## B. Descriptive Information:

**1. For each Tier I and Tier II school that the district commits to serve, provide the following:**

*a. an analysis of the needs of each school down to the subgroup level using at least three years of disaggregated achievement data. Include a copy of the needs analysis for each school with a summary of the needs to be addressed at each school*

Needs analysis – Tables showing disaggregated achievement data based on CMT scores from 2006-07, 2007-08, 2008-09 are attached for each school.

Needs summary:
SAND School (now America's Choice at SAND) is a high-poverty school located in Hartford's North End. Based on the 2007-08 Strategic School Profile, approximately 5.2% of the students are not fluent in English, 12.3% are students with disabilities, and 25.8% attended preschool before entering kindergarten. The percent of students who scored at or above the proficient level on state CMTs has been well below the state average for the past 3 years in both mathematics and reading, and that is true for all subgroups. Scores have shown no improvement in that time period (in fact, they have declined somewhat), and the school is now in its seventh year as a school in need of improvement.

Burns School (now the Academy for Latino Studies) is a high-poverty PK-6 school located on Putnam Street in Hartford. Based on the 2007-08 Strategic School Profile, approximately 39.1% of the school's students are not fluent in English, 12.4% are students with disabilities, and 36.5% attended preschool before entering kindergarten. The percent of students (including each subgroup) who scored at or above the proficient level on state CMTs has been well below the state average in both reading and math for the past 3 years. Scores have shown little or no improvement in that time period, and the school is now in its seventh year as a school in need of improvement.

Milner School (now the Milner Core Knowledge Academy) is a high-poverty school located on Vine Street in Hartford. Based on the 2007-08 Strategic School Profile, approximately 9.6% of the school's students are not fluent in English, 13.3% are students with disabilities, and 20.6% attended preschool prior to kindergarten. Performance in reading and math on CMTs over the past 3 years has been well below the state average and has not shown appreciable improvement. The school is now in its tenth year as a school in need of improvement.

Dr. Ramon E. Betances School (which will become the Dr. Ramon E. Betances Early Reading Lab School in August 2010) is a high-poverty school located on xxx St. in Hartford. Currently a PreK-6 school, it will transition into a PreK-3 school over the next two years. Based on the 2007-08 Strategic School Profile, approximately 37.8% of the school's students are not fluent in English, 7.9% are students with disabilities, and 38.1% attended preschool prior to kindergarten. Betances is now in its sixth year as a school in need of improvement.

**DISTRICT SUMMARY GRANT BUDGET NARRATIVE**

DISTRICT: ___Hartford_____ TOWN CODE:_____064_____

FY ___2011_____

| CODE | OBJECT | Amount |
|---|---|---|
| 100 | **PERSONAL SERVICES – SALARIES.** Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees. | $883,170 |
| | See school narratives for details. | |
| 200 | **PERSONAL SERVICES – EMPLOYEE BENEFITS.** Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services. | $153,254 |
| | See school narratives for details. | |
| 300 | **PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.** Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. | $173,704 |
| | See school narratives for details. | |
| 400 | **PURCHASED PROPERTY SERVICES.** Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | $ |
| | | |

| CODE | OBJECT | Amount |
|---|---|---|
| | | |
| 500 | **OTHER PURCHASED SERVICES.** Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | $7,000 |
| | See school narratives for details. | |
| 600 | **SUPPLIES.** Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. | $259,009 |
| | See school narratives for details. | |
| 700 | **PROPERTY.** Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. | $185,000 |
| | See school narratives for details. | |
| 890 | **OTHER OBJECTS.** (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes. | $ |
| | | |
| | **TOTAL** | $1,661,137 |

District_____Hartford_____ Town Code _____064_____

# ED114 DISTRICT SUMMARY BUDGET WORKSHEET
## SCHOOL IMPROVEMENT GRANTS (SIG)

| CODE | OBJECT | FUND 12060<br>SPID 20910<br>**FY 2011**<br>**(School Year 2010-11)**<br>Program 22223<br>Chartfield 1: 170002 | FUND 12060<br>SPID 20910<br>**FY 2012**<br>**(School Year 2011-12)**<br>Program 22223<br>Chartfield 1: 170002 | FUND 12060<br>SPID 20910<br>**FY 2013**<br>**(School Year 2012-13)**<br>Program 22223<br>Chartfield 1: 170002 |
|---|---|---|---|---|
| 100 | Personal Services/ Salaries | **$ 883,170** | **$ 983,676** | **$ 999,735** |
| 200 | Personal Services/ Employee Benefits | **153,254** | **189,132** | **189,132** |
| 300 | Purchased Professional & Technical Services | **173,704** | **196,773** | **206,773** |
| 400 | Purchased Property Services | | | |
| 500 | Other Purchased Services | **7,000** | **19,679** | **35,620** |
| 600 | Supplies | **259,009** | **134,607** | **99,607** |
| 700 | Property | **185,000** | **76,133** | **69,133** |
| 890 | Other Objects | | | |
| | ***TOTALS*** | **$ 1,661,137** | **$ 1,600,000** | **$ 1,600,000** |

## A. WAIVERS

Please check each waiver that your district will implement. If the district does not intend to implement the waiver with respect to each applicable school, please indicate for which schools it will implement the waiver.

☒ "Starting over" in the school improvement timeline for Tier I schools implementing a turnaround or restart model (please check only one)

____ _____ All Tier I schools

___XX_____ The following Tier I schools: Milner Core Knowledge; Burns Latino Studies; America's Choice @ SAND; Betances Early Reading School

❑ Implementing a schoolwide program in a Tier I school that does not meet the 40 percent poverty eligibility threshold (please check only one).

_____ All Tier I schools

_____ The following Tier I schools:_____

*b. three-year student achievement goals in reading/language arts and mathematics on the CMT or CAPT for all students and subgroups:*

The district has set CMT/CAPT performance targets in the following areas:

| Measure | 2009-2010 | 2010-2011 | 2011-2012 |
|---|---|---|---|
| Percent of students proficient in 3rd gr. Reading | 40.3 | 44.3 | 49.3 |
| Percent of students proficient in 4th gr. Math | 58.4 | 62.4 | 67.4 |
| Percent of students proficient in 5th gr. Writing | 67.8 | 71.8 | 75.8 |
| Percent of students proficient in 7th gr. Math | 53.8 | 57.8 | 62.8 |
| Percent of students passing all CAPT tests | 11.3 | 15.3 | 19.3 |

Individual school/subgroup goals are included in the attachments.

*c. a detailed description of the intervention model selected for each school and how implementing the model will assist in meeting the identified needs of the school;*

Hartford Public Schools proposes to serve four Tier I schools through the School Improvement Grant. The turnaround model has been selected for each school and has been implemented in three of those schools within the last two years – America's Choice at SAND, the Burns Academy for Latino Studies, and the Core Knowledge Academy at Milner School. Implementation at Betances Early Reading Lab School will begin in August 2010. A detailed description of the design specifications for each school is attached.

*1d. A description of how the district has monitored the implementation of each school's improvement plan;*

Hartford Public Schools monitors the implementation of the school improvement plans through its School Accountability Plan. Annually, each school develops an accountability plan that identifies achievement targets that are based on district targets in critical areas such as reading, writing, math, science, graduation rates, and also consider the individual school's achievement record. The Assistant Superintendent who serves as the school supervisor for that school approves the School Accountability Plan at the beginning of each year and monitors progress throughout the year.

*e. Results of external evaluations*

External evaluations at the selected schools during the past five years have been limited to CMT and CAPT administrations, with the exception of the Core Knowledge Academy at Milner. Based on these assessments, the district has created an Overall School Index score (OSI). Using the OSI, the district determines that schools are either Improving, Maintaining, or Declining. High-performing schools are given considerable autonomy in their operations. Schools in the mid-range of achievement and improvement are provided with "defined autonomy" for programs and operations in order to build their capacity for improvement. Chronically low-performing schools are subject to district intervention, redesign, closure or replacement with higher-performing school models.

The America's Choice organization provides year-end implementation feedback and works with the school to jointly determine year two implementation goals. The America's Choice Academy at SAND has received feedback from America's Choice that the school is on target with its implementation of the Literacy Workshop Model of genre and author studies and is ready to move on to the math program implementation. Betances Early Reading Lab School will have an external evaluation through the University of Hartford.

*f. The status of school-level data teams at each school;*

At America's Choice at SAND, the leadership team meets weekly and analyzes current data. Teacher teams meet weekly in study groups (i.e., data teams) to work with lesson design and implementation related to Readers/Writers Workshop. They are supported by an America's Choice consultant. The school leadership team, central office representative, and the America's Choice coach conduct monthly Learning Walks based on targeted instructional areas identified based on the Study Group work. During year two, faculty will also participate in Learning Walks. Year one Learning Walks were focused on literacy goals, and the school will transition to year two Learning Walks focused on math, while continuing to look for implementation of effective literacy strategies.

At The Core Knowledge Academy at Milner School, the leadership team meets twice monthly and discusses school data. Grade level teams meet weekly, and a formalized data team process has been implemented. The Principal and Core Knowledge Literacy Coach conduct follow-up classroom observations. In year two, the current Core Knowledge Coach (grades 4-8) and the new Early Literacy Core Knowledge Coach (PK-3) will conduct Learning Walks involving the vertical team teacher-leaders.

At the Burns Latino Academy, the leadership team meets monthly with additional meetings as needed; grade level teams meet weekly, and a formalized data team process has been implemented. The grade team leaders will form a Data Study Team with the Principal and Dean and will lead grade level data teams.

At Betances, a formalized data team process has been implemented, and grade-level teams meet weekly.

*g. A description of how the district has monitored the implementation of corrective action plans or restructuring plans for each school, if applicable; and provide the status of the implementation of each plan.*

Implementation of the restructuring plans for each school is the responsibility of the Office of School Design (OSD). School design specifications are developed by Design Teams composed of selected volunteer educators, parent community members, business and organizational partners, university partners, and students, when age-appropriate. Design teams work under the supervision of OSD, and a member of OSD sits on the steering team of each design effort.

The Office of School Design used a *School Readiness to Open* inventory for each new school before opening the doors with the new design; i.e., turnaround model. In addition, beginning in

July 2009 was charged with reporting new school achievement progress data to the HPS Board of Education each summer annually. In fall 2010, the Office of School Design will develop a formal school report card that will be used with all turnaround schools and shared with the Board of Education and posted on the school website. Two model school report cards – from Chicago and New York City Public Schools – are being reviewed to guide the work.

Annual accountability plans of the redesign school principals include implementing school design specifications with fidelity, and implementation success is included in principal evaluations. Where components of the specifications fall short of expectations, short-term goals are developed to facilitate improved implementation. The Office of School Design is currently developing a school design report card for use beginning in 2010-2011.

The Office of School Design is led by the Assistant Superintendent of Secondary Schools and School Design and also includes the Director of School Design, Elementary Design Specialist/Assistant Director, Secondary School Design Specialist, Data Specialist and Executive Assistant. The OSD staff provides reports to the Board of Education on the progress of implementation of school designs in July of each year at the annual Board retreat.

The Office of Academics and the Office of Elementary Schools also play a central role in monitoring implementation. These offices develop supports for instruction and design research-based curriculum and assessments in order to track the impact of curriculum changes and specific interventions on student achievement.

In three of the schools to be served by this proposal, the new school designs are already in place. The Academy for Latino Studies at Burns School, and Core Knowledge at Milner opened in August 2008; SAND America's Choice opened in August 2009. Betances Early Reading Lab School is scheduled to open in August 2010.

*h. A description of the level of district participation in the Connecticut Accountability for Learning Initiative (CALI) and implementation of applicable CALI initiatives.*

Each of Hartford's schools has been given an allotment of CALI training days during the past year, and each school staff has completed at least some of those training days, and additional days will be completed by the end of the school year or rolled over into the next year. For the schools involved in this proposal, the training focus has been:

Burns Academy of Latino Studies: 9 days allotted, 4 days completed
CALI training has supported the data team process and the use of effective teaching strategies.

Core Knowledge at Milner: 9 days allotted, 6 days completed
Started with support for the data team process and moved into effective teaching strategies and lesson plan design.

America's Choice at SAND: 9 days allotted, 2 days completed
A CALI consultant supports the teacher study groups with strategies related to the Readers/Writers Workshop.

Betances Elementary School: 2 days allotted, 2 days completed
Training focused on support for the data team process and the use of effective teaching strategies with a focus on effective feedback. In addition, the facilitator attended team meetings and facilitated goal setting.

**2. For each Tier I and Tier II school that the district commits to serve, demonstrate the capacity to use SIG funds to provide adequate resources and related support in order to implement fully and effectively the selected intervention in each of those schools, by stating how:**

*a. funds will be used to support the staffing and organizational structure to implement the selected intervention model. Include an organizational chart outlining district- and school-level support structures.*

While three of the schools have already initiated implementation of redesign models and local budget funds have been allocated to support some aspects of the redesign programs, SIG resources will make it possible to implement these efforts more fully. Funding will be used as follows to support the intervention models at each school:

Core Knowledge Academy at Milner:
- Core Knowledge Early Literacy Coach, who will work with staff to increase understanding of and fidelity to the Core Knowledge units of study focused on literacy and social studies
- Parent Institute Director
- Parent Institute Materials
- Model school visits for staff
- 8 tutors, one per grade, grades 1-8
- Vertical teaming teacher leader stipends
- Attendance at Core Knowledge National Conference for 3 teacher leaders, one administrator and one community school partner
- Two-day Core Knowledge Leadership Institute
- Core Knowledge curriculum sequence materials
- Interactive White Boards

The Academy for Latino Studies at Burns:
- Director/Coordinator of Language Studies
- Parent Institute Coordinator
- Parent Institute materials
- Language lab to support dual language instruction in Spanish and English
- Model International School visits by teachers
- Embedded professional development on infusing the school's theme throughout the curriculum and on integration of language study and the arts
- Professional development for alignment of school day and Community School after-school program
- Tutors during school day

- Teacher intensive language study abroad program and student visit abroad program in the upper grades through CET Academic Program
- Teacher Leader stipends
- Speaker series
- Visiting cultural artists stipends
- Interactive White Boards
- Teacher laptops

America's Choice at SAND:
- America's Choice math coaching, implementation and leadership development (on-site)
- Math and Literacy Navigator materials
- Tutors
- CT Writing Project training for teachers in grades 6-8
- Parent training related to America's Choice model
- Student applied science learning field studies
- After-school journalism and media program for 7th grade students

Betances Early Reading Lab School:
- Differentiated pay for Teacher Advancement Program (TAP) pilot
- Family Literacy Coordinator (non-certified)
- Production technician for PD Center
- Dean of Professional Development
- Early literacy professional development
- PD related to TAP
- Internship stipends
- Technology to support PD Center
- 11 classrooms wired for videotaping
- Wiring (for observation via videotape or live) and furniture for Parent Center
- Interactive White Board for PD Center
- Literacy materials
- Computer hardware
- Classroom libraries

Organizational charts outlining the district-level and school-level support structure are attached.

*b. District and school-level staff will be trained to fully and effectively implement the selected intervention model in each school;*

The following training activities have occurred and/or are planned for the future at each school:

Academy for Latino Studies: Training opportunities at the Academy for Latino Studies have included curriculum-based training, pedagogical strategies and theme-based training. Offerings have included:
- Seminars and workshops provided by the UConn Institute for Puerto Rican and Latino Studies and by the World Affairs Council

- Differentiated instruction
- Common formative assessments, data-driven decision making and standards-driven instruction
- Project-based learning
- Effective ELL strategies
- Balanced literacy (for grades PK-5)
- Workshop Model Literacy (for grades 6-8)
- A professional development program on teaching the geography of Latin America and the Caribbean sponsored by the World Affairs Council and the Connecticut Geographic Alliance
- Currently seeking resources for curriculum-related travel for teachers to Spanish-speaking areas of the world for language and cultural immersion

Core Knowledge Academy at Milner: School staff received extensive training in Core Knowledge principles prior to the opening of the Core Knowledge Academy. Training activities included:

- A two-hour "Introduction to Core Knowledge" workshop
- "Core Knowledge Leadership Institute, a two-day training for school leaders
- "Overview and Getting Started," a three-day summer workshop for teachers prior to the school opening
- "Teaching Core Knowledge," a two-day session focused on curriculum, assessment and instruction in a Core Knowledge framework
- Follow-up visits – two-day sessions to provide ongoing support in implementation
- Teacher learning teams
- Annual 3-5 day summer PD
- Continued Core Knowledge training for the development of units of study is needed for continued implementation of the model

America's Choice at SAND: Teachers receive extensive training in the America's Choice design and ongoing assistance with implementation, including:

- Principals and coaches participate in regional academies and networks to understand and lead implementation of America's Choice model
- Coaches and lead teachers attend off-site institutes on the America's Choice model
- America's Choice coaches create model classrooms that become the focal point for professional development in their schools
- Middle school teachers are trained through the CT National Writing project
- Staff takes part in Whole Faculty Workshops that provide overviews of the design, Study Groups that focus on America's Choice curriculum, and Teacher Meetings on specific issues of implementation
- The next level of professional development will focus on Math Workshops

Betances Early Reading Lab School

- As a lab school, training will be a central, ongoing aspect of the program at Betances. All teachers will take part in frequent, relevant and continuous professional development that focuses on the implementation of effective literacy instruction that meets the needs of all

students, and the school day for teachers will be extended by one hour to facilitate such training.

*c. how the district will monitor each component of the selected intervention model for each school*

The Hartford Public School's Office of School Design monitors implementation of the intervention models, primarily through the evaluation process for principals. Annual accountability plans of the redesign school principals include implementing school design specifications with fidelity, and implementation success is included in principal evaluations. Where components of the specifications fall short of expectations, short-term goals are developed to facilitate improved implementation. The Office of School Design is currently developing a school design report card for use beginning in 2010-2011 using recognized national designs such as New York City and Chicago.

*d. how the district will monitor the allocation of resources and funds to effectively implement the selected intervention model in each school*

Each school develops a school-based budget that supports the instructional priorities set forth in the School Accountability Plan, which is approved by the School Governance Council. The Director of School Design works with the school leadership team and the School Governance Council in each redesigned school to ensure that the budget is consistent with implementation of the school design. The Office of School Design monitors allocation of funds throughout the school year.

**3. Describe actions the district has taken, or will take, to:**

*a. design and implement interventions consistent with the federal requirements of the SIG*

The Hartford Board of Education has developed a Policy for School Redesign/ Repurposing (1997) that articulates the process to be followed for school redesign. The district has implemented an accountability system that annually assesses the relative performance and rate of improvement of each school using an Overall School Index (the OSI was created in consultation with staff at the CT State Department of Education). A school in the "redesign" category has performed substantially below the proficient level for two consecutive years without improvement and/or has failed to make adequate yearly progress for five consecutive years. The schools that fall into this category match the Tier I schools identified by the CSDE eligible for SIG funds.

Hartford Public Schools has developed and followed a systematic process for school design that includes the following steps:

- Superintendent recommendation to the HPS Board to redesign the school under the district policy.
- HPS Board vote to redesign the school.

- Notification of parents and staff of the redesign school of the Board's decision.
- Community engagement on design elements of the new school model.
- Reconstitution of school leadership, faculty and support staff through reassignment of current personnel and recruitment of personnel committed to the new school model.
- Development of design specifications that describe the curricular content, methodological focus, operational features and other distinctive elements of the school and outline student and staff commitments and parental involvement.
- Public vetting and Board adoption of the Design Specifications.
- Hiring of a new Principal and new staff.
- A school enrollment plan, consistent with the Board's school choice plan, giving neighborhood, sibling and zone preference to students attending intra-district choice schools.

School design specifications are the responsibility of the Hartford Public Schools Office of School Design, which conducts its school design work through Design Teams composed of selected volunteer educators, parent community members, business and organizational partners, university partners, and, when age-appropriate, students. The Assistant Superintendent of Secondary Schools and School Design is a Cabinet Member and reports directly to the Superintendent of Schools. Each Design Team consists of a steering team and four subcommittees: curriculum and professional development, support services and parental involvement, partnerships and co-curricular programming, and governance and student leadership. The steering team is charged with organizing the subcommittees and ensuring that the School Design Specifications Form is completed on time and meets the expectations set forth by the Office of School Design, which incorporate federal requirements.

Representatives from the Design Team participate in the interviews for school leadership and send recommendations to the superintendent. The Design Team acts as a proxy for the School Governance Council until such a Council is formed by the new principal. Participating higher education, industry, community and business partners may transition to an External Advisory board to provide field expertise and promote the rigor and relevance of the curriculum.

*b. Recruit, screen and select external providers*

Hartford Public Schools has researched various contracted service providers for each theme through the School Design Process and has selected partners with known national turnaround models, such as America's Choice and Core Knowledge that address the needs of each specific school. Its local partners, such as the World Affairs Council and the University of Connecticut Institute of Puerto Rican and Latino Studies, are chosen on the basis of their expertise in a specialized area. The HPS Office of Strategic Partnerships works with a community-based advisory committee to identify community partners and has also developed and implemented a regular evaluation process for community partners.

*c. Align other federal, state and local resources with the interventions*

Examples of alignment of other federal, state and local resources include:

- Title II funds have been used for startup theme-based professional development for school staff
- ARRA funds have been allocated to the upgrading of technology at various schools and also for contract expenses involved in adding time to the school day for low-achieving schools They have also been used for the purchase of the reading intervention program, Read 180
- Title I and Priority School funds have supported academic intervention supports
- The HPS general budget supports operating costs at the schools

*d. Modify its teacher or administrator contracts, practices or policies for full and effective implementation*

- As a condition of employment, teachers and administrators at redesign schools must agree to a longer work day in most cases and participation in professional development activities, including summer workshops.
- New hires must agree to summer training and additional theme-based training during the school year in addition to the expanded school day
- Betances Early Reading Lab School will pilot a new Teacher Advancement Program that combines multiple career pathways for teachers, ongoing applied professional growth, instructionally focused accountability, and performance-based compensation. (Further details are included in Section C/Betances.) Depending on the results of this pilot, it will be offered to other schools in the district.

*e. Sustain the reforms after the funding period ends*

The district has taken numerous steps to support the sustainability of these reforms, including:
- Adding staff positions to build capacity (e. g., the Office of School Design)
- Extensive professional development related to the intervention models to build staff capacity to carry forward the reforms along with training in DDDM and the data team process
- The district budget process is aligned with the school reform plan to support design specifications for redesigned schools
- The school system requires that school-based budgeting supports the intervention model
- Hiring practices for redesigned schools are designed to support intervention models by attracting staff members who are committed to the model
- School Governance Councils in the schools provide for a substantial community voice in the schools; e.g., 50% of the Council members are parents
- The system of choice model itself supports sustainability, since families choose the school their children attend
- Ultimately, the effect on student achievement will determine future of each model. Those that prove themselves to be effective will not only be continued, but are likely to be replicated.

