113,000 will be allocated directly to the five Focus Schools for supplies and technology. The five Focus Schools will also EACH receive one new intervention tutor, one new Teacher-Leader, an audit and ongoing planning sessions, all paid from Alliance Funding. The total will be approximately \$120,000 per Focus School.

The school will also benefit from funds (such as those for Boost!, PowerSchool, and other reforms) which are allocated at the district level but support the initiatives described here.

- 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)?

As noted above, the initiatives described in this application are funded by an array of federal, state, local and private sources. Specific interventions in this school are extensions of those initiatives and rely on a combination of funds available to the district.

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: Troup	Grades Served: K-8	# of Students: 514
Diagnosis		
<p>a. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students)</p> <p><i>Please note that this should be informed by assessment data and qualitative assessments.</i></p> <div style="border: 1px solid black; padding: 5px;"> <p>The school's greatest need is an increase in the overall levels of student achievement in literacy, math, and writing across all grades. For 2012-13, however, Troup will place emphasis on grades 5 and 6 to raise literacy skills (current Grade 5= 40% proficient and grade 6 = 53.7% proficient). Middle school grades continue to be a challenge with grade 7 students decreasing in their performance across all academic subjects. 68% of students are African American, while 82% of all students are economically deprived. Economic issues impact student home level support, making it difficult to get parents engaged in academic demands of school, although this is improving.</p> </div>		
<p>b. What are the reasons for low performance in this school? (Please provide evidence)</p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> • Lack of expertise in professional mastery of teachers (36% of teachers are in developing or needs improvement range, according to TEVAL). • Students entering kindergarten lack prerequisite skills (For example, rates of proficiency in Phonemic Awareness among K students in 2011-12 was 18.4% (F), 54.9% (W), and 54.9% (S)) • Transient population impact consistency of schooling (11.8% transfer in rate) • Significant vacancies not filled in timely manner (4 long-term subs this year) • Teachers are giving the DRA2 Assessment to assess reading skills but are not using it to guide instruction effectively, therefore resulting in an ineffective instruction of reading skills in the early grades. (TEVAL data) </div>		
Performance Targets³		
<p>a. How will the district measure the success of the intervention?</p> <div style="border: 1px solid black; padding: 5px;"> <p>Principals and Directors identify school improvement goals which include standardized test data. These are used for the Principal Evaluation. In addition, school leaders create a School Improvement Plan with targets and benchmark data which are reviewed regularly at the BLDT and with the Directors of Instruction.</p> </div>		
<p>b. How will the district monitor school progress?</p> <div style="border: 1px solid black; padding: 5px;"> <p>Student assessment data is reviewed regularly with school leaders by the Director of</p> </div>		

³ 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.

Instruction. The District Data Team also reviews assessment data and determines district-wide strategies to improve student performance.

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?

- A new principal was assigned to Troup in February 2011. A strong administrative intern was also provided to support the principal.
- The principal has participated for a full year in leadership development through the district Talent Office.
- The leadership team, including school literacy and math coaches, participates in weekly learning walks to assess instructional practices.
- Book Studies are held with staff to focus on instructional practices. Last year staff read Lucy Caulkin's book on the writing workshop. Book study will continue this year.
- Peer to Peer support opportunities are provided for teachers
- Instructional Rounds will be conducted this year. The Principal and admin intern have been trained in this process.
- The District PEVAL, Principal Evaluation System, will be used to assess leadership capacity and to provide coaching support to school leaders. PEVAL includes goal setting, mid-year and end of year conferences. Student growth is included in the principal's final ratings.
- The district Leadership Development Office provides professional development to leaders. This includes Student Engagement PD and Instructional Rounds PD.
- Directors Meetings are organized to provide Administrators choice of workshops/modules based on their growth needs in order to provide differentiated Professional Development for school leaders.
- Frequent and consistent coaching by the Director of Instruction is available.

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

- Learning walks are conducted weekly and feedback given immediately to teachers
- Building level PD has a clear focus on teacher specific needs based on walk-throughs, and coach observation and visitations.
- All vacancies have been filled (15 new teachers this year).
- PD on use of DRA assessments to inform instruction.
- Lesson plans are collected, reviewed, and feedback is provided by the administration.
- Coaching cycles are provided for at least two teachers on a monthly basis.
- High functioning teachers are identified as "lab classes" for other teachers to observe best practices.
- The TEVAL, Teacher Evaluation and Development System, is used to assess and provide support to teachers, using student performance data to evaluate

teacher effectiveness.

- Teacher effectiveness is supported through individual growth plans, which include student growth goals, walk-throughs protocols, and regular observations.
- The school holds monthly Curriculum and Instruction meetings and on-site literacy PD,
- Differentiated PD meetings are provided monthly for staff. Other embedded Professional Development opportunities are provided regularly.

School administration will conduct walkthroughs to monitor and ensure that the theory discussed in all professional development exercises are in practice. Leadership and teacher leaders will be active participants in the walkthroughs as well as calibration sessions.

