Connecticut State Department of Education (CSDE) Alliance Districts

Year 2 Application Amendment | Spring 2013

Form Number: ED701

C.G.S. § 10-262u

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Year 2 Alliance District Application Amendment
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Please find supplemental application materials on the Connecticut State Department of Education (CSDE) Web site at: http://www.ct.gov/sde/AllianceDistricts**

PART I: ALLIANCE DISTRICT APPLICATION OVERVIEW

1. Alliance District Program Overview

Public Act 12-116 established a new process for identifying 30 Alliance Districts — the districts with the lowest district performance index (DPI) scores statewide — and targeted increased Education Cost Sharing (ECS) funding for these districts. The Alliance District program is designed to help districts raise student performance and close achievement gaps by pursuing bold and innovative reform strategies. Each district's receipt of its designated ECS allocation is conditional upon district submission and the Commissioner of Education's approval of an Alliance District plan in the context of the district's overall strategy to improve academic achievement.

Alliance District plans are locally conceived, evidence-based reform plans that propose detailed initiatives for improving student achievement. The CSDE will review district plans on an annual basis and approve plans that align with the goals of the program. Approval of plans in years two through five will be predicated upon progress towards the described Year 1 performance targets, among other factors. Proposals for the use of Alliance District funding will be considered in the context of the quality of the overall strategy for reform proposed in the plan, as well as the degree of alignment between the proposed use of funds and the overall district strategy.

2. Application Components

The Year 2 Alliance District application amendment is mandatory for all Alliance Districts. Those districts with "Review" and "Turnaround" schools must also submit school improvement plans for the identified schools. Priority School Districts must also submit grant renewal applications. Please read the following requirements carefully:

- **Year 2 Alliance District Plan Amendment:** All Alliance Districts must submit a Year 2 Alliance District plan amendment, completing the application amendment template contained in this document. The Year 2 amendment requires districts to reflect upon Year 1 progress and identify an aligned and coherent set of district-level priorities for the second year of implementation.

- **Review and Turnaround School Plans:** The Elementary and Secondary Education Act (ESEA) waiver identified a subset of Connecticut's schools as needing significant intervention and improvement. Specifically, those schools classified as "Turnaround" or "Review" schools must develop and submit school improvement plans as a part of the Year 2 Alliance District package. Districts must submit plans for all of their Turnaround schools and at least half of their Review schools that will begin implementation in fall 2013. Appendix B provides a list of all of the district's Review and Turnaround schools. Districts must indicate the strategy each school will pursue to dramatically improve student achievement. Districts may: (1) develop a new plan for the school; (2) submit a preexisting school plan that has shown evidence of results; or (3) apply to participate in the TIME Collaborative. Schools may also have the opportunity to apply for the K-3 Literacy Initiative; more information about this initiative is forthcoming. Please find forms for these school-level plans on the CSDE's Web site at: http://www.ct.gov/sde/AllianceDistricts.

- **Priority School District Grant:** Priority Districts must complete a grant renewal application. This should align to and reinforce all other district plans, including the Alliance District plan. Please access the grant application on the CSDE's Web site: http://www.ct.gov/sde/AllianceDistricts.

3. Application Instructions

Review and follow all directions carefully when completing the application. Complete all of the required sections. A draft of the Alliance District Year 2 application amendment **must be postmarked by June 28, 2013, at 5 p.m. (EST)**. The submission of the final draft must include one original and three (3) additional hard copies. Districts must also provide an electronic submission either via e-mail or flash drive. In the event that a district determines that it will not or cannot meet this deadline, the district should notify the Chief Turnaround Officer immediately (see contact information at the bottom of this page).

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

Mailing Address:	**Overnight Mailing and Hand Delivery:**
Connecticut State Department of Education Turnaround Office P.O. Box 2219, Room 249 Hartford, CT 06145-2219 Attention: Debra Kurshan	Connecticut State Department of Education Turnaround Office 165 Capitol Avenue, Room 249 Hartford, CT 06106 Attention: Debra Kurshan

4. Timeline Summary

1. Districts participate in the Year 2 planning site visits facilitated by the CSDE	May 2013
2. CSDE releases the Year 2 Alliance District application	May 23, 2013
3. CSDE hosts a webinar explaining the Year 2 application	May 23, 2013
4. Districts complete a survey indicating proposed Year 2 priority areas	June 7, 2013
5. Districts submit TIME Collaborative applications (optional)	June 14, 2013
6. Districts submit Year 2 Alliance District application amendments	June 28, 2013
7. Districts submit school plans for their Review and Turnaround schools	July 26, 2013
8. Districts submit Priority School District applications	August 16, 2013

5. Questions

Any and all questions regarding the Alliance District program should be directed to:

Debra Kurshan
Chief Turnaround Officer
Connecticut State Department of Education
Telephone: 860-713-6777 | E-mail: Debra.Kurshan@ct.gov

PART II: YEAR 2 ALLIANCE DISTRICT PLAN AMENDMENT

1. District Contact Information

Instructions: Using the space provided below, please identify a main point of contact for the Year 2 Alliance District plan amendment and provide that individual's contact information.

Name of School District:	Naugatuck			
Name of Grant Contact Person:	Christopher Montini			
Phone # of Contact Person:	203 720-5265			
E-mail of Contact Person:	montinic@naugy.net			
Address of Contact Person:	Street Address:	380 Church Street		
	City:	Naugatuck	Zip Code:	06770
Name of Superintendent:	John Tindall-Gibson, Ph.D.			
Signature of Superintendent:			Date:	6-26-13
Name of Board Chair:	David Heller			
Signature of Board Chair:			Date:	6-19-13
Local Board Approval of Plan:[1]	☐ Yes X No			
Date of Plan Presentation to the Local Board:				
Priority School District?	☐ Yes X No			

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[1] Due to the iterative process by which Alliance District plans will be submitted, reviewed and re-submitted, seeking local board of education approval may be most appropriate toward the conclusion of the application process. Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained.

2. District Vision, Mission & Values

Instructions: Please provide the district's vision and mission statements below. Insert the district's core values or guiding beliefs that are to be embodied by all staff, students and members of the district community. This can come directly from your district strategic plan or district Improvement plan.

What is the district's **vision statement**?

Naugatuck Public Schools, in collaboration with the entire community, is building the capacity of our students for future success. The future belongs to our children, and we have the responsibility to provide them with skills for the 21st century, and a relevant, engaging and differentiated process that allows all students to fulfill their passions and awaken their desire to learn, and their ability to problem solve.

What is the district's **mission statement**?

In collaboration with the community, the purpose of Naugatuck Public Schools is to educate individuals in order to meet their academic, emotional and social needs.

What are the district's core **beliefs or values**?

We believe that:
- All members of a successful and diverse Naugatuck community must become engaged stakeholders who collaborate and communicate effectively for the betterment of the students.
- Students must be educated in a positive and safe environment in order to reach their full potential. We also believe the culture must reflect the individuals in it. Members of the learning community will demonstrate respect, safety, responsibility of leadership and challenge/rigor.
- In providing an engaging and challenging curriculum. We will educate with high expectations. We believe in ensuring all students receive the necessary instruction and support in order for them to achieve the skills for success and become effective problem solvers.
- We need to ensure students have equitable use of and access to technology to become active and successful members of a 21st century world.
- Personalized learning ensures learning for all.
- Students learn in different timeframes.
- Assessment is a process for providing feedback that influences learning.
- Errors are inherent in the learning process.
- Effective instructional practices trump barriers to student learning.

Assessment Vision:
- Emphasis is on skills and core concepts to apply and transfer knowledge and information in meaningful ways.
- Assessment is used to inform instructional decisions by using multiple methods, alternate means and to show growth over time.
- Assessments are vertically and horizontally aligned with CCSS and 21st century skills.
- Assessment is linked to instructional beliefs and practices.
- Assessments are used to celebrate successes and overcome obstacles.
- A process is developed to vet the reliability and validity of assessments.
- Students, parents, teachers and administrators and community are knowledgeable about the process and purpose of assessment.

Describe the district's overarching strategy and/or **theory of change** to dramatically improve student achievement district-wide. The theory of change should describe a core set of inputs or strategies leading to several desired outcomes. What major changes or shifts will result in improved student outcomes district-wide?

In effort to build the intellectual capacity of our students to prepare them for college and career readiness, the Naugatuck Public Schools will continue to focus on the following high leverage areas:

- Strengthening the Core Curriculum and Instruction
- Talent Management
- Extended Learning
- Early Childhood Education

We believe that strengthening the core curriculum and instruction through development of CCSS aligned curricula in all subjects K-12, inclusive of common curriculum embedded assessments and performance tasks, and which are vertically aligned will result in increased performance as measured by our DPI over time.

We believe that building the leadership and instructional capacity of our administrators and teachers through implementation of a rigorous, data embedded system of accountability and evaluation will result in improved leadership and teaching practice which will lead to improved student outcomes as measured by the DPI. We believe that explicit, ongoing, and honest feedback and professional development supports are integral aspects of a sound evaluation process.

We believe professional learning that is systematic, authentic, and personalized will increase the fidelity of implementation of improvement plans and build the capacity of adult learners which will lead to increased performance as measured by our DPI.

We believe that providing additional opportunities for learning above and beyond the hours of the regular school day and or year to students in need of remediation will result in improved student outcomes as measured by the DPI. We believe that providing explicit instruction tailored to the individual needs and deficiencies of our students outside of the school hours will improve the DPI and decrease the number of referrals to Special Education and Tier 3 Intervention by 10%.

We believe that district wide systems of data analysis are the foundation of our decision-making and school improvement processes. We believe that the collective improvement in data analysis, coupled with increasing the capacity of the adults to take deliberate action to address the data will lead to improved student achievement outcomes as measured by the DPI and other criteria and goals determined by district, school, and instructional data teams.

We believe that early childhood education experiences pave the way for scholastic success and school readiness. We believe that strong partnerships with early childhood organizations will result in increased opportunities for access to early childhood education and increased engagement of the parents of our pre-school community.

3. District Data Profile

Instructions: Complete the district data profile below by providing student and staff information for the current school year (2012-13), and aggregate performance data from the past four school years (2009-10 to present).