**4. Timeline delineating steps the district will take to implement the selected intervention in each school the district commits to serve**

The timeline for the implementation of selected interventions in each school is described in the table below:

| School | SIG Model | Timeline |
|---|---|---|
| Milner Core Knowledge Academy (PK-8 | Turnaround | BOE vote to initiate redesign: August 2007<br>Redesign Notification: Sept 2007<br>*Community Meetings: Sept & Oct 2007<br>Design Team Work: Oct 2007 – Jan 2008<br>Model Site Visits (Atlanta, GA) Nov 2007 and Feb 2008<br>Core Knowledge Conference & Start Up Tech Assistance:<br>HPS Board 1st Reading: Jan 2008<br>HPS Board 2nd Reading & Adoption: Feb 2008<br>Principal Hire: July 1, 2008* Principal was brought on board in April to coordinate the school opening activities including teacher hires, while the outgoing Principal continued to run Milner School through July 1, 2008<br>Teacher Interview Process: April/May 2008<br>School Opened: August 2008<br>Start Up Core Knowledge Training: August 2008<br>**School Report Card: July 2011 |
| Burns Latino Studies Academy (PK-8) | Turnaround | BOE vote to initiate redesign: August 2007<br>Redesign Notification: Sept 2007<br>*Community Meetings: Sept & Oct 2007<br>Design Team Work: Oct 2007 – Jan 2008<br>HPS Board 1st Reading: Jan 2008<br>HPS Board 2nd Reading & Adoption: Feb 2008<br>Principal Hire: July 1, 2008* Principal was brought on board in April to coordinate the school opening activities including teacher hires, while the outgoing Principal continued to run Burns School through July 1, 2008<br>Teacher Interview Process: April/May 2008<br>School Opened: August 2008<br>Start Up Geographic Alliance Training: Summer 2008<br>**School Report Card: July 2011 |
| SAND America's Choice | Turnaround | BOE vote to initiate redesign: August 2008<br>Redesign Notification: Sept 2008<br>*Community Meetings: Sept – Oct 2008<br>Design Team Work: Oct 2008 – Dec 2009<br>HPS Board 1st Reading: December 2008<br>HPS Board 2nd Reading & Adoption: Jan 2009<br>Principal Hire: July 1, 2009<br>Teacher Hires: March/April 2009<br>School Opened: August 2009<br>Start Up Training: Summer 2009<br>**School Report Card: July 2011 |
| Dr. Ramon E. Betances Early Reading Lab | Turnaround | BOE vote to initiate redesign: August 2009<br>Redesign Notification: Sept 2009 |

| | | |
|---|---|---|
| School (Pk-3) | | *Community Meetings: Spring 2009 & Fall 2009<br>Design Team Work: Sept 09 – Feb 2010<br>HPS Board 1st Reading: Feb 2010<br>HPS Board 2nd Reading & Adoption: May 2010<br>Principal Hire: May 2010<br>Teacher Hires: May 2010<br>School Opens: Aug 2010<br>Teacher Start Up Training: June/July 2010<br>**School Report Card: July 2011 |

*Community Meetings include: Open community meetings at the school; letters to parents about the redesign process and timeline; 2nd Cup of Coffee jointly hosted by Family Resource Aide and Central Office Administrators at the school site; PTO/A meeting with central office administrators; email mailings to the community about the redesign and calling for design team volunteers; phone master messages to parents about upcoming community meetings

**In the fall 2010, the Office of School Design will develop a formal school report card that will be used with all turnaround schools to be shared with the HPS Board of Education and to be posted on the school website. Two model school report cards are being reviewed to guide our work: Chicago Public Schools and NYC.

5. **Provide a description of how the district has consulted with relevant stakeholders, including parents, regarding the district's application and implementation of the intervention model in its Tier 1 and Tier II schools**

Consultation with stakeholders is built into the Hartford Public Schools process for school design. Each design team includes parents and other community stakeholders, and community meetings are held for the purpose of providing information and also gathering input from the community. As noted above, community outreach includes open meetings at the school; letters to parents about the redesign process and timeline; 2nd cup of coffee gatherings jointly hosted by the Family Resource Aide and Central Office Administrators; PTO/A meetings with central office administrators; email mailing to the community about the redesign and calling Design Team volunteers; and phone master messages to parents about upcoming community meetings. Staff members provide input on school redesign and also on contractual implications. Community-based organizations aligned with various models are consulted whenever applicable, e.g., the World Affairs Council in the Burns Latino Studies Academy

Stakeholders are also involved in implementation through the School Governance Councils. The SGCs are composed and operate under a Board of Education policy adopted in May 2009 and include a range of stakeholders, including school staff, parents, students (when age-appropriate), community partners, and other community members.

6. **For each Tier III school the district commits to serve, identify the services the school will receive or the activities the school will implement. A district has flexibility to choose the strategies it will implement. A district has flexibility to choose the strategies it will implement in the Tier III schools it commits to serve. A district does not have to**

**implement a particular school improvement strategy in its Tier III schools. The strategies the district selects should be research based and designed to address the particular needs of the Tier III schools.**

Hartford Public Schools is not proposing to serve any Tier III schools through this program.

7. **If the district is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school.**

Hartford Public Schools is applying to serve each of its eligible Tier I schools.

## C. Information on each Tier I school using the Turnaround Model

**School Name: Burns Academy for Latino Studies**

1. *Describe how you will replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates*

The Academy for Latino Studies at Burns Elementary School opened in August 2008. In order to include the new principal in the planning process, she was hired in April 2008 and played an active role in preparing the school to open as a redesigned school. The hiring process for the new principal sought an individual with the following characteristics:

The Academy for Latino Studies will be led by a bilingual principal who:

- has demonstrated successful experience in curriculum and instruction
- is committed to backward mapping of the World in Transition curriculum
- has a deep understanding of first and second language learning
- has an understanding of the major community and academic issues that affect student achievement
- has had successful teaching and administrative experiences in an urban setting

The principal will be at the forefront of the school as an instructional leader who embraces the diversity of the community and insists upon academic excellence and high standards.

The teaching staff was reconstituted on the basis of commitment to the school's new mission, and appropriate qualifications, and the principal participated in the hiring of new staff. The academy has an extended academic day schedule to accommodate instructional time for the daily Spanish class, arts activities, tutoring, a homework club and other activities. In addition, the Academy leadership is working with parents to explore the possibility of a year-round school. Hartford Public Schools uses a school-based budgeting system in which school principals play a significant role in budget decision-making.

2. *Describe in detail how you will use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent and select new staff.*

The design specifications for the Academy for Latino Studies specified that teachers at the school will be committed to the purpose and mission of the school. All teachers must sign a School Compact indicating their commitment to the mission, goals and requirements of the academy. They must have an understanding of, or be willing to be trained in the Latino Studies curriculum to learn about the diversity of Latino/Latin-American culture and language. They must possess the following qualities:

- Dedication to the success of all students regardless of their background, language or special needs.
- Demonstrated success in implementing curricular content.

- Experience in differentiated instruction, providing students with hands-on instructional experiences, and effective CMT strategies.
- Experience with a variety of instructional techniques in working with diverse (academic and language) learners.
- Experience with effective team work and peer coaching.
- Excellent classroom management skills.
- Excellent interaction with parents and families.
- Commitment to working in a collaborative governance structure.
- Knowledge and understanding of the issues affecting the school community and their impact on student learning.

Teachers previously working at Burns School were required to apply for positions at the Academy for Latino Studies, and fewer then 50 percent were hired to return to the school. The remaining positions were filled by teachers from other Hartford schools who applied to teach at the Academy and by teachers from outside Hartford.

3. *Describe how you will implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in the turnaround school.*

Incentives in place at the Academy for Latino Studies include:

- Leadership paths for teachers have been made available, including serving as model classrooms for the school, with a stipend for leadership
- Teacher salaries reflect the longer school day
- Opportunities for additional compensated time through extended day programs and summer work in curriculum development
- Teachers serve on the School Governance Council, along with parents, students and school partners. This Council reviews the school accountability plan; provides feed back on the school budget; monitors adherence to the school mission; and makes decisions about school-wide concerns
- Theme-based training as a path to career growth, including possible field trip to Spanish-speaking countries

Following the first-year pilot at Betances, the Academy for Latino Studies will also be eligible for the Hartford Public Schools Teacher Advancement Program (TAP), which is included in the description of the Betances Early Reading Lab School.

4. *Describe how you will provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.*

Teachers at the Academy for Latino Studies have participated in numerous professional development activities that are aligned with the instructional program and with the Academy's theme. These have included:

- Opportunities provided by the UConn Institute for Puerto Rican and Latino Studies and the World Affairs Council.
- Differentiated instruction for all students.
- Common Formative Assessments, Data Driven Decision Making and Standards Driven Instruction
- Project-Based Learning
- Effective ELL Strategies
- Balanced Literacy (for grades PK-5)
- Workshop Model Literacy (for grades 6-8)

In addition, the World Affairs Council of Connecticut invited teachers from Grades 5-12 to participate in a professional development program on the teaching of Geography of Latin America and the Caribbean held in August 2008 at the Mark Twain House, Hartford. The program was supported by and conducted in partnership with the Connecticut Geographic Alliance.

5. *Describe how you will adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the district, hire a "turnaround leader," who reports directly to the superintendent or chief academic officer, or enter into a multi-year contract with the district to obtain added flexibility in exchange for greater accountability.*

Hartford Public Schools has created an Office of School Design to monitor the design process, implementation of school designs, and ongoing fidelity to design models. This office is led by the Assistant Superintendent for School Design and Secondary Schools, who reports directly to the Superintendent of Schools. The Office of School Design also includes a Director of School Design, Elementary Design Specialist/Assistant Director, Secondary School Design Specialist, Data Specialist and Office Executive Assistant.

At the school level, the Academy for Latino Studies has a governance council that includes constituent representatives including administration, parents, university partners, community partners, an eighth-grade student representative, and cluster team leaders. Some of the responsibilities of this team will be to collect and disaggregate school-wide data, monitor curriculum implementation and ensure student achievement. This Council will also hold the charge of ensuring that the Academy maintains the integrity of the school's approved design specifications.

6. *Describe how you will use data to identify and implement an instructional program that is research based and vertically aligned from one grade to the next as well as aligned with state academic standards.*

In the design process to develop redesigned schools, Design Teams are required to create programs that are aligned with district curriculum, state standards and grade-level expectations. The models considered for adoption are designs and/or curricula that have already been used nationally and for which a research base has established effectiveness. The Design Teams

consider the data on potential models during their work, and they must document the research they have considered and establish that their selection is aligned as required, shows promise of improving student achievement and is appropriate for the population to be served.

At the Academy for Latino Studies, the research-based Balanced Literacy approach will be the primary means for delivering literacy instruction.

7. *Describe how you will promote the continuous use of student data (such as from formative, interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.*

In addition to state mandated assessments. The Academy will assess its students through:

- **Project-based Assessments**
  Students will be expected to complete projects that will be evaluated through a rubric created by the teacher and the students.
- **Portfolios**
  Students maintain a collection of their work from all subject areas. Students in grades 3 through 7 present portfolios to their parents at student-led conferences.
- **Oral Presentations**
  Students will develop the ability to communicate effectively, in both languages and use technology (Power Point) to show what they have learned and express their ideas.
- **Electronic Portfolios**
  The eighth grade portfolio will be a culminating presentation where the parent is present along with an authentic audience from higher education, faculty from across the school, community members, and district personnel around a history/political science topic related to a Latin American country.

Data teams are used throughout the school, along with learning walks to monitor data. As part of the development of a professional learning community, the school is moving towards a common lesson plan format that is developed at each grade level and used for vertical alignment as well. All Hartford schools are using the district assessment management system. In this system, common formative assessments and benchmark assessments (developed locally and aligned with district curriculum and state standards) are entered into the system. Teachers can enter student data into the system, then track and analyze student progress electronically. A student progress protocol, "Looking at Student Work," which will allow further monitoring of student data, is in the process of implementation.

In order to increase staff capacity to use student data to improve instruction, each of Hartford's schools has been provided a number of days for CALI training. In 2009-10, the Academy for Latino Studies was allotted a maximum of nine days; as of May 2010, the school's staff had completed four CALI training days.

8. *Specify how you will establish schedules and implement strategies that provide increased learning time.*

The school day at the Academy for Latino Studies will be increased by one hour to allow for additional instructional time for the daily Spanish class. There is also an extended day program that provides offerings in the arts and other areas related to the Latino Studies theme and disguised academic interventions such as "Mouse Club," where students take non-working computers and refurbish them to working order. In order to do so, they are provided with instruction in literacy (reading manuals, reading on computer components) and math (area, perimeter, measurement and lapsed time). Mandatory tutoring will be provided to students who are one grade or more below grade level in reading or math, and there will also be a mandatory homework club for students who miss homework assignments. This program will provide students with the opportunity to do homework and projects in a supportive environment. The Academy leadership will also engage parents in an exploration of the possibility of a year-round school.

9. *Describe how appropriate social-emotional and community-oriented services and supports for students will be provided.*

A comprehensive support services structure has been developed by the new Principal in partnership with the staff and under the expert guidance of the Assistant Superintendent of Support Services.

**Special Education**

- Special Education teachers will use a co-teaching or push-in, team teaching inclusion model with the regular education teacher.
- Lessons will be differentiated to ensure the success of all students in the class.
- Data will be disaggregated and monitored to ensure that all students are successful.

**Tutoring**

- Tutoring will be provided by certified staff or college students.

**Parent Support Programs**

- The Academy will explore the creation of a Parent Institute to provide a range of learning and curriculum exposure opportunities for parents.

**Stop and Think Room**

- The *Stop and Think* room will offer inside suspension for students who break the most serious rules or who continuously disrupt the class despite several interventions by staff.
- This room will be staffed by two people who can provide behavioral counseling as well as academic support as students will be required to finish their class-work during this time.
- There will be one Stop and Think room for both elementary grades and for upper grades.

**Community Services:**

The Academy for Latino Studies is a community school with a lead agency providing wrap-around services and participation by additional community agencies. The Lead Agency at the Academy for Latino Studies is Compass Youth Collaborative, and other community partners include the Village for Families and Children, the Police Athletic League, Early Learning Center, World Affairs Council, Refugee Center, Trinfo Café (computers/technology), In Da Mixx (performance, dance), Planned Parenthood, CT Pre-Engineering Program, Junior Achievement, Boys and Girls Clubs, Aetna – Health Education Partnership, ESPN, Trinity College Multicultural Committee, and Foodshare. These partners collaborate closely with the school to provide extended-day and other programming and work to align activities with school curricula and to provide consistent expectations for behavior.

## C. Turnaround Schools, continued

**School Name: America's Choice at SAND**

1. *Describe how you will replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates*

America's Choice at SAND opened in August 2009, and the new principal was hired in July 2009. The hiring process sought a new principal who could fill the unique role of a principal in the America's Choice model. The America's Choice school design calls for an instructional leader who understands and promotes standards-based teaching and learning throughout the school. The principal distributes leadership among key faculty members, develops a school leadership team structured to implement the design, and leads school-wide planning sessions in collaboration with the leadership team, parents and community members.

The new principal played the central role in selection of staff to make up the leadership team, including the literacy coach, math coach, lead math and literacy teachers and parent outreach coordinator (an America's Choice design specialist, who is also the assistant principal, is also a part of the leadership team). The academic school day is extended by one period, four days a week in order to maximize learning time and provide acceleration and enrichment experiences in the content areas. One day a week, students are dismissed early so that staff can participate in professional development for two hours. Hartford Public Schools uses a school-based budgeting system in which school principals play a significant role in budget decision-making.

2. *Describe in detail how you will use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent and select new staff.*

Teachers previously working at SAND were required to apply for positions at the redesigned America's Choice at SAND School, and fewer than 30 percent were hired to return to the school. The remaining positions were filled by teachers from other Hartford schools who applied to teach at the school and by teachers from outside the Hartford system.

Teachers were selected on the basis of their experience and academic qualifications and on their commitment to the theme-specific requirements of the school. In the America's Choice School at SAND, teachers will:

- Deliver standards-driven literacy and math blocks
- Use assessment of students that is ongoing and informs daily instruction
- Follow the same group of students for more than one year
- Participate in Study Groups
- Participate in teachers meetings that strengthen their knowledge of the America's Choice approach to teaching and learning
- Consistently implement the rituals and routines of the America's Choice school design

3. *Describe how you will implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in the turnaround school.*

Incentives for recruitment, placement and retention of staff at America's Choice at SAND include:

- There are significant leadership roles available in this model, including the roles of literacy coach, math coach, and lead math and literacy teachers (who allow their classrooms to be used as model classrooms), and additional compensation is provided to teachers who take these roles.
- Teachers serve on the School Governance Council, along with parents, students and school partners. This Council reviews the school accountability plan; provides feed back on the school budget; monitors adherence to the school mission; and makes decisions about school-wide concerns
- Teachers take on new roles and responsibilities as Class teachers who follow the same group of students for more than one year and as Teacher Specialists in the upper elementary grades with specialties in either English Language Arts or mathematics
- Teachers have significant professional development opportunities through the America's Choice model

Following the first-year pilot at Betances, the America's Choice at SAND school will also be eligible for the Hartford Public Schools Teacher Advancement Program (TAP), which is included in the description of the Betances Early Reading Lab School.

4. *Describe how you will provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.*

Teachers receive extensive training in the America's Choice design and substantial on-going assistance in implementation. Teachers engaged in mandatory training over the summer of 2009.

**Off-Site Professional Development**

- Principals and Coaches participate in regional academies and networks to strengthen their understanding of the America's Choice model and their ability to lead its implementation.
- Coaches and Lead Teachers attend off-site institutes that focus on the America's Choice standards-based approach to teaching and learning.
- One of the primary roles of the America's Choice coaches is to create model classrooms that become the focal point for professional development in their schools.
- Middle school teachers will be trained through the National Writing Project through a local training center at Central Connecticut State University.

**On-Site Professional Development**

At the school, staff takes part in Whole Faculty Workshops which provide the faculty with overviews of the design, Study Groups that focus on the substance of the America's Choice

curriculum and Teacher Meetings that concentrate on particular issues related to the implementation of the design.
Critical to this work are Cluster Leaders, distinguished educators that are part of the America's Choice staff who make follow-up visits to the school to support what is taught in the Institutes.

**Teaming/Collaborative Planning Expectations**
Teachers will participate in Study Groups and Teacher Meetings that strengthen their knowledge of the America's Choice approach to teaching and learning. This includes learning how to conduct a close analysis of their students' work in relation to the standards and using this knowledge to develop lessons calibrated to the needs of their students.

5. *Describe how you will adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the district, hire a "turnaround leader," who reports directly to the superintendent or chief academic officer, or enter into a multi-year contract with the district to obtain added flexibility in exchange for greater accountability.*

Hartford Public Schools has created an Office of School Design to monitor the design process, implementation of school designs, and ongoing fidelity to design models. This office is led by the Assistant Superintendent for Secondary Schools and School Design, who reports directly to the Superintendent of Schools. The Office of School Design also includes a Director of School Design, Elementary Design Specialist/Assistant Director, Secondary School Design Specialist, Data Specialist and Office Executive Assistant.

At the school level, America's Choice at SAND has a governance council that includes constituent representatives including administration, parents, teachers, students and community partners. Some of the responsibilities of this team will be to collect and disaggregate school-wide data, monitor curriculum implementation and ensure student achievement. This Council will also hold the charge of ensuring that the Academy maintains the integrity of the school's approved design specifications.

6. *Describe how you will use data to identify and implement an instructional program that is research based and vertically aligned from one grade to the next as well as aligned with state academic standards.*

In the design process to develop redesigned schools, Design Teams are required to create programs that are aligned with district curriculum, state standards and grade-level expectations. The models considered for adoption are designs and/or curricula that have already been used nationally and for which a research base has established effectiveness. The Design Teams consider the data on potential models during their work, and they must document the research they have considered and establish that their selection is aligned as required, shows promise of improving student achievement and is appropriate for the population to be served.

The America's Choice school design is the result of an extensive study of the best educational practices in the U.S. and abroad. The aim of the design is to ensure that every student is prepared for college and successful on state and local assessments. The America's Choice school design is

a proven solution for schools with a record of poor performance helping to turn around schools where most students are having difficulty meeting state standards across multiple subjects. Significant gains are possible after just one year. The Consortium for Policy Research in Education (CPRE) serves as the independent evaluator of this organization.

- America's Choice schools in Rochester, NY, made substantial long-term gains in student achievement, particularly for low-performing and minority students, on state tests and other nationally normed measures. The results come from an independent, comprehensive, longitudinal study of America's Choice schools (The Consortium for Policy Research in Education, 1999.).
- Over seven years, America's Choice schools in New York City topped state gains in English language arts and mathematics. America's Choice elementary students in almost 40 of the toughest schools in the district exceeded state gains annually and cumulatively.
- After just one year as America's Choice schools, three Chicago K–8 schools made the city's "top 50 gainers" list for composite increases on the state test.
- Niagara Falls, NY America's Choice schools are closing the achievement gap in the state with district-wide results on the state's English Language Arts assessment.
- Duval County, FL implemented the America's Choice School Design in more than a third of its 160-plus schools. The district made steady growth in reading and mathematics—and was recognized by the state for the highest increase in "A"-rated schools.

7. *Describe how you will promote the continuous use of student data (such as from formative, interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.*

The America's Choice model includes specific structures and processes to ensure a deep use of student data to inform instruction. The Leadership Team in an America's Choice school works with teachers to set student performance targets. They use student assessment data to set school-wide grade level, classroom and individual student targets and to organize instruction that responds to students needs.

The America's Choice program design enables students to succeed on their own state and locally mandated tests. Students will also take reading, writing and math assessments known as New Standards Reference Examinations. The exams, taken by 4th and 8$^{th}$ graders, require students to produce written responses to performance tasks and respond to multiple-choice questions. America's Choice teachers use the results on these tests diagnostically to create school-wide grade and classroom level strategies for raising student performance.

Standards are the cornerstone of the America's Choice design. The distinguishing feature of the standards, known as the New Standards Performance Standards, is that they include examples of student work that meet the standards. America's Choice aligns these internationally benchmarked performance standards with the standards of the states and localities where America's Choice schools are located. This makes it possible for administrators, teachers and students to clearly see, often for the first time, exactly what work meets local, state and international standards.

All Hartford schools are using the district assessment management system. In this system, common formative assessments and benchmark assessments (developed locally and aligned with district curriculum and state standards) are entered into the system. Teachers can enter student data into the system, then track and analyze student progress electronically. A student work protocol, "Looking at Student Work," which will allow further monitoring of student data, is in the process of implementation.

In order to increase staff capacity to use student data to improve instruction, each of Hartford's schools has been provided a number of days for CALI training. In 2009-10, America's Choice at SAND was allotted a maximum of nine days; as of May 2010, the school's staff had completed two CALI training days. The remainder of the days will be rolled into the next school year.

8. *Establish how you will establish schedules and implement strategies that provide increased learning time.*

The academic school day at America's Choice at SAND was extended by one period, five days a week, in order to maximize learning time and provide acceleration and enrichment experiences in the content areas.

Some examples of extended day programming that occur after the academic day include Science Club, sports activities, Art Club, Homework Club, computer-based tutoring, *Mathletes* Club, Service Learning Club.

Summer school is offered to students who require skill building and acceleration.

9. *Describe how appropriate social-emotional and community-oriented services and supports for students will be provided*

A comprehensive support services structure has been developed by the Principal in collaboration with the staff and the support of the Assistant Superintendent of Support Services and the Director of Special Education.

**Special Education**

- Special Education teachers use a push-in team teaching model with the regular education teacher.
- Lessons are differentiated to ensure the success of all students in the class.
- Data are disaggregated and monitored.
- Special education teachers participate in job-embedded professional learning to augment skills in teaching reading to struggling readers.

**Support Services Model** There is a school-wide system of support for students' social-emotional and behavioral development. The use of the Response to Intervention model offers a tiered approach to supporting the needs of all students. Students who continue to experience academic difficulty or habitually miss assignments are required to participate in student support activities during the extended day. In addition, the America's Choice School design requires the following supports:

- Students will be supported through setting high academic expectations, carefully monitoring each child's progress, and delivering instruction that is focused on what each student needs to know.
- All teachers will follow classroom rituals and routines that help students tackle demanding content and become independent learners.
- Class teachers will follow the same group of students for two or three years and team members will collectively take responsibility for the success of each student on their team.
- Teachers participate in Study Groups and Teachers Meetings, learning how to conduct a close analysis of their students' work in relation to the standards and using this knowledge to develop lessons calibrated to the needs of different students.

**English Language Learner Support Approach**

A student body with diverse backgrounds, languages, cultures, and literacy experiences presents tremendous opportunities. America's Choice believes that all students, including English Language Learners (ELLs), can achieve academic success given the proper tools and effective instruction. English Language Learners will receive comprehensive bilingual support during year one and transition beginning in year two to English language immersion. The school will seek to recruit faculty with bilingual skills to support a language immersion approach while providing appropriate levels of natural transitions in the classroom so that students can maintain grade-appropriate level of skill and content development while continuing to master the English language.

America's Choice incorporates the most current second language acquisition research and methodology into its comprehensive school design and intervention programs. ESL experts and practitioners have also leveraged this research to create exceptional stand-alone materials and professional development for administrators, ESL teachers, and mainstream content-area teachers.