Instructional rounds will be conducted three times a year to monitor and track teacher growth. The problem of practice will be evidence of professional development conducted.

- 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?

- The school provides an afterschool program through BOOST as well as 21st Century Grant. The school administration has redesigned the after-school program so all participating students (80) engage in one hour of academic support before enrichment activities begin.
- In addition, an advisory period (45 minutes weekly) has been put into the school schedule to use a school-developed program which includes college readiness. The advisory period is aligned to the Student Success Plans.
- Troup provides collaboration time for data teams at each grade level on a weekly basis with administrator oversight.
- Student work portfolios are reviewed monthly.
- The school schedule has been redesigned to ensure time on task and extended learning time (2-hour reading, 1-hour math, 1-hour writing periods daily).
- Data Days (3-early release days) are built into the school and district schedule to allow teachers extended time to analyze data and create individualized intervention plans to inform their instruction.

These activities will be monitored as described in question “b” of this section, with an emphasis on walkthroughs and instructional rounds.

- d. That a strong instructional program is in place, one which is based on student needs and ensures that the instructional program is research-based, rigorous, and aligned with Common Core State Standards?

The District’s curricula have been aligned to the Common Core Standards. Roll-out of Common Core for 2011-12 commenced with K-2. All subject areas have been revised

with new assessments being developed to ensure alignment. The district has developed and implemented a research-based SRBI model. K-2 Literacy has been revised, aligned with the Common Core and implemented in 2011-12. Literacy aligned with the Common Core will be implemented in 2012-2013. A new Math curriculum, aligned with the Common Core, was implemented in K-2 in 2011-2012. The new aligned Math curriculum will be implemented in grades 3 and 6 in 2012-13, grades 4 and 7 in 2013-2014, and grades 5-8 in 2014-2015. Troup instruction corresponds to these curricula; in addition:

- In 2012-2013, the whole school book study on Lucy Caulkins Writing Workshop will continue for year 2.
- An instructional rounds model will be developed for fall 2012-2013.
- A Special Education push-in model will be expanded to all grades.
- “Looking at Student Work” protocols occur monthly.
- Data Teams will continue to meet weekly and use the 5-step data process. Common Formative Assessments will be created and aligned to the CCSS in literacy and math.
- MoRRI Tutors (Kindergarten/1st grade literacy intervention) will be provided.

Structured learning walks will occur to ensure theory is integrated into classroom application. Data on implementation of reading and writing workshop practices is collected, and professional development is designed to follow-up on trends. Teachers will participate in weekly PLC meetings, as well as horizontal differentiated professional development based on walkthrough data. Administrative observations will always have specific focuses based on professional development.

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

- The administration regularly monitors instruction through walk-throughs and review of data.
- Weekly data teams and common planning are provided to staff.
- PD is differentiated for teachers (15 new teachers to the school this year).
- Coaches will provide direct support to students twice weekly.
- Grade Level Data Teams are a required structure for analyzing class data. Grade Level Data Teams are required for teachers to analyze and develop student intervention plans.
- Staff meetings are used for professional development. Teachers are then monitored for implementation and their effectiveness assessed.
- Quarterly district assessments are provided and serve as benchmarks for student performance in ELA, Math, Science, S.S. and foreign language for grades 6-8. A data system for grades 7-8 has been created to provide easy access to student data. This is updated after every quarterly exam.
- DRA assessment is given three times a year to assess student growth and the DRP is given in September and December to monitor and accelerate student growth.
- Data Days (3-early release days) are built into the school and district schedule to

allow teachers extended time to analyze data and create individualized intervention plans to inform their instruction.

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?

- Troup has adopted the PBIS (Positive Behavioral Intervention System) school-wide. Troup has adopted the COMER School Development Model to address academic and social emotional needs.
- Troup utilizes a School Based Health Clinic, PAW (Physical and Academic Wellness) and is a BOOST school (wraparound services).
- Troup is participating in the Developing Tomorrows Professionals Program to mentor and support at risk males (6-10 students).
- Troup is participating in Gear-up, a college and career readiness program.
- School climate surveys are conducted on a yearly basis with feedback results from students, parents, and staff. Data is used to assess school climate and create improved satisfaction among stakeholders. Troup parents completed the survey this year with 89% of parents indicating they are satisfied with the school.

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

- Troup utilizes the COMER school Development Program with an SPMT for the School Governance Team that works with the leadership.
- An active PTO was created last year at the school level as well as at participates as the district level with a Citywide PTO.
- A community liaison from the local neighborhood association who serves on the Executive Board, has become a volunteer and Liaison between the school and community. The Dwight Kensington Neighborhood Association includes happenings at the school in their monthly bulletin to the community.
- The principal serves on the Neighborhood Association Task Force.
- A monthly newsletter is sent home by the principal.
- School Climate Surveys are given each year with improved participation rates being observed each year.
- The district has a Director for Wraparound Services and Parent to assist in efforts to engage parent, families, and the community. A Parent University is being developed for implementation in the fall. In addition, all schools have Parent Link, a school website, and newsletters are used to communicate on a regular basis, and Power School is being launched this year, which will enable parents to monitor their children's performance regularly.