District Overview (2012-13):			
Total Enrollment:	4347	Per Pupil Allocation:[2]	$15,300.52
Total # Schools:	10	Operating Budget:	$58,082,076
# Review Schools:[3]	0	# Turnaround Schools:	0
Student Demographics (2012-13):			
% White:	66.54%	% F/R Lunch:	46.8%
% Black:	11.65%	% IEP:	13.56%
% Hispanic:	16.21%	% ELL:	4.11%
% Other:	5.6%	Attendance Rate:	93.67%
District Personnel (2012-13):			
# Certified School-based Staff:	356	Median Teacher Salary:[4]	$77,743.00
Student/Teacher Ratio:[5]	12.2	# Central Office Administrators:	5
# School Administrators:	13	# Central Office Support Staff:	13

Student Achievement:		2009-10	2010-11	2011-12	2012-13
District Performance Index:		n/a	n/a	57.3	n/a
Math	Gr. 3 CMT at/above Goal:	56.7	51.1	57.4	n/a
	Gr. 5 CMT at/above Goal:	54.2	58.8	63.9	n/a
	Gr. 8 CMT at/above Goal:	62.5	51.2	51	n/a
	Gr. 10 CAPT at/above Goal:	43.8	50.2	50.4	n/a
Reading	Gr. 3 CMT at/above Goal:	45	46.9	52.3	n/a
	Gr. 5 CMT at/above Goal:	46.5	48.4	62.5	n/a
	Gr. 8 CMT at/above Goal:	70.6	63.8	67.1	n/a
	Gr. 10 CAPT at/above Goal:	44	35.6	39.3	n/a
Chronic Absenteeism Rate:[6]		n/a	n/a	12.7%	15.7%
4-Yr Graduation Rate:		87.11%	82.93%	84%	TBD, October 2013
% Pursuing Higher Education:		89%	91%	87%	TBD, October 2013

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[2] Per pupil allocation should include all sources of funds (including local operating, state, federal and private funds).
[3] Review category includes "Review" and "Focus" schools.
[4] Median salary should reflect the median for all certified staff.
[5] Ratio should include all certified staff.
[6] Chronic absenteeism is defined as the percentage of students missing 10 percent or more of school days.

4. District Needs Analysis

Instructions: Using the spaces provided below, identify the district's greatest strengths and areas of need using findings from the CSDE planning site visit and other relevant district information and data. Be sure to include a root cause analysis identifying the factors contributing to current performance levels. Although you are encouraged to consider strengths and growth areas across all four district domains, you may choose to prioritize and are <u>not required</u> to cite strengths and growth areas in each of the four areas.

For the following domains, identify the district's greatest **strengths**.

Academics	- Math curriculum in place for grades K-12 - Universal assessment system K-12, including formative and benchmark assessments in all content areas except science - Principals trained in Kim Marshall's protocols; used to conduct classroom walkthroughs - Positions to support special populations
Human Capital	- Administrator Internship Program to build leadership capacity within the district - Hiring process using Applitrack and an interview committee comprised of staff, parents, and community members - District may transfer higher-performing staff to lower-performing schools - Mentoring and coaching provided to principals needing support - District partnership with ReVision Learning and new committee to develop teacher evaluation rubrics and protocols for a July 2013 launch - PD centered around the District Improvement and Alliance District Plans
Operations	- Budget is relatively stable from year to year - Naugatuck Education Foundation has offered grants for the last two years; teachers and administrators can apply - Capital improvements are supported and funded
Culture and Climate	- School climate survey feedback indicates that parents are very happy with the services in the schools, though not all parents participate in the survey - Schools have climate committees and anti-bullying assemblies - Opportunities for family involvement (e.g., education fair, culture night, math/reading nights, parent-child book clubs) - Expanded website with Power School parent portal

For the following domains, identify the district's most significant **growth areas**.

Academics	• CCSS-aligned curricula for all content areas • District-wide data system • Use of data and student work to determine student needs in the District Data Team and School Data Teams • Need for collaborative planning time for staff
Human Capital	• Strategies geared toward retention of high-performing teachers • Implementation of staff satisfaction surveys or exit interviews
Operations	• Site-based budgeting autonomy • Development of school schedules based on student needs • Comprehensive curricula for extended day program
Culture and Climate	• Wraparound services to meet students' nonacademic needs • Behavior plans for the children who have difficulty adjusting to the school environment • Capacity of classroom teachers to use positive behavior reinforcement and safe school climate to engage students in academic learning

5. District Strategy and Year 1 Reflection

Instructions: Summarize the district's overarching strategy and key initiatives from Year 1 of the Alliance District program. Describe successes and progress made in Year 1. Provide specific data points to support the analysis.

Articulate the **district's key initiatives from Year 1** of the Alliance District program.

The Alliance initiatives for year one included:
Strengthening the Core-Curriculum/Instruction
- Having part-time school counselors at the K-4 level to address positive behavior supports and building the capacity of staff to provide appropriate behavior modifications to allow students to access the curriculum;
- Implementing a core writing program inclusive of grades K and 8 aligned to Common Core
- Membership in the ACES curriculum consortium for Common Core with nineteen districts for development of English language arts and mathematics units of study;
- Collaboration and integration of community early childhood initiatives with Naugatuck Public Schools through Discovery;
- Providing a comprehensive assessment tool for grades K-4 in all elementary schools for literacy – mClass.

Talent Development
- Developing and implementing a leadership strategy through the administrator internship program for aspiring leaders;
- Developing an inclusive teacher and administrator evaluation plan modeled on SEED and personalized for the district that involved all stakeholders in the process through the facilitation of ReVision Learning.

Extended Day
- Developing a comprehensive four week English language arts summer program for students entering grades one, two and three in the next school year;
- Providing busing to the extended day program for mathematics and English language arts in grades five/six and seven/eight.

Briefly describe the district's Year 1 Alliance District **accomplishments** citing specific data, where appropriate.

Having part-time school counselors at the K-4 level to address positive behavior supports and building the capacity of staff to provide appropriate behavior modifications to allow students to access the curriculum:
Each school was able to hire a part-time school counselor that addressed student issues and worked in collaboration with support services to provide a program that met student needs. Classroom teachers worked with counselors to develop positive behavior supports to meet the needs of children in the left side of the SRBI triangle. School counselors were able in many instances to mitigate the instances of bullying and to provide training to improve safe school climates.

Implementing a core writing program inclusive of grades K and 8 aligned to Common Core:
Six Plus One Traits writing was fully implemented in Kindergarten through grade eight. Teachers received

intensive training at the beginning of the program and again throughout the year using the train the trainer model. The author of the program, Ruth Culham, worked with a core group of teachers from all schools to further develop strategies for implementation of the program.

Membership in the ACES curriculum consortium for Common Core with nineteen districts for development of English language arts and mathematics units of study:
Eight teachers (4 in ELA and 4 in math) worked for two full weeks last summer to collaboratively develop curriculum units aligned to Common Core. This group continued their consortium work throughout the school year by grade level configurations to further develop units of instruction. In addition, the teams from Naugatuck worked with school level teams throughout the school year to develop conceptual lesson plans aligned to the units of instruction. Conceptual lessons were aligned to district materials and instructional practices (e.g., reader's workshop). District based work will continue this summer and into the next school year.

Collaboration and integration of community early childhood initiatives with Naugatuck Public Schools through Discovery:
Naugatuck Public Schools initiative with Discovery continued through the year with the application for and approval for a 3 to 3 grant (age 3 to grade 3)to develop English language arts and mathematics work for preschool and for a transition plan to increase student achievement after leaving preschool.

Providing a comprehensive assessment tool for grades K-4 in all elementary schools for literacy – mClass:
All district K-4 schools fully implemented mClass for literacy assessment this year. The ability for having data instantly available upon completion of testing increased the teachers' ability to plan instruction immediately following testing. The ability for teachers to share data with parents at conferences using the iPods significantly increased the dialogue around student achievement. Parents were able to readily see their child's progress over time. In addition, all data provided to teachers and administrators included suggested lessons and strategies to use with students which supported individualized instruction.

Developing and implementing a leadership strategy through the administrator internship program for aspiring leaders:
The district was able to have two administrator interns this year since the program began in February 2013 (the first months were used to develop the procedures and policies for the program). One of the interns successfully applied for and was hired as a district K-4 principal in June. The reflection of the individuals involved was overwhelmingly positive; they had nothing but praise for the program. One wrote, "By allowing teachers who are considering leadership roles to immerse themselves in the actual experience, you affirm their commitment to this dynamic district and allow them a real-time, real-life experience that can only be learned by practice."

Developing an inclusive teacher and administrator evaluation plan modeled on SEED and personalized for the district that involved all stakeholders in the process through the facilitation of ReVision Learning.
The district team developed an evaluation document for both teachers and administrators that were approved by CSDE.

Developing a comprehensive four week English language arts summer program for students entering grades one, two and three in the next school year;
The district reading consultants and administration from January to the present have developed a fully articulated English language arts summer school program for students entering grades one, two, and three. Students will attend a four week program that includes intervention, enrichment, technology and access to

books that would otherwise be not available to them. The goal is to provide a program that fosters a love of reading while increasing their ability to read each day. The culmination of the program will be a student lead conference reflected on their experiences and growth in reading.

Providing busing to the extended day program for mathematics and English language arts in grades five/six and seven/eight.

Busing for students in the extended day program (an 18-week program) allowed more students to attend the afterschool sessions in English language arts and mathematics. Data shows that attendance was sporadic and not sustained as in the beginning towards the end of the program when other extra-curricular activities impacted attendance. The busing was a success when comparing student participation

Explain any key initiatives that the district will **stop or discontinue** and why. Note that districts must consider discontinuing less effective strategies before adding new initiatives.

The district will discontinue and/or modify:

Membership in the ACES curriculum consortium for Common Core with nineteen districts for development of English language arts and mathematics units of study. **The concept of collaboration is a worthwhile effort on the part of the member districts. However, the resources and approaches to unit design varied greatly among the districts which resulted in additional work needing to be completed at the district level. Naugatuck staff felt that the initial involvement in the consortium was an excellent catalyst to starting the process but at this point we need to concentrate on the work that is most beneficial to our students and that is doing the work in-district and with the support of external consultants as appropriate.**

A couple of initiatives will be scaled back from the level of 2012-2013 and these include:

- Implementing a core writing program inclusive of grades K and 8 aligned to Common Core
  Year two will focus on providing ongoing professional development for implementation of Six Plus One Traits Writing.

- Developing an inclusive teacher and administrator evaluation plan modeled on SEED and personalized for the district that involved all stakeholders in the process through the facilitation of ReVision Learning. **Providing support to evaluators and evaluates will be the primary focus for year two and beyond. Also included in year two will be revisions, if needed.**

6. Year 2 Priorities

Instructions: District improvement requires a targeted investment aligned to the district's most pressing needs. Please reflect upon district data, the CSDE planning site visit, Year 1 progress, and the needs analysis to identify three to four priority areas for the Year 2 Alliance District plan.

The CSDE has identified three focus areas the second year of the Alliance District program: (1) the transition to Common Core State Standards and new assessments; (2) educator evaluation and support (for both teachers and administrators); and (3) interventions in low-performing schools. Your application must explain how these three areas will be addressed, either through the Alliance District spending plan or via separate district initiatives. Below, identify three to four district-specific priority areas for Year 2 and indicate whether they are new or continued initiatives from Year 1. Then, explain how these priorities align to and reinforce the district's broader strategic plan and/or vision.