## C. Turnaround Schools, continued

**School Name: Core Knowledge Academy at Thirman L. Milner School**

1. *Describe how you will replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates*

The Core Knowledge Academy at Thirman L. Milner School opened in August 2008. In order to include the new principal in the planning process, he was hired in April 2008 and played an active role in preparing the school to open as a redesigned school. The hiring process for the new principal sought an individual with the following characteristics:

The principal of the Core Knowledge Academy at Thirman Milner School should have knowledge of the Core Knowledge Sequence and will have the following leadership qualities:

- Decision-maker who puts students first
- Demonstrated, strong instructional leadership skills
- Demonstrated ability to create and maintain community partnerships aligned with the school improvement plan
- Commitment to enforcing the School Compact between parents, students and staff
- Demonstrated ability to set high learning expectations for staff, students, parents and community
- Demonstrated ability to interact effectively with parents and community members
- Knowledge of and commitment to the Milner community
- Visionary, with a personal goal to create an outstanding school

The teaching staff was reconstituted on the basis of commitment to the school's new mission, and appropriate qualifications, and the principal participated in the hiring of new staff. The academy has an extended academic day schedule and also an extended day for additional learning and student activities

Hartford Public Schools uses a school-based budgeting system in which school principals play a significant role in budget decision-making.

2. *Describe in detail how you will use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent and select new staff.*

Teachers previously working at Milner School were required to apply for positions at the redesigned Core Knowledge Academy at Milner, and fewer than 40 percent were hired to return to the school. The remaining positions were filled by teachers from other Hartford schools who applied to teach at the school and by teachers from outside the Hartford system. Teachers were selected on the basis of the following qualifications:

- A demonstrated understanding of urban education in high-poverty communities.
- A demonstrated sensitivity to the needs of students and families.
- A demonstrated ability to challenge all students, while providing them with rigorous, exciting lessons and high expectations for success.
- A demonstrated commitment to providing extended day activities that are both educational and engaging.
- A demonstrated commitment to learning through ongoing professional development and a high level of implementation.
- A demonstrated knowledge of standards-based lesson planning, differentiated instruction, formative assessments and using data to drive instruction.
- Commitment to the thorough implementation of the Core Knowledge Curriculum.
- Commitment to the full implementation of the Positive Behavioral Support System.
- Commitment to full participation in all professional development and curriculum development activities.
- An understanding that with the right instruction, every child can achieve at high levels.
- A commitment to continuously developing lesson units with the grade level team aligned with the Core Knowledge sequence.
- A commitment to the development of Core Knowledge unit lessons that represent the cultural backgrounds of the Academy's students.
- A commitment to sharing academic information with parents through the Parent Institute.

Teachers at the Core Knowledge Academy must also commit to the following expectations:

- Collaborate to plan standards-based units that are aligned with the Core Knowledge Sequence.
- Use differentiated instruction.
- Attend all Core Knowledge professional development workshops including up to one week in the summer.
- Collect student data and use it to drive instruction.
- Maintain updated displays of student work in classrooms and hallways.
- Use common planning time to discuss student data and instructional strategies.
- Send home monthly syllabi that detail the topics or themes to be taught in the month, a list of nightly homework assignments with due dates, and a schedule of quizzes and tests.
- Actively and positively contribute to the development and implementation of the Positive Behavioral Support System.

3. *Describe how you will implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in the turnaround school.*

Incentives for recruitment, placement and retention of staff at the Core Knowledge Academy include:

- Significant leadership roles available in this model include the Core Knowledge Curriculum Coordinators for PreK-2, grades 3-5, and grades 6-8, who assist in the creation and sharing of

lesson plans and model strategies through ongoing demonstration lessons. Additional compensation is provided to teachers who take these roles.

- Teachers serve on the School Governance Council, along with parents, students and school partners. This Council reviews the school accountability plan; provides feed back on the school budget; monitors adherence to the school mission; and makes decisions about school-wide concerns
- Teachers have significant professional development opportunities through the America's Choice model and work in the context of a professional learning community that includes grade-level teams and teacher learning teams.

Following the first-year pilot at Betances, the Core Knowledge Academy at Milner will also be eligible for the Hartford Public Schools Teacher Advancement Program (TAP), which is included in the description of the Betances Early Reading Lab School.

4. *Describe how you will provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.*

The Core Knowledge model provides significant professional development opportunities for school staff in order to ensure effective delivery of its strategies. Once the Core Knowledge Academy becomes a "Friend of Core Knowledge" by establishing the school's commitment to use Core Knowledge, a Core Knowledge consultant assessed the needs of the academy and assisted in the planning and implementation of Core Knowledge training.

**Introduction to Core Knowledge** is a two-hour session that provides teachers, parents and community participants with an overview of Core Knowledge. This was scheduled for late Spring 2008.

**Core Knowledge Leadership Institute** is a two-day training for school leaders, specifically, the school principal and Core Knowledge Coordinator, which gives an overview of how to get started with Core Knowledge.

**Overview and Getting Started** (summer 2008) at the end of this three-day professional development, the school is ready to send an initial draft of the typed curriculum plan indicating when each of the Core Knowledge topics will be covered.

**Teaching Core Knowledge** is a two-day session where teachers review curriculum, assessment and instruction, and complete lessons based on Core Knowledge concepts that are aligned with state standards.

**Follow Up Visits** are two-day sessions that ensure schools are getting the support they need to stay on track.

**Ongoing:**

- Teacher Learning Teams

- Annual 3-5 day summer PD set one year in advance; includes annual curriculum coverage assessment and collaborative unit development. In year one of implementation, teachers are expected to participate in a five-day summer training session.
- Each year, new hires attend the annual Core Knowledge conference with the Principal or one of the CK Coordinators.
- The Academy will annually assess the level of implementation of the Core Knowledge Sequence by grade level and school-wide. The best units of instruction will be shared and units that were not as successful will be improved upon or replaced.

5. *Describe how you will adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the district, hire a "turnaround leader," who reports directly to the superintendent or chief academic officer, or enter into a multi-year contract with the district to obtain added flexibility in exchange for greater accountability.*

Hartford Public Schools has created an Office of School Design to monitor the design process, implementation of school designs, and ongoing fidelity to design models. This office is led by the Assistant Superintendent for School Design and Secondary Schools, who reports directly to the Superintendent of Schools. The Office of School Design also includes a Director of School Design, Elementary Design Specialist/Assistant Director, Secondary School Design Specialist, Data Specialist and Office Executive Assistant.

At the school level, the Core Knowledge Academy at Milner will develop a governance council that includes constituent representatives of all stakeholders, including parents, community members, major school partners, students and school staff. This team is responsible for working with the principal to monitor student achievement and make school-based decisions. This team also assesses and monitors the effectiveness of extended day activities, parent and community engagement, and other programming as it affects student achievement.

6. *Describe how you will use data to identify and implement an instructional program that is research based and vertically aligned from one grade to the next as well as aligned with state academic standards.*

In the design process to develop redesigned schools, Design Teams are required to create programs that are aligned with district curriculum, state standards and grade-level expectations. The models considered for adoption are designs and/or curricula that have already been used nationally and for which a research base has established effectiveness. The Design Teams consider the data on potential models during their work, and they must document the research they have considered and establish that their selection is aligned as required, shows promise of improving student achievement and is appropriate for the population to be served.

The Core Knowledge Academy at Milner School is built on the following research-based components:

- The Core Knowledge sequence and curriculum
- A balanced literacy approach to reading and writing

7. *Describe how you will promote the continuous use of student data (such as from formative, interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.*

The use of student data to inform instruction is deeply embedded in the Core Knowledge design. Teachers meet regularly in grade level teams and in teacher learning teams to consider and analyze data and assess student learning.

All Hartford schools are using the district assessment management system. In this system, common formative assessments and benchmark assessments (developed locally and aligned with district curriculum and state standards) are entered into the system. Teachers can enter student data into the system, then track and analyze student progress electronically. A student progress protocol, "Looking at Student Work," which will allow further monitoring of student data, is in the process of implementation.

In order to increase staff capacity to use student data to improve instruction, each of Hartford's schools has been provided a number of days for CALI training. In 2009-10, the Core Academy at Milner was allotted a maximum of nine days; as of May 2010, the school's staff had completed six CALI training days.

8. *Specify how you will establish schedules and implement strategies that provide increased learning time.*

The academic school day at the Core Knowledge Academy at Milner is lengthened by one hour to maximize learning time and provide additional literacy experiences in the content areas. Extended day programming is also offered and is based on the following principles:

- All service providers will align programming with the Core Knowledge Curriculum and State standards.
- All Extended Day programs will build on and support the academic curricula being implemented throughout the school day.
- After the school day, there will be one hour for tutoring or monitored homework time based on student need. Students will also have opportunities for organized sports (grades 4-8) and enrichment activities (all grades), such as drama, technology and a service learning club

The academy will provide summer learning experiences that enhance the Core Knowledge curriculum and also provide additional opportunities such as enrichment in visual arts and music, sports activities, and weekly trips to prepare for the fall curriculum or reinforce curriculum from the spring.

9. *Describe how appropriate social-emotional and community-oriented services and supports for students will be provided.*

A range of support services is in place for students at the Core Knowledge Academy at Milner, including:

**Tutoring**

- Tutoring services are provided at least four days a week.
- Tutoring is provided by the regular classroom teacher at least once a week for 30 minutes.
- The school seeks community support through area colleges, cultural venues and business partners for tutoring, mentoring and providing content-based enrichment activities for students.
- The academy will develop a strong, research-based tutoring program.
- Technology is used for online practice activities to supplement and reinforce student learning i.e. First in Math.
- Also, a Core Knowledge Coach delivers instruction to students in grades 5-8 to connect learning in the class to other experiences.

**Special Education**

- Special education services are provided in accordance with HPS policy and program standards, and State/Federal Mandates.
- A comprehensive support services process that defines internal resources and external resource partnerships will be developed with the new Principal in partnership with the Assistant Superintendent for Support Services.
- Special Education services are delivered through a co-taught inclusion classroom at each grade level.
- Special education teachers are fully trained in Core Knowledge and are key to lesson unit development.
- A behavioral specialist provides support and strategies to students with behavior issues, and their teachers.

**Community Services:**

The Core Knowledge Academy at Milner is a community school with a lead agency providing wrap-around services and participation by additional community agencies. The Lead Agency at the Core Knowledge Academy is Catholic Charities, and other community partners include the Christian Activities Council, Met Life (literacy, tutoring), Jewish Literacy Coalition, Asylum Hill Family Center, Mega Education (academic incentives program), Central Area Health Education Center (health careers exposure and mentorship), Sankofa Kuumba, Mad Science, YMCA, and Hartford Children's Theater. These partners collaborate closely with the school to provide extended-day and other programming and work to align activities with school curricula and to provide consistent expectations for behavior.

## C. Turnaround Schools, continued

**School Name: Dr. Ramon E. Betances Early Reading Lab School**

1. *Describe how you will replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.*

Hartford Public Schools is currently in the process of hiring a new principal for the Betances Early Reading Lab School. The principal will be selected based on the following qualifications:

- A graduate degree in reading and or language arts
- Five or more years experience working in an urban district with students of similar demographics
- An outstanding record in the area of literacy
- Experience with Bilingual populations
- Demonstrated research skills
- Published works in the area of reading and language arts
- Experience presenting at local, state or national reading and or language arts conferences within the last five years in one of the five essential components of reading
- Demonstrated ability to monitor and support family literacy
- Experience providing professional development at the school level, and
- Demonstrated ability to improve student achievement in the area of reading and or language arts.

The school day will be an eight-hour school day for teachers in order to ensure that there is a daily debriefing, Associate teacher coaching and professional development. Teachers will divide their extended time weekly between small group student support (targeted, small group and individual instruction) and time in the Professional Development Center.

Pre-K will run four half-day classrooms. In addition, pre-K students will have access to a discovery play program for the part of the day they are not in class. This will allow time for structured, exploratory play where students can extend their learning through dramatic play, sensory experiences, poetry, music and other learning activities.

Summer school will be offered to students who require skill building. Students who are substantially deficient in reading, as determined by DRA 2 and LAS Links scores will be required to attend as a criterion for enrollment in the Betances Early Reading Lab School.

The school may allocate funding received through the Student-Based Budgeting system in a way that provides the best programs and services to students and their families.

2. *Describe in detail how you will use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent and select new staff.*

Teachers currently working at Betances School are required to reapply for positions at the redesigned Betances Early Reading Lab School, and fewer than 50 percent will be hired to return to the school. The remaining positions will be filled by teachers from other Hartford schools who apply to teach at the school and by teachers from outside the Hartford system.

Selection of staff for Betances is currently under way. Betances will pilot the Hartford school system's new Teacher Advancement Program (TAP) and will represent an innovative new direction for Hartford's schools. TAP provides four interrelated approaches to teacher success: 1. Multiple Career Paths; 2. Ongoing Applied Professional Growth; 3. Instructionally Focused Accountability; and 4. Performance-Based Compensation. In line with this model, staffing at Betances will include a School Leadership Team based on the National Institute for Excellence TAP model and will consist of the Master Teacher and the Mentor Teachers, who will work with the school's Associate Teachers on continuous improvement of instruction. All staff in the Betances Early Reading Lab School must be willing to be evaluated using the TAP performance rubric, which includes indicators around four key areas: 1. Instruction 2. The learning environment 3. Designing and planning instruction, and 4. Responsibilities.

The qualifications of each level of teachers are described below.

**Dean of Professional Development (Master Teacher)**
The role of Dean of Professional Development will be to build capacity of the teachers at the School and to provide opportunities for professional development for early literacy teachers throughout the district. This position calls for someone who has the following qualifications:

- A graduate degree in reading and or language arts
- Five or more years experience working in an urban district with students of similar demographics
- Recognition for outstanding work in the area of literacy
- Ability to coordinate student teaching experiences
- Experience with Bilingual populations
- Ability to organize and conduct research
- Presented at local, state or national reading and or language arts conferences within the last five years in at least four of the five essential components of reading
- Demonstrated ability to provide high level professional development for staff
- Demonstrated ability to provide family literacy workshops
- Appreciation and knowledge of the available core reading programs in the district
- Demonstrated ability to use instructional technology including computers, video equipment and cameras
- Demonstrated ability to monitor students' progress in each classroom and provide targeted instructional strategies for teachers when students are not making sufficient progress

Mentor Teachers of the Betances Early Reading School will have:

- A Master's Degree with at least 5 years teaching experience
- A certificate or degree in reading and/or language arts or
- A DSAP reading certificate with continuous enrollment in a program leading to reading certification beginning no later than the summer of 2010

- Provided professional development at their school and/or district level or
- Developed curriculum in one of the five essential components of reading
- Demonstrated ability to improve student achievement in the area of reading and or language arts
- A rating of Accomplished in at least two year end evaluations
- Exceptional oral and written communication skills
- Effective Interpersonal skills
- Training or knowledge about Data-Driven Decision Making, Common Formative Assessments and Effective Teaching Strategies
- Knowledge of Microsoft Office: Word, PowerPoint, Excel
- Familiarity with Performance Plus or willingness to learn
- Recognition for outstanding work in the area of literacy
- Demonstrated ability to work with families in the community

Pre-K Mentor Teacher of the Betances Early Reading School will have:

- A Master's Degree in Early Childhood Education with at least 5 years teaching experience (reading certification or degree is preferred)
- Commitment to participate in a comprehensive language development program in early language intervention, language enrichment and strategies for parent involvement in oral language development
- A minimum of 25 CEU's in literacy
- A rating of Accomplished in at least two year end evaluations
- Exceptional oral and written communication skills
- Effective Interpersonal skills
- Training or knowledge about Data-Driven Decision Making, Common Formative Assessments and Effective Teaching Strategies
- Knowledge of Microsoft Office: Word, PowerPoint, Excel
- Familiarity with Performance Plus or willingness to learn
- Recognition for outstanding work in the area of literacy
- Demonstrated ability to work with families in the community

Associate Teachers of the Betances Early Reading School will have:

- A range of early teaching experiences, with a focus on Teach for America Coremen and first and second year teachers
- Demonstrated oral and written communication skills
- The willingness to earn 6-12 graduate reading and language arts credits from an accredited university or college within 3 years
- The understanding that the position at the Betances Early Reading Lab School is granted for the purpose of professional learning and the time there will be limited to three years. The goal is to have highly trained reading teachers join schools with openings throughout the district or to become Mentor or Master Teachers within a TAP school in the district.
- Previous coursework or professional development in foundations of reading, language development, instructional strategies and learning styles
- Beginning teachers must agree to remain in Hartford for 3 years beyond their experience at Betances, i.e. contract.

3. *Describe how you will implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in the turnaround school.*

Betances Early Reading Lab School will pilot a new model of teacher advancement in 2010-2011. The Teacher Advancement Program (TAP) is a whole school reform intended to recruit, motivate, develop and retain high quality teachers in order to increase student achievement. TAP includes four elements:

- Multiple career paths: TAP allows teachers to pursue a variety of positions throughout their careers – career, mentor, and master teachers – depending on their interests, abilities and accomplishments. Their qualifications, roles, responsibilities and compensation increase as they move up this career ladder.
- Ongoing applied professional growth: TAP restructures the school schedule to provide time during the regular school day for teachers to meet, learn, plan, mentor and share with other teachers so they can constantly improve the quality of their instruction and, as a result, their students' achievement.
- Instructionally focused accountability: TAP has developed a comprehensive system for evaluating teachers, and it rewards them for how well they teach their students. Teachers are held accountable to specific skills, knowledge and responsibility standards as well as for the academic growth of their students.
- Performance-based compensation: TAP will compensate teachers in part according to their roles and responsibilities, their performance in the classroom and the performance of their students. The system will also support offering competitive salaries to those who teach in "hard-to-staff" subjects and schools.

Based on the results of the pilot at Betances, it is expected that TAP will be implemented in other schools in the future.

4. *Describe how you will provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.*

As an early reading lab school, professional development will play a key role at Betances, both for the school's teaching staff and for teachers throughout the district who will attend professional development activities. The school's facilities and plans for professional development include:

- The school will have a tech-based PD Center for teachers that includes three unique spaces:
    1. A technology lab to view real-time and taped instruction occurring in the building
    2. A teacher resource room where staff can borrow resource materials grouped by lesson unit themes
    3. A model classroom where staff can learn how to set up their learning centers with related materials

- Classrooms will be wired to transmit to the PD Center.
- The PD Center will be run by the Dean of Professional Development (Master Teacher)
- The PD Center will facilitate programming for teachers in the school as well as for teachers sent from other schools in the district to improve their skills in teaching reading.
- The Dean of Professional Development will use previously taped sessions or live feed to provide training specific to a particular grade level.
- The Dean of Professional Development will collaborate with the District Director of Professional Learning to learn about and share additional professional development opportunities at the school and throughout the district.

The Leadership team will further explore the creation of a set of short term Reading Internships for teachers who are provided leave from their school to participate in intensive training in the teaching of reading. These internships will require the referral of a school principal. The goal is to have these internships in place by year two or three of implementation.

School-Based Professional Development

- All teachers will take part in frequent, relevant and continuous Professional Development that focuses on the implementation of effective literacy instruction that meets the needs of all students.
- Teachers will work an extended school day. During this time teachers will provide small group instruction to targeted students needing additional academic support and/or participate in PD sessions offered at the school site PD Center through the Master or Mentor Teacher. PD sessions will include viewing and reflecting on their colleagues' or their classroom instruction.
- Teachers will engage in a professional learning community to make instructional decisions that improve the coordination of instruction from one grade level to the next.

Teachers will be given time to review student work, engage in data-based discussions on the effect of instructional strategies and share and try new strategies with the guidance of a Mentor Teacher.

5. *Describe how you will adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the district, hire a "turnaround leader," who reports directly to the superintendent or chief academic officer, or enter into a multi-year contract with the district to obtain added flexibility in exchange for greater accountability.*

Hartford Public Schools has created an Office of School Design to monitor the design process, implementation of school designs, and ongoing fidelity to design models. This office is led by the Assistant Superintendent for School Design and Secondary Schools, who reports directly to the Superintendent of Schools. The Office of School Design also includes a Director of School Design, Elementary Design Specialist/Assistant Director, Secondary School Design Specialist, Data Specialist and Office Executive Assistant.

At the school level, leadership will be shared among the Principal, the Dean of Professional Development (Master Teacher) and the Mentor Teachers, based on the new Teacher

Advancement Program described above. This School Leadership Team will meet regularly and will have the following responsibilities under the Teacher Advancement Program:

- Analyze student achievement data and set student achievement goals
- Review cluster groups' and individual growth plans goals, activities and outcomes for alignment with school goals and monitor implementation of TAP STEPS for Effective Learning.
- Review TAP's Instructionally Focused Accountability System to prepare teachers for implementation
- Conduct instructionally focused observations with all teachers and determine each teacher's score
- Ensure that the team maintains a high level of inter-rater reliability

The School will develop a School Governance Council that will begin with parent representatives from the implementation grades, i.e. PK – 1. When fully formed, the SGC will minimally include the Principal, the Dean of Professional Development, a University partner and a teacher from PK or K, a teacher from 1 or 2 and a teacher from grade 3.

An external advisory board will be formed with representatives from major school partner organizations that will meet periodically to review student achievement progress relative to the goals set in an independent research project that will be led in start up years 1-5 by the University of Hartford. The Advisory Board will be co-chaired by the Assistant Superintendent of School Design/Secondary and the Dean of Education at the University of Hartford.

6. *Describe how you will use data to identify and implement an instructional program that is research based and vertically aligned from one grade to the next as well as aligned with state academic standards.*

In the design process to develop redesigned schools, Design Teams are required to create programs that are aligned with district curriculum, state standards and grade-level expectations. The models considered for adoption are designs and/or curricula that have already been used nationally and for which a research base has established effectiveness. The Design Teams consider the data on potential models during their work, and they must document the research they have considered and establish that their selection is aligned as required, shows promise of improving student achievement and is appropriate for the population to be served.

The Design Team for the Betances Early Reading Lab School incorporated significant research into the model that was developed, including research on the Balanced Literacy approach to reading and writing instruction; research on PreK and PreK-3 transition programs; and research on effective professional development, looking particularly at the Center for Early Childhood Education at Eastern Connecticut State University as a model.

7. *Describe how you will promote the continuous use of student data (such as from formative, interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.*

Teachers and administrators will use informal and formative assessments to continuously monitor student learning and to set performance goals in alignment with Grade Level Expectations (GLEs). Performance benchmarks will be set by grade and marking period and will be monitored via the Professional Learning Communities (PLC) data team process.

Grade level teams will operate as professional learning communities under the guidance of a Mentor Teacher and will jointly review student work, using a data team format to modify instruction on a continuous basis. Parents, teachers, and administrators will keep abreast of every child's reading progress. The Betances Early Reading School will serve as a learning community continuously evaluating and adjusting strategies to meet student needs. Children who exhibit reading and language difficulties may require further assessments. However, the following assessments and evaluations will be used with all children:

- Screening assessments: During kindergarten and first grade, every student will be screened for phonemic awareness, alphabetic knowledge, and understanding of basic language concepts. (LAS Links placement assessment as entry level screen for potential English Language Learners)
- Formative Assessments: All unit assessments as part of the English Language Arts and ESL Curricula. Ongoing running records as a part of the Leveled Literacy Intervention program.
- Periodic Assessments: Periodic assessments such as the DRA2, and Hartford's District Assessments will be used to measure progress toward reading proficiency and as a predictor of CMT performance in grade 3. The results of these assessments will be used to create individual reading plans and identify students for summer school.
- End-of-year assessments: LAS Links (when applicable), DRA-2, ELA and ESL Curriculum End of the Year, and District Benchmark Assessments: Every student will be assessed at the end of the school year to inform parents, teachers, and school and district administrators about student progress.

8. *Specify how you will establish schedules and implement strategies that provide increased learning time*

The school day at Betances will be lengthened by one hour for teachers, and this time will be divided between small group student support (targeted, small group and individual instruction) and professional development. Within the school day, 180 minutes will be dedicated to literacy – 120 minutes for reading and 60 minutes for writing.

Classroom observations will play a major role in school's professional development activities; however, these will take place through videotapes recorded by cameras in each classroom in order to avoid interruptions of classroom activities.

9. *Describe how appropriate social-emotional and community-oriented services and supports for students will be provided.*

Student supports will be provided through the following approaches:

**Behavior Support Program**

Positive behavior support is a proactive, preventative, whole-school approach to achieving sustained improvement in the academic and social climates of elementary, middle, and high schools. PBS has emerged from years of educational and applied behavior research. As a scientific approach, its successful implementation relies upon the gathering and analysis of data to guide decision making. Data is used to:

1. Characterize and understand a situation (such as a classroom or other school setting, a student's behavior or performance, or a teacher's instruction);
2. Evaluate the effectiveness and quality of implementation of current practices;
3. Guide the development of new or modified practices; and
4. Monitor student and program progress.