Funding

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

Alliance Funding of \$113,000 will be allocated directly to the five Focus Schools for supplies and technology. The five Focus Schools will also EACH receive one new intervention tutor, one new Teacher-Leader, an audit and ongoing planning sessions, all paid from Alliance Funding. The total will be approximately \$120,000 per Focus School.

The school will also benefit from funds (such as those for Boost!, PowerSchool, and other reforms) which are allocated at the district level but support the initiatives described here.

- 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)?

As noted above, the initiatives described in this application are funded by an array of federal, state, local and private sources. Specific interventions in this school are extensions of those initiatives and rely on a combination of funds available to the district.

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: Beecher	Grades Served: K-8	# of Students: 456
Diagnosis		
<p>a. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students)</p> <p><i>Please note that this should be informed by assessment data and qualitative assessments.</i></p> <div style="border: 1px solid black; padding: 5px;"> <p>The areas of greatest needs based on the data are Grade 4 Reading Writing and Math. Scores (CMT and district testing) have significantly declined in all three subjects in Grade 4 from 2009-2012. The school needs to establish a strategy for reversing the trend. This will include weekly grade level meetings at which teams will identify effective adult actions to support instruction in identified areas of weakness. The Leadership team has determined that we need to redesign the schedule to change the time that Tier 2 intervention is delivered. We also need to ensure higher quality Grade 4 instruction in both classrooms. The leadership team will address the following: data analysis of subgroups, use of portfolios to illustrate growth, analysis of CMT through BLDT. We also are strengthening fidelity to the Math and Writing blocks as scheduled.</p> </div>		
<p>b. What are the reasons for low performance in this school? (Please provide evidence)</p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> • Ineffective instruction (based on TEVAL data) • Lack of prerequisite skills (based on DRA, OL, LID, LS and CAP data) • Social and emotional maladjustment (Beecher Way data) • Lack of expertise in mastery teaching of early childhood teachers needed to fill in gaps • Significant vacancies not filled in timely manner • Teachers on LOA without appropriate coverage • Leadership team inconsistencies (changes in literacy coaches in 2010-2011, three math coaches in three years) • Multiple initiatives simultaneously- Magnet, expansion, Comer implementation • Heavy monitoring of reading and less emphasis on math (math scores dropped) • Students not receiving individualized instruction. (based on TEVAL data) </div>		
Performance Targets⁴		
<p>a. How will the district measure the success of the intervention?</p> <div style="border: 1px solid black; padding: 5px;"> <p>Principals and Directors identify school improvement goals which include standardized test data. These are used for the Principal Evaluation. In addition, school leaders</p> </div>		

⁴ 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.

create a School Improvement Plan with targets and benchmark data which are reviewed regularly at the BLDT and with the Directors of Instruction.

b. How will the district monitor school progress?

Student assessment data is reviewed regularly with school leaders by the Director of Instruction. The District Data Team also reviews assessment data and determines district-wide strategies to improve student performance.

Administrators will monitor overall school progress by looking at various assessments which correlate to the CMT and ultimately the school's SPI. We will look at DCMT pre- and post- assessments. Each teacher maintains student portfolios for every student in their class and meets with the Leadership Team for monthly Leadership Review in Math and Writing. Bi-Weekly Progress Monitoring is done with teachers in Grades 3-5 in all areas to monitor student progress in all areas. The school's SIP is aligned with the DIP and adequate progress will be defined as reaching its target goals as indicated in the SIP.

Essential data will include Benchmarks (DCMT, Mini Assessments, Quarterly Assessments, and Writing Prompts), Standardized Tests (CMT, DRP, DRA), CFAs, Student Portfolios, Significant/Performance Tasks. Progress will be monitored through Classroom Walkthroughs w/Administrators and Coaches using Protocols/Rubrics created by Literacy and Math Subcommittees. Oral and written feedback will be given to teachers. Other methods will include Instructional Rounds, Data Teams, Data Days, Leadership Review for Writing & Math, Progress Monitoring, Student Portfolio Reviews, and TEVAL goal-setting in the context of achieving the SPI Performance Targets for 2012-2013 by moving at least 10% in each band (Below Basic-to-Basic, Basic-to-Proficient, etc.) in each subject area (Reading, Writing, Math, and Science) as well as in the subgroups on this year's CMT 2013.

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?

District:

- The District PEVAL, Principal Evaluation System, will be used to assess leadership capacity and to provide coaching support to school leaders. PEVAL includes goal setting, mid-year and end of year conferences. Student growth is included in the principal's final ratings.
- The Leadership Development Office provides professional development to leaders. This includes Student Engagement PD and Instructional Rounds PD. Directors Meetings are organized to provide Administrators choice of workshops/modules based on their growth needs in order to provide differentiated Professional Development for school leaders.

Beecher:

- Administrators attended TEVAL calibration workshop.