Priority #1	Strengthening the Core Curriculum, Instruction, and Assessment through development of K-12 curricula and assessments aligned to the Common Core State Standards remains a priority for the N.P.S. Development and implementation of a CCSS aligned K-12 curricula will better prepare our students with the knowledge and skills necessary to be college and career ready; Providing students with more rigorous set of standards will increase independence and self-efficacy. Ensuring ongoing vertical alignment, fidelity of implementation, and continuous revision are district commitments as well. This priority is fully aligned to the goals for curriculum, instruction and assessment, articulated in the Naugatuck Public Schools Strategic Plan. **Goal 1:** Develop a plan for continuous review, revision and implementation of all curriculum areas. **Goal 2:** Implement a culturally responsive K-12 curriculum aligned to Common Core Standards, 21st century skills, and ISTE standards. **Goal 3:** All students will be successful learners by increasing independence and self-efficacy.	**X** Continued from Year 1 ☐ New priority

Priority #2	Talent Management: Building the leadership and instructional capacity of administrators and teachers remains a priority. Implementing rigorous, student outcome embedded administrator and teacher evaluation and support plans will lead to improved practice and improved student outcomes. Supporting the implementation of the evaluation plans is vital to successful implementation. Equally important is job-embedded professional development that is systematic, ongoing, relevant, and tailored to the individual needs as determined through the evaluation process. This priority is fully aligned the Naugatuck Public School's Vision. In order to fully realize the quotation from our vision statement, "building the capacity of our students for future success", we must ensure that all students have access to effective and high performing teachers and administrators. Building the capacity of our leaders and teachers is essential.	**X** Continued from Year 1 ☐ New priority
Priority #3	Extended Learning opportunities for students in need of remediation or extra support remain a priority. As district data indicates, a significant percentage of students do not reach goal on district and state testing. In order to close the achievement gap and equip students with the knowledge and skills they lack, opportunities for extended learning will be sustained and expanded. The current afterschool services provided to students in grades K-8 will expanded to include students in grades 9 and 10. Bussing will be provided at the high school level to insure consistency of remediation and increased access to a greater number of students and families. The summer school program for students entering grades one, two, and three will be sustained for an additional year. The summer school program will be evaluated in the fall of 2013 and again in the fall of 2014 at which point continuation of program services will be considered and determined. Extended learning remains a priority consistent with the Naugatuck Public School Strategic Plan and central to our core beliefs. Through the district implementation of our SRBI program, Naugatuck provides differentiation to students throughout our Tier 1 program, and individualized instruction through our Tier 2 and Tier 3 program. Through this model, significant numbers of students receive additional instruction in math and language arts. Extended learning opportunities reinforce the district's efforts to close the skill gap in math and literacy through additional instruction.	**X** Continued from Year 1 ☐ New priority

Priority #4 (optional)	Continue collaboration with the Naugatuck Discovery in an effort to increase alignment between pre-school and kindergarten grade 3 curricula as well as increase teacher effectiveness for all pre-school and kindergarten teachers and promote literacy within student homes while bolstering the home-school connection. Naugatuck Discovery is a non-profit existing to promote healthy, safe, and successful learners. In addition to focusing on the Five Year Strategies and Implementation Steps articulated in the Alliance Grant Year 1, the collaboration will focus closing the Preparation Gap through increased opportunities for low fee, high-quality preschool programs for three and four year old children beginning in the 2014-2015 school year.	**X** Continued from Year 1 ☐ New priority

Briefly describe how the priorities listed above **support the district's theory of change** and strategic direction.

The NPS Theory of Change focuses on building the capacity of the adults through the collective focus on adult action and teacher and administrator capacity building. Through our focus on great teaching and leadership, we believe that we can build the intellectual capacity of our students to prepare them for college and career readiness.

The aforementioned priorities support NPS's theory of change and strategic direction as they aim to ensure that **all students** in the Naugatuck Public Schools have access to a highly effective teacher and principal; are engaged in curricula that are rigorous, meaningful, and aligned to the CCSS; are provided opportunities for explicit instruction and remediation outside of the hours of school if needed.

Focusing on deliberate adult action grounded in data and building teacher and leader capacity is how the Naugatuck Public Schools believes it will meet the needs of our school community and prepare our students to be successful in the 21st century.

If not explicitly identified as priority areas, explain how the district will address the CSDE's three focus areas for Year 2 of the Alliance District program. Briefly describe the district's strategy and level of preparedness to (1) transition to **Common Core State Standards** and new assessments, and (2) fully implement **educator evaluation and support** systems. You will be asked to describe your district's strategy to intervene in its lowest-performing schools in Section #7.

Instructions: For each of the priority areas identified in Section #6, identify a core set of strategies that will lead to results and successful implementation. Identify any expected outcome(s) and metrics to track the progress and fidelity with which that strategy is executed. Also indicate when the district will implement that strategy during Year 2 of the Alliance District program (summer 2013, fall 2013, winter 2014, spring 2014 and/or summer 2014). The information provided will serve as the foundation for the Year 2 CSDE support and monitoring.

Priority #1: Insert the Year 2 priority below.
Strengthening the Core Curriculum, Instruction, and Assessment through development and implementation of CCSS-aligned curricula K-12
Summary: Briefly describe the district's comprehensive approach to implement this priority.
The Naugatuck Public Schools will continue to develop and implement CCSS-aligned curricula in all content areas K-12. The math curriculum that has been developed through participation in the ACES Consortium with significant additional work taking place within the district throughout the 2012-2013 school year, will be fully implemented in 2013-2014 school year. Resources, support, and professional development will be procured through ACES PDSI and Sadler Consulting to support and evaluate the success of the initial implementation. Continued revision to the curriculum embedded performance tasks will take place as more information in regards to SBAC is gained and as the District Curriculum and Common Core Committees analyze the vertical alignment of the curriculum and assessments.

The priority for curriculum development during the 2013-2014 school year will be English language arts. Two (2) CCSS-aligned units for each grade level were developed through participation in the ACES consortium with significant additional work taking place within the district throughout the 2012-2013 school year.

Curriculum Director 1 FTE-$127,290
CCSS Curricula Materials (Complex Text for ELA)-$140,000 AND AN ADDITIONAL $7,837.23 FROM CARRY OVER FUNDS
The Naugatuck Public Schools currently lacks a Curriculum Director or any subject specific coordinators or supervisors. Given the scope, urgency, and importance of comprehensive, rigorous, and Common Core aligned curricula it is imperative that Naugatuck Public Schools procure a Director of Curriculum. The Director would maintain an unwavering focus on curriculum development, support, and evaluation. Alliance funds will be allocated to fund the salary of the Curriculum Director while N.P.S. will fund the benefits. The primary responsibilities of the Curriculum Director will be to develop vertically and CCSS aligned curricula in all content areas K-12 including curriculum embedded common assessments and performance tasks; collaborate to support implementation of curricula through ongoing professional development and supports; collaborate to procure the necessary materials and resources essential to support implementation; collaborate as a member of the District Curriculum Committee in the ongoing process of curriculum revision. The priority for the 2013-2014 school year will be to fully develop the English language arts curriculum. The Curriculum Director will work with teachers, administrators, and consultant teams to evaluate the quality and alignment of the units created through the Consortium and finish language arts curriculum development for full implementation in the 2014-2015 school year. The Curriculum Director will collaborate with district personnel to assess CCSS quality and alignment using the Tri-State Quality Review Rubric. Additional resources and professional development and consultation will be procured to assist in the development and implementation of the English language arts curricula, including a significant appropriation of money to purchase reading materials that are

aligned with the text complexity levels articulated in the appendices of the Common Core State Standards.

NPS will establish the following practices In order to monitor the fidelity of implementation of the CCSS-aligned curricula.

Before, During, and After Cycle of Support for Curricula Implementation

Before
Prior to each new unit of instruction developed in math and language arts, reading or math consultants will provide teachers with professional development to prepare teachers for the "launch". The PD will review and familiarize teachers with the units, specifically, the skills and CCSS embedded in the unit and tasks, the assessments, the materials required to implement the unit, and the pacing recommendations. Department heads will follow the same approach at the middle and high school level.

During
All teachers in the NPS are provided opportunities to meet in data teams at least twice monthly. During this time, teachers will examine student work related to the CCSS Units of Instruction and discuss and reflect on unit implementation. Principals, department heads, and reading and math consultants attend the data team meetings on a consistent basis and will be available to answer questions and engage in the ongoing discussions in regards to implementation and analysis of student work. The aforementioned staff members were also on the curricula writing teams and are therefore our site based experts on the units. Questions and reflections in regards to the units will be recorded in the data team minutes. Grade level and content area data team minutes will be reviewed by the school level data team for monitoring purposes and all questions and reflections will be collated and published on the school's website so that all teacher's can access the information. Principals, who serve on both the school level and district level data teams, will report out at the district level data team throughout the year. Each teacher will be encouraged to observe and provide feedback to at least one of their grade level partners in regards to a CCSS-aligned lesson. When teachers have concluded teaching the unit, administrators and consultants will facilitate a conversation in regards to the unit implementation during a one hour faculty or grade level meeting.

During the 2012-2013 school year, professional development opportunities focused on preparing for the shift to CCSS. Professional development was heavily focused on curriculum changes in Math and English Language Arts, student engagement, and persistence. All ELA teachers received professional development on text complexity, increasing rigor, balancing informational text opportunities, close reading, and text dependent questioning. Professional development in each of these areas will continue to be provided to teachers to support implementation of the new curriculum and the change in teacher practices associated therewith. Additional PD topics will include academic vocabulary and evidence based supports in writing for narrative, informational, and argumentative writing. Professional development will continue to be provided to support implementation CCSS Math Curricula as well. The 6 Shifts in Mathematics will continue to be a theme of the PD offerings with instructional rigor and conceptual understanding at the forefront.

After

In addition to the inter-school meetings, teachers will have at least two opportunities throughout the year for district grade level meetings. During these meetings principals and consultants will share the information, questions, and reflections that have been collected and provide opportunities for feedback.

Sadler Consulting-20 Days of Coaching and Support-$20,000
ACES PDSI-20 Days of Coaching and Support-$16,000
During the implementation of the curricula, principals, and reading and math consultants will provide in class coaching to support CCSS implementation. Coaches and effective teachers will model lessons for individual and groups of teachers where effective practice can be viewed in a classroom laboratory-like setting. Coaches and teachers will also observe their peers and provide feedback in regards to both their practice and CCSS implementation. It is expected that 50% of teachers participate in at least one coaching and peer feedback session. A more formal process of Peer Coaching will be developed in the 2014-2015 school year. We will continue to partner with Sadler Consulting to support implementation of our K-6 language arts curricula implementation. Sadler Consulting will support both the curriculum development process and the implementation process through in class coaching. We will partner with ACES PDSI to support the implementation and professional development of our math curriculum.