**Support Services Model**

The school will implement a Response to Intervention (RTI) model in order to meet the needs of all learners and reduce the number of children in special education.

Ten Key Elements of the RTI Model

1. Core General Education Curriculum: The core curriculum must be comprehensive and address a range of competencies in each academic domain, using culturally relevant and research based materials and practices.
2. Behavior Model: A school wide or district wide comprehensive system of social-emotional learning and behavioral supports.
3. Positive Climate and Modeling: Strategies for assuring that educators are modeling respectful and ethical behaviors, fostering student engagement/connectedness to school and assessing the quality of the overall school climate so that students experience physical, emotional and intellectual safety.
4. Strategy Implementation: The use of research-based, effective instructional strategies both within and across a variety of academic domains.
5. Differentiated Instruction: Differentiation of instruction for all learners, including students performing above and below grade level expectations and ELL.
6. Assessment: Common Assessments of all students that enable teachers to monitor academic and social progress, and identify those who are experiencing difficulty early.
7. Early Intervention: Early Intervention for students experiencing academic and or behavioral difficulties to prevent the development of more serious educational issues later on.
8. Educational Decision-Making: The Use of DDDM in relationship to students' growth and performance and peer relationships.
9. Fidelity and Clear Expectations: A systematic approach to core-educational practices using common assessments to address competencies, and share the same behavioral expectations across the grades.
10. Support for Tiered Instruction: A continuum of support that is part of the general educational system, with increasing intensity and/or individualization across multiple tiers.
    - **Tier One** Research Based Core Curriculum with differentiated instruction
    - **Tier Two** Short Term Interventions matched to students needs
    - **Tier Three** Intervention for students who do not respond to tier one or tier two

**English Language Learner Support Approach**

A Sheltered Instruction approach will be used to develop reading skills for English Language Learners with a focus on:

- Daily small group instruction of 30-50 minutes
- Direct, explicit instruction that is fast-paced and engaging and offers frequent opportunities for students to respond and participate in short practice activities
- Daily review of skills
- Explicit, corrective feedback to students from teachers and support personnel
- Collaborative learning and feedback from peers
- Adequate wait time for student response
- Attention to the five core reading elements (phoneme awareness, phonics, vocabulary, comprehension, and fluency)
- Experiential learning and frequent opportunities in which to communicate

English language learners who are not meeting grade level reading expectations will receive intensive, small group reading interventions. Using formative assessment results, reading interventions will be delivered immediately with short term reading goals set for each student. Reading interventions that occur daily in a small group format and provide explicit, direct instruction in critical reading components in addition to the core reading program should be the primary means of instructional delivery. English language learners and native speakers will work together in homogenous instructional groups to strengthen targeted skills.

**Community Partner**

An organizational partner will be engaged to provide wrap-around community services and provide parent education programming.

**DISTRICT SUMMARY GRANT BUDGET NARRATIVE**

DISTRICT: ___Hartford_____ TOWN CODE:_____064_____

FY ___2012_____

| CODE | OBJECT | Amount |
|---|---|---|
| 100 | **PERSONAL SERVICES – SALARIES.** Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees. | $983,676 |
| | See school narratives for details. | |
| 200 | **PERSONAL SERVICES – EMPLOYEE BENEFITS.** Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services. | $189,132 |
| | See school narratives for details. | |
| 300 | **PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.** Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. | $196,773 |
| | See school narratives for details. | |
| 400 | **PURCHASED PROPERTY SERVICES.** Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | $ |
| | | |

| CODE | OBJECT | Amount |
|---|---|---|
| | | |
| 500 | **OTHER PURCHASED SERVICES.** Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | $19,679 |
| | See school narratives for details. | |
| 600 | **SUPPLIES.** Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. | $134,607 |
| | See school narratives for details. | |
| 700 | **PROPERTY.** Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. | $76,133 |
| | See school narratives for details. | |
| 890 | **OTHER OBJECTS.** (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes. | $ |
| | | |
| | **TOTAL** | $1,600,000 |

**DISTRICT SUMMARY GRANT BUDGET NARRATIVE**

DISTRICT: ___Hartford_____ TOWN CODE:_____064_____

FY ___2013_____

| CODE | OBJECT | Amount |
|---|---|---|
| 100 | **PERSONAL SERVICES – SALARIES.** Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees. | $999,735 |
| | See school narratives for details. | |
| 200 | **PERSONAL SERVICES – EMPLOYEE BENEFITS.** Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services. | $189,132 |
| | See school narratives for details. | |
| 300 | **PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.** Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. | $206,773 |
| | See school narratives for details. | |
| 400 | **PURCHASED PROPERTY SERVICES.** Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | $ |
| | | |

| CODE | OBJECT | Amount |
|---|---|---|
| | | |
| 500 | **OTHER PURCHASED SERVICES.** Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | $35,620 |
| | See school narratives for details. | |
| 600 | **SUPPLIES.** Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. | $99,607 |
| | See school narratives for details. | |
| 700 | **PROPERTY.** Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. | $69,133 |
| | See school narratives for details. | |
| 890 | **OTHER OBJECTS.** (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes. | $ |
| | | |
| | **TOTAL** | $1,600,000 |

District_____Hartford_____ School__Burns Latino Studies Academy_____ Tier __I___

# ED114 SCHOOL-LEVEL BUDGET WORKSHEET
## SCHOOL IMPROVEMENT GRANTS (SIG)

| CODE | OBJECT | FUND 12060<br>SPID 20910<br>**FY 2011**<br>**(School Year 2010-11)**<br>Program 22223<br>Chartfield 1: 170002 | FUND 12060<br>SPID 20910<br>**FY 2012**<br>**(School Year 2011-12)**<br>Program 22223<br>Chartfield 1: 170002 | FUND 12060<br>SPID 20910<br>**FY 2013**<br>**(School Year 2012-13)**<br>Program 22223<br>Chartfield 1: 170002 |
|---|---|---|---|---|
| 100 | Personal Services/ Salaries | **$ 189,500** | **$ 189,500** | **$ 189,500** |
| 200 | Personal Services/ Employee Benefits | **38,825** | **38,828** | **38,828** |
| 300 | Purchased Professional & Technical Services | **90000** | **130,773** | **130,773** |
| 400 | Purchased Property Services | | | |
| 500 | Other Purchased Services | | | |
| 600 | Supplies | **112,243** | **40,899** | **40,899** |
| 700 | Property | | | |
| 890 | Other Objects | | | |
| | ***TOTALS*** | **$ 430,568** | **$ 400,000** | **$ 400,000** |

**SCHOOL GRANT BUDGET NARRATIVE**

District_____Hartford_____School__Burns Latino Studies Academy_____ Tier __I___

FY __2011_____

| CODE | OBJECT | Amount |
|---|---|---|
| 100 | **PERSONAL SERVICES – SALARIES.** Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees. | $ **189,500** |
| | After School Certified Staff (2) — 15,000<br>After School Non-Certified Staff (2) — 5,000<br>School Day Tutors (10) — 140,000<br>Teacher Leader Stipends (5 Teachers) — 4,500<br>Visiting Cultural Artists Stipends — 25,000 | |
| 200 | **PERSONAL SERVICES – EMPLOYEE BENEFITS.** Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services. | $ **38,825** |
| | Non-Certified Fringe — $ 23,692<br>PT Non Cert Fringe — $ 14918<br>PT Cert Fringe — $ 218 | |
| 300 | **PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.** Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. | $ **90,000** |

| CODE | OBJECT | | Amount |
|---|---|---|---|
| | Grades 3-8 Literacy Intervention | 30,000 | |
| | | | |
| | Grades 7-8 After School Programming | 50,000 | |
| | | | |
| | Model School Visits | 5,000 | |
| | Community School PD (After School Alignment) | 5,000 | |
| 400 | **PURCHASED PROPERTY SERVICES.** Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | | $ |
| | | | |
| 500 | **OTHER PURCHASED SERVICES.** Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | | $ |
| | | | |
| 600 | **SUPPLIES.** Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. | | $ **112,243** |
| | After School Programming Supplies | 16,243 | |
| | | | |
| | Parent Institute Materials | 20,000 | |
| | SMART Boards (30 @ 4,000) | 40,000 | |
| | Lesson Development Laptops (30 @ 1,200) | 36,000 | |
| | | | |

| CODE | OBJECT | Amount |
|---|---|---|
| 700 | **PROPERTY.** Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. | $ |
| | | |
| 890 | **OTHER OBJECTS.** (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes. | $ |
| | | |
| | **TOTAL** | **$ 430,568** |

**SCHOOL GRANT BUDGET NARRATIVE**

District_____Hartford_____School__Burns Latino Studies Academy_____ Tier __I___

FY __2012_____

| CODE | OBJECT | | Amount |
|---|---|---|---|
| 100 | **PERSONAL SERVICES – SALARIES.** Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees. | | $ **189,500** |
| | After School Certified Staff (2) | 15,000 | |
| | After School Non-Certified Staff (2) | 5,000 | |
| | School Day Tutors (10) | 140,000 | |
| | Teacher Leader Stipends | 4,500 | |
| | Visiting Cultural Artists Stipends | 25,000 | |
| 200 | **PERSONAL SERVICES – EMPLOYEE BENEFITS.** Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services. | | $ **38,828** |
| | | $ | |
| | Non-Certified Fringe | $ 23,692 | |
| | PT Non Cert Fringe | $ 14,918 | |
| | PT Cert Fringe | $ 218 | |
| 300 | **PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.** Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. | | $ **130,773** |
| | Grades 3-8 Literacy Intervention | 10,773 | |
| | Study Abroad (CET Academic Programs) | 60,000 | |
| | Grades 7-8 After School Programming | 50,000 | |

| CODE | OBJECT | Amount |
|---|---|---|
| | Model School Visits 5,000<br>Community School PD (After School Alignment) 5,000 | |
| 400 | **PURCHASED PROPERTY SERVICES.** Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | $ |
| | | |
| 500 | **OTHER PURCHASED SERVICES.** Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | $ |
| | | |
| 600 | **SUPPLIES.** Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. | $ **40,899** |
| | After School Programming Supplies 20,000<br>Parent Institute Materials 20,899 | |
| 700 | **PROPERTY.** Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. | $ |
| | | |
| 890 | **OTHER OBJECTS.** (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes. | $ |
| | | |
| | **TOTAL** | **$ 400,000** |

**SCHOOL GRANT BUDGET NARRATIVE**

District_____Hartford_____School__Burns Latino Studies Academy_____ Tier __I___

FY __2013_____

| CODE | OBJECT | | Amount |
|---|---|---|---|
| 100 | **PERSONAL SERVICES – SALARIES.** Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees. | | $ **189,500** |
| | After School Certified Staff (2) | 15,000 | |
| | After School Non-Certified Staff (2) | 5,000 | |
| | School Day Tutors (10) | 140,000 | |
| | Teacher Leader Stipends | 4,500 | |
| | Visiting Cultural Artists Stipends | 25,000 | |
| 200 | **PERSONAL SERVICES – EMPLOYEE BENEFITS.** Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services. | | $ **38,828** |
| | | $ | |
| | Non-Certified Fringe | $ 23,692 | |
| | PT Non Cert Fringe | $ 14918 | |
| | PT Cert Fringe | $ 218 | |
| 300 | **PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.** Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. | | $ **130,773** |
| | Grades 3-8 Literacy Intervention | 10,773 | |
| | Study Abroad (CET Academic Programs) | 60,000 | |
| | Grades 7-8 After School Programming | 50,000 | |
| | Model School Visits | 5000 | |

| CODE | OBJECT | Amount |
|---|---|---|
| | Community School PD (After School Alignment) 5,000 | |
| 400 | **PURCHASED PROPERTY SERVICES.** Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | $ |
| | | |
| 500 | **OTHER PURCHASED SERVICES.** Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | $ |
| | | |
| 600 | **SUPPLIES.** Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. | $ **40,899** |
| | After School Programming Supplies 20,000<br>Parent Institute Materials 20899 | |
| 700 | **PROPERTY.** Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. | $ |
| | | |
| 890 | **OTHER OBJECTS.** (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes. | $ |
| | | |
| | **TOTAL** | **$ 400,000** |

District_____Hartford_____School__Milner Core Knowledge_____ Tier __I___

# ED114 SCHOOL-LEVEL BUDGET WORKSHEET
## SCHOOL IMPROVEMENT GRANTS (SIG)

| CODE | OBJECT | FUND 12060<br>SPID 20910<br>**FY 2011**<br>**(School Year 2010-11)**<br>Program 22223<br>Chartfield 1: 170002 | FUND 12060<br>SPID 20910<br>**FY 2012**<br>**(School Year 2011-12)**<br>Program 22223<br>Chartfield 1: 170002 | FUND 12060<br>SPID 20910<br>**FY 2013**<br>**(School Year 2012-13)**<br>Program 22223<br>Chartfield 1: 170002 |
|---|---|---|---|---|
| 100 | Personal Services/ Salaries | **$ 260,500** | **$ 260,500** | **$ 260,500** |
| 200 | Personal Services/ Employee Benefits | **60,017** | **60,017** | **60,017** |
| 300 | Purchased Professional & Technical Services | **60,500** | **56,000** | **56,000** |
| 400 | Purchased Property Services | | | |
| 500 | Other Purchased Services | | | |
| 600 | Supplies | **49,552** | **23,483** | **23,483** |
| 700 | Property | | | |
| 890 | Other Objects | | | |
| | ***TOTALS*** | **$ 430,569** | **$ 400,000** | **$ 400,000** |

**SCHOOL GRANT BUDGET NARRATIVE**

District_____Hartford_____School__Milner Core Knowledge_____ Tier __I___

FY __2011_____

| CODE | OBJECT | | Amount |
|---|---|---|---|
| 100 | **PERSONAL SERVICES – SALARIES.** Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees. | | **$ 260,500** |
| | Parent Institute Coordinator | 45,000 | |
| | Tutors (4 certifies, 4 non-certified) | 112,000 | |
| | Vertical Team Teacher Stipend | 7,500 | |
| | Core Knowledge Early Rdg Coach (PK-3 Ext Day) | 96,000 | |
| 200 | **PERSONAL SERVICES – EMPLOYEE BENEFITS.** Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services. | | $ **60,017** |
| | Certified Fringe (31.33%) | $ 32,427 | |
| | Non Cert Fringe | $ 23,076 | |
| | PT Non Cert Fringe | $ 4,514 | |
| | | | |
| 300 | **PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.** Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. | | $ **60,500** |
| | Model School Visits | 3,500 | |
| | Core Knowledge National Conference | 10,000 | |
| | Core Knowledge Leadership Institute | 7,000 | |
| | Museum & Cultural Field Studies | 10,000 | |
| | Core Knowledge Technical Assistance Contract | 30,000 | |

| CODE | OBJECT | Amount |
|---|---|---|
| 400 | **PURCHASED PROPERTY SERVICES.** Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | $ |
| | | |
| 500 | **OTHER PURCHASED SERVICES.** Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | $ |
| | | |
| 600 | **SUPPLIES.** Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. | $ **49,552** |
| | Core Knowledge Materials 12,052<br>SMART Boards (5) 32,500<br>Classroom Whiteboards 5,000 | |
| 700 | **PROPERTY.** Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. | $ |
| | | |
| 890 | **OTHER OBJECTS.** (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes. | $ |
| | | |

| CODE | OBJECT | Amount |
|---|---|---|
| | TOTAL | $ 430,569 |

**SCHOOL GRANT BUDGET NARRATIVE**

District_____Hartford_____School__Milner Core Knowledge_____ Tier __I___

FY __2012_____

| CODE | OBJECT | | Amount |
|---|---|---|---|
| 100 | **PERSONAL SERVICES – SALARIES.** Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees. | | **$ 260,500** |
| | Parent Institute Coordinator | 45,000 | |
| | Tutors (4 certifies, 4 non-certified) | 112,000 | |
| | Vertical Team Teacher Stipend | 7,500 | |
| | Core Knowledge Early Rdg Coach (PK-3 Ext Day) | 96,000 | |
| 200 | **PERSONAL SERVICES – EMPLOYEE BENEFITS.** Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services. | | $ **60,017** |
| | Certified Fringe (31.33%) | $ 32,427 | |
| | Non Cert Fringe | $ 23,076 | |
| | PT Non Cert Fringe | $ 4,514 | |
| 300 | **PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.** Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. | | $ **56,000** |
| | First in Math Program | 2,500 | |
| | Model School Visits | 3,500 | |
| | Core Knowledge National Conference | 10,000 | |
| | Museum & Cultural Field Studies | 10,000 | |
| | Core Knowledge Technical Assistance Contract | 30,000 | |

| CODE | OBJECT | Amount |
|---|---|---|
| 400 | **PURCHASED PROPERTY SERVICES.** Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | $ |
| | | |
| 500 | **OTHER PURCHASED SERVICES.** Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | $ |
| | | |
| 600 | **SUPPLIES.** Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. | $ **23,483** |
| | Core Knowledge Materials 20,983<br>Literacy Intervention Software (Grades 2-8) 2,500 | |
| 700 | **PROPERTY.** Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. | $ |
| | | |
| 890 | **OTHER OBJECTS.** (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes. | $ |
| | | |
| | **TOTAL** | **$ 400,000** |

**SCHOOL GRANT BUDGET NARRATIVE**

District_____Hartford_____School__Milner Core Knowledge_____ Tier __I___

FY __2013_____

| CODE | OBJECT | | Amount |
|---|---|---|---|
| 100 | **PERSONAL SERVICES – SALARIES.** Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees. | | **$ 260,500** |
| | Parent Institute Coordinator | 45,000 | |
| | Tutors (4 certifies, 4 non-certified) | 112,000 | |
| | Vertical Team Teacher Stipend | 7,500 | |
| | Core Knowledge Early Rdg Coach (PK-3 Ext Day) | 96,000 | |
| 200 | **PERSONAL SERVICES – EMPLOYEE BENEFITS.** Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services. | | $ **60,017** |
| | Certified Fringe (31.33%) | $ 32,427 | |
| | Non Cert Fringe | $ 23,076 | |
| | PT Non Cert Fringe | $ 4,514 | |
| 300 | **PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.** Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. | | $ **56,000** |
| | First in Math Program | 2,500 | |
| | Model School Visits | 3,500 | |
| | Core Knowledge National Conference | 10,000 | |
| | Museum & Cultural Field Studies | 10,000 | |
| | Core Knowledge Technical Assistance Contract | 30,000 | |

| CODE | OBJECT | Amount |
|---|---|---|
| 400 | **PURCHASED PROPERTY SERVICES.** Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | $ |
| | | |
| 500 | **OTHER PURCHASED SERVICES.** Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | $ |
| | | |
| 600 | **SUPPLIES.** Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. | $ **23,483** |
| | Core Knowledge Materials 20,983<br>Literacy Intervention Software (Grades 2-8) 2,500 | |
| 700 | **PROPERTY.** Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. | $ |
| | | |
| 890 | **OTHER OBJECTS.** (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes. | $ |
| | | |
| | **TOTAL** | **$ 400,000** |

District_____Hartford_____School__SAND America's Choice_____ Tier __I___

# ED114 SCHOOL-LEVEL BUDGET WORKSHEET
## SCHOOL IMPROVEMENT GRANTS (SIG)

| CODE | OBJECT | FUND 12060<br>SPID 20910<br>**FY 2011**<br>**(School Year 2010-11)**<br>Program 22223<br>Chartfield 1: 170002 | FUND 12060<br>SPID 20910<br>**FY 2012**<br>**(School Year 2011-12)**<br>Program 22223<br>Chartfield 1: 170002 | FUND 12060<br>SPID 20910<br>**FY 2013**<br>**(School Year 2012-13)**<br>Program 22223<br>Chartfield 1: 170002 |
|---|---|---|---|---|
| 100 | Personal Services/ Salaries | **$ 337,000** | **$ 302,000** | **$ 318,059** |
| 200 | Personal Services/ Employee Benefits | **5,096** | **5,096** | **5,096** |
| 300 | Purchased Professional & Technical Services | **4,704** | **10,000** | **20,000** |
| 400 | Purchased Property Services | | | |
| 500 | Other Purchased Services | | **12,679** | **21,620** |
| 600 | Supplies | **53,200** | **70,225** | **35,225** |
| 700 | Property | | | |
| 890 | Other Objects | | | |
| | ***TOTALS*** | **$ 400,000** | **$ 400,000** | **$ 400,000** |

**SCHOOL GRANT BUDGET NARRATIVE**

District_____Hartford_____School__SAND America's Choice_____ Tier __I___

FY __2011_____

| CODE | OBJECT | | Amount |
|---|---|---|---|
| 100 | **PERSONAL SERVICES – SALARIES.** Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees. | | $ **337,000** |
| | America's Choice Coaching (on-site) | 125,000 | |
| | | | |
| | Tutors (4 certified, 4 non-cert) | 112,000 | |
| | | | |
| | After School CT Public Television Programming | 100,000 | |
| 200 | **PERSONAL SERVICES – EMPLOYEE BENEFITS.** Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services. | | $ **5,096** |
| | | | |
| | PT Non Certified Fringe | 4,284 | |
| | PT Certified Fringe | 812 | |
| 300 | **PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.** Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. | | $ **4,704** |
| | | | |
| | CT Writing Project Trainer Grades 6-8 | 4,704 | |
| 400 | **PURCHASED PROPERTY SERVICES.** Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | | $ |
| | | | |
| 500 | **OTHER PURCHASED SERVICES.** Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the | | $ |

| CODE | OBJECT | Amount |
|---|---|---|
| | transaction, the primary reason for the purchase is the service provided. | |
| | | |
| 600 | **SUPPLIES.** Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. | $ **53,200** |
| | Math & Literacy Navigator Materials — 20,000<br>10 LCD Projectors for SMART Boards — 8,000<br>Classroom Computers (6 classrooms, 6 per) — 23,400<br>Printers for classroom computers (6) — 1,800 | |
| 700 | **PROPERTY.** Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. | $ |
| | | |
| 890 | **OTHER OBJECTS.** (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes. | $ |
| | | |
| | **TOTAL** | **$ 400,000** |

**SCHOOL GRANT BUDGET NARRATIVE**

District_____Hartford_____School__SAND America's Choice_____ Tier __I___

FY __2012_____

| CODE | OBJECT | | Amount |
|---|---|---|---|
| 100 | **PERSONAL SERVICES – SALARIES.** Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees. | | $ **302,000** |
| | America's Choice Coaching (on-site) | 90,000 | |
| | | | |
| | Tutors (4 certified, 4 non-cert) | 112,000 | |
| | | | |
| | After School CT Public Television Programming | 100,000 | |
| 200 | **PERSONAL SERVICES – EMPLOYEE BENEFITS.** Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services. | | $ **5,096** |
| | | | |
| | PT Non Certified Fringe | 4,284 | |
| | PT Certified Fringe | 812 | |
| 300 | **PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.** Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. | | $ **10,000** |
| | | | |
| | Ct Writing Project – Tech Training Grades 6-8 | 10,000 | |
| 400 | **PURCHASED PROPERTY SERVICES.** Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | | $ |
| | | | |
| 500 | **OTHER PURCHASED SERVICES.** Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the | | $**12,679** |

| CODE | OBJECT | Amount |
|---|---|---|
| | transaction, the primary reason for the purchase is the service provided. | |
| | Student Applied Science Learning field studies 11,059<br>Comcast Subscription 1,620 | |
| 600 | **SUPPLIES.** Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. | $ **70,225** |
| | Kindles Grades 7 & 8; quantity 83 25,000<br>Classroom Libraries (20) 30,000<br>Pearson Summer Kits 15,225 | |
| 700 | **PROPERTY.** Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. | $ |
| | | |
| 890 | **OTHER OBJECTS.** (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes. | $ |
| | | |
| | **TOTAL** | **$ 400,000** |