- Beecher requires weekly walk-throughs of administrators with coaches to assess quality of instructional practices and provide both trend data and individual feedback to staff.
- Beecher is developing Teacher Leaders by having them accompany administrators on walk-throughs and other PD/Evaluation activities.
- Beecher provides PD where needed based on data.

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

The TEVAL, Teacher Evaluation and Development System, is used to assess and provide support to teachers, using student performance data to evaluate teacher effectiveness. Teacher effectiveness is supported through individual growth plans, which include student growth goals, walk-throughs protocols, and regular observations. In addition literacy coaches, monthly Curriculum and Instruction meetings, monthly on-site literacy PD, and other embedded Professional Development by coaches are provided regularly. Differentiated PD meetings are provided monthly for staff.

At Beecher, teachers present instructional strategies for each student at a monthly Leadership Review. The emphasis is on math and writing instruction. Teachers are placed on coaching cycles for additional support in math and literacy instruction. Teacher who are ineffective are placed on plans for improvement or development.

All teacher development is conducted in the context of the School Improvement Plan. Professional development provided to teachers at all TEVAL levels is designed to prepare teachers to meet specific needs of Beecher students.

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?

Schools are required to provide collaboration time for data teams at each grade level on a weekly basis with administrator oversight.

Beecher meets this requirement by providing three early-release data days to allow time for data analysis and planning for individual student needs/interventions. Beecher administrators encourage collaboration through both grade level and vertical team meetings, conducted regularly.

Additional time will be scheduled for student work in literacy and math. Afterschool programs include Extended Day Academy (academic only).

The school schedule has been redesigned to maximize instructional time (2 hr. Readers' Workshop, 1 hr. Writers' Workshop, 1 hr. Math Block). We will extend the time for additional student engagement during IBD Enrichment which is an extension of our Magnet themes; through our on-site TAG Enrichment in Writing & Math/STEM Activities; as well as our Extended Day Program. Students in Grades 3-5 participate in 30 minutes of IBD Enrichment classes daily that extend and deepen our Quarterly Magnet themes. We also provide a small group of fourth and fifth graders with TAG

Enrichment in Writing and Math/STEM Activities. An Advisory period has been built into the schedule for Grades 6-8 aligned with Student Success Plans. Extended Day Academy is a district-funded academic program which meets for two hours after school, two days per week between January-March for students in Gr. 3-8. DRP Data, as well as Math CMT, Quarterly Assessments, and CFAs are used to determine the Focus students. Students' classroom teachers, along with coaches familiar with their strengths and areas of development as well as the curriculum, teach small groups of students in our Extended Day Academy. The program is monitored through Administrative Walkthroughs with feedback. Pre- and post-tests will be administered along with Regular Progress Monitoring throughout EDA to monitor student progress. Student and Parent Surveys will also be used to assess student and parent satisfaction. Teacher collaboration time is provided during the school day for weekly Grade Level and/or Vertical PD as well as Data Teams. Time is also provided for teachers to visit other teachers' classrooms in and out of our building. District Data Days are built into the school calendar to afford teachers the opportunity to collaborate/strategize in Vertical Team Cohorts and create individualized intervention plans for students.

- d. That a strong instructional program is in place, one which is based on student needs and ensures that the instructional program is research-based, rigorous, and aligned with Common Core State Standards?

The District's curricula have been aligned to the Common Core Standards. Roll-out of Common Core for 2011-12 commenced with K-2. All subject areas have been revised with new assessments being developed to ensure alignment. The district has developed and implemented a research-based SRBI model. K-2 Literacy has been revised, aligned with the Common Core and implemented in 2011-12. Literacy aligned with the Common Core will be implemented in 2012-2013. A new Math curriculum, aligned with the Common Core, was implemented in K-2 in 2011-2012. The new aligned Math curriculum will be implemented in grades 3 and 6 in 2012-13, grades 4 and 7 in 2013-2014, and grades 5-8 in 2014-2015.

Beecher follows the district curriculum with fidelity along with integrating a Federal Magnet theme (Museum Studies) into its core curriculum. Our Magnet theme requires that students take regular learning expeditions to area museums to extend the learning in the classroom.

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

NHPS has implemented required Data Days (3 half days provided) for staff to analyze student data and create individual intervention plans for students. Building Level Data Teams are a required structure for analyzing school-wide data. Grade Level Data Teams are required for teachers to analyze and develop student intervention plans. Staff meetings are used for professional development. These are monitored and their effectiveness assessed. Quarterly district assessments are provided and serve as benchmarks for student performance in ELA, Math, Science, S.S. and foreign language for grades 6-8. A data system for grades 7-8 has been created to provide easy access to

student data. This is updated after every quarterly exam. DRA assessment is given three times a year to assess student growth and the DRP is given in September and December to monitor and accelerate student growth.

Data teams are held regularly at Beecher and monitored with fidelity. Differentiated PD is designed to address trends that are revealed through data analysis. Data days are utilized for colleagues to meet as a vertical cohort to share best practices.

- 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?