Frequent class visitation from evaluators as prescribed in the NPS evaluation plan and monthly instructional rounds will also be a means to collect data and ensure fidelity of implementation. This information will be used with the data collection described in Priority #2 to provide targeted professional development to teachers.

NPS understands that stakeholder involvement and support are critical elements to supporting the implementation of CCSS. As such, NPS will continue to engage with the school and local community to share our vision and work in regards to the CCSS. Through ongoing communication and a shared understanding of the importance of the work, we are confident that we will garner buy-in and support from both internal and external stakeholders. NPS will communicate with external stakeholders, including parents, local officials, and businesses through newsletters, presentations, and meetings.

Each of our 9 schools will present to parents through their PTA a brief presentation on the CCSS. The presentations will include parent friendly videos, some of which can be found on the CSDE website, and opportunities for questions and answers. Last year, NPS used the newsletter published by the National Parent Teacher Organization to provide information to parents in regards to the CCSS. NPS will continue to use the publications, as they are written specifically for parents. NPS will also use the parent letters currently being finalized by the CSDE to communicate to parents in regards to the transition to CCSS. The newsletters will also be sent to local government officials (Tri-Boards) and the Naugatuck Chamber of Commerce. Presentations in regards to the transition will be made to both of these organizations as well. The Assistant Superintendent of Schools will contact each group in September to schedule the presentations.

Upon signing the Memorandum of Collaboration with the CSDE in March of 2013, NPS identified both a District Common Core Team and Common Core Coaches. Both of these structures are comprised of administrators, reading consultants, and teachers with the majority being

teachers. The teams also include representation from the local teacher's union.   The CCSS Teams will serve as the catalyst and internal support for the implementation and transition towards completely aligned CCSS curricula, instruction, and assessment. The CCSS Teams include at least one representative from each of our 9 schools to strengthen implementation efforts. In order to promote alignment throughout our organization, other structures and systems including the District Data Team, District Curriculum Committee, Evaluation and Support Committee, and SRBI Committee include at least one member of the Common Core Team. Common Core Implementation will be a running agenda item for each committee. The teams will be enrolled and trained in the CSDE CCSS trainings in the fall of 2013. The Common Core Team and Coaches will in turn provide both coaching and training on the CCSS topics in which they participate with the CSDE. The CCSS Team and Coaches will collaborate with administrators to prioritize CCSS professional development offerings in conjunction with the educator survey and self-reflection and goal setting data in September. A minimum of four (4) one and a half (1.5) hour professional development sessions will be provided to all certified staff with intermittent coaching-in opportunities provided as well.

A function of the District Common Core Team will also be to collaborate with other district level teams to identify grade levels and subject areas that are implementing CCSS well and those which need additional support. The District CCSS Team will apply the NAESP Common Core Implementation Checklist to evaluate, monitor, and plan for continued implementation. The District CCSS Team will meet the 3rd Thursday of every month September through June for a total of 10 meetings.

NWEA Common Core MAP-$73,000
Currently, there is a lack of formative student performance data within the Naugatuck Public Schools. In order to address this need, Naugatuck Public schools will use Alliance funding to purchase and implement Northwest Evaluation Association Assessment System (NWEA). NWEA Common Core MAP, Measure of Academic Progress, is a common core-aligned computer adaptive formative assessment system that uses the normative results of millions of participants to provide highly specific information in regards to the learning of individual students. NWEA MAP is a comprehensive assessment system consisting of interim, benchmark, and summative assessments aligned to the CCSS.   The assessments are grade independent and provide individual growth data based on the normative results of millions of students tracked over time. All students in grade K-8 will take the NWEA Common Core MAP Assessments for math and literacy in September, January, and May. Students in grades 9-11 will take also take the NWEA Common Core MAP Assessments in subject specific literacy and math courses such as geometry and algebra. Data from the September administration will be used to set individual student goals for growth.   The goal setting process ties in nicely with our Student Success Plans in grades 6 through 12 and our Language Arts Portfolio in grades K-6. Because this is the first year of implementation, goal setting for students will target one year's growth from September to May as determined by individual students RIT, the assessment's specific unit of measurement. Data from the interim assessments will be analyzed through the existing data team structures to identify strengths and areas in need of support. Classroom teachers will differentiate instruction and target skill gaps identified from the assessment results. In January, analysis of assessment results will help teachers and students gauge progress towards and make adjustments of the goals set in September. After the May administration, pre and post data will be analyzed to determine the percentage of students who achieved the goal of at least one year's growth, determine the gap analysis of the assessed skills and the NPS curricula, and predict results of the state test. The District Curriculum and Common Core Team will analyze NWEA assessment results as a means to support efforts to implement with fidelity CCSS curricula by cross-referencing the skill gaps identified by the MAP.   The assessment data in year 1 will be collected and used to establish a

baseline for subsequent years. It is expected that the NWEA MAPs will be used in the creation of SLOs as part of the NPS Educator Evaluation Plan during the 2014-2015 school after all staff have been trained and implemented the program for one year. As an online computer adaptive test, NWEA MAP will also build the capacity of our students to take online assessments in preparation for SBAC.

 NWEA, as part of the implementation process, will provide several train-the-trainers professional development sessions related to formative assessment. Keeping Learning on Track (KLT) will improve the formative assessment practice within the N.P.S. through its innovative program built on research from Dylan William, a leading researcher in formative assessment. Through KLT, teachers and students gather evidence of learning and adapt classroom behavior to meet immediate learning needs to accelerate student growth.

A two-year professional development program that builds teacher experts in formative assessment practice and creates communities of practice.

- Phase 1: Training Teacher Leaders: Three one-day workshops build expertise in a core set of leaders. This train-the –trainers model will train three different groups of 40 teachers and administrators who will in turn train the rest of the staff the subsequent year. The 120 staff trained initially represents roughly 32% of the 372 certified staff. The training will take place in October, January, and March. The trainers will include all building principals and representation from reading consultants, Common Core District Team Members, and each of the 10 schools.
- Phase 2: Building Local Capacity: Teacher experts bring the practice to their schools and develop ongoing Teacher Learning Communities (TLC) to deepen the practice.

The KLT Program helps improve teaching practice by providing professional development in Five Key Strategies: Sharing Learning Expectations, Questioning, Feedback that moves learners forward, Activating Self, Activating Peers.

ACES PDSI-$30,000—37.5 days at $800/day
The Data Driven Decision Making Model has been implemented within the NPS for several years. Recent administrator turnover, administrator feedback, and information gleaned from the Alliance Site Visit indicate a need to revisit and redefine our data teams.   The necessity to include more often student work as the foundation of data team work is a priority as is moving towards a Professional Learning Community Model. NPS will partner with ACES PDSI and Revision Learning to secure Data Facilitator and training for each of the 10 schools as well as the district data team. Training and exploration for the PLC model will take place throughout the 2013-2014 school year in preparation for implementation in 2014-2015.

School Counselors 3 FTE-$150,000
Continue to fund the elementary school counselor positions for reasons articulated in the Alliance Grant Year 1; Alliance funds will be used to increase by .5 FTE an elementary counselor at Maple Hill Elementary School, the district's largest elementary school. Maple Hill Elementary School's Suspension Rate is the highest within district. Currently the ratio of counselors to students averages .5 to 275 in three of the district's elementary schools and .5 to 500 at Maple Hill.   The increase .5 FTE in school counselor is necessary to address the increased social and emotional needs of our students. This will result in a decreased suspension rate.

Scholastic 6 Traits+1 Writing Professional Development-$6000

Continue to implement and support through professional development the 6 Plus 1 Traits Writing Program. Alliance funds will be used to contract with Scholastic to provide several professional development sessions related to the use of the Traits program to meet the demands of the Common Core Writing Standards. As part of the curriculum development process, create authentic writing tasks for universal assessment in K-8.

MClass Yearly Subscription-$44,352   MClass Professional Development-$5400

Continue to use Alliance funds for MClass from Wireless Generation for all elementary schools K-4 for reasons articulated in the Alliance Grant Year 1 including to increase and sustain the reliability and validity of reading assessments K-4.   Provide professional development to support implementation.

Aimsweb Yearly Subscription for all students-$20,100

Continue to use Alliance funds for Aimsweb ProSocial and Behavior Screener. Information from the screener is used as part of the process of identification for students in need of tiered intervention in behavior.

Data Warehousing Projected Cost-$88,000

Naugatuck Public Schools is currently in the process of an assessment audit with CREC. In addition to analyzing the data that NPS collects through our district assessments to determine redundancy, gaps, and predictive value of information, CREC will provide NPS with a Data Management System Evaluation. The results of the audit, which are anticipated in August of 2013, will be used to impact the district assessment calendar and for exploration of a comprehensive data management system for the 2014-2015 school year.

Fountas and Pinnell LLI-$140,000

NPS seeks to increase our capacity to meet the needs of struggling readers through procurement of The *Fountas & Pinnell Leveled Literacy Intervention System* (LLI) for all elementary schools. The program will strengthen the district's SRBI and extended learning programs.

LLI is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, *LLI* supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of *LLI* is to bring students to grade level achievement in reading.

Each Level of *LLI* provides:
- Combination of reading, writing, and phonics/word study.
- Emphasis on teaching for comprehending strategies.
- Explicit attention to genre and to the features of nonfiction and fiction texts.
- Special attention to disciplinary reading, literature inquiry, and writing about reading.

- Specific work on sounds, letters, and words in activities designed to help students notice the details of written language and learn how words "work."
- Close reading to deepen and expand comprehension.
- Explicit teaching of effective and efficient strategies for expanding vocabulary.
- Explicit teaching for fluent and phrased reading.
- Use of writing about reading for the purpose of communicating and learning how to express ideas for a particular purpose and audience using a variety of writing strategies.
- Built-in level-by-level descriptions and competencies from *The Continuum of Literacy Learning, PreK-8* (2011) to monitor student progress and guide teaching.
- Communication tools for informing parents about what children are learning and how they can support them at home.
- Technology support for assessment, record keeping, lesson instruction, and home and classroom connections.
- Detailed analysis of the characteristics of text difficulty for each book.

Substitute Teachers-$27,000
3 groups of 40 teachers will be provided 3 full days of training from NWEA. This equates to a total number of 360 days of professional development days that require substitute teacher coverage. The current substitute rate is $75 per day for a total of $27,000.