**SCHOOL GRANT BUDGET NARRATIVE**

District_____Hartford_____School__SAND America's Choice_____ Tier __I___

FY __2013_____

| CODE | OBJECT | | Amount |
|---|---|---|---|
| 100 | **PERSONAL SERVICES – SALARIES.** Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees. | | $ **318,059** |
| | America's Choice Coaching (on-site) | 90,000 | |
| | Model Classroom Teacher Leader Stipends | 16,059 | |
| | Tutors (4 certified, 4 non-cert) | 112,000 | |
| | | | |
| | After School CT Public Television Programming | 100,000 | |
| 200 | **PERSONAL SERVICES – EMPLOYEE BENEFITS.** Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services. | | $ **5,096** |
| | | | |
| | PT Non Certified Fringe | 4,284 | |
| | PT Certified Fringe | 812 | |
| 300 | **PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.** Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. | | $ **20,000** |
| | Parent Training for America's Choice Model Technology Literacy & College Planning | 10,000 | |
| | CT Writing Project – 8th Grade Projects | 10,000 | |
| 400 | **PURCHASED PROPERTY SERVICES.** Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | | $ |
| | | | |

| CODE | OBJECT | | Amount |
|---|---|---|---|
| 500 | **OTHER PURCHASED SERVICES.** Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | | $**21,620** |
| | Student Applied Science Learning field studies | 20,000 | |
| | Comcast Subscription | 1,620 | |
| 600 | **SUPPLIES.** Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. | | $ **35,225** |
| | Literacy Material Refresh/Additions | 20,000 | |
| | Pearson Summer Kits | 15,225 | |
| 700 | **PROPERTY.** Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. | | $ |
| | | | |
| 890 | **OTHER OBJECTS.** (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes. | | $ |
| | | | |
| | **TOTAL** | | **$ 400,000** |

District_____Hartford_____School__Dr. Ramon E. Betances Early Reading Lab School_ Tier _I_

# ED114 SCHOOL-LEVEL BUDGET WORKSHEET
## SCHOOL IMPROVEMENT GRANTS (SIG)

| CODE | OBJECT | FUND 12060<br>SPID 20910<br>**FY 2011**<br>**(School Year 2010-11)**<br>Program 22223<br>Chartfield 1: 170002 | FUND 12060<br>SPID 20910<br>**FY 2012**<br>**(School Year 2011-12)**<br>Program 22223<br>Chartfield 1: 170002 | FUND 12060<br>SPID 20910<br>**FY 2013**<br>**(School Year 2012-13)**<br>Program 22223<br>Chartfield 1: 170002 |
|---|---|---|---|---|
| 100 | Personal Services/ Salaries | **$ 96,170** | **$ 231,676** | **$ 231,676** |
| 200 | Personal Services/ Employee Benefits | **49,316** | **85,191** | **85,191** |
| 300 | Purchased Professional & Technical Services | **18,500** | | |
| 400 | Purchased Property Services | | | |
| 500 | Other Purchased Services | **7,000** | **7,000** | **14,000** |
| 600 | Supplies | **44,014** | | |
| 700 | Property | **185,000** | **76,133** | **69,133** |
| 890 | Other Objects | | | |
| | ***TOTALS*** | **$ 400,000** | **$ 400,000** | **$ 400,000** |

**SCHOOL GRANT BUDGET NARRATIVE**

District_____Hartford_____School__Dr. Ramon E. Betances Early Reading Lab School_ Tier _I_

FY __2011_____

| CODE | OBJECT | | Amount |
|---|---|---|---|
| 100 | **PERSONAL SERVICES – SALARIES.** Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees. | | **$ 96,170** |
| | Family Literacy Coordinator (Non-Certified) | 46,200 | |
| | Productions Technician | 49,970 | |
| 200 | **PERSONAL SERVICES – EMPLOYEE BENEFITS.** Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services. | | $ **49,316** |
| | Non-Certified Fringe (51.28%) | 49,316 | |
| 300 | **PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.** Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. | | $ **18,500** |
| | Early Literacy Professional Development | 10,000 | |
| | TAP Annual PD | 8,500 | |
| 400 | **PURCHASED PROPERTY SERVICES.** Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | | $ |
| | | | |
| 500 | **OTHER PURCHASED SERVICES.** Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | | $**7,000** |

| CODE | OBJECT | Amount |
|---|---|---|
| | Internship Stipends | |
| 600 | **SUPPLIES.** Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. | $ **44,014** |
| | Classroom Libraries (16) 24,000<br>Literacy Closet 20,014 | |
| 700 | **PROPERTY.** Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. | $ **185,000** |
| | Five Classrooms Outfitted for Video 185,000 | |
| 890 | **OTHER OBJECTS.** (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes. | $ |
| | | |
| | **TOTAL** | **$ 400,000** |

**SCHOOL GRANT BUDGET NARRATIVE**

District_____Hartford_____School__Dr. Ramon E. Betances Early Reading Lab School_ Tier _I_

FY __2012_____

| CODE | OBJECT | | Amount |
|---|---|---|---|
| 100 | **PERSONAL SERVICES – SALARIES.** Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees. | | **$ 231,676** |
| | Family Literacy Coordinator (Non-Certified) | 46,200 | |
| | Productions Technician | 49,970 | |
| | TAP Mentor Teacher Differentials | 21,000 | |
| | Dean of Professional Development | 114,506 | |
| 200 | **PERSONAL SERVICES – EMPLOYEE BENEFITS.** Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services. | | $ **85,191** |
| | Certified Fringe (31.33%) | $ 35,875 | |
| | Non-Certified Fringe (51.28%) | $ 49,316 | |
| 300 | **PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.** Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. | | $ |
| | | | |
| 400 | **PURCHASED PROPERTY SERVICES.** Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | | $ |
| | | | |

| CODE | OBJECT | Amount |
|---|---|---|
| 500 | **OTHER PURCHASED SERVICES.** Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | $**7,000** |
| | Internship Stipends | |
| 600 | **SUPPLIES.** Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. | $ |
| | | |
| 700 | **PROPERTY.** Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. | $ **76,133** |
| | Three Classrooms Outfitted for Video 76,133 | |
| 890 | **OTHER OBJECTS.** (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes. | $ |
| | | |
| | **TOTAL** | **$ 400,000** |

**SCHOOL GRANT BUDGET NARRATIVE**

District_____Hartford_____School__Dr. Ramon E. Betances Early Reading Lab School_ Tier _I_

FY __2013_____

| CODE | OBJECT | | Amount |
|---|---|---|---|
| 100 | **PERSONAL SERVICES – SALARIES.** Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees. | | **$ 231,676** |
| | Family Literacry Coordinator (Non-Certified) | 46,200 | |
| | Productions Technician | 49,970 | |
| | TAP Mentor Teacher Differentials | 21,000 | |
| | Dean of Professional Development | 114,506 | |
| 200 | **PERSONAL SERVICES – EMPLOYEE BENEFITS.** Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services. | | $ **85,191** |
| | Certified Fringe (31.33%) | $ 35,875 | |
| | Non-Certified Fringe (51.28%) | $ 49,316 | |
| 300 | **PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.** Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. | | $ |
| | | | |
| 400 | **PURCHASED PROPERTY SERVICES.** Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | | $ |
| | | | |

| CODE | OBJECT | Amount |
|---|---|---|
| 500 | **OTHER PURCHASED SERVICES.** Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | $**14,000** |
| | Internship Stipends | |
| 600 | **SUPPLIES.** Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. | $ |
| | | |
| 700 | **PROPERTY.** Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. | $ **69,133** |
| | Three Classrooms Outfitted for Video 69,133 | |
| 890 | **OTHER OBJECTS.** (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes. | $ |
| | | |
| | **TOTAL** | **$ 400,000** |

ATTACHMENTS

- Three-year history of student scores on CMT and CAPT by subgroup
- Table of three-year performance goals by school/subgroup
- Chart of district-level support structure
- Chart of school-level support structure
- Design specifications for America's Choice at SAND, Core Knowledge at Milner, Burns Academy of Latino Studies, Betances Early Reading Lab School
- School Checklists

America's Choice at SAND

Needs analysis – disaggregated achievement data based on CMT scores from 2006-07, 2007-08, 2008-09

| | 2006-2007 | | | | | | 2007-2008 | | | | | | 2008-2009 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | % at or above Basic | | % at or above Proficient | | % at or above Advanced | | % at or above Basic | | % at or above Proficient` | | % at or above Advanced | | % at or above Basic | | % at or above Proficient | | % at or above Advanced | |
| Group | Math | Rdg. | Math | Rdg. | Math | Rdg. | Math | Rdg. | Math | Rdg. | Math | Rdg. | Math | Rdg. | Math | Rdg. | Math | Rdg. |
| Whole School | 59 | 41 | 34 | 25 | <5 | <5 | 53 | 39 | 32 | 26 | <5 | --- | 49 | 37 | 29 | 26 | <5 | <5 |
| Amer. Indian | Fewer than 20 students in this subgroup | | | | | | Fewer than 20 students in this subgroup | | | | | | Fewer than 20 students in this subgroup | | | | | |
| Asian Amer. | Fewer than 20 students in this subgroup | | | | | | Fewer than 20 students in this subgroup | | | | | | Fewer than 20 students in this subgroup | | | | | |
| Black | 59 | 43 | 30 | 25 | <5 | <5 | 53 | 39 | 30 | 24 | <5 | <5 | 50 | 38 | 30 | 30 | <5 | <5 |
| His-panic | 60 | 40 | 37 | 24 | <5 | <5 | 52 | 39 | 34 | 27 | <5 | <5 | 49 | 36 | 29 | 23 | <5 | <5 |
| White | Fewer than 20 students in this subgroup | | | | | | Fewer than 20 students in this subgroup | | | | | | Fewer than 20 students in this subgroup | | | | | |
| Stud. With Disab. | 31 | 12 | 14 | -- | <5 | <5 | 28 | <5 | 16 | <5 | <5 | <5 | <5 | <5 | <5 | <5 | <5 | <5 |
| Eng. Lang. Learn. | Fewer than 20 students in this subgroup | | | | | | Fewer than 20 students in this subgroup | | | | | | Fewer than 20 students in this subgroup | | | | | |
| Econ. Disad. | 60 | 42 | 34 | 26 | <5 | <5 | 53 | 39 | 32 | 26 | <5 | <5 | 49 | 37 | 29 | 26 | <5 | <5 |

Burns School
(Became Burns Latino Studies Academy in 2008)

Needs analysis – disaggregated achievement data based on CMT scores from 2006-07, 2007-08, 2008-09

| | 2006-2007 | | | | | | 2007-2008 | | | | | | 2008-2009 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | % at or above Basic | | % at or above Proficient | | % at or above Advanced | | % at or above Basic | | % at or above Proficient` | | % at or above Advanced | | % at or above Basic | | % at or above Proficient | | % at or above Advanced | |
| Group | Math | Rdg. | Math | Rdg. | Math | Rdg. | Math | Rdg. | Math | Rdg. | Math | Rdg. | Math | Rdg. | Math | Rdg. | Math | Rdg. |
| Whole School | 49 | 28 | 32 | 17 | <5 | <5 | 45 | 25 | 25 | 14 | <5 | <5 | 49 | 25 | 32 | 13 | <5 | <5 |
| Amer. Indian | Fewer than 20 students in this subgroup | | | | | | Fewer than 20 students in this subgroup | | | | | | Fewer than 20 students in this subgroup | | | | | |
| Asian Amer. | Fewer than 20 students in this subgroup | | | | | | Fewer than 20 students in this subgroup | | | | | | Fewer than 20 students in this subgroup | | | | | |
| Black | 66 | 29 | 46 | 11 | <5 | <5 | 53 | 37 | 31 | 22 | <5 | <5 | 57 | 31 | 38 | 21 | 6 | <5 |
| His-panic | 47 | 27 | 30 | 17 | <5 | <5 | 43 | 23 | 23 | 12 | <5 | <5 | 47 | 23 | 30 | 11 | <5 | <5 |
| White | Fewer than 20 students in this subgroup | | | | | | Fewer than 20 students in this subgroup | | | | | | Fewer than 20 students in this subgroup | | | | | |
| Stud. With Disab. | 17 | 13 | 11 | 7 | <5 | <5 | 13 | ---- | <5 | ---- | <5 | <5 | <5 | <5 | <5 | <5 | <5 | <5 |
| Eng. Lang. Learn. | 28 | 14 | 17 | 9 | <5 | <5 | 27 | 10 | 9 | <5 | <5 | <5 | 41 | 13 | 25 | <5 | <5 | <5 |
| Econ. Disad. | 50 | 29 | 32 | 17 | <5 | <5 | 45 | 26 | 25 | 14 | <5 | <5 | 49 | 25 | 32 | 13 | <5 | <5 |

Milner School
(Became Milner Core Knowledge Academy in 2008)

Needs analysis – disaggregated achievement data based on CMT scores from 2006-07, 2007-08, 2008-09

| | 2006-2007 | | | | | | 2007-2008 | | | | | | 2008-2009 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | % at or above Basic | | % at or above Proficient | | % at or above Advanced | | % at or above Basic | | % at or above Proficient` | | % at or above Advanced | | % at or above Basic | | % at or above Proficient | | % at or above Advanced | |
| Group | Math | Rdg. | Math | Rdg. | Math | Rdg. | Math | Rdg. | Math | Rdg. | Math | Rdg. | Math | Rdg. | Math | Rdg. | Math | Rdg. |
| Whole School | 45 | 26 | 22 | 14 | <5 | <5 | 58 | 26 | 34 | 15 | <5 | --- | 43 | 24 | 26 | 14 | <5 | <5 |
| Amer. Indian | Fewer than 20 students in this subgroup | | | | | | Fewer than 20 students in this subgroup | | | | | | Fewer than 20 students in this subgroup | | | | | |
| Asian Amer. | Fewer than 20 students in this subgroup | | | | | | Fewer than 20 students in this subgroup | | | | | | Fewer than 20 students in this subgroup | | | | | |
| Black | 43 | 24 | 21 | 12 | <5 | <5 | 53 | 25 | 35 | 16 | <5 | <5 | 44 | 27 | 29 | 17 | <5 | <5 |
| His-panic | 47 | 28 | 24 | 15 | <5 | <5 | 66 | 30 | 30 | 13 | <5 | <5 | 41 | 18 | 21 | 6 | <5 | <5 |
| White | Fewer than 20 students in this subgroup | | | | | | Fewer than 20 students in this subgroup | | | | | | Fewer than 20 students in this subgroup | | | | | |
| Stud. With Disab. | 18 | 5 | <5 | ---- | <5 | <5 | 33 | 6 | 11 | <5 | <5 | <5 | 10 | 10 | <5 | 10 | <5 | <5 |
| Eng. Lang. Learn. | 33 | 11 | 11 | <5 | <5 | <5 | Fewer than 20 students in this subgroup | | | | | | 29 | 13 | 10 | <5 | <5 | <5 |
| Econ. Disad. | 45 | 27 | 23 | 14 | <5 | <5 | 58 | 26 | 34 | 15 | <5 | <5 | 44 | 24 | 26 | 14 | <5 | <5 |

Dr. Ramon E. Betances School

Needs analysis – disaggregated achievement data based on CMT scores from 2006-07, 2007-08, 2008-09

| | 2006-2007 | | | | | | 2007-2008 | | | | | | 2008-2009* | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | % at or above Basic | | % at or above Proficient | | % at or above Advanced | | % at or above Basic | | % at or above Proficient` | | % at or above Advanced | | % at or above Basic | | % at or above Proficient | | % at or above Advanced | |
| Group | Math | Rdg. | Math | Rdg. | Math | Rdg. | Math | Rdg. | Math | Rdg. | Math | Rdg. | Math | Rdg. | Math | Rdg. | Math | Rdg. |
| Whole School | 52 | 27 | 32 | 16 | <5 | <5 | 64 | 25 | 42 | 17 | <5 | <5 | | | 55 | 27.5 | | |
| Amer. Indian | Fewer than 20 students in this subgroup | | | | | | Fewer than 20 students in this subgroup | | | | | | Fewer than 40 students in this subgroup | | | | | |
| Asian Amer. | Fewer than 20 students in this subgroup | | | | | | Fewer than 20 students in this subgroup | | | | | | Fewer than 40 students in this subgroup | | | | | |
| Black | 61 | 27 | 36 | 18 | <5 | <5 | 59 | 36 | 46 | 19 | 5 | <5 | Fewer than 40 students in this subgroup | | | | | |
| His-panic | 50 | 27 | 30 | 15 | <5 | <5 | 65 | 23 | 41 | 16 | <5 | <5 | | | 55.4 | 30.1 | | |
| White | Fewer than 20 students in this subgroup | | | | | | Fewer than 20 students in this subgroup | | | | | | Fewer than 40 students in this subgroup | | | | | |
| Stud. With Disab. | <5 | ---- | ---- | ---- | <5 | <5 | 24 | 10 | ---- | 5 | <5 | <5 | Fewer than 40 students in this subgoupr | | | | | |
| Eng. Lang. Learn. | 45 | 20 | 22 | 6 | <5 | <5 | 56 | 7 | 37 | <5 | <5 | <5 | | | 48.3 | 17 | | |
| Econ. Disad. | 51 | 29 | 32 | 17 | <5 | <5 | 64 | 25 | 42 | 17 | <5 | <5 | | | 55 | 27.5 | | |

* Note: A different chart was used for 2008-2009, as the standard table was not available.

**Burns Academy of Latino Studies**

| | 2009 % Proficient or Above | | | 2010 Target % Proficient or Above | | | 2011 Target % Proficient or Above | | | 2012 Target % Proficient or Above | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | All | Sp. Ed. | ELL | All | Sp. Ed. | ELL | All | Sp. Ed. | ELL | All | Sp. Ed. | ELL |
| Reading | 15 | 0 | 4 | 19 | 7 | 10 | 23 | 14 | 16 | 27 | 21 | 22 |
| Writing | 39 | 7 | 31 | 43 | 14 | 37 | 47 | 21 | 43 | 51 | 28 | 49 |
| Mathematics | 37 | 13 | 33 | 41 | 20 | 39 | 45 | 27 | 45 | 49 | 34 | 51 |

**Milner Core Knowledge Academy**

| | 2009 % Proficient or Above | | | 2010 Target % Proficient or Above | | | 2011 Target % Proficient or Above | | | 2012 Target % Proficient or Above | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | All | Sp. Ed. | ELL | All | Sp. Ed. | ELL | All | Sp. Ed. | ELL | All | Sp. Ed. | ELL |
| Reading | 15 | 25 | 4 | 19 | 32 | 10 | 23 | 39 | 16 | 27 | 46 | 22 |
| Writing | 41 | 15 | 32 | 45 | 22 | 38 | 49 | 29 | 44 | 53 | 36 | 50 |
| Mathematics | 30 | 14 | 8 | 34 | 21 | 14 | 38 | 28 | 20 | 42 | 35 | 26 |

**Betances**

| | 2009 % Proficient or Above | | | 2010 Target % Proficient or Above | | | 2011 Target % Proficient or Above | | | 2012 Target % Proficient or Above | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | All | Sp. Ed. | ELL | All | Sp. Ed. | ELL | All | Sp. Ed. | ELL | All | Sp. Ed. | ELL |
| Reading | 21 | 25 | 6 | 25 | 32 | 12 | 29 | 39 | 18 | 33 | 46 | 24 |
| Writing | 39 | 15 | 18 | 43 | 22 | 24 | 47 | 29 | 30 | 51 | 36 | 36 |
| Mathematics | 49 | 33 | 35 | 53 | 40 | 41 | 57 | 47 | 47 | 61 | 54 | 53 |

**America's Choice at SAND**

| | 2009 % Proficient or Above | | | 2010 Target % Proficient or Above | | | 2011 Target % Proficient or Above | | | 2012 Target % Proficient or Above | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | All | Sp. Ed. | ELL | All | Sp. Ed. | ELL | All | Sp. Ed. | ELL | All | Sp. Ed. | ELL |
| Reading | 30 | 0 | 4 | 34 | 7 | 10 | 38 | 14 | 16 | 42 | 21 | 22 |
| Writing | 43 | 0 | 20 | 47 | 7 | 26 | 51 | 14 | 32 | 55 | 21 | 38 |
| Mathematics | 33 | 0 | 8 | 37 | 7 | 14 | 41 | 14 | 20 | 45 | 21 | 26 |

# SECONDARY SCHOOLS AND SCHOOL DESIGN ORG CHART

**Assistant Superintendent of Secondary Schools and School Design**
- Supervision of HPS Secondary School Principals
- High School Supervision, Policy, Standards, Accountability & System Alignment
- School Reform Supervision, Policy, Standards, Accountability & System Alignment
- RTTT, I-3, SIG, Perkins, SLC

**Executive Assistant**

Executive Assistant

**Director of Secondary Schools**
- Participate in Principal Supervision
- Secondary Program of Study
- Graduation Requirements
- School Budgets & Staffing Models
- School Accountability Plans
- Intervention Structures & Supervision
- Course Scheduling
- CAPT Plans, Unit Assessments
- NEASC Accreditation
- Athletics
- School Climate
- Adult Education
- Special Education & ELL Liaison
- Strategic Planning Liaison

**Data Specialist**
- Data Analysis and monitoring to create Secondary Schools Support Planning
- Data-Based Progress Reports
- Serve on Intervention Team
- Data Support for Principals via Data Teams
- Professional Development & PLCs
- Liaison to Assessment Office

**Director of School Design**
- School Design Process
- Supervision of New School Principals
- New School Budget Process
- Design Fidelity Assessment
- Start Ups: Multi-Year Growth Planning
- Construction/Facility liaison

**Executive Coaches**
- Part-Time
- Retired Principals providing coaching support to new Principals

**Asst. Director of School Design**
- On-site implementation support
- Annual new school PD schedules
- National Design Affiliations, e.g. IB, CK
- School Model Research
- New school opening readiness
- Design Teams
- *Choice* liaison

**2 Intervention Specialists**
- Intervention Planning & Support
- Curriculum Implementation Coaching
- Data Team Planning & Support
- Data-Based Progress Reports
- Professional Development
- PLCs & Data Teams
- Liaison to Assessment Office

**Assistant Director of Post-Secondary Ed**
- Participate in Guidance Counselor and Career Specialist Evaluations
- Graduation & Promotion Monitoring
- Post-Secondary Data Monitoring
- Standards for Guidance Programming
- Plans of Study/Learning Plan Models
- Capstone Project Design Support
- NEASC Accreditation Support
- Early College Designs
- New student credit reviews

**Secondary Design Specialist**
- New H.S. Designs
- Design Affiliations (NAF, PLTW)
- SLC Grant & other federal grants
- Perkins Grant
- Internships
- School Governance Councils

# Grant Application
# Staff Support for Intervention

| Schools | Literacy Coach/Facilitator | | Math Coach | | Instructional Coach/Facilitator | | Reading Coach/Teacher | | Haskins Facilitator | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2009-2010 | 2010-2011 | 2009-2010 | 2010-2011 | 2009-2010 | 2010-2011 | 2009-2010 | 2010-2011 | 2009-2010 | 2010-2011 |
| Betances | 1 | New model will include 3 Mentor Teachers | 1 | 0 | 0 | New model will include one Master Teacher /Dean of PD, plus a productions technician | 1 | 0 | 1 | 0 |
| Milner Core Knowledge | 1 (Grades 4-8) | Add a CK Early Literacy Coach | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Burns Latino Academy | 0 | Add a Theme Coach/ Language Director | 0 | 0 | 2 | 2 | 0 | 0 | 1 | 1 |
| Weaver Culinary | 0 | 0 | 0 | A business teacher is being funded out of the school budget | 0 | Add a Curriculum Coach | 1 | 0 | 0 | 0 |
| SAND America's Choice | 1 | | | Add a Math Coach | | | 1 | | | |
| Sanchez | 1 | 1 | 0 | 0 | 1 | 1 | 2 | 2 | 0 | 0 |

| Schools | Intervention Specialist/ (CSI) | | Social Worker | | Guidance/School Counselor | | Family Resource Aid | |
|---|---|---|---|---|---|---|---|---|
| | 2009-2010 | 2010-2011 | 2009-2010 | 2010-2011 | 2009-2010 | 2010-2011 | 2009-2010 | 2010-2011 |
| Betances | 1 | | 1 | 1 | 0 | 0 | 1 | Add a Director of Family Institute |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Milner Core Knowledge | | | 1 | | 1 | | 1 | |
| Burns Latino Academy | | | 1 | | | | 1 | Add a Director of Family Institute |
| Weaver Culinary | 1 | | 1 | | 1 | | 1 | |
| SAND America's Choice | | | 1 | | | | 1 | |
| Sanchez | 1 | | 1.5 | | | | 1 | |

# HARTFORD PUBLIC SCHOOLS
## Phase II: 2008 School Design Specifications: America's Choice at SAND

**Overview of School Model**

**Description of School Type and Affiliation Model** - The America's Choice School design is a coherent, comprehensive school reform model that offers exceptional instructional materials and strategies with first-rate coaching and professional development. This design is implemented by the school administrator with support by America's Choice to provide weekly, systematic and sequential support to the school leadership team and staff. In this way greater depth and breadth of understanding about standards-based learning occurs. The Pre-K-8 America's Choice School at SAND will utilize the Reader's and Writer's Workshops model as its instructional core, teaching students to develop independent learning skills through highly engaging learning centers. This school will join over 1,000 America's Choice schools nationally.