School climate surveys are done on a yearly basis with feedback results from students, parents, and staff. Data is used to assess school climate and create improved satisfaction among stakeholders. Beecher School utilizes PBIS and Beecher Way, and Beecher is a Comer school. We continuously collaborate with grade level leaders regarding global issues impacting the school environment. SSST & SPMT and BLDT are teams that address safety, discipline and climate.

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

School Climate Surveys are given each year with improved participation rates being observed each year. Beecher has a SPMT that works with the leadership. A PTO exists at the school level as well as at the district level with a Citywide PTO. The district has a Director for Wraparound Services and Parent to assist in efforts to engage parent, families, and the community. A Parent University is being developed for implementation in the fall. In addition, all schools have Parent Link, a school website, and newsletters are used to communicate on a regular basis, and Power School is being launched this year, which will enable parents to monitor their children's performance regularly.

At Beecher, Exhibition Night Celebrations are offered quarterly to display student work pertaining to the school's Magnet theme.

Funding

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

Alliance Funding of \$113,000 will be allocated directly to the five Focus Schools for supplies and technology. The five Focus Schools will also EACH receive one new intervention tutor, one new Teacher-Leader, an audit and ongoing planning sessions, all paid from Alliance Funding. The total will be approximately \$120,000 per Focus School.

The school will also benefit from funds (such as those for Boost!, PowerSchool, and other reforms) which are allocated at the district level but support the initiatives described here.

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)?

As noted above, the initiatives described in this application are funded by an array of federal, state, local and private sources. Specific interventions in this school are extensions of those initiatives and rely on a combination of funds available to the district.

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: Wexler Grant	Grades Served: K-8	# of Students: 405
Diagnosis		
<p>a. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students)</p> <p><i>Please note that this should be informed by assessment data and qualitative assessments.</i></p> <div style="border: 1px solid black; padding: 5px;"> <p>The areas of greatest need based on the data are literacy and math. The school suffered significant decline in math and reading (based on CMT percent at proficient) from 2008-2010. This was especially true for math in grades 3, 4, and 5, as well as for reading in grades 3 and 5. Although scores trended upward in 2010, they are not back to the 2008 levels. Qualitative data, via walkthrough protocols and portfolio assessments indicate that grade K-5 needs to be the area of focus. We are including grades K-2 to ensure basic skill preparation for grades 3 and up. This forces the school to take a closer look at Tier I instruction and interventions. During weekly grade level meetings teams will identify effective adult actions to support instruction in identified areas of weakness. The Leadership team has determined that we will redesign the schedule to change the time that Tier 2 intervention is delivered. Offer monthly Professional Development in literacy and numeracy as well as the continued use of portfolios to illustrate growth.</p> </div>		
<p>b. What are the reasons for low performance in this school? (Please provide evidence)</p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> • Teachers are giving the DRA2 Assessment to assess a reading skills but are not using it to guide instruction effectively, therefore resulting in ineffective instruction of reading skills in the early grades. • Lack of prerequisite skills—this is based on DRA2 assessment in Oral Language (OL), Letter Identification (LI), Letter Sounds (LS) and PA. • Transient population impact consistency of schooling, based on the percentage of students who moved or transferred to another school. • Lack of consistent family structure for many students (more than 50% of the student population came from single parent homes). • Social and emotional maladjustment (the number of student referrals for inappropriate behavior increased in 2009). • Increase in the number of homeless students and families. • 85% free and reduced lunch status. • Lack of expertise in mastery teaching of early childhood teachers needed to fill in gaps—a complete staff turnover in the K-3 grades since 2009. • Significant teacher vacancies not filled in timely manner. • A wide range of initiatives impacts focus on instruction. </div>		

Performance Targets⁵

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

Principals and Directors identify school improvement goals which include standardized test data. These are used for the Principal Evaluation. In addition, school leaders create a School Improvement Plan with targets and benchmark data which are reviewed regularly at the BLDT and with the Directors of Instruction.

- b. How will the district monitor school progress?

Student assessment data is reviewed regularly with school leaders by the Director of Instruction. The District Data Team also reviews assessment data and determines district-wide strategies to improve student performance.

The state suggests that schools make up to three points gains per year towards a school's CMT targets. Wexler Grant will have similar expectations for its teachers and the school. Using our district's assessments and the pre- and post- DCMTs as measures of learning, teachers will be expected to make gains towards the SPIs. Quarterly, teachers will use common formative assessment to analyze student growth. Are students growing? If not, what adult actions and/or scientific-based research strategies can be used to teach the desired focuses/foci? What actionable data is being used to analyze progress? Through item analysis of content specific MINI assessments, teachers and the school's leadership team members will engage in conversations during grade level meetings and pre- and post- observation meetings to determine if students are acquiring the necessary skills to make satisfactory progress (proficiency or above) on the 2013 CMT. Acceptable progress is assessed when students move at least a performance level on the vertical score scale.

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?