The Effective Literacy Coach Training $73,750* CARRY OVER FUNDS

Building the capacity of our teachers is central to our improvement efforts. As such, we believe that providing teachers with relevant, specific, and timely feedback in regards to their instructional practice will lead to improved instruction and improved student outcomes. NPS will procure the services of Leslie University for training titled, "The Effective Literacy Coach". A total of 25 reading consultants and effective teachers within the NPS will participate in the 9 day training. The training will build the capacity of literacy coaches will in turn translate to improved instruction at the classroom level. As a result of the training literacy coaches will know and understand how to:

Create an effective school-based literacy team
Organize for quality coaching and professional development sessions including study groups and book clubs
Help teachers:
see the relationship between literacy theory and real-world practices
use professional resources to become independent practitioners who reflect on their practice
who are finding change difficult
use data to inform decision making while teaching
carefully observe what is actually happening during teaching
assume leadership roles in school
Organize for effective coaching – setting up coaching notebooks and monitoring teacher development

Set up the elements of effective coaching sessions: pre-conference, classroom visit, post-conference/coaching session
Make coaching generative to support teacher independence
Use language that opens conversation and promotes the analysis of teaching and its effects on learning
Use observational tools to sharpen the analysis of the teaching of reading, writing, and word study/phonics
Select particular kinds of coaching to meet the needs of specific teachers intervention, collegial and cluster, as well as individual sessions
Link coaching sessions to professional development to get a shift in teaching
Evaluate your effectiveness as a literacy coach

Outcome Metric: What is the desired result of the implementation of Priority #1?

Overall student achievement as measured by state assessments (CMT, CAPT or SBAC) will increase. The district DPI will increase by 4 points in each of the next four years. The overall school SPI's will increase by a range of 3-4 points each year for four years. All students in grades K-8 will demonstrate at least one year's growth in reading as demonstrated by the fall and spring RTI measure on the NWEA MAP assessment.

Aligned Strategies: Identify a core set of strategies to implement this district priority.	**Progress Metrics:** Identify a progress indicator for each strategy.	**Timeline:**				
		Su `13	F `13	W `14	Sp `14	Su `14
Development of CCSS-aligned curricula in language arts.	• Successful development of 2 units in grades K-8 by January; reviewed by the Curriculum and Common Team using the Tri-State Rubric to ensure alignment. • Successful development of an additional 2 language arts units grades K-8 by June; reviewed by the Curriculum and Common Team using the Tri-State Rubric to ensure alignment.		X	X	X	X
Provide teachers with the materials and appropriately complex texts necessary to implement with fidelity the newly created language arts units.	• Teacher level of satisfaction with texts and materials provided. (Survey) • # of texts per classroom by fiction, non-fiction, and level			X	X	X
Provide PD to train all English Language Arts Teachers on the newly developed Common Core-aligned units prior to implementation of each unit.	• Participation in trainings • Teacher understanding, comfort, and level of satisfaction with the "launch" training. (survey)		X	X	X	

Conduct informal and formal classroom walk through and visitations to ensure fidelity of curriculum implementation.	• Number of classroom walk through and formal mini-observations by school by trimester • Identified PD or areas in need of support related to CCSS implementation.		X	X	X	
Provide fall, winter, and spring professional development sessions to support common core implementation based on teacher survey and administrator walk through data related to the CCSS Shifts (academic vocabulary, close reading, text complexity, rigor, engagement, conceptual understanding)	• Participation in professional development sessions by trimester disaggregated by school and topic • Teacher implementation of CCSS shifts and curriculum (classroom walk through)		X	X	X	
Support implementation of CCSS Units and "shifts" through in-class coaching from school reading consultants, Common Core Coaches, external consultants, and peer coaching.	• Participation in coaching sessions by trimester disaggregated by school, topic, and coach • Teacher understanding, comfort, and level of satisfaction with the coaching sessions. (survey)		X	X	X	

Gain stakeholder support for CCSS implementation and transition through improved communication and understanding	• Communication Log / Portfolio to contain:
	  • # and date of parent presentations by school and district
	  • # and dates of presentations to external stakeholders
	  • # of newsletters and informational communications distributed
			X	X	X	

Administer the NWEA MAP benchmark assessments in math and literacy to all students in grades K-11 in October, January, and May.	• Number of students who took the assessment each trimester by subject by school. • Number of students who achieve growth from fall to spring of at least 1 year's growth as measured by the MAP by school.		X	X	X	
Establish a train-the-trainers model by identifying and training a group of teachers and administrators to train the district staff using	• Teacher and administrator participation in the trainings • Teacher understanding, comfort, and level of		X			

NWEA's KTL model on how to use formative assessment effectively.	satisfaction with the formative assessment training. (survey) • Teacher use of formative information and differentiation techniques in the classroom through data collected from classroom walkthroughs and formal mini-observations.					
Strengthen the district SRBI and extended learning programs by implementing the Fountas and Pinnell Leveled Literacy Intervention System.	• Student (who participate) growth from fall to spring as measured by the LLI, TRC, DRP, and Aimsweb.			X	X	X
Provide extensive professional development and training on best practices and effective literacy coaching through Leslie University's Effective Literacy Coaching Program.	• Teacher and administrator participation in the training • Coaches' understanding, comfort, and level of satisfaction with the coaching training. (written reflection and interviews of attendees) • Coaches' use of effective techniques during coaching sessions through data collected from classroom walkthroughs and formal mini-observations. • Teacher satisfaction with coaching sessions (survey)				X	X
Provide quarterly professional development and support for district and school level data teams and the data driven decision making process.	• Data Team rubric will show growth from fall to spring (external facilitator will apply rubric) • Teacher and administrator participation in the trainings • Teacher understanding, comfort, and level of satisfaction with the data team training. (survey)		X	X	X	
Provide counseling services and developmental guidance programs to our elementary school students.	• Number of students seen by month by school • Number of behavior incidents by school by month • Number of suspensions at Maple Hill will decrease by a minimum of 10%		X	X	X	

Priority #2: Insert the Year 2 priority below.
Building the leadership and instructional capacity of administrators and teachers through fully implementing CSDE approved educator and evaluation systems.
Summary: Briefly describe the district's comprehensive approach to implement this priority.
CREC SLO Training-$1,000 **ReVision Learning-$89,250** We believe that building the leadership and instructional capacity of our administrators and teachers through implementation of a rigorous, data embedded system of accountability and evaluation will result in improved leadership and teaching practice which will lead to improved student outcomes as measured by the DPI. We believe that explicit, ongoing, and honest feedback and professional development supports are integral aspects of a sound evaluation process. To that end, NPS will implement fully the CSDE approved educator and evaluation systems.   NPS will continue to contract with Revision Learning (in addition to CREC, ACES, and possibly CAS) to support implementation of both educator evaluation systems. Training and support will include developing effective SLO and IAGD, continued calibration and coaching of evaluator observation, the bulleted coaching topics listed below as well as the use of NPS's online evaluation system, TalentEd. Implementing a system of external validation for teacher and administrator evaluation will be explored during the initial implementation next year in preparation for possible implementation in 2014-2015. The work with Revision Learning will build upon the work we we've accomplished through the partnership established in Year 1 of the Alliance Grant. Continue to implement the Five Year Strategies and Implementation Steps articulated in Alliance Grant Year 1; most notably: Improving teacher and leader quality and retention • Continue the following implementation steps articulated in the Alliance Grant Year 1 • Provide ongoing professional development for administrators on the use of observation instrument • Continue to provide opportunities for administrators to gain inter-rater reliability through ongoing calibration and eventual external validation • Professional development for all teachers and evaluators on aligning teacher practice rubrics in new teacher evaluation system with instructional practices necessitated by Core Standards implementation. • Provide formal professional development for teachers on observation instrument and protocols Facilitation of teacher collaboration around:

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

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

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

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

Each of the four (4) subgroups will meet six (6) times throughout the year and complete instructional reviews in a selected building (September, October, November, January, February, April)

Subgroups:
High School Leadership Team/Evaluators
Middle School Leadership Team/Evaluators
Elementary Administrator Team 1
Elementary Administrator Team 2

Netchemia TalentEd-$8,000
Continue to fund TalentEd by Netchemia. TalentEd is the online evaluation system purchased and implemented in Year 1 of the Alliance.

CAS 1.5 Executive Coaches-$19,704.74* CARRY OVER FUNDS
Contract with the Connecticut Association of Schools (CAS) to provide three principals (two of whom will be first year principals) with an executive coach.

Administrative Intern-$85,202.02* CARRY OVER FUNDS
Continue to fund the administrative internship program. The program creates opportunities for the NPS to develop talent and cultivate leadership for aspiring school leaders.   The administrative intern for the 2012-2013 school year will assume the position of elementary principal beginning July 1, 2013 further reinforcing the effectiveness of this initiative.

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

In effort to personalize professional learning NPS will:

- use survey and educator self-reflection data to plan and provide professional development opportunities related to the needs of staff
- Provide targeted and personalized professional development aligned with individual educators evaluation
- Develop a Personalized Learning Plan (PLP) Form for implementation during the 2013-2014 school year. Certified staff may use the plan to apply for opportunities for personalized professional development of their own design and or choice.

Naugatuck's Teacher Evaluation and Professional Learning Committee will develop a professional development survey which will include topics related to CCSS implementation and the NPS Blueprint for Professional Growth. The survey will be administered in September, January, and June for a total of three times. The survey data will be analyzed and made available to teachers and administrators within 5 school days of the administration. The information collected from the first two survey administrations will be used to plan and provide professional development related to the self-identified needs of the staff including topics related to the CCSS and the curricula implementation. In addition to the survey, teachers and administrators, through the self-reflection and goal setting process of the NPS Evaluation Processes will identify professional development topics that support their goals. Professional development in the areas of teacher and leadership practice, academic vocabulary,

close reading, student engagement, differentiation, non-fiction reading in and out of the content area, and writing across the three CCSS genres will be provided by administrators, Central Office, and internal and external consultants.

In January of 2014, District Administrators will work with Revision Learning and Talent Ed to extract district level information in regards to teacher and administrator practice. The data will be analyzed to determine areas of strengths and weaknesses as they relate to educator practice as defined by the Naugatuck Public School's Blueprint for Professional Growth for Teachers and Administrators. Professional development opportunities for teachers and administrators will be developed based on the data. The evaluation data analysis will be used during the mid-year conference between evaluators and evaluates to focus the conversation on areas in need of growth and the required professional development and support. Teachers and administrators who appear to be Developing or Basic at the mid-year conference will develop with their evaluator a specific action plan outlining the professional learning and support necessary to reach proficiency.