**Content Focus -** America's Choice focuses on five key tasks to prepare students for academic success:

1. **Standards and Assessments -**America's Choice schools have high expectations for all students and communicate those expectations through explicit performance standards that are carefully aligned to assessments.
2. **Aligned Instructional Systems-** Students use powerful standards-based curriculum and instructional strategies that build key skills, convey core concepts and enable students to apply what they know. Pedagogical techniques are implemented that enable every student to achieve high standards, providing many levels of intervention for students who are struggling academically.
3. **High-Performance Management, Leadership and Organization-** School leadership teams are supported in building the capacity of faculty to implement every component of the design. The teams also learn how to think strategically, use data effectively, build strong faculty teams, and create small, supportive learning communities for students.
4. **Professional Learning Communities-**Teachers will actively serve on Study Teams that will be supported by extensive training in the design and ongoing assistance in implementing the design.
5. **Parent/Guardian and Community Involvement-**Parents are expected to be an active part of the learning community. Their involvement and volunteer work will be supported through a series of training workshops. Parents will support the 25 Book Campaign and the Book of the Month program to help to create a culture of literacy in the school and at home.

**Theme**-The main focus of this PK-8 school is writing. Students will apply the writing skills learned in the early grades to write for different audiences and begin learning about career options in the fields of media and communications. The middle school features a "Young Author's" theme.

**Research Basis and Model Site(s) -**The America's Choice school design is the result of an extensive study of the best educational practices in the U.S. and abroad. The aim of the design is to ensure that every student is prepared for college and successful on state and local assessments. The America's Choice school design is a proven solution for schools with a record of poor performance helping to turn around schools where most students are having difficulty meeting state standards across multiple subjects. Significant gains are possible after just one year. The Consortium for Policy Research in Education (CPRE) serves as the independent evaluator of this organization.

- America's Choice schools in Rochester, NY, made substantial long-term gains in student achievement, particularly for low-performing and minority students, on state tests and other nationally normed measures. The results come from an independent, comprehensive, longitudinal study of America's Choice schools (The Consortium for Policy Research in Education, 1999.).
- Over seven years, America's Choice schools in New York City topped state gains in English language arts and mathematics. America's Choice elementary students in almost 40 of the toughest schools in the district exceeded state gains annually and cumulatively.

- After just one year as America's Choice schools, three Chicago K–8 schools made the city's "top 50 gainers" list for composite increases on the state test.
- Niagara Falls, NY America's Choice schools are closing the achievement gap in the state with district-wide results on the state's English Language Arts assessment.
- Duval County, FL implemented the America's Choice School Design in more than a third of its 160-plus schools. The district made steady growth in reading and mathematics—and was recognized by the state for the highest increase in "A"-rated schools.

**Mission (*purpose*) Vision**

**Mission**

The America's Choice School at S.A.N.D. is committed to cultivating each student's potential to develop a love of reading and writing that lays the foundation for high academic achievement.

**Vision**

The America's Choice School at S.A.N.D. will provide a quality, standards-based education that meets the needs of all learners through an emphasis on language arts. The school will enable all learners to achieve their maximum potential through engaging, student-centered learning activities which will include writing in all forms and across all content areas. Students will become independent learners who develop their ability to achieve at high levels.

**Student Body**

**Grade Configuration and School Size**

The chart below shows the numbers of students enrolled per grade, and in parenthesis are the number of classes needed per grade level based on the student population and projected future enrollment.

**SAND Redesign Phase-In Chart**

| | **2008-2009** | **2009-2010** | **2010-2011** | **2011-2012** |
|---|---|---|---|---|
| Pre-K | 34(2) | 36(2) | 36(2) | 36(2) |
| K | 53(3) | 46(2) | 46(2) | 46(2) |
| 1st | 63(3) | 46(2) | 46(2) | 46(2) |
| 2nd | 53(3) | 69(3) | 46(2) | 46(2) |
| 3rd | 64(3) | 48(2) | 72(3) | 48(2) |
| 4th | 58(3) | 72(3) | 48(2) | 72(3) |
| 5th | 53(2) | 48(2) | 72(3) | 48(2) |
| 6th | 53(2) | 48(2) | 48(2) | 72(3) |
| 7th | | 48(2) | 48(2) | 48(2) |
| 8th | | | 48(2) | 48(2) |
| Total Classrooms | 24* | 24* | 25* | 25* |
| Total Students | **431** | **461** | **510** | **510** |
| | | | | |
| | | | | |

**(Building Capacity of 515 students with 25 Classrooms)**

*There are currently 3 special education classrooms: one Pre-K class with six students and two classes for students who have multiple physical disabilities set up as K-3 and 4-6 grades with four students in each class.

| Governance Structure |
| --- |

**School Leadership**

The Principal will be responsible for selecting and building capacity through a team of highly capable faculty who share leadership responsibilities and oversee the implementation of the America's Choice design. The leadership team includes the following positions:

- **Principal**
- **America's Choice Design Specialist, *i.e. Assistant Principal*** to coordinate and monitor the implementation of the design throughout the school, monitor curriculum coaching and ensure fidelity to the model.
- **Literacy Coach** to implement the America's Choice literacy program and design elements.
- **Math Coach** to implement the America's Choice math program and design elements.
- **Lead Math and Literacy Teachers** build understanding of design implementation in their respective content areas by allowing their classrooms to be used as model classrooms.
- **Parent Outreach Coordinator** to coordinate parent activities that support student achievement.

**Role of the Principal**

The America's Choice school design calls for a new kind of instructional leader who understands and promotes standards-based teaching and learning throughout the school. The Principal distributes leadership among key faculty members, develops a school leadership team structured to implement the design, and leads school-wide planning sessions in collaboration with the leadership team, parents and community members. The leadership team will be:

- Highly visible and accessible to students and staff
- Involved in classroom activities
- Knowledgeable about and fully supportive of the America's Choice design
- Supportive of school families and staff

**School Governance Council**

The School Governance Council will foster collaborative decision-making through a representative body of teachers, parents, students and school partners. This Council:

- reviews the school accountability plan
- provides feedback on the school budget based on student learning goals
- monitors adherence to the school mission
- makes decisions about school-wide concerns

**Parent Leadership Development**

Parent participation and leadership development are crucial to the success of the school. Parents will have opportunities to become involved through committee and workshop opportunities led by the Parent Outreach Coordinator, such as:

1. **Classroom Parents** who will represent each classroom in the coordination of the parent activities council and the parent workshop activities. They will be responsible for keeping the other parents in the class informed and serve as a liaison between the school and students' homes.
2. **The School Governance Team** will have trained parent representatives that are elected annually.
3. **The Parent Activities Council** will coordinate school-wide activities that enhance the writing theme of the school and provide fun learning opportunities for the school community such as a book fair, cultural celebrations, and student performances.
4. **The Parent Teacher Organization (PTO)** will engage parents in conversations with the school. The Principal will meet with the PTO at least once a month. The PTO will also be responsible for fundraising supporting the coordination of the Parent Activities Council and advising the Parent Workshop Series.

**Student Leadership Development**

Student leadership will be developed through participation in the following committees and clubs:

1. **The Student Government Association** will nominate class officers who are in good academic and social standing to represent the student body.
2. **The Class Council** will give students opportunities to address classroom issues and concerns. Students will have the opportunity to assist teachers and parents in coordinating class activities. The class council will also send a representative to the Student Government Association and be responsible for planning school-wide events.
3. **The School Newspaper Committee** for grades 6-8 will be responsible for writing and collecting articles, poetry and photography for monthly editions of the school's on-line newsletter. Visits to local media companies will enhance students' learning experiences.
4. **The Young Author's Club** will work to write, illustrate and publish stories and non-fiction articles.
5. **The Poet's Society** will participate in poetry workshops and coordinate events such as a poetry tea with neighboring senior centers.

**Community Service Opportunities** will allow students to promote, support and improve their school. Some suggested activities for community service include the following:

- Reading buddies will "audition" to be "readers" and listen to student author presentations.
- Lunch buddies who are older students will be paired with younger students during lunch for tutoring and/or homework assistance.
- Author's Teas at a neighborhood senior center will give students opportunities to share their writing with senior citizens.

**Curriculum & Instruction**

**Pedagogical Approach & Classroom Design**

**Elementary (Grades Pre-K-5)**

In a learning environment that is caring, each elementary student is expected to meet high standards. The America's Choice School at SAND will be a standards-driven elementary school where every student is reading by the end of 3rd grade. Students will also learn key skills and concepts needed to solve mathematical and science problems. In America's Choice elementary schools:

- Teaching and learning changes in every classroom with the implementation of standards-driven literacy and math blocks that happen every day for every child. The rituals and routines associated with these blocks prepare students to deal with demanding content and become independent learners.
- Assessment of students is ongoing and informs daily instruction.
- Teachers take on new roles and responsibilities as Class Teachers who follow the same group of students for more than one year and as Teacher Specialists in the upper elementary grades with specialties in either English Language Arts or mathematics.
- Teachers participate in Study Groups and Teachers Meetings that strengthen their knowledge of the America's Choice approach to teaching and learning. This includes learning how to conduct a close analysis of their students' work in relation to standards and using this knowledge to develop lessons calibrated to the needs of different students.
- The Principal becomes a new kind of instructional leader, one who understands and promotes standards-based teaching and learning and meets the demands of accountability.
- In collaboration with the America's Choice leadership team and with the involvement of parents and the school community, the Principal leads school-wide planning that targets each student's performance in order to get results.

**Core Elementary Program**

**Literacy**

A balanced literacy program ensures that all students are able to read on grade level by the end of grade three. The core literacy program for the students in grades K-5 will be the MONDO Bookshop. This program is research-based, assessment-based, comprehensive, integrated and dynamic. It incorporates a balanced approach to literacy which empowers teachers and specialists to respond to the individual assessed literacy needs of children as they relate to their appropriate instructional and developmental levels.

The centerpiece of the America's Choice elementary instructional program is an extended daily literacy block. Students in grades K-3 receive an hour of reading instruction, an hour of writing instruction and half an hour of skills development—every day. The 4th- and 5th-grade blocks are two hours long and stress reading and writing. Skills development provides systematic instruction in the essential components of literacy.

In reading, students use the America's Choice workshop format with a concentration on oral language development, vocabulary instruction, comprehension, and the development of fluency in reading. The daily session includes rituals and routines such as reading to children, shared or choral reading and teacher-led instruction to small and large groups, as well as partner reading and independent reading with guidance and feedback. Elementary students also participate in Author Studies and Genre Studies.

The America's Choice School design stresses the literacy and reading skills required by the Reading First initiative of the Federal No Child Left Behind Act—phonemic awareness, phonics, vocabulary, comprehension and fluency.

**Core Elementary Math Program-** The America's Choice approach to teaching mathematics is grounded in the belief that all elementary students must acquire basic skills, learn how to solve problems and grasp key mathematical concepts. The America's Choice elementary math program covers grades 3-5. To help augment the Every Day Math curricula, trained teachers deliver a series of carefully integrated units called *Core Assignments* that help students understand the concepts underlying addition and subtraction, multiplication and division, and the numbers between zero and one. The America's Choice Mathematics Workshop establishes rituals and routines to support differentiated instruction, encourage *Accountable Talk*, and focus teaching on critical concepts and skills.

**Core Science Program-** The genre of most CMT passages is non-fiction with a focus on science and social studies. To that end, the America's Choice School at SAND will teach science through non-fiction texts *and* hands-on science experiments. Leveled texts will be used in order to meet the needs of all learners. America's Choice prepares science teachers to:

- Implement a workshop structure to use time more efficiently
- Adopt an inquiry model to more effectively teach critical science concepts and processes
- Create classroom and student artifacts and develop an understanding of *Accountable Talk* strategies
- Analyze student work to inform and differentiate instruction
- Make the connections between student learning and valid assessments

In addition, there will be an after school science club and mandatory school-wide science fair participation.

**Core History Program-** Social studies is also taught through the content area and based on state performance standards. Students will practice reading strategies and the extensive use of graphic organizers such as timelines, Venn diagrams and Reader's Theater. Leveled texts will be used in order to meet the needs of all learners.

**Arts/Music Program** – Art and music teachers will work together to ensure that students are able to integrate literacy and writing through school-based performances. Grade-level teachers will work together to present at least one school-wide performance per year. Multicultural holidays and special events will also be celebrated through music and art.

**Physical Education/Health/Wellness Program**

The physical education curriculum focuses on the development of the mind as well as the body. Learning outcomes are clearly defined and are aligned with age-appropriate progressions. The program activities target a broad range of motor abilities. Theme-based writing activities are integrated into the Physical Education curriculum. These may include:

- Writing sports-related articles
- Designing safety posters
- Writing/Reading the steps for playing a sport

**Middle School (Grades 6-8)**

The America's Choice Middle School at SAND will make certain that each student becomes a competent reader, an effective writer, and skilled in mathematics. By setting high academic expectations, carefully monitoring each child's progress, and delivering instruction that is focused on what each student needs to know, the school will become a place that not only cares about the social development of young adolescents, but also delivers a challenging academic program. In America's Choice middle schools:

- English teachers organize instruction around Reader's and Writer's Workshops in which every student is expected to write in different genres and to read and analyze several books by the same author.
- Students with serious deficits in reading or mathematics take double-period "ramp-up" courses that prepare them to be successful in their regular classes.
- Math teachers concentrate not only on basic skills and problem solving but also on students' understanding of key math concepts that are the building blocks for success in algebra and geometry and act as a foundation for developing higher level science concepts.
- All teachers follow classroom rituals and routines that help students tackle demanding content and become independent learners.
- Teachers take on new roles and responsibilities as Class Teachers who follow the same group of students for two or three years and as team members who collectively take responsibility for the success of each student on their teams.
- Teachers participate in Study Groups and Teachers Meetings that strengthen their knowledge of the America's Choice approach to teaching and learning. This includes learning how to conduct a close analysis of their students' work in relation to the standards and using this knowledge to develop lessons calibrated to the needs of different students.
- The Principal distributes leadership among key faculty members, develops a school leadership team structured to implement the design, and leads school-wide planning sessions in collaboration with the leadership team, parents and community members.

**Core Middle School Curriculum**

The America's Choice School at SAND will set rigorous academic standards for middle school students. They will be expected to complete a core curriculum and pass state and local tests and/or meet the standards of the 8th grade New Standards Reference Examinations (see Assessment section). Every America's Choice middle-school student studies a core curriculum that includes:

- Three years of English Language Arts focused on the deep study of selected authors and writing genres
- Three years of math focused on the development of mathematical skills, problem-solving ability and the understanding of math concepts
- Three years of science that include using the New Standards® Portfolio Science System
- Three years of social studies
- Three years of selected courses from physical fitness/health, art, music or technology

**English Language Arts** classes will use the America's Choice workshop format that gives students opportunities to read and write on their own, conference in small groups and come together for whole-class mini-lessons and oral presentations by teachers and students. Two features of the reading and writing programs are Author Studies and Genre Studies. These 25-day units of instruction lead students through a series of assignments designed to make them competent and independent readers and writers by immersing them in work of important authors and in different types of writing.

**Middle School Mathematics** classes in the 6th grade will ensure students' understanding of arithmetic, fractions and decimals and lay the ground work for the study of algebra. Seventh graders study the equivalent of pre-algebra and 8th graders study algebra. Many school districts have adopted commercial mathematics programs that stress broad coverage of math curricula rather than a deep understanding of key concepts. In contrast, the America's Choice design helps teachers "prune and graft" these programs, subtracting from and adding to the material so they can focus on the key concepts that students need to learn in order to master algebra by the end of 8th grade.

**English Language Learner Support Approach**

A student body with diverse backgrounds, languages, cultures, and literacy experiences presents tremendous opportunities. America's Choice believes that all students, including English Language Learners (ELLs), can achieve academic success given the proper tools and effective instruction. English Language Learners will receive comprehensive bilingual support during year one and transition beginning in year two to English language immersion. The school will seek to recruit faculty with bilingual skills to support a language immersion approach while providing appropriate levels of natural transitions in the classroom so that students can maintain grade-appropriate level of skill and content development while continuing to master the English language.

America's Choice incorporates the most current second language acquisition research and methodology into its comprehensive school design and intervention programs. ESL experts and practitioners have also leveraged this research to create exceptional stand-alone materials and professional development for administrators, ESL teachers, and mainstream content-area teachers.

**America's Choice ELL materials include:**

- Tools and information to foster collaboration between classroom and ESL teachers
- Specific advice and procedures to make the America's Choice literacy, math, and science programs more accessible in a linguistically diverse classroom
- Guidance for school leaders on how to identify their students' needs and create a culture of success
- Text in Spanish for use in Spanish–English bilingual program models

**America's Choice ELL resources include:**

- Teaching English Language Learners: Literacy K–5
- Bridging Into English: Literacy Lessons for English Language Learners K–5 (includes a CD with model lessons)
- Latino Literature, K–5
- Ramp-Up to Literacy, English Language Learners, Teacher Guide Series
- English Language Learners: A Resource Guide for School Leaders
- Teaching English Language Learners: Literacy, Secondary
- Ensuring Success for English Language Learners: Ramp-Up to Mathematics
- Genre Study Compendium for English Language Learners
- First 30 Days of Reader's and Writer's Workshops, K–5: A Bilingual Guide for Teachers

**Intervention Program (2+ years behind; 1 year behind; *5-minutes* behind)**
America's Choice schools establish safety nets for struggling students. These range from one-on-one tutoring for young students to intensive summer school programs for students in the upper elementary grades. The SAND school will implement a Response to Intervention (RTI) model in order to meet the needs of all learners and reduce the number of children in special education.

**Ten Key Elements of the RTI Model**

1. Core General Education Curriculum: The core curriculum must be comprehensive and address a range of competencies in each academic domain, using culturally relevant and research-based materials and practices.
2. Behavior Model: A school wide or district wide comprehensive system of social-emotional learning and behavioral supports.
3. Positive Climate and Modeling: Strategies for assuring that educators are modeling respectful and ethical behaviors, fostering student engagement/connectedness to school and assessing the quality of the overall school climate so that students experience physical, emotional and intellectual safety.
4. Strategy Implementation: The use of research-based, effective instructional strategies both within and across a variety of academic domains.
5. Differentiated Instruction: Differentiation of instruction for all learners, including students performing above and below grade level expectations and ELLs.
6. Assessment: Common Assessments of all students that enable teachers to monitor academic and social progress, and identify those who are experiencing difficulty early.
7. Early Intervention: Early Intervention for students experiencing academic and or behavioral difficulties to prevent the development of more serious educational issues later on.
8. Educational Decision-Making: The Use of DDDM (*data-based decision-making*) in relationship to students' growth and performance and peer relationships.
9. Fidelity and Clear Expectations: A systematic approach to core-educational practices using common assessments to address competencies, and share the same behavioral expectations across the grades.
10. Support for Tiered Instruction: A continuum of support that is part of the general educational system, with increasing intensity and/or individualization across multiple tiers.
    - **Tier One –** Research Based Core Curriculum with differentiated instruction
    - **Tier Two –** Short Term Interventions matched to students needs
    - **Tier Three –** Intervention for students who do not respond to Tier One or Tier Two

**Tier Two Interventions**
**Literacy Navigator** is an intervention program for that helps struggling students (*Grades 4–8*) comprehend the complex informational texts they begin to encounter in the upper grades.

*Students in grades K-3 are taught using the Reader's and Writer's Workshop model which is a differentiated instructional technique that supports all learners and integrates intervention support within the school day to ensure that students learn how to read.

**Ramp-Up Literacy** courses accelerate the learning of middle school students who read two to four years below grade level.

**Mathematics Navigator** is an intervention program for students (*Grades 2 and above*) who struggle with specific math concepts. It identifies and corrects misconceptions and gaps in students' knowledge.

**Ramp-Up Mathematics** accelerates the learning of middle school students who are two to four years below grade level and prepares them for success in algebra and geometry.

**Tier Three Intervention**
READ 180 is a reading intervention program for struggling readers that uses adaptive instructional software, high-interest literature, and direct instruction as the primary tools and instructional strategies. The program focuses on enhancing skills in phonemic awareness, phonics, fluency, vocabulary, text comprehension, spelling, and writing. This level of intervention will be provided for students who are far below grade level. The program is especially effective for students in special education and those who have been unsuccessful in the traditional classroom.

**Instructional Technology**
All teachers will be expected to use instructional technology in the classroom. Students will use computers and digital photography for story writing and storytelling. Each grade level cluster will have access to a computer lab or computers in the classroom. Interactive online resources will be used for student research and writing assignments.

**Homework Expectations**
Students are expected to complete homework assignments relevant to the curriculum. These assignments will align with and reinforce the classroom curriculum. Teachers and students will work together to create homework rubrics. Homework will be assigned every day from PK through grade 8 beginning with the first day of school and will include projects that are completed over multiple days to develop students' time management skills, research skills, and depth of knowledge.

## Learning Outcomes & Assessment Design

**Assessment Design**
The Leadership Team in an America's Choice school works with teachers to set student performance targets. They use student assessment data to set school-wide grade level, classroom and individual student targets and to organize instruction that responds to students needs.

The America's Choice program design enables students to succeed on their own state and locally mandated tests. Students will also take reading, writing and math assessments known as New Standards Reference Examinations. The exams, taken by 4th and 8th graders, require students to produce written responses to performance tasks and respond to multiple-choice questions. America's Choice teachers use the results on these tests diagnostically to create school-wide grade and classroom level strategies for raising student performance.

**Performance Benchmarks**
Standards are the cornerstone of the America's Choice design. The distinguishing feature of the standards, known as the New Standards Performance Standards, is that they include examples of student work that meet the standards. America's Choice aligns these internationally benchmarked performance standards with the standards of the states and localities where America's Choice schools are located. This makes it possible for administrators, teachers and students to clearly see, often for the first time, exactly what work meets local, state and international standards.

## Teacher Capacity

***Theme*-Specific Requirements**
In the America's Choice School at SAND, teachers will:

- Deliver standards-driven literacy and math blocks
- Use assessment of students that is ongoing and informs daily instruction
- Follow the same group of students for more than one year
- Participate in Study Groups
- Participate in Teachers Meetings that strengthen their knowledge of the America's Choice approach to teaching and learning
- Consistently implement the rituals and routines of the America's Choice school design

**Training and Professional Development Program**
Teachers will receive extensive training in the America's Choice design and substantial on-going assistance in implementation. Teachers must engage in mandatory training over the summer of 2009.

**Off-Site Professional Development**

- Principals and Coaches participate in regional academies and networks to strengthen their understanding of the America's Choice model and their ability to lead its implementation.
- Coaches and Lead Teachers attend off-site institutes that focus on the America's Choice standards-based approach to teaching and learning.
- One of the primary roles of the America's Choice coaches is to create model classrooms that become the focal point for professional development in their schools.
- Middle school teachers will be trained through the National Writing Project through a local training center at Central Connecticut State University.

**On-Site Professional Development**
At the school, staff takes part in Whole Faculty Workshops which provide the faculty with overviews of the design, Study Groups that focus on the substance of the America's Choice curriculum and Teacher Meetings that concentrate on particular issues related to the implementation of the design.
Critical to this work are Cluster Leaders, distinguished educators that are part of the America's Choice staff who make follow-up visits to the school to support what is taught in the Institutes.

**Teaming/Collaborative Planning Expectations**
Teachers will participate in Study Groups and Teacher Meetings that strengthen their knowledge of the America's Choice approach to teaching and learning. This includes learning how to conduct a close analysis of their students' work in relation to the standards and using this knowledge to develop lessons calibrated to the needs of their students.