- The Wexler Grant Leadership Team will use a calibrated evaluation rubric to progress monitor students' strengths and areas of concern documented in the DRA2.
- The Leadership Team in collaboration with grade level teams will review student portfolios (*student portfolios are developed and used to showcase academic growth*) and lesson plans to document evidence of student engagement in focus areas.
- The Leadership Team worked hard to ensure that all staff was hired prior to the start of the school year. The leadership team in collaboration with teachers and

⁵ 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.

district leadership identified potential candidates in June. These individual were interviewed and some were observed teaching during summer programming.

- The District PEVAL, Principal Evaluation System, will be used to assess leadership capacity and to provide coaching support to school leaders. PEVAL includes goal setting, mid-year and end of year conferences. Student growth is included in the principal's final ratings.
- The Leadership Development Office provides professional development to leaders. This includes Student Engagement PD and Instructional Rounds PD.
- Directors Meetings are organized to provide Administrators choice of workshops/modules based on their growth needs in order to provide differentiated Professional Development for school leaders.
- Frequent and consistent coaching by the Director of Instruction is available.

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

The TEVAL, Teacher Evaluation and Development System, is used to assess and provide support to teachers, using student performance data to evaluate teacher effectiveness. Teacher effectiveness is supported through individual growth plans, which include student growth goals, walk-throughs protocols, and regular observations. In addition literacy coaches, monthly Curriculum and Instruction meetings, monthly on-site literacy PD, and other embedded Professional Development by coaches are provided regularly. Differentiated PD meetings are provided monthly for staff.

At the school level, specific PD will be designed to support teachers to better identify prerequisite skills for mastering elements of the DRA2. Teachers will be taught to use samples of student work to identify areas of strengths and concerns to create a focus for tiered instruction. Wexler Grant will dedicate an hour per week to collaborative horizontal and vertical lesson planning.

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?

Schools are required to provide collaboration time for data teams at each grade level on a weekly basis with administrator oversight. Data Days (3-early release days) are built into the school and district schedule to allow teachers extended amounts of time to analyze data and create individualized intervention plans to inform their instruction. Wexler Grant has an additional hour each week for Professional Development for all staff members. Afterschool programs include Extended Day Academy (academic), Extended School Hours until 5:30, and the BOOST program (wrap-around services).

Wexler Grant has restructured vertical and horizontal team meetings to maximize opportunities for collaboration, as well as to review student portfolios.

In addition, our intervention period is being restructured (time frame, teachers, materials and progress monitoring mechanism) to effectively provide students with research-based tiered instruction.

Wexler Grant will provide academic support extending past the normal school day through programming made possible through BOOST and district funding. Program leaders/instructors will be required to submit weekly lesson plans and/or focus sheets to the administration. The administration will conduct walk-throughs, review assessments and analyze parent and student survey results to determine the effectiveness of the programming. During pre- and post- observation meetings, strengths and areas of development will be discussed. Scientific research-based strategies will be shared with instructors in an effort to increase student achievement.

- d. That a strong instructional program is in place, one which is based on student needs and ensures that the instructional program is research-based, rigorous, and aligned with Common Core State Standards?

The District's curricula have been aligned to the Common Core Standards. Roll-out of Common Core for 2011-12 commenced with K-2. All subject areas have been revised with new assessments being developed to ensure alignment. The district has developed and implemented a research-based SRBI model. K-2 Literacy has been revised, aligned with the Common Core and implemented in 2011-12. Literacy aligned with the Common Core will be implemented in 2012-2013. A new Math curriculum, aligned with the Common Core, was implemented in K-2 in 2011-2012. The new aligned Math curriculum will be implemented in grades 3 and 6 in 2012-13, grades 4 and 7 in 2013-2014, and grades 5-8 in 2014-2015.

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

NHPS has implemented required Data Days (3 half days provided) for staff to analyze student data and create individual intervention plans for students. Building Level Data Teams are a required structure for analyzing school-wide data. Grade Level Data Teams are required for teachers to analyze and develop student intervention plans. Staff meetings are used for professional development. These are monitored and their effectiveness assessed. Quarterly district assessments are provided and serve as benchmarks for student performance in ELA, Math, Science, S.S. and foreign language for grades 6-8. A data system for grades 7-8 has been created to provide easy access to student data. This is updated after every quarterly exam. DRA assessment is given three times a year to assess student growth and the DRP is given in September and December to monitor and accelerate student growth.

- 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?

School climate surveys are done on a yearly basis with feedback results from students, parents, and staff. Data is used to assess school climate and create improved satisfaction among stakeholders. Wexler Grant utilizes components of Responsive Classroom as well as PBIS, SBHC, and is a BOOST school.

A school-based behavior matrix has been developed and will be utilized to ensure consistency with consequences and behavioral expectations.

Teachers are required to do lunch duty to establish relationships.

Wexler Grant currently will have a full-time behavioral interventionist. Through a collaborative approach with the school social worker, school psychologist, and teachers, the interventionist will work with identified students on social and emotional issues.