In June, NPS will work with Revision Learning to extract from Talent Ed educator evaluation data. The team will debrief and analyze year-end data to plan for the next school year. Time will be dedicated to making associations to needs for professional development at the district, school, grade and classroom level and used for District and School Improvement Planning. A formal district professional development plan will be developed using the trend data from the Talent Ed extraction. The plan will be presented to faculty and staff in the fall of 2014. Evaluators, as part of the NPS Educator Evaluation Process, will make professional development recommendations to individual teachers at the yearend conference. The recommendations for PD will align with individual teacher's goal setting in the fall of 2014. The district will disaggregate the data by years of service, grade level, and school. The data obtained from new teachers (years 1 and 2) and developing and basic teachers will be analyzed by a committee of district administrations and used to shape and redesign our new and developing teacher orientation and support program. The program will begin with five (5) days of professional development during the summer of 2014. The program will include professional development topics surfacing from the data analysis in June of 2014. The new and developing teacher cohort will have opportunities to inform the agenda and request specific areas of professional development in addition to participating in required professional development based on the identified areas of weakness. Monthly seminars will be held by district administrators to support professional development implementation and improvement efforts. New and developing teachers will be paired up with an effective teacher outside of their school to observe effective practice in action related to the professional development offerings. They will be required to observe and be observed by and receive feedback from their effective teacher a minimum of two times each. The Superintendent and Assistant Superintendent of Schools will create a similar process to support new and developing administrators.

Outcome Metric: What is the desired result of the implementation of Priority #2?

Implementing the NPS Educator Evaluation Plan with fidelity including targeted PD will result in improved instruction which will lead to increased student achievement results as demonstrated by the DPI; increased numbers of educators reaching a 3 or higher on the practice rating; and

significant improvement in the teacher practice rating from fall to spring as demonstrated by NPS Blueprint.

Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
Train all teachers and administrators on the new Naugatuck Educator Evaluation systems and TalentEd technology	• **Participation at trainings** • **Certified staff proficiency and comfort with evaluation system and technology (survey)**	X	X			
Establish goals, action plans, professional learning needs and criteria for success related to each component of the NPS Educator Evaluation Plans.	• **100% of certified staff will establish goals for each component of the NPS Evaluation Plans by October 31. (TalentEd Report)**	X	X			
Conduct semester 1 informal and formal classroom walk through and teacher evaluation observations using the NPS Educator Evaluation Plans. Identify additional professional development needs.	• **TalentEd monthly report of the number of evaluations conducted by school, department, and evaluator** • **Teacher evaluation ratings at Mid-Year** • **Distribution of ratings by school at Mid-Year** • **Identified PD needs by school**	X	X	X		
Provide teacher evaluators with ongoing, job-embedded calibration of observation and feedback skills.	• **Participation in the calibration sessions** • 100% of administrators will demonstrate increased inter-rater reliability as measured by the 3rd party application of the Revision Learning of Supervisory Continuum (Rubric) from fall to spring. • Increased inter-rater reliability will result in an increased number of administrators reaching proficiency on their practice rating. (baseline data established 2013-2014)		X	X	X	
Provide opportunities for teachers to engage in peer coaching. Pair developing teachers with effective and exemplary teachers for structured	• **Number of developing-effective teacher pairings** • **Number of coaching sessions** • **Growth among developing teachers as reported**		X	X	X	

peer coaching throughout the year.	on teacher evaluations • **Teacher satisfaction (survey)**					
Provide certified staff with opportunities throughout the year (at least quarterly) for professional development that is personalized and job-embedded.	• **100% of teachers will create a personalized professional development plan aligned to their 5 goals by Oct. 31 (TalentEd Report)** • PD participation reports at the end of the year will align with survey results. • 80% of the District PD Evaluation Forms analyzed after each PD will indicate that it was effective, informative, and aligned to their needs. •	X	X	X		
Conduct semester 2 informal and formal classroom walk through and teacher evaluation observations using the NPS Educator Evaluation Plans. Identify additional professional development needs	• **TalentEd monthly report of the number of evaluations conducted by school, department, and evaluator** • **Teacher evaluation ratings; distribution by school** • **Teacher growth between fall and spring**			X	X	
Design district-wide and school and or grade level-specific PD offerings for 2014-15 based on school and teacher needs determined through evaluation process and PD surveys	• **District- and school-level professional development calendars aligned to teacher evaluation data (TalentEd data extraction) and needs identified from informal and formal walkthroughs, observations and reviews of practice; culture/climate, PD and stakeholder feedback surveys; and student achievement data.**					X
Establish a 5 day induction/orientation for new and developing teachers	• **Number of new teachers** • **Number of developing teachers** • **Participation rates during orientation week** • **Satisfaction/Impact of individual sessions (survey)**					X

	• **Topics for agenda will align to new teacher weaknesses identified through the TalentEd data extraction.**					
Extract and analyze the 2013-2014 Educator Evaluation Data from TalentEd to determine PD alignment to evaluation, establish baseline teacher ratings and plan for 2014-2015 professional development.	• Winter and June audits of PD participation will align with the evaluation data extracted from Talent Ed. Professional development opportunities for the 2014-2015 school year will relate directly to the individual data extracted from Talent Ed. • Targeted PD will result in an increased number of teachers reaching 3 or higher on their practice rating (baseline data established 2013-2014). • **Establish baseline teacher ratings**					X

Priority #3: Insert the Year 2 priority below.
Continuing to provide extended learning opportunities outside of the regular school hours and or school year to students in need of remediation or extra support remains a priority.
Summary: Briefly describe the district's comprehensive approach to implement this priority.
Extended Learning opportunities for students in need of remediation or extra support remain a priority. As district data indicates, a significant percentage of students do not reach goal on district and state testing. In order to close the achievement gap and equip students with the knowledge and skills they lack, opportunities for extended learning will be sustained and expanded. NPS will continue to maximize instructional time by providing opportunities for students to participate in extended day and extended year programs. Extended Day Expand opportunities for students to participate in extended day learning in grades 1-10 (currently serving grades 1-8) Extended learning time enables schools to expand opportunities for learning, enrichment and collaboration in order to improve student achievement and teacher effectiveness. It provides students additional time for re-learning and also for pre-learning content that is part of the curriculum. This is an excellent opportunity for helping students meet 21st century skills.

Extended learning time may occur at the elementary level prior to the start of the school day (9am) or at the conclusion of the day (3:25pm); at the upper grades the program takes place at the end of the school day. Certified teachers are hired to conduct extended day sessions at the teacher contractual hourly rate. The student's program is aligned with the district English language arts and mathematics curriculum. The program provides additional learning opportunities for lessons the student has already experienced or may be receiving in the upcoming days. The target goal is to give students more time to work on a particular skill or strategy. The skills and strategies that are chosen for the extended day lessons are those that have been identified through the data team process and analysis of the participant's school work. Through the data team process, teachers will establish personal achievement goals for all participants. The progress monitoring mechanisms in place for our SRBI program will be used to track students in the extended day program on a bi-weekly basis. The program uses a workshop approach where students are instructed using a gradual release of responsibility. Students are presented first with a mini-lesson where an explicit skill is modeled and taught, they apply the skill with teacher support in small groups, and then apply the skill independently while the teacher confers and provides feedback to individual and groups of students. All teachers selected to teach the extended day program have been trained in the workshop approach. A one-hour professional development review is provided to all teachers upon selection. The program uses all of the regular materials and resources available during the school day. The instructors for the extended day program are school-based and are very familiar with the students with whom they are working. In addition, computer programs such as Lexia, Symphony Math, and Naviance provide students with additional opportunities to strengthen their skills in literacy and mathematics.   Sessions are conducted two to three times a week for either one hour or one-and-a-half hours for a total of 3 hours a week. The extended day sessions run for 16 weeks.

Students are selected for the program by the teachers through the SRBI process; a comprehensive review of student performance data including academic performance on standardized tests such as DRA2, CMT, CAPT, DRP, MAZE, mClass, NWEA MAP etc; non standardized measures such as class work and report card grades, discipline referrals and other PBIS data, attendance, motivation as documented by Aimsweb ProSocial Screener, teacher recommendation and parental commitment. Priority is given to students who demonstrate the academic need based on the aforementioned criteria and who also maintain subgroup designation such as free and reduced lunch, ELL, and ethnicity, although students have not and will not be excluded from participation based on subgroup designation. The ratio of students to teachers during the extended day will remain less than 8 to 1. All SRBI data and progress monitoring systems are in place for this program and include MAZE, mClass, Lexia, Symphony Math, and teacher created materials. The design is to extend learning to attain mastery of concepts and skills. Transportation home will continue to be provided to students at the intermediate, middle, and high school level.
Extended Day Teachers-$59,748.48
Extended Day Bussing-$18,225

Extended Year Summer School Program
Student academic growth and sustainability of achievement over summer months are integral to ensuring the continuous improvement of student achievement over time. Our analysis of district achievement data indicates the lapse in student reading skills in the months of summer impacts sustained student achievement. Participation in both the district summer reading program and the Governor's Summer Reading Program is not at the levels that would help our students sustain both their interest and achievement in reading. The regression of student

reading levels over the summer months provides us with the data to implement a formal summer reading program. This program would be available to identified students with some openings available for interested students and families. The goals of the summer program would be to increase student engagement with reading and to increase overall reading achievement. Students will be provided multiple opportunities for direct instruction, independent reading and related activities to enhance their learning experiences. The program will run three (3) hours a day from 8:30 to 11:30 for twenty (20) consecutive school days.

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

- Implement, and monitor a comprehensive reading summer school program that includes hiring staff, revising developed curricula, planning for student selection, working with the bus company for transportation.
  - The program will run three (3) hours a day from 8:30 to 11:30 for twenty (20) consecutive school days.
  - The curriculum was developed during the 2012-2013 school year. Summer school teachers will collaborate with district reading consultants and the Assistant Superintendent of schools to revise the curriculum in August of 2014 and April of 2015.
  - The criteria for student selection includes a comprehensive process similar to the process used to identify students for extended day learning. To participate in English language arts summer school, students must fall be two to three levels below grade level as determined by their TRC scores, must below the Fountas and Pinnel Level C entering grade 1, D-H entering grade 2, and G-J entering grade 3. In addition to the academic measures, students must have demonstrated consistent attendance, parental commitment, and good work habits (teacher recommendation). Priority will be given to students who demonstrate the academic need based on the aforementioned criteria and who also maintain subgroup designation such as free and reduced lunch, ELL, and ethnicity, although students have not and will not be excluded from participation based on subgroup designation.
- Instruct with a comprehensive curricula for summer program that provide relevant, engaging texts; increases reading volume; provides for student choice; increases reading of nonfiction; develops independence; provides a highly effective, short-term intervention; engages students in meaningful talk about texts; matches texts to readers' current abilities and then provides teaching to expand to new levels; deepens and expands vocabulary and comprehension skills; and increases fluency in reading and writing;
  - The program includes daily opportunities for students to engage in instruction related to word work, comprehension, fluency, vocabulary, listening, speaking, and writing through a gradual release of responsibility approach.
  - Maintaining a ratio of no more than 15 students per teacher enables teachers to meet with students through guided reading daily and confer with students in reading and writing workshop daily.
  - Teachers progress monitor on a weekly basis using the systems in place for SRBI (MAZE, TRC, Aimsweb etc.) Summer school teachers participate in common planning for one hour weekly to analyze progress monitoring information in order to plan for instruction.