## School Schedule

**Length of School Day**
The academic school day will be extended by one period, four days a week, in order to maximize learning time and provide acceleration and enrichment experiences in the content areas. The Navigator and Read 180 acceleration courses and project-based enrichment will take place during this time. There will be early dismissal one day per week for teacher professional development. The school will dismiss after the lunch period every Wednesday so that staff can participate in professional development for two hours. Student programming for the early release day will be coordinated by the lead agency.

**Co-Curriculum Programming**
A lead agency will be selected to facilitate and coordinate the extended day services, thereby insuring that there will be one point of contact and point of accountability for these activities. The CBO/Agency should have the capacity, infrastructure and ability to leverage additional resources for these purposes.

- All service providers will align programming with classroom lessons and state standards.
- All Extended Day Programs will build on and support the academic curricula being implemented throughout the school day.
- All students will have opportunities for organized sports, arts and enrichment activities.

Some examples of extended day programming that will occur after the academic day include:

- Drama Club
- Science Club
- Sports activities
- Art Club
- Homework Club
- Computer-based tutoring
- *Mathletes* Club

- Service Learning Club
- Spanish Language Club

**Summer School/Extended Year**
Summer school will be offered to students who require skill building and acceleration.

## Partnerships

**Role of Partners: Advisory/Curriculum/Embedded Activities**
Community/corporate partners are an invaluable resource to the school. They will assist the school in fulfilling its mission. Activities may include:

- Supplementing curriculum
- Providing professional development and authentic learning opportunities
- Providing after school learning opportunities for students
- Providing support services to families

**Community Experiences**
The school will seek community support through area colleges, cultural venues and business partners for tutoring, mentoring and providing content-based enrichment activities for students through a well-defined partnership process driven by the School Accountability Plan. A lead agency will play a role in ensuring that partnerships are fully aligned with the instructional goals of the school and defined student outcomes.

**Higher Education Partners**
Higher education partners that support the work of the school will be identified. Students who wish to observe the workshop model in action will have opportunities to work with small groups of students during the literacy block, or the additional math and literacy Navigator periods. They will also be considered as one-to one tutors for grades K-2. In addition, college students will have opportunities to participate in selected professional development workshops along with the school staff.

## High School Readiness

**Career Explorations**
Guest speakers will expose students to various career options and will explain the preparation necessary to enter into their particular careers.

**High School Visits**

- Students will be exposed to high school choices
- High school mentors and college students will be invited to visit the school to expose students to high school and college options

**College Visits**
A plan of activities to expose students to college will be highly structured for the middle grades. Students will visit college campuses in order to provide motivation and enthusiasm for college attendance. These visits will include:

- Virtual field trips to colleges using computers and SMART board technology
- Visits from students from local colleges to discuss student life, academic experiences and academic majors
- College visits that allow students exposure to the arts, lectures and campus activities

## School Culture & Climate

**School Compact**
The school will devise an agreement committing families, students, and school staff that has chosen to enroll/work in the America's Choice school to work in equal partnership to help each student reach his or her potential. This Compact will establish agreed targets for improving student outcomes, will identify

conditions which must be created in the school and the community to increase student achievement and specify shared responsibilities of the school and community to create the conditions for continuous improvement.

**School-wide Initiatives**

The America's Choice School Design features school-wide initiatives that support student performance.

- **Classroom management structures**, known as rituals and routines, keep all students on task and enable teachers to work with students individually or in small groups to address specific instructional needs.
- The **25-Book Campaign** and **Book of the Month** program engage all students in reading and writing every day.
- **Student work** is celebrated and displayed with teacher and student commentary, based on the standards.

**Student Orientation Programs**

Families will meet with staff to discuss and sign the student and parent compacts during parent information sessions.

**School Uniforms**

A uniform will be required for all grades. The uniform for grades 6-8 will reflect students' advancement to middle school.

**Behavior Support Program**

The rituals, artifacts and routines of the America's Choice design provide the foundation for classroom management structures that allow teachers and students to use classroom learning time productively. These classroom management structures keep students on task and enable teachers to work with students individually or in small groups to address specific instructional needs.

## Parental Role

**In Academics**

Parent/guardian and community involvement is a key element of the America's Choice elementary school design. Research confirms that significant family involvement in children's learning is critical to high student achievement at every level. An America's Choice Parent Outreach Coordinator helps parents participate in the educational lives of their children in meaningful ways. We believe that all parents want their children to succeed and will work with the school to make this happen.

**The Parent Workshop Series** will offer single workshops and workshop series that engage parents in the school curriculum. The workshops will be offered after school and on weekends. Topics may include the following:

- Parent Leadership Series
- How to Help with Homework
- Safe Use of the Internet: Helping Your Child Do Research on the Web
- Using Microsoft Word to Write Stories
- Digital Photography
- Creating PowerPoint Presentations
- Involving Parents in the 25 Books Campaign
- Parent Workshops in Math, Writing and Technology
- Involving Parents through the Families Read Program

**In School Culture/Climate** Parents will have opportunities to volunteer at the school by assisting with classroom projects, bulletin boards, field trips and stage performances. Creative opportunities for working parents to become involved will be developed. Families will volunteer a minimum of three times per year. Parents who participate in a volunteer training workshop will be able to volunteer in classrooms. Each

classroom will have a monthly volunteer sign-up sheet. Parents will be recognized for their participation in the school through Parent of the Month nominations. Parents will also be visible in the classroom and support the theme of the school through participation in:

- Student performances, science fairs and Spelling Bees
- Curriculum Fairs
- Family of the week feature articles
- Parents writing with students during class time
- Parent interviews in-class on the "topic of the month"
- Take your parent to school day
- Bring a parent to lunch day
- Parents organizing uniform swap events

Teachers and parents will focus on improving communications through home-school notebooks.

## Support Services

**Special Education Program** A comprehensive support services structure will be developed by the new Principal in collaboration with the staff and the support of the Assistant Superintendent of Support Services and the Director of Special Education.

**Special Education**

- Special Education teachers will use a push-in team teaching model with the regular education teacher.
- Lessons will be differentiated to ensure the success of all students in the class.
- Data will be disaggregated and monitored.
- Special education teachers will participate in job-embedded professional learning to augment skills in teaching reading to struggling readers.

**Support Services Model** There will be a school-wide system of support for students' social-emotional and behavioral development. The use of the Response to Intervention model will offer a tiered approach to supporting the needs of all students. Students who continue to experience academic difficulty or habitually miss assignments will be required to participate in student support activities during the extended day. In addition, the America's Choice School design requires the following supports:

- Students will be supported through setting high academic expectations, carefully monitoring each child's progress, and delivering instruction that is focused on what each student needs to know.
- All teachers will follow classroom rituals and routines that help students tackle demanding content and become independent learners.
- Class teachers will follow the same group of students for two or three years and team members will collectively take responsibility for the success of each student on their team.
- Teachers participate in Study Groups and Teachers Meetings, learning how to conduct a close analysis of their students' work in relation to the standards and using this knowledge to develop lessons calibrated to the needs of different students.

## Application Process

School Zone

Enrollment in this Academy will follow the district timelines and procedures for Zone 2 of the Hartford Public Schools' Choice Program.

# HARTFORD PUBLIC SCHOOLS
## 2007 School Design Specifications:
## The Core Knowledge Academy at Thirman L. Milner School

**Overview of School Model**

- School type, accreditation & affiliations, theme/content focus, grade configuration, size, major school partner(s)

**The Core Knowledge Academy at Milner School**

The Core Knowledge Academy at Thirman L. Milner Elementary School will serve as a PRE-K-8 school, offering a unique school option for neighborhood students through the Hartford All-Choice System of Schools plan. The Academy design will focus on three key components for success:

1. The Core Knowledge Sequence and Curriculum
2. Saxon Math – a core math program recommended by Core Knowledge
3. Project ACHIEVE's Positive Behavioral Self-Management System

A key to the design of the Core Knowledge Academy will be the adoption of the Core Knowledge philosophy which states, "*We can and must establish high expectations for all young children, recognizing that the rates and approaches to learning may vary among individuals*."

The Academy staff will make the experiences offered to children count by:

1. Planning educationally meaningful experiences
2. Starting where each child is
3. Guiding learning step by step

The Core Knowledge curriculum addresses the fairness gaps in American education by developing a curriculum based on principles of cognitive science of how people learn. The Core Knowledge curriculum is research-based and was developed collaboratively by teachers nationally. These teachers believe schools need to provide a foundation of cultural literacy and develop students' ability to use information and skills required in a complex world. Teachers who teach at the Core Knowledge Academy must believe in and commit to the Core Knowledge philosophy and curriculum design.

**What is the Core Knowledge Sequence?**

- Core Knowledge provides students with a rich and broad knowledge base on which future instruction can build.
- The ultimate goal is to ensure all children are given access to the same knowledge base that assures educational success.
- The Core Knowledge sequence provides a detailed, explicit and systematic sequence of grade-specific content taught consistently year after year.
- This core content is organized to spiral through the grade levels, becoming more sophisticated and detailed in each successive grade.
- Students retain information much longer and skills more easily when meaningful content is combined with the teaching of skills.

**THE BENEFITS OF CORE KNOWLEDGE**

**For Students**

- Provides a broad base of knowledge and a rich vocabulary
- Motivates students to learn and creates a strong desire to learn more
- Provides the knowledge necessary for higher levels of learning and helps build confidence

**For Parents and the Community**

- Provides a clear outline of what children are expected to learn
- Encourages parents to participate in their children's education both at home and in school
- Provides opportunities for community members to help obtain and provide instructional resources

**For the School**

- Provides an academic focus and encourages consistency in instruction
- Provides a plan for coherent, sequenced learning from grade to grade
- Promotes a community of learners including both adults and children
- Becomes an effective tool for lesson planning and communication among teachers and with parents
- Guides thoughtful purchases of school resources

**The use of the Core Knowledge Sequence:**

- Maximizes learning time
- Sets clear procedures
- Establishes daily routines
- Is framed around project-based and inquiry-based learning
- Is student-centered
- Provides opportunities for cooperative learning
- Scaffolds information
- Utilizes formative and summative assessments
- Aligns with state standards

**Project ACHIEVE Positive Behavioral Support System**

As recommended by Core Knowledge, the Design Team is pursuing a relationship with Dr. Howie Knoff, Director of Project ACHIEVE, in order to put systems in place to ensure school redesign efforts are fully implemented and that support is provided at every level of the Academy's operation. Project ACHIEVE's evidence-based model uses seven interdependent components that focus the school on the academic achievement and social-emotional/behavioral development of all students. These components are:

1. Strategic Planning and Organizational Analysis
2. Problem Solving, Teaming and Consultation
3. Effective School, Schooling and Professional Development
4. Academic Instruction Linked to Academic Assessment, Intervention and Achievement
5. Behavioral Instruction Linked to Behavioral Assessment, Intervention and Achievement
6. Parent and Community Training, Support and Outreach
7. Data Management, Evaluation and Accountability

Project ACHIEVE's school-wide Positive Behavioral Self-Management System (PBSS) is a whole school approach that involves students, staff, administration, and parents to build and reinforce:

(a) students' interpersonal, problem-solving, and conflict resolution skills and interactions;
(b) positive, safe, supportive, and consistent school climates and settings; and
(c) school capacity in that the entire process becomes an inherent part of the system and its ongoing school improvement process. Thus, "Self-Management" occurs at three levels: student, staff, and school.

Project ACHIEVE is recommended by and works closely with the Core Knowledge foundation, and therefore teacher training is designed to complement the Core Knowledge training.

**School Mission & Vision**

- School purpose

The Core Knowledge Foundation Mission is: "To offer all children a better chance in life, and create a fairer and more literate society by educating America's youth in a: Solid, Specific, Sequenced and Shared curriculum."

In alignment with the Foundation, The Core Knowledge Academy at the Thirman L. Milner School defines its purpose as "To offer and expose the children of Hartford to an array of life choices by preparing them through a solid, specific, sequenced and shared curriculum. Our students will attain superior levels of academic performance and literacy skills through the use of a rigorous Core Knowledge curriculum, which will prepare them for college preparatory high school courses of study. They will learn and contribute to learning within a safe learning environment. In addition, the students, parents and staff will commit to the success of every student through the creation of a positive, supportive learning environment."

**Governance Structure**

- Leadership model, decision-making approach, school council role, school *Compact*

- **The Core Knowledge Academy Governance Team** will include representation of all stakeholders: parents, community members, major school partners, students and school staff. This team will be responsible for working with the principal to monitor student achievement and make school-based decisions. The board will also assess and monitor the effectiveness of extended day activities, parent and community engagement as well as other programming as it affects student achievement.

- **Principal:** The principal of the Core Knowledge Academy at Thirman Milner School should have knowledge of the Core Knowledge Sequence and will have the following leadership qualities:
    - Decision-maker who puts students first
    - Demonstrated, strong instructional leadership skills
    - Demonstrated ability to create and maintain community partnerships aligned with the school improvement plan
    - Commitment to enforcing the School Compact between parents, students and staff
    - Demonstrated ability to set high learning expectations for staff, students, parents and community
    - Demonstrated ability to interact effectively with parents and community members
    - Knowledge of and commitment to the Milner community
    - Visionary, with a personal goal to create an outstanding school

- **Three Core Knowledge Curriculum Coordinators** for PRE-K-2, 3-5 and 6-8 will assist teachers in maintaining fidelity to the Core Knowledge Curriculum, assist in the creation and

sharing of lesson plans and ensure that plans created reflect the cultural diversity of the students. The Curriculum Coordinator for PRE-K-2 will be an early childhood expert. The Coordinator for 6-8 should have significant teaching experience and demonstrated expertise/success in the middle school year. Curriculum Coordinators are expected to model strategies through demonstration lessons on an on-going basis.

- **Grade Level Teams**: Teachers will work in Grade Level Teams and teams will be accountable to each other, to the curriculum and to all of the students in that grade and their parents. Grade level teams will annually assess the percentage of the Core Knowledge curriculum that was implemented, and will create lesson units for those areas that need to be improved upon the following year. Teams will also be responsible for displays and presentations of grade level projects.

- **Teacher Learning Teams** will allow teachers the opportunity to demonstrate to students that they are continuously learning through their own participation on teacher-led professional development teams. The Teacher Learning Team will involve an experienced, mentor teacher who presents a strategy that has been implemented in the classroom with supporting data demonstrating success. The others on the team then implement the strategy, while the mentor teacher observes at a mutually agreed upon time. The team re-meets to share its successes after trying out the strategy, and collecting student work samples and data. The mentor teacher should provide critical feedback that will ensure future success of the strategy.

- A **Student Council** will be formed in order to give all students the opportunity to have a voice and to learn about participatory governance. A class officer will be elected in each class and one student leader per grade level will sit on the Academy's student council. Student Council representation will be structured for grades 3-8 and will interact with the School Governance Council.

**Student Body**

- Student profile, student roles and responsibility, homework expectations, student voice and leadership

The Core Knowledge Academy at Thirman Milner School will promote and foster student accountability and ownership for the learning community.

Student Profile

- Approximately 66 students per grade; 3 classes at 22 students each.
- Total school PRE-K-8: 604 students

08-09

Class Size

PRE-K
3*18
54

K
3*22
66

| | |
|---|---|
| 1st<br>3*22 | 66 |
| 2nd<br>3*22 | 66 |
| 3rd<br>3*22 | 66 |
| 4th<br>3*22 | 66 |
| 5th<br>3*22 | 66 |
| 6th<br>4*16/17 | 66 |
| 7th<br>4*16/17 | 66 |
| 8th<br>4*16/17 | 66 |
| **Total** | 604 |

**Student Roles and Responsibilities**

- Students will participate in the creation of data binders to promote awareness and ownership of academic growth.
- Students in grades 6-8 will be able to conduct conferences, presenting their academic growth including strengths and weaknesses.
- Students are expected to become the essential home-school link to ensure both academic and responsible behaviors.
- Students will share information about projects with a sister Core Knowledge school in another state (possibly Atlanta).

**Homework Expectations**

- All students will be assigned homework and projects that are aligned with the Core Knowledge sequence.
- Students will complete all project-based homework assignments using rubrics created in the classroom.
- Students (along with parents) are responsible for keeping track of homework assignment

schedules provided at the beginning of each month.

**Student Voice and Leadership**

- Students will participate in Class Council meetings to foster academic and social awareness and ownership
- Students will actively develop and participate in grade level events, which reflect specific units of curriculum.
- Grade-specific, content-based traditions will be developed by students and staff to extend the curriculum, involve parents and community members, and promote excitement in areas studied throughout the school, on every grade level.
- Students will be given opportunities to develop their leadership skills, and they will be taught to be peer leaders and peer educators.
- Students in grade eight will serve as peer mentors to students in the primary grades.

**Parental Role**

- Parent commitment, opportunities for parents, parent voice

**The Core Knowledge Parent Institute**

Core Knowledge provides a clear outline of what children are expected to learn in school. Therefore, parents will know what their children are learning in school and will be able to participate in their children's education both at home and at school. Parent involvement is further increased through participation in content-focused traditions that are unique to each grade. Core Knowledge provides a common ground for communication, and increases teacher, student and parent engagement.

The Core Knowledge Parent Institute will provide ongoing opportunities for parents to become engaged with and knowledgeable about current curricular expectations for their children. There will be parent sessions prior to the beginning of each trimester. Through participation in the parent institute:

- Parents are provided with a **scope and sequence** that clearly outlines academic expectations for all grade levels as well as the learning expectations for planned units of instruction.
- Parents are provided with easy to follow resources to work with children at home.
- Parents will have access to copies of "What Your __ Grader Needs to Know" in order to provide them with background knowledge and a resource for supporting the curriculum at home. They will be expected to attend a workshop on how to use the books in order to receive a copy at no cost.
- Parents will have the opportunity to learn about, discuss and possibly add to content-specific topics.
- Parents of students in grades 3-5 will receive a copy of "Listen, My Children" along with a parent workshop series on how to keep children excited about learning through literature.
- Parents become involved through content-related fundraisers, project-based activities, and field studies.

In addition to the Parent Institute, parents will be actively and integrally involved in the following ways:

- Parents will participate in open house and parent information night.

- Parent involvement and academic awareness is promoted by a School Compact in which parents along with teachers and students sign an agreement. The compact will be developed between the principal, design team and advisory board.
- Parents will receive monthly syllabi that detail the topics or themes to be taught in the month, a list of nightly homework assignments with due dates, and a schedule of quizzes and tests.
- Parents will receive rubrics, developed by students and teachers that provide clear expectations for projects and other assessments.
- In addition to conference night, parents are continuously informed by the school of current and upcoming curriculum-based studies to continue academic dialogue at home.
- The academy will send all school correspondence home on the same day of the week, every week for consistency. This envelope should be signed by a parent and returned every Monday.
- Parents are expected to complete and sign an End of Unit assessment with their child. (i.e. A student answers specific explicit vocabulary and content area questions, and the parent notes this on a sheet.)
- Open communication between parents and teachers is established through regular telephone conferences and/or e-mail.
- Parents are expected to read information about current curricular expectations, which will be posted in an easy to access area.
- Parents are highly encouraged to participate in morning meetings, which will be held at the beginning of the school day, once a week in order to develop a stronger relationship between the parents and the school.
- Classroom student work demonstrations will increase the number of parent-teacher contacts.

**Teacher Capacity**

- Pre-certification and training, professional development, collaborative planning process, C&I expectations and roles such as joint interdisciplinary unit development and team teaching

The Core Knowledge Academy at Thirman L. Milner Elementary School needs dedicated and experienced teachers who are committed to and have an understanding of the needs of the students and families in the Milner Community.

Teachers who wish to apply to work at the Academy should have:

- A demonstrated understanding of urban education in high-poverty communities.
- A demonstrated sensitivity to the needs of students and families.
- A demonstrated ability to challenge all students, while providing them with rigorous, exciting lessons and high expectations for success.
- A demonstrated commitment to providing extended day activities that are both educational and engaging.
- A demonstrated commitment to learning through ongoing professional development and a high level of implementation.
- A demonstrated knowledge of standards-based lesson planning, differentiated instruction, formative assessments and using data to drive instruction.
- Commitment to the thorough implementation of the Core Knowledge Curriculum.
- Commitment to the full implementation of the Positive Behavioral Support System.
- Commitment to full participation in all professional development and curriculum development activities.
- An understanding that with the right instruction, every child can achieve at high levels.
- A commitment to continuously developing lesson units with the grade level team aligned with the Core Knowledge sequence.
- A commitment to the development of Core Knowledge unit lessons that represent the cultural backgrounds of the Academy's students.

- A commitment to sharing academic information with parents through the Parent Institute.

**Teachers at the Core Knowledge Academy will be expected to:**

- Collaborate to plan standards-based units that are aligned with the Core Knowledge Sequence.
- Use differentiated instruction.
- Attend all Core Knowledge professional development workshops including up to one week in the summer.
- Collect student data and use it to drive instruction.
- Maintain updated displays of student work in classrooms and hallways.
- Use common planning time to discuss student data and instructional strategies.
- Send home monthly syllabi that detail the topics or themes to be taught in the month, a list of nightly homework assignments with due dates, and a schedule of quizzes and tests.
- Actively and positively contribute to the development and implementation of the Positive Behavioral Support System.

**Professional Development**

Once the Core Knowledge Academy becomes a "Friend of Core Knowledge" by establishing the school's commitment to use Core Knowledge, a Core Knowledge consultant will assess the needs of the academy and assist in the planning and implementation of Core Knowledge training. A separate Pre-K consultant will assist in Pre-K setup and training.

**Introduction to Core Knowledge** is a two-hour session that provides teachers, parents and community participants with an overview of Core Knowledge. This will be scheduled for late Spring 2008.

**Core Knowledge Leadership Institute** is a two-day training for school leaders, specifically, the school principal and Core Knowledge Coordinator, which gives an overview of how to get started with Core Knowledge.

**Overview and Getting Started** (summer 2008) at the end of this three-day professional development, the school is ready to send an initial draft of the typed curriculum plan indicating when each of the Core Knowledge topics will be covered.

**Teaching Core Knowledge** is a two-day session where teachers review curriculum, assessment and instruction, and complete lessons based on Core Knowledge concepts that are aligned with state standards.

**Follow Up Visits** are two-day sessions that ensure schools are getting the support they need to stay on track.

**Ongoing:**

- Teacher Learning Teams
- Annual 3-5 day summer PD set one year in advance; includes annual curriculum coverage assessment and collaborative unit development. In year one of implementation, teachers are expected to participate in a five-day summer training session.
- Each year, new hires should attend the annual Core Knowledge conference with the Principal or one of the CK Coordinators.
- The Academy will annually assess the level of implementation of the Core Knowledge Sequence by grade level and school-wide. The best units of instruction will be shared and units that were

not as successful will be improved upon or replaced.

**Curriculum & Instruction**

- Pedagogical approach, curriculum design, learning environment & classroom design, field trips & extended classrooms, language requirements, technology

**Curriculum Approach**

**Key Principles**

- What children are able to learn at any given moment depends on what they already know
- What they already know is a function of their previous experiences
- Rich background knowledge and superior vocabulary go hand in hand
- Background knowledge and vocabulary are prerequisites to literacy
- Background knowledge correlates with excellent problem solving skills

The Core Knowledge Foundation is a nonprofit educational organization that provides a grade-by-grade sequenced curriculum around a body of knowledge that they believe should form the core of a Pre-K-8 curriculum. This body of knowledge was determined by working teams of teachers from the highest performing elementary schools around the world in collaboration with parents, scientists and professional curriculum organizations. The curriculum provides a common ground around four key aspects:

1. The curriculum is **Solid**
    - The curriculum defines a body of lasting knowledge that exists despite the fast changing pace of information, current events and technology. The solid knowledge base includes concepts of constitutional government, important events of world history, essential elements of mathematics, structures of oral and written expression, the periodic table of elements, masterpieces of art and music, and stories and poems passed down from generation to generation.

2. The curriculum is **Sequenced**
    - Research shows that students with limited family resources in urban areas have knowledge gaps that make it much more difficult to learn higher level skills and concepts as they proceed up the grades. The Core Knowledge curriculum is sequenced so knowledge builds on knowledge. The CK curriculum clearly defines knowledge and skills required to participate in each successive grade. Therefore, not only are students assured to receive the prior knowledge they need as they are promoted from grade to grade, but each grade level team of teachers have a clearly defined curriculum they are responsible for fully covering in order for their students to see success in each subsequent grade. Unnecessary repetition of units is eliminated.