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

School Climate Surveys are given each year with improved participation rates being observed each year. Wexler Grant has an SPMT that works with the leadership. A PTO exists at the school level as well as at the district level with a Citywide PTO. The district has a Director for Wraparound Services and Parent to assist in efforts to engage parent, families, and the community. A Parent University is being developed for implementation in the fall. In addition, all schools have Parent Link, a school website, and newsletters are used to communicate on a regular basis, and Power School is being launched this year, which will enable parents to monitor their children's performance regularly.

Funding

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

Alliance Funding of \$113,000 will be allocated directly to the five Focus Schools for supplies and technology. The five Focus Schools will also EACH receive one new intervention tutor, one new Teacher-Leader, an audit and ongoing planning sessions, all paid from Alliance Funding. The total will be approximately \$120,000 per Focus School.

The school will also benefit from funds (such as those for Boost!, PowerSchool, and other reforms) which are allocated at the district level but support the initiatives described here.

- 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)?

As noted above, the initiatives described in this application are funded by an array of federal, state, local and private sources. Specific interventions in this school are extensions of those initiatives and rely on a combination of funds available to the district.

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.

Until a final list is determined by CSDE, NHPS will assess which low-performing schools will receive interventions over the coming year. Assessment will be based on the capacity and performance of schools using the key metrics of the School Change Initiative. NHPS will provide interventions to low-performing schools in sufficient numbers to meet the Alliance District criteria.

Data Examination

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

NHPS will continue to supply significant performance analytics to leaders of its low-performing schools. These will include student on track for graduation, high school credits, truancy and other disciplinary measures, CMT and CAPT results, and other measures of academic progress. In particular, the district will work with schools on equity issues that often challenge low-performing schools, such as late registrations, transience, special education and ELL students. The district will also organize its lowest-performing schools into a cohort so leaders can interact and collaborate on data interpretation and development of strategies.

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.)

The district will use three tools:

- Summative data reports on the schools
- Principal evaluations (PEVAL) based on school performance
- Tier 3 Learning Walks (developed from the Cambridge Review)

Samples are attached.

- Which person(s) will be responsible for conducting the needs assessments?

Directors of Instruction for the schools, with support from the central office and school staff.

Goal Setting

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

NHPS will provide data and analytic support, and the Directors of Instruction will review School Improvement Plans with regard to principals' goals in conferences.

Intervention Selection

- What are the criteria you will use to select appropriate interventions for low performing schools?

NHPS will assess current academic performance, each school's climate, the effects of leadership and staff on student outcomes, and other capacity issues relevant to each school.

- How will you ensure that schools select appropriate interventions that are likely to lead to increased student performance?

The district will conduct both summative and formative reviews of SIPs. Directors of Instruction will monitor both the implementation process and results indicators throughout the year. Adjustments will be made to the SIPs and interventions as needed.

Planning for Implementation

- How will you support schools in the development of comprehensive implementation plans?

All SIPs include detailed action steps (required by the template used to produce them), with action indicators and results measures to monitor effectiveness of the implementation.

Monitoring

- How will you monitor schools to ensure that interventions are implemented?

Directors of Instruction have primary responsibility for monitoring implementation, with support from central office staff when needed for particular programs and/or areas of intervention.

- How will you monitor schools to ensure that interventions lead to increases in student achievement?

SIPs include Year 1 indicators of learning and student achievement so the central office and schools can monitor the impact of interventions on student learning.

Timeline

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

September 2012: Final selection of Phase 2 schools; details of planning process sent to Principals
 October 2012: Initial meeting of Phase 2 principals; follow-up meeting to engage key stakeholders
 November 2012: Meeting to present/discuss key data
 December 2012: Principals submit data-based draft redesign plans for their schools
 January-March 2013: District meets with principals and key staff from each school to review draft redesign plans and identify resources needed
 April 2013: Principals submit revised draft redesign plans
 May-June 2013: District approves final redesign plans

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).

STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: Alliance District

THE APPLICANT: New Haven Public Schools HEREBY ASSURES THAT:
 New Haven 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.

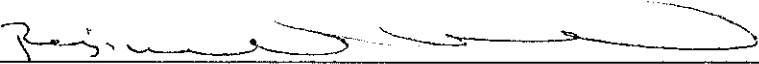
7) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or of the state of Connecticut, 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)* Dr. Reginald Mayo
Title: *(typed)* Superintendent of Schools
Date: 10/16/12

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	Alliance District Funding Commitment (A)	Program Elements to be Funded with Existing Resources	Resources Funding Commitment (B)	
1. Academic Development Focus	Salary for new SRBI Coordinator, and two floating intervention tutors; cost of SRBI Contractor; cost of professional development in Tier 1 Instruction, instructional technology, SRBI	\$272,700	Literacy/Math Coaches, P/T intervention tutors	\$3,130,000	\$3,402,700
2. Wraparound Focus	Cost of professional development in Social-Behavioral Interventions; salaries for Behavioral Interventionists; purchase of Naviance for student plans	\$1,746,068	Salary for Chief of Wraparound Services and Parent Consultant; First Niagara /BOOST programming; Nellie Mae	\$679,188	\$2,425,256
3. Talent Evaluation and Development	Salaries for TEVAL Manager and Talent Development Specialist; cost of professional development on Cognitive Coaching and Mentor Training/Feedback	\$294,198	Salary for Executive Leadership Director, ReVision PD and Validation; cost of development of leadership pipeline, leadership training, and Residency Program	\$1,320,000	\$1,614,198