- As part of the program students participate in 15 minutes of physical exercise and receive a healthy snack
- Provide for an increase of teacher expertise through high quality professional development; and
  - Professional development will be provided to summer school teachers in the areas of student led conferences, interactive read-alouds, guided reading, other areas as determined through the evaluation of the 2013 summer school program.
- Connect the summer program to home.
  - All parents of summer school participants were invited to attend a summer school orientation
  - All parents of summer school participants were invited to attend student-led conferences the last day of the program.

The summer school program for students entering grades one, two, and three will be sustained for an additional year for the reasons articulated in the Alliance Year 1 Grant Application. The summer school program will be evaluated in the fall of 2013 and again in the fall of 2014 at which point continuation of program services will be considered and determined. The summer school curriculum will be evaluated in conjunction with student performance outcomes in order to determine program effectiveness.

Summer School Personell-$38,450
Summer School Personal Services-$2,545
Summer School Purchased Professional Services-$4,200
Summer School Transportation-$28,507
Summer School Supplies-$3,600

Extended learning remains a priority consistent with the Naugatuck Public School Strategic Plan and central to our core beliefs. Through the district implementation of our SRBI program, Naugatuck provides differentiation to students throughout our Tier 1 program, and individualized instruction through our Tier 2 and Tier 3 program. Through this model, significant numbers of students receive additional instruction in math and language arts. Extended learning opportunities reinforce the district's efforts to close the skill gap in math and literacy through additional instruction.

Outcome Metric: What is the desired result of the implementation of Priority #3?

Through participation in extended learning opportunities in the form of our Extended Day and Summer School Programs, students will demonstrate increased academic performance as measured by local and state assessments.

Aligned Strategies: Identify a core set of strategies to implement this district priority.	**Progress Metrics:** Identify a progress indicator for each strategy.	**Timeline:**				
		Su `13	F `13	W `14	Sp `14	Su `14

Evaluate the success of the 2013 Summer School Program	• **Analyze survey data and stakeholder (parent, teacher, and student) feedback in regards to the summer school. (Report to Nov. Data Team)** • **Analyze the pre and post student achievement data from summer school (TRC MClass, Fountis and Pinnel) and the student achievement data from the fall 2013 benchmark assessments. (Report to Nov. Data Team)** • **Analyze student attendance at summer school including correlation to student achievement data.** • **Use the stakeholder feedback, student achievement, and attendance data to determine effectiveness of 2013 Program. (Report to Nov. Data Team)** • **Revise the 2014 Summer School Curriculum based on the information and data above.**	X	X				
Identify students for participation in the 2014 Summer School Program based on the district criteria and parental request.	• **Number of students who qualify for summer school disaggregated by school, grade level, race, and lunch status.** • **Number of students whose parents volunteer for summer school disaggregated by school, grade level, race, and lunch status.** • **Number of classrooms needed to run program** • **Establishment of summer bus routes**					X	
Provide PD to train all summer school teachers on the revised summer school curriculum.	• **Number of staff hired by Teacher Rating** • **Participation in trainings** • **Teacher understanding, comfort, and level of satisfaction with the training. (survey)**					X	
Increase student literacy skills by providing identified students with a robust summer school program which includes a comprehensive literacy curriculum taught by an effective or	• **Number of staff hired by Teacher Rating** • **Daily student and teacher attendance rate** • **All students will demonstrate a minimum 10% increase in words per minute on pre/post fluency test** • **All students will increase .5 grade level on pre/post DRA** • **25% of the students who participate in all 20 days of**						X

exemplary teacher.	summer school learning will no longer qualify based on the academic criteria the following year					
Conduct informal and formal classroom walk through and visitations a minimum of twice a week to ensure fidelity of curriculum implementation.	• **Number of classroom walk through and formal mini-observations by school by week** • **Identified PD or areas in need of support related.**					**X**
Identify students for participation in the Extended Day Program Session 1 based on the district criteria and parental request.	• **Number of students who qualify for extended day school disaggregated by school, grade level, race, and lunch status.** • **Number of students whose parents volunteer for summer school disaggregated by school, grade level, race, and lunch status.** • **Number of teachers needed to run program** • **Establishment of bus routes**	**X**				
Train all Extended Day Teachers on the Extended Day Workshop Approach. Teachers must hold a rating of Effective or Exemplary.	• **Number of staff hired by Teacher Rating** • **Participation in trainings** • **Teacher understanding, comfort, and level of satisfaction with the training. (survey)**	**X**				
Create a personalized learning plan for each identified student based on the assessment results from district and classroom assessments including standardized and non-standardized.	• **100% of students will have a Personalized Learning Plan.** • **100% of teaches will use the Plans to create lessons related to specific needs.** •	**X**				
Provide explicit instruction in the areas of math and literacy to identified students through a workshop approach tailored to the individual needs 3 hours a week for 16 weeks.	• **100% of students will demonstrate increased academic performance on the pre and post assessments** • **Daily attendance rate** • **25% of the students who participate in Session 1 will no longer qualify based on the academic criteria for Session 2.**		**X**	**X**		

Activity	Measures					
Monitor student progress a minimum of bi-weekly throughout the 16 week session.	• **All progress monitoring results will be individually graphed** • **Number of progress monitoring data points (graph)**		X	X		
Identify students for participation in the Extended Day Program Session 2 based on the district criteria and parental request.	• **Number of students who qualify for extended day school disaggregated by school, grade level, race, and lunch status.** • **Number of students whose parents volunteer for summer school disaggregated by school, grade level, race, and lunch status.** • **Number of teachers needed to run program** • **Establishment of bus routes**			X		
Create a personalized learning plan for each identified student based on the assessment results from district and classroom assessments including standardized and non-standardized.	• **100% of students will have a Personalized Learning Plan.** • **100% of Extended Day Teachers will use the Plans to create lessons related to specific needs.**			X		
Provide explicit instruction in the areas of math and literacy to identified students through a workshop approach tailored to the individual needs 3 hours a week for 16 weeks.	• **100% of students will demonstrate increased academic performance on the pre and post assessments** • **Daily attendance rate** • **25% of the students who participate in Session 1 will no longer qualify based on the academic criteria for Session 2.**			X	X	
Monitor student progress a minimum of bi-weekly throughout the 16 week session.	• **All progress monitoring results will be individually graphed** • **Number of progress monitoring data points (graph)**			X	X	
Evaluate the success of the 2013-2014 Extended Day Program	• **Analyze the pre and post student achievement data including correlation to state test** • **Analyze student attendance including correlation to**					X

	student achievement data. • **Use the stakeholder feedback, student achievement, and attendance data to determine effectiveness of 2013-2014 Program.** • **Revise the 2014-2015 Program based on the information and data above.** **(Above reported to Data Team in June)**					

Priority #4 (optional): Insert the Year 2 priority below.
Early Childhood Education
Summary: Briefly describe the district's comprehensive approach to implement this priority.
Naugatuck Discovery is a unique local collaborative made up of Naugatuck residents, childcare providers, parents, seniors, family service providers, community groups, faith-based organizations and educators. A committee of volunteers meets regularly to plan and take action on Discovery's goals and objectives, including community and family awareness about the importance of early childhood education, community outreach and collaboration. Naugatuck Discovery staff work with the committee to achieve its goals.   Continue collaboration with the Naugatuck Discovery in an effort to increase alignment between pre-school and kindergarten grade 3 curricula as well as increase teacher effectiveness for all pre-school and kindergarten teachers and promote literacy within student homes while bolstering the home-school connection. Naugatuck Discovery is a non-profit existing to promote healthy, safe, and successful learners. Retain and expand the Discovery coordinator position through allocated Alliance funds.   In addition to focusing on the Five Year Strategies and Implementation Steps articulated in the Alliance Grant Year 1, the collaboration will focus closing the Preparation Gap (the difference in knowledge and skills of students who attended preschool versus those who didn't) through increased opportunities for low fee, high-quality preschool programs for three and four year old children beginning in the 2014-2015 school year.   **NPS and Naugatuck Discovery were selected by the State Department of Education to participate in the state 3 to 3 initiative. This initiative works with the local community along with the Board of Education to align the continuum of education for children age 3 to grade 3 through**

the community. In 2013-2014, we will implement a pilot program for the universal professional exchange of information between local preschools and the NPS. Through this program, 3 public and private preschools will monitor and assess the current 4 year old children in their program by compiling a portfolio of information and assessments that will be shared with their home school when they enter kindergarten next year. Assessments will be performed by a certified NPS Kindergarten Teacher who is also part of the district 3 to 3 team. The assessment process will be held in September, with further assessments in January and May 2014. The portfolio will be transferred to the kindergarten in June 2014 to help with student placement, identify a baseline of information and be used as a tracking system to grade 3.

The partnership also seeks to reduce the preparation gap by providing professional development opportunities to families with children age 3 through grade 3. All district elementary schools will conduct one Family Literacy night each month. Families from the school would be invited K-4, and families from 1 assigned preschool in district would also have the opportunity to attend. The literacy nights will follow a timeline established by Naugatuck Discovery and the 3 to 3 team.   The following topics will be discussed by month:

October- Character
November- Setting
January- Retelling
February- Connections
March- Vocabulary
May- Non-Fiction.
June-Kindergarten Expectations
July-Summer Brain Boost

In addition to the actions aimed at reducing the preparation gap, Naugatuck Discovery zealously seeks to obtain additional grant money to supplement the services and programs provided to Naugatuck students. One such program being developed is the Empower Me 4 Life Program. The program, which was developed to address the obesity and physical fitness data from our community, is a before school exercise and nutritional education program that partners with our food services program to provide all students with a healthy breakfast. We are also collaborating to establish a Community Closet for families who need assistance with coats, diapers, backpacks, food etc.

Discovery Coordinator-$20,000

Outcome Metric: What is the desired result of the implementation of Priority #4?
Decrease the preparation gap over time as demonstrated by incremental yearly increases in student performance on the kindergarten readiness assessments (base-line data established summer of 2013)

Aligned Strategies: Identify a core set of	**Progress Metrics:** Identify a progress indicator for	**Timeline:**

strategies to implement this district priority.	each strategy.	Su `13	F `13	W `14	Sp `14	Su `14
Collaborate with Discovery and the Early Childhood Council to address issues related to family and student need in the community and bring additional programs and funding to our schools.	• **District representation and attendance at monthly meetings.** • **Number of additional programs as a result of partnership** • **Amount of additional funding obtained as a result of partnership**		X	X	X	X
Provide opportunities throughout the year for Kindergarten and Pre School teachers to collaborate, observe, and discuss alignment.	• **Establish discussion and visit protocols** • **Participation in visits** • **Teacher understanding, comfort, and level of satisfaction with the training. (PD Evaluation Forms)**		X	X	X	X
Collaborate with Discovery to create a Family Resource Center and Community Closet.	• **Number of participants disaggregated by month, school, and need.**			X		
Provide monthly professional development sessions related to the increasing program alignment from age 3 through grade 3.	• **Number of participants by month disaggregated by school, race, lunch status and preschool.** • **Teacher understanding, comfort, and level of satisfaction with the training. (PD Evaluation Forms)**		X	X	X	X

7. School Turnaround Strategy

Instructions: Describe the district's strategy or approach to school improvement. Using the spaces provided below, explain how the district will support and enable dramatic school improvement, focusing resources and attention on the district's chronically underperforming schools. In Appendix B, districts with Review and Turnaround schools will be asked to identify a strategy to develop school-specific plans for identified school.