4. Portfolio of Schools	Salaries for 2 new IT personnel leading PowerSchool implementation; Salaries for new Teacher Leader positions in 5 Focus Schools; cost of new P/T Intervention Tutors; purchase of additional technology and materials/supplies for 5 Focus Schools; cost of audit and planning in Focus Schools	\$760,556	Cost of targeted interventions at Turnaround, Transformation, and Restart Schools	\$3,392,500	\$4,153,056
5.		\$0		\$0	\$0
6.		\$0		\$0	\$0
7.		\$0		\$0	\$0
8.		\$0		\$0	\$0
	Total	\$3,073,522		\$8,521,688	\$11,595,210

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: Academic Development
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Element	Positions	Amount
Personal Services-Salaries	2.00	\$146,020
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$126,680
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$0
Property	0.00	\$0
Other Objects	0.00	\$0
Total	2.00	\$272,700

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	\$146,020	\$146,020	\$146,020	\$146,020
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$126,680	\$126,680	\$126,680	\$126,680
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$272,700	\$272,700	\$272,700	\$272,700

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: Wraparound Focus
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Element	Positions	Amount
Personal Services-Salaries	26.00	\$1,551,068
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$100,000
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$95,000
Supplies	0.00	\$0
Property	0.00	\$0
Other Objects	0.00	\$0
Total	26.00	\$1,746,068

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	\$1,551,068	\$1,551,068	\$1,551,068	\$1,551,068
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$100,000	\$100,000	\$100,000	\$100,000
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$95,000	\$95,000	\$95,000	\$95,000
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$1,746,068	\$1,746,068	\$1,746,068	\$1,746,068

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 Evaluation		
Element	Positions	Amount
Personal Services-Salaries	2.00	\$194,198
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$100,000
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$0
Property	0.00	\$0
Other Objects	0.00	\$0
Total	2.00	\$294,198

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	\$194,198	\$194,198	\$194,198	\$194,198
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$100,000	\$100,000	\$100,000	\$100,000
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$294,198	\$294,198	\$294,198	\$294,198

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: Portfolio of Schools
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Element	Positions	Amount
Personal Services-Salaries	9.50	\$621,556
Personal Services-Benefits	0.00	\$26,000
Purchased Professional Services	0.00	\$0
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$68,000
Property	0.00	\$45,000
Other Objects	0.00	\$0
Total	9.50	\$760,556

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	\$621,556	\$621,556	\$621,556	\$621,556
Personal Services-Benefits	\$26,000	\$26,000	\$26,000	\$26,000
Purchased Professional Services	\$0	\$0	\$0	\$0
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$68,000	\$68,000	\$68,000	\$68,000
Property	\$45,000	\$45,000	\$45,000	\$45,000
Other Objects	\$0	\$0	\$0	\$0
Total	\$760,556	\$760,556	\$760,556	\$760,556

3. Budget for Alliance District Funding for Other Purposes

If the district proposes to allocate any funding for purposes other than initiating or expanding key initiatives, please fill out the table below. Provide a line-by-line budget of these proposed expenditures.

Element	Positions	Amount	Justification
Personal Services-Salaries	14.00	\$768,381	35% of salaries for LMS staff, who will take on new, enhanced roles with instructional technology in middle and high schools. They will be trained to work with hard-to-reach students and serve as experts working with teachers to engage such students through technology.
Personal Services-Benefits	0.00	\$0	
Purchased Professional Services	0.00	\$0	
Purchased Property	0.00	\$0	
Other Purchased Professional Services	0.00	\$0	
Supplies	0.00	\$0	
Property	0.00	\$0	
Other Objects	0.00	\$0	
Total	14.00	\$768,381	

4. Budget for Total Alliance District Funding

District: New Haven Public Schools

Town Code: 093

ED114 DISTRICT SUMMARY BUDGET WORKSHEET

CODE	OBJECT	FUND: <u>11000</u> SPID : <u>17041</u> FY 2012-13 (School Year 2012-13) Program: <u>82164</u> Chart field 1: <u>170002</u>
100	Personal Services/Salaries	\$3,281,223
200	Personal Services/Employee Benefits	\$26,000
400	Purchased Property Services	\$421,680
600	Supplies	\$68,000
700	Property	\$45,000
890	Other Objects	\$0
	TOTALS	\$3,841,903

Addendum to New Haven 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.
- Compliance: The district is responsible for ensuring that its initiatives meet all applicable federal and state regulations, including in the areas of special education, student nutrition, and others.
- The district will work with the CSDE and its partners in an ongoing process of refinement and evolution of Alliance District plans to ensure that all proposed initiatives comport with identified best practices in program design and implementation.

Signed,



Superintendent of Schools