Explain the **district's capacity** to support school turnaround. Specifically, how is the central office structured to drive significant gains in the district's lowest-performing schools?

Currently, the district's capacity to support school turnaround to the degree necessary is heavily impacted by a lack of personnel at central office. Having a person with an unwavering focus on curriculum development, alignment, and revision, will increase the capacity of central office (namely the Superintendent and Assistant Superintendent of Schools) to better drive school improvement. In wake of the transition to CCSS, this need has never been greater.

The primary means of district support towards school turnaround is through the following:
- District Data Team
- Strategic Plan and Alliance Grant
- Curriculum Committee
- Professional Development Committee (new in 2013-2014)

Under the current structure, the Assistant Superintendent assumes the responsibility for driving school improvement and curriculum oversight in additional to a multitude of other responsibilities, including but not limited to, the increased time that administrator evaluation will take beginning this year.

Describe the **district's school turnaround strategy**. How will the district differentiate support and accountability for its schools? How does this relate the district's overall theory of change? What new flexibility and resources will low-performing schools receive?

Currently, no schools within the Naugatuck Public Schools have the designation of Turnaround, Review, or Focus Schools. This year, the SPI of our schools ranged from 72 to 77. Due to little the variances in SPI, resources were generally equally distributed to each of our schools; with the elementary schools receiving the most significant appropriation of funds.

In effort to continue without designation, we will evaluate all relevant and pertinent data when made in available in July to re-tier our schools in order to differentiate the support allocated to schools. If the data continues with the current trend, resources will be distributed relatively equally. If it is determined through our analysis of data that there are inconsistencies between and among schools and or grade levels we will provide increased resources based on need by:
- Ensuring a closer alignment between Central Office and school based data teams
- Ensuring a closer alignment of professional development and Alliance initiatives
- Increased instructional coaching for teachers
- Increased coaching for administrators

- Increased summer school and extended day opportunities/seats
- Increased number of interventionists to provide remediation in math and literacy

Throughout the 2013-2014 school year, central office will engage in discussion with bargaining units to explore the possibility of moving our most effective teachers to our weakest schools and grade levels. The discussion will hopefully yield a plan to execute this as a turn around strategy beginning 2014-2015.

The increased support listed above is in alignment with the NPS Theory of Change as it aims to increase the capacity of the adults in effort to meet the individual needs of our students. Through the support as articulated, the adults will in better position to improve student learning.

8. Accountability and Support

Instructions: Explain how the district will promote accountability and ongoing progress monitoring to ensure the successful implementation of the Alliance District plan and school-specific improvement plans. What systems and processes are in place or will be developed to promote optimal accountability? At the district level, who will be responsible for ensuring that these systems and processes are executed throughout the year?

Explain the **district-level** monitoring strategy.

Successful implementation of the Naugatuck Public School's Strategic Plan and other school improvement initiatives including but not limited to the Alliance District plan are monitored primarily through the district data team. The NPS District Data Team includes representation from a variety of stakeholders including teachers, administrators, Board of Education Members, parents, and the Mayor. The function of the District Data Team is to oversee, through ongoing analysis of data related to student learning (including student work and other causal factors), implementation and effectiveness of the improvement plans. The district data team meets once a month for a total of 10 meetings throughout the year. Progress monitoring of data related to the Alliance Grant and other school improvement efforts are analyzed monthly to gauge effectiveness and inform district practice.

At the district level, the Assistant Superintendent of Schools is responsible for ensuring that district data team and all processes and systems associated with the Alliance Grant are executed throughout the year. In addition to the monthly district data team meeting, administrators meet with central office twice a month. The Alliance District plan will remain a running agenda item to promote accountability and discourse as it relates to improving student outcomes.

Many of the initiatives and outcomes articulated throughout the Alliance Plan will be addressed and embedded in the educator evaluation plans for teachers and administrators. Embedding school improvement initiatives (inclusive of Alliance) within the context of educator evaluation creates an improved progress monitoring structure as it provides ongoing opportunities for discourse between evaluators and evaluatees.

Describe the district's strategy for **monitoring schools**.

The accountability and progress monitoring structures that are in place to monitor the district are also used to monitor schools. Successful implementation of the Naugatuck Public School's Strategic Plan and other school improvement initiatives including but not limited to the Alliance District plan are monitored primarily through the district data team. The NPS District Data Team includes representation from a variety of stakeholders including teachers, administrators, Board of Education Members, parents, and the Mayor. The function of the District Data Team is to oversee, through ongoing analysis of data related to student learning (including student work and other causal factors), implementation and effectiveness of the improvement plans. The district data team meets once a month for a total of 10 meetings throughout the year. Progress monitoring of data related to the Alliance Grant and other school improvement efforts are analyzed monthly to gauge effectiveness and inform district practice.

School principals, in addition to serving on the district data team, hold regular and monthly school data teams.

The teams include representatives from varying departments, grade levels, and roles within the school community. One function of the school based data team is to oversee, through ongoing analysis of data related to student learning (including student work and other causal factors), implementation and effectiveness of the improvement plans for their school. The school data team is the structure that oversees and evaluates the work of the instructional data teams, which are established and functioning in every grade level. Central office engages in regular conversations with school principals in regards to school level data team work.

At the school level, the building principal is responsible for ensuring that school data teams and all processes and systems associated with the Alliance Grant are executed throughout the year. The Assistant Superintendent of Schools ensures, through review of minutes and site visits, that school level data teams are functioning as intended. In addition to the monthly district and school level data team meetings, administrators meet with central office twice a month. The Alliance District plan will remain a running agenda item to promote accountability and discourse as it relates to improving student outcomes.

Many of the initiatives and outcomes articulated throughout the Alliance Plan will be addressed and embedded in the educator evaluation plans for teachers and administrators. Embedding school improvement initiatives (inclusive of Alliance) within the context of educator evaluation creates an improved progress monitoring structure as it provides ongoing opportunities for discourse between evaluators and evaluatees.

How can the **CSDE support the implementation** of the Alliance District plan and school-specific turnaround plans? Specifically, what trainings and technical assistance would you suggest the CSDE provide to school- and/or district-level staff?

The assistance that has been provided to the Naugatuck Public Schools through the Alliance grant process is both appreciated and highly supportive. The technical assistance provided through the Alliance Liaison has helped. We would like to continue the practice of having our Alliance Liaison join our district data team meetings. We would like to continue to have access and opportunities for consultation with the math and literacy consultants at the state department. We also look forward to participation in the events sponsored by CCCR.

The webinar and presentation regarding this amendment was helpful. Having an exemplar or examples of parts of the Alliance Grant part of the application process would provide for even greater clarification.

As a new Assistant Superintendent, I look forward to the ongoing and continued support and communication with Naugatuck's Alliance Liaisons.

9. Budget

Instructions: Please complete and submit the Excel budget workbook as a part of the Year 2 Alliance District application package. Follow the instructions outlined below.

1. **Budget Summary:** Please use the Excel budget workbook to provide a high-level budget summary that identifies the costs associated with each of the strategies outlined in Section 6.

2. **Budget for Alliance District Funding (for new priorities and the expansion of existing priorities):** For each strategy that will be launched or expanded with Alliance District funding, please provide a line-by-line budget that details the use of the Alliance District funding for 2013-14, as well as the use of other funds and leveraging of efficiencies. For each initiative, provide a cost basis, identify any/all funding streams that will support the strategy, and indicate which priority area(s) the expenditure supports. Note that the total of the budgets should equal a substantial majority of the Alliance District Funding allocated to the district.

3. **Budget for Alliance District Funding for Other Purposes:** 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 an operating budget for these uses for 2013-14. 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 2013-14 in electronic format only*).

   Note: The total of the budgets provided in Parts 2 and 3 should equal the total Alliance District funding allocated to the district.

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 equal the total Alliance District funding allocated to the district.

10. Stakeholder Engagement

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

The NPS District Data Team includes representation from a variety of stakeholders including teachers, administrators, Board of Education Members, parents, and the Mayor. Members of the District Data Team were consulted throughout the planning process as were both the teacher and administrative bargaining units.

Increased opportunities for stakeholder engagement in regards to Alliance will occur throughout July and August, 2013.

PART III: APPENDIX SECTION

A. Statement of Assurances

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

PROJECT TITLE:

THE APPLICANT: HEREBY ASSURES THAT:

(insert Agency/School/CBO Name)

A. The applicant has the necessary legal authority to apply for and receive the proposed grant;

B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;

C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;

D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;

E. Grant funds shall not be used to supplant funds normally budgeted by the agency;

F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;

G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;

H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;

I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;

J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;

K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)
1) References in this section to "contract" shall mean this grant agreement and references to "contractor" shall mean the Grantee.

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

For the purposes of this section, "minority business enterprise" means any small contractor or supplier of materials 51 percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) Who are active in the daily affairs of the enterprise; (2) who have the power to direct the management and policies of the enterprise; and (3) who are members of a minority, as such term is defined in subsection (a) of section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. "Good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements.

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

3) Determination of the contractor's good faith efforts shall include but shall not be limited to the following factors: the contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or

efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

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

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

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

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

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

M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

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

Superintendent Signature: _____

Name: *(typed)* _____

Title: *(typed)* _____

Date: _____

B. Review and Turnaround Schools

Instructions: The list below identifies all of the district's Review and Turnaround schools. The district must submit plans for all of its Turnaround schools and <u>at least half</u> of its Review schools. Indicate which of the district's Review schools will begin implementation in fall 2013. Also indicate how the district will satisfy planning requirements for each school. This can include: (1) developing a new plan for the school; (2) submitting an existing plan that has shown progress; or (3) applying to participate in the TIME Collaborative.

In the final column, indicate whether the district is considering participation in the Commissioner's Network.[7] Please note that if a school is not selected for the TIME Collaborative, then that school must complete the School Improvement Plan template. If the school is submitting an existing plan, then the district must only complete the cover page or Section #1 of the School Improvement Plan template for that school. Schools may also have the opportunity to apply for the K-3 Literacy Initiative; more information about this initiative is forthcoming.

Please complete and submit the Appendix B form provided and customized for your district.

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[7] Expression of interest does not signify a requirement or intent to apply. Expansion of the Commissioner's Network will be contingent upon the availability of funds.