3. The curriculum is **Specific**
    - The Core Knowledge curriculum goes one step further than typical broadly-defined state curriculum frameworks by answering *What specifically do our children need to know within those broad concepts, i.e. which specific people, events, places, movements*? Therefore, the curriculum clearly identified specific important knowledge in language arts, history and geography, math, science and the fine arts.

4. The curriculum is **Shared**
    - The goal of the Core Knowledge Foundation is to provide all children, regardless of background, with the shared knowledge they need in order to take part in our national literate culture. Whether in the newspaper, in school textbooks, or in sportscaster

announcements there are terms, stories, historical events, places and other references that these information sources assume their audience already knows.

**Developing Core Knowledge Units**

The Core Knowledge Foundation clearly delineates in its program six steps to developing units. During a five-day professional development session, teams are guided to utilize a variety of resources to create a unit, which aligns with state standards. Teachers are also encouraged to utilize the Core Knowledge Units posted on the Web site.

Six Exposures to Content:

1. Enthusiastic introduction
2. Spiraling homework
3. Review before assessment
4. Review after assessment
5. Assess
6. Review Assessment (provide students with a copy of the test and answer key)

## Core Knowledge at a Glance: Major Topic Headings, K–2

### Language Art/English

I. Reading and Writing
II. Poetry
III. Fiction
IV. Sayings and Phrases
I. Reading and Writing
II. Poetry
III. Fiction
IV. Sayings and Phrases
I. Reading and Writing
II. Poetry
III. Fiction (Stories; Greek Myths; Greek and Roman Myths)
IV. Sayings and Phrases

## History and Geography

**World**

I. Spatial Sense
II. Overview of the Seven Continents

**American**

I. Geography
II. Native Americans
III. Early Exploration and Settlement (Columbus, Pilgrims, Independence Day)
IV. Presidents, Past and Present
V. Symbols and Figures

**World**

I. Geography
II. Early Civilizations (Mesopotamia, Ancient Egypt, History of World Religions)
III. Mexico

**American**

I. Early People and Civilizations (Maya, Inca, Aztec)
II. Early Exploration and Settlement
III. American Revolution
IV. Early Exploration of the American West
V. Symbols and Figures

**World**

I. Geography
II. Early Civilizations: Asia (India, China)
III. Modern Civilization and Culture: Japan
IV. Ancient Greece

**American**

I. American Government: The Constitution
II. War of 1812
III. Westward Expansion
IV. Civil War
V. Immigration and Citizenship
VI. Civil Rights
VII. Geography of the Americas
VIII. Symbols and Figures

## Visual Arts

I. Elements of Art
II. Sculpture

III. Looking at and Talking About Art
I. Art from Long Ago
II. Elements of Art
III. Kinds of Pictures: Portrait and Still Life
I. Elements of Art
II. Sculpture
III. Kinds of Pictures: Landscapes
IV. Abstract Art
V. Architecture

## Music

I. Elements of Music
II. Listening and Understanding
III. Songs
I. Elements of Music
II. Listening and Understanding (Composers; Orchestra; Opera; Ballet; Jazz)
III. Songs
I. Elements of Music
II. Listening and Understanding (Orchestra; Keyboards; Composers)
III. Songs

## Mathematics

I. Patterns and Classification
II. Numbers and Number Sense
III. Money
IV. Computation
V. Measurement
VI. Geometry
I. Patterns and Classification
II. Numbers and Number Sense
III. Money
IV. Computation
V. Measurement
VI. Geometry
I. Numbers and Number Sense
II. Fractions
III. Money
IV. Computation
V. Measurement
VI. Geometry

## Science

I. Plants and Plant Growth
II. Animals and Their Needs

III. Human Body (Five Senses)
IV. Introduction to Magnetism
V. Seasons and Weather
VI. Taking Care of the Earth
VII. Science Biographies
I. Living Things and Their Environments
II. Human Body (Body Systems)
III. Matter
IV. Properties of Matter: Measurement
V. Introduction to Electricity
VI. Astronomy
VII. The Earth
VIII. Science Biographies
I. Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycles)
II. Insects
III. Human Body (Cells; Digestive and Excretory Systems)
IV. Magnetism
V. Seasons and Weather
VI. Simple Machines
VII. Science Biographies

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## Core Knowledge at a Glance: Major Topic Headings, 3–5

### Language Art/English

I. Reading and Writing
II. Poetry
III. Fiction (Stories; Norse Myths; Greek and Roman Myths)
IV. Sayings and Phrases
I. Writing, Grammar, and Usage

II. Poetry
III. Fiction (Stories; Legends of King Arthur)
IV. Sayings and Phrases
I. Reading and Writing
II. Writing, Grammar and Usage
III. Poetry
IV. Fiction (Stories; Shakespeare; Myths and Legends)
V. Sayings and Phrases

## History and Geography

**World**

I. World Geography (Spatial Sense; Canada; Important Rivers)
II. Ancient Rome (Geography of Mediterranean Region; Roman Empire, "Decline and Fall")
III. Vikings

**American**

I. The Earliest Americans
II. Early Exploration of North America
III. The Thirteen Colonies: Life and Times Before the Revolution

**World**

I. World Geography (Spatial Sense; Mountains)
II. Europe in the Middle Ages
III. Spread of Islam and "Holy Wars"
IV. Early and Medieval African Kingdoms
V. China: Dynasties and Conquerors

**American**

I. American Revolution
II. Making a Constitutional Government
III. Early Presidents and Politics
IV. Reformers
V. Symbols and Figures

**World**

I. World Geography (Spatial Sense; Lakes)
II. Meso-American Civilizations
III. European Exploration, Trade, and Clash of Cultures
IV. Renaissance and Reformation
V. England from the Golden Age to the Glorious Revolution
VI. Russia: Early Growth and Expansion
VII. Feudal Japan

**American**

I. Westward Expansion
II. Civil War: Causes, Conflicts, Consequences
III. Native Americans: Cultures and Conflicts
IV. U.S. Geography

## Visual Arts

I. Elements of Art
II. American Indian Art
III. Art of Ancient Rome and Byzantine Civilization
I. Art of the Middle Ages
II. Islamic Art and Architecture
III. Art of Africa
IV. Art of China
V. Art of a New Nation: The United States
I. Art of the Renaissance
II. American Art: Nineteenth-Century United States
III. Art of Japan

## Music

I. Elements of Music
II. Listening and Understanding (Orchestra; Composers)
III. Songs
I. Elements of Music
II. Listening and Understanding (Orchestra; Vocal Ranges; Composers)
III. Songs
I. Elements of Music
II. Listening and Understanding (Composers; Connections)
III. American Musical Traditions (Spirituals)
IV. Songs

## Mathematics

I. Numbers and Number Sense
II. Fractions and Decimals
III. Money
IV. Computation
V. Measurement
VI. Geometry
I. Numbers and Number Sense
II. Fractions and Decimals
III. Money
IV. Computation
V. Measurement
VI. Geometry
I. Numbers and Number Sense
II. Ratio and Percent
III. Fractions and Decimals
IV. Computation
V. Measurement
VI. Geometry

VII. Probability and Statistics
VIII. Pre-Algebra

## Science

I. Introduction to Classification of Animals
II. Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing)
III. Light and Optics
IV. Sound
V. Ecology
VI. Astronomy
VII. Science Biographies
I. Human Body (Circulatory and Respiratory Systems)
II. Chemistry (Atoms; Matter; Elements; Solutions
III. Electricity
IV. Geology: Earth and Its Changes
V. Meteorology
VI. Science Biographies
I. Classifying Living Things
II. Cells: Structures and Processes
III. Plant Structures and Processes
IV. Life Cycles and Reproduction
V. Human Body (Endocrine and Reproductive Systems)
VI. Chemistry: Matter and Change
VII. Science Biographies

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## Core Knowledge at a Glance: Major Topic Headings, 6–8

## Language Art/English

I. Writing, Grammar, and Usage

II. Poetry
III. Fiction and Drama (Stories; Shakespeare; Classical Myths)
IV. Sayings and Phrases
I. Writing, Grammar, and Usage
II. Poetry
III. Fiction, Nonfiction, and Drama
IV. Foreign Phrases Commonly Used in English
I. Writing, Grammar, and Usage
II. Poetry
III. Fiction, Nonfiction, and Drama
IV. Foreign Phrases Commonly Used in English

## History and Geography

**World**

I. World Geography (Spatial Sense; Deserts)
II. Lasting Ideas from Ancient Civilizations (Judaism, Christianity; Greece and Rome)
III. Enlightenment
IV. French Revolution
V. Romanticism
VI. Industrialism, Capitalism, and Socialism
VII. Latin American Independence Movements

**American**

I. Immigration, Industrialization, and Urbanization
II. Reform

**World**

I. America Becomes a World Power
II. World War I, "The Great War"
III. Russian Revolution
IV. America from the Twenties to the New Deal
V. World War II
VI. Geography of the United States

**World**

I. Decline of European Colonialism
II. Cold War
III. Civil Rights Movement
IV. Vietnam War and the Rose of Social Activism
V. Middle East and Oil Politics
VI. End of the Cold War: Expansion of Democracy and Continuing Challenges
VII. Civics: The Constitution — Principles and Structure of American Democracy
VIII. Geography of Canada and Mexico

## Visual Arts

I. Art History: Periods and Schools (Classical; Gothic; Renaissance; Baroque; Rococo; Neoclassical; Romantic; Realism)
I. Art History: Periods and Schools (Impressionism; Post-Impressionism; Expressionism and Abstraction; Modern

American Painting)

I. Art History: Periods and Schools (Painting Since World War II; Photography; 20th-Century Sculpture)

II. Architecture Since the Industrial Revolution

## Music

I. Elements of Music

II. Classical Music: From Baroque to Romantic (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, Schumann)

I. Elements of Music

II. Classical Music (Romantics and Nationalists (Brahms, Berlioz, Liszt, Wagner, Dvorak, Grieg, Tchaikovsky)

III. American Musical Traditions (Blues and Jazz)

I. Elements of Music

II. Non-Western Music

III. Classical Music: Nationalists and Moderns (Sibelius, Bartok, Rodrigo, Copland, Debussy, Stravinsky)

IV. Vocal Music (Opera; American Musical Theater)

## Mathematics

I. Numbers and Number Sense

II. Ratio and Percent

III. Computation

IV. Measurement

V. Geometry

VI. Probability and Statistics

VII. Pre-Algebra

I. Pre-Algebra (Properties of the Real Numbers; Polynomial Arithmetic; Equivalent Equations and Inequalities; Integer Exponents)

II. Geometry (Three-Dimensional Objects; Angle Pairs; Triangles; Measurement)

III. Probability and Statistics

I. Algebra (Properties of the Real Numbers; Relations, Functions, and Graphs; Linear Equations and Functions; Arithmetic of Rational Expression; Quadratic Equations and Functions)

II. Geometry (Analytic Geometry; Introduction to Trigonometry; Triangles and Proofs)

## Science

I. Plate Tectonics

II. Oceans

III. Astronomy: Gravity, Stars, and Galaxies

IV. Energy, Heat, and Energy Transfer

V. Human Body (Lymphatic an Immune Systems)

VI. Science Biographies

I. Atomic Structure

II. Chemical Bonds and Reactions

III. Cell Division and Genetics

IV. History of the Earth and Life Forms

V. Evolution

VI. Science Biographies

I. Physics

II. Electricity and Magnetism

III. Electromagnetic Radiation and Light

IV. Sound Waves

V. Chemistry of Food and Respiration

VI. Science Biographies

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**Literacy**

A balanced literacy program will be used to ensure all students are able to read on grade level by the end of grade two. The program will be research-based, assessment-based, comprehensive, integrated and dynamic. A balanced approach to literacy empowers teachers and specialists to respond to the individual assessed literacy needs of children, as they relate to their appropriate instructional and developmental levels. The overarching purpose of learning to read is to gain meaning, increase understanding and develop a love of reading.

The program will include the following components:

- authentic, real literature, including nursery rhymes, fairy tales, anthologies, novels and poems that provide students with opportunities to read and enjoy a variety of genres (fiction, nonfiction, and themes), including a rich assortment of multicultural resources
- a comprehensive writing process program that engages students in daily writing
- peer editing and publishing activities
- an integrated language arts and phonics skills-development approach that requires skills to be taught from the context of real literature as well as from student writing
- attention to the three cueing systems—semantics, syntactic and graph phonics—to give students the required blend of skills, enabling them to read texts meaningfully and with understanding
- meta-cognitive, self-monitoring, fix-up, and scaffolding strategies to support student word recognition and reading comprehension
- opportunities to develop learning strategies to use in new situations and to acquire new information to develop higher order thinking skills
- ongoing assessment for continuous progress that engages students at the independent or instructional reading level and avoids reading materials at their frustration reading level; using an assessment-to-instruction model of teaching
- oral storytelling, dictation, and other listening activities, including phonological and phonemic awareness development at the primary level
- an interdisciplinary content area reading approach, stressing the use of a wide variety of trade books as well as textbooks
- shared reading, guided reading, independent reading, and one-on-one instruction, particularly for struggling readers
- time commitment to on-task reading, writing, and related language arts activities
- reading/learning centers for exploration and discovery in all areas of the language arts, and for managing individual and differentiated instruction
- opportunities for developing and maintaining a language-rich environment; respecting children's backgrounds, language, interests and abilities
- a supportive, nurturing classroom that meets the diverse needs of students and that also promotes

listening, speaking, reading, writing, and viewing as joyful experiences

- promotion of ongoing family involvement in a children's literacy development, using information about the learners' culture, values, knowledge, and interests to plan instruction

**Mathematics**

Students will develop numeracy skills in order to successfully master state standards through a hands-on, problem-solving approach. Students will investigate, ask questions and think critically about math as a part of their everyday lives. Computer software and on-line programs will be used to reinforce skills and emphasize having fun with math.

**The Core Knowledge Academy at Thirman Milner School will implement Saxon Math beginning in the Fall of 2009.** The implementation of Saxon Math will occur one year after the initial Core Knowledge curriculum training to ensure teachers have had a full year of Core Knowledge curriculum experience and training first.

Saxon Math is a structured math learning program that aligns with national math standards. Saxon introduces new math skills then scaffolds back. Students learn new skills and continuously revisit previously learned skills. A problem solving component that addresses national standards is also included in the program.

*First in Math* program will be utilized as a supplement to the current research based curriculum. *First in Math* is an online math program that promotes healthy competition and enhances basic computation skills.

**Technology**

- The Academy will explore the addition of computers in every classroom.
- The Academy will explore the possibility of placing a SMART Boards in every classroom to allow for interactive learning experiences, presentations and demonstration.
- Students will use the Internet to communicate with Core Knowledge "sister" schools to talk about current class projects.
- Students will use computers and the Internet to assist with research projects and PowerPoint presentations.
- Computer classes will emphasize research skills including:
    - PowerPoint Presentations
    - Acceptable use of the Internet
    - Graphing data using Excel
    - Writing reports as Word Documents

**Optional Programming**

- The early violin program will provide Pre-K students with instruction in violin, including proper bow hold, posture, vocabulary about the instrument, following directions, generating a longer attention span, ensemble playing, and a myriad of other child-centered activities. Students will continue lessons under the Instrumental Music Teacher in alignment with the Core Knowledge curriculum sequence to build musical knowledge and to develop an appreciation and understanding of music and the art.

**Curriculum Resources**

Curriculum Resources include:

1. **Core Knowledge Curriculum Sequence** for each teacher grades Pre-K-8.

2. ***Teacher Handbook*** for each teacher grades Pre-K-5 that includes: Language Arts, History and Geography, Math, Science, and the Fine Arts.

   The Teacher Handbooks serve as curriculum guides, and are divided by subject and then by units. Within each unit, teachers will have:
   - The Big Idea,
   - What Students Should Already Know,
   - What Students Need to Learn
   - What Students Will Learn in Future Grades,
   - Vocabulary, and
   - Cross-curricular Connections.

   In addition, the Handbook includes "What Teachers Need to Know" [to teach this unit]. The margin includes text resources and ideas for activities to build the lesson plan. Review questions and ideas for assessment are also included per learning unit. The most powerful component in building teacher knowledge is the background knowledge information geared for teachers in each unit of study.

3. ***The Teacher Handbook and the Day-by-Day Planner***, i.e. pacing guide, includes the percentage of time that should be spent on each unit within the particular subject area. This assists teachers in appropriate pacing. The Handbook acts as a curriculum guide and provides a wealth of information that will allow grade level teams to design lesson units. A lesson unit template is available through the Day-by-Day Planner.

4. ***End-of-year assessments*** in history and geography directly aligned with Core Knowledge and end-of-year-only assessments for K-5 that are also aligned directly with Core Knowledge.

5. ***Grader Books*** are books originally designed as a resource to parents, but are helpful resources to teachers as well. They outline the skills and knowledge students should have at each grade, and provide reading materials and activities for parents to do with their children. Each book is titled, "What Every ____ Grader Should Know."

**Community Partnerships**

- Internships, job shadows, mentoring, after-school and weekend programming, job placements, college sponsorships, interdisciplinary community experiences

The Academy will seek community support through area colleges, cultural venues and business partners for tutoring, mentoring and providing content-based enrichment activities for our students through a well-defined partnership process driven by the School Improvement Plan. The School Governance Council will play a role in ensuring partnerships are fully aligned, first with the instructional goals of the school. For example, the design team would like to identify a corporate sponsor to purchase *Grader Books* for

parents and to sponsor parent curriculum workshops.

**Learning Outcomes and Assessment Design**

- By grade, by grade grouping, readiness for feeder school

Student assessment, in addition to district and state mandates, will be both formative and summative. A variety of assessments will be implemented to address all the learning modalities of students.

Teachers will provide opportunities for students to demonstrate what they know through:

- Research Reports
- Oral Presentations
- Showcase Portfolios
- Grade team displays

Assessment rubrics will be created by teachers and students to be used to set clear expectations for students, parents and teachers.

Assessment data will be used to drive instruction, and address academic weaknesses and strengths. The goal is to ensure all students are reading on grade level by the end of second grade.

**College Readiness**

- Career explorations, *Plan of Study,* college visits, mentoring programs, dual credit opportunities, AP courses, college advisory, college partnerships, workplace readiness

Core Knowledge will serve as a good preparation for a variety of high school choices. The broad base of knowledge students acquire will be an excellent foundation for students who follow a college preparation or gifted track. Students who have learned the Core Knowledge content in grades Pre-K–8 will be able to read newspapers and understand current events, understand important documents, and participate in democratic political processes. The whole point of the *Core Knowledge Sequence* is to provide to students with the core background knowledge needed by *every* adult for full participation in the general American society and culture. This is the great democratic ideal that rests at the core of Core Knowledge.

Beginning at grade five, students will visit college campuses in order to provide motivation and enthusiasm for college attendance. Middle school students will experience guest presenters and virtual field trips to colleges in the local area and nation. These visits will include:

- Virtual field trips to colleges using computers and SMART board technology.
- Visits from students from local colleges to discuss student life, academic experience and choice of majors
- College visits that allow students exposure to the arts, lectures and campus activities

**School Culture and Climate**

- Code of conduct and behavior expectations, orientation and bridge programs, learning expectations, school uniform

**The most productive research-based determinants of academic achievement:**

1. Positive classroom climate that is conducive to learning
2. Collaborative culture that effectively supports academic achievement
3. Cooperative interactions that produce positive and productive student and teacher interactions
4. Effective classroom management in which students are engaged in intellectually-challenging curriculum (90-95% of the time).

5. Students understand the meta-cognitive process of learning
6. Teachers teach management skills that produce independent learners

The Academy will fully implement the "Stop and Think" program component of Project ACHIEVE. This program is designed based on student's developmental level from Preschool to eighth grade. At a primary prevention level, the "Stop & Think" social skills are taught to all students, focusing on practical skills that help all students to be successful in most situations and settings. Among these skills are: Listening, Following Directions, Asking for Help, Ignoring Distractions, Dealing with Teasing, Accepting a Consequence, Dealing with an Accusation, Setting a Goal, and Understanding Your Own or Someone Else's Feelings.

The "Stop & Think" social skills program is an evidence-based program through the U.S. Department of Health & Human Service's Substance Abuse and Mental Health Administration (SAMHSA). It is also the official social skills process of Core Knowledge, and it anchors Core Knowledge's social competence, positive behavioral support, and school safety approaches at the preschool through 8th grade levels.

Schools that have used the "Stop & Think" process have significantly decreased discipline referrals to the Office, suspensions and expulsions, and special education referrals and placements (particularly for behaviorally challenging students). These schools have also increased academic engaged time and student learning in the classroom, increased staff consistency in how to deal with behavior problems, and linked the process to existing parent training programs.

**School Schedule**

- Length of day, co-curriculum, Saturday academies, optional programming, Summer School

The academic school day will be extended by one hour to maximize learning time and provide additional literacy experiences in the content areas.

- All service providers will align programming with the Core Knowledge Curriculum and State standards.
- All Extended Day programs will build on and support the academic curricula being implemented throughout the school day.
- After the school day, there will be one hour for tutoring or monitored homework time based on student need. Students will also have opportunities for organized sports (grades 4-8) and enrichment activities (all grades).
    - drama
    - technology
    - service learning club
- Saturday academies will supplement and extend the Core Knowledge curriculum for students in the upper grades who are new to Core Knowledge.
- A facilitator or agency will be selected to facilitate and coordinate the extended day services, thereby insuring there be one point of contact and point of accountability for these activities. The CBO/Agency should have the capacity, infrastructure and ability to leverage additional resources for these purposes.

**Summer Learning Experiences**

The academy will provide summer learning experiences that enhance the Core Knowledge curriculum. The summer learning experience will also provide additional opportunities such as

- Enrichment in visual arts and music

- Sports activities
- Weekly trips to prepare for the fall curriculum or reinforce curriculum from the spring.

**Support Services**

- Tutoring, special education, community services, parent support programs

**Tutoring**

- Tutoring services will be provided at least four days a week.
- There will be tutoring provided by the regular classroom teacher at least once a week for 30 minutes.
- The school will seek community support through area colleges, cultural venues and business partners for tutoring, mentoring and providing content-based enrichment activities for students.
- The academy will develop a strong, research-based tutoring program.
- Technology will be used for online practice activities to supplement and reinforce student learning i.e. First in Math.

**Students without Core Knowledge Experience**

Weekend/extended day programming will provide enrichment activities and opportunities to build background knowledge for students who have not been exposed to the Core Knowledge curriculum in previous school years, particularly in grades 3 and above.

**Community Services**

The academy welcomes the continued support from community and state agencies that can provide services that support our children and families.

**Special Education**

- Special education services will be provided in accordance with HPS policy and program standards, and State/Federal Mandates.
- A comprehensive support services process that defines internal resources and external resource partnerships will be developed with the new Principal in partnership with the Assistant Superintendent for Support Services.
- Special Education services will be delivered through a co-taught inclusion classroom at each grade level.
- Special education teachers will be fully-trained in Core Knowledge and will be key to lesson unit development.
- A behavioral specialist will provide support and strategies to students with behavior issues, and their teachers. A structure needs to be defined that best works with the Pre-K-8 grade configuration.
- Special Ed support staff is needed to work with SPED teachers to facilitate IEP documentation and maintain computer data base.

**Parent Institute**

- Parent support activities will assist parents in learning curriculum content and provide them with ideas for using the Grader books with their children.
- Parents as Teachers Seminars can be provided, where parents are trained in areas such as:

- Talking with children and practicing using language;
- Getting students excited about learning;
- Teaching children responsibility for what they say and do;
- Finding healthy alternatives to TV, computer and video games;
- Understanding the importance of rituals in light of child development;
- Giving children a balanced diet and plenty of exercise;
- Giving children a place to do their homework quietly;
- How to navigate the school system;
- Contacting the school early when there is a concern.

- A comprehensive Parent Training Institute is an important component to develop a partnership learning community.
- Develop a comprehensive Student and Parent Handbook with information about curriculum, the School Compact, school and community resources, a phone directory, Parent Institute information, as well as student information.

**Application Process**

- Process, timeline, and requirements

- District Choice application process with neighborhood preference.

# HARTFORD PUBLIC SCHOOLS
## 2007 School Design Specifications: Academy for Latino Studies

**Overview of School Model**

- School type, accreditation & affiliations, theme/content focus, grade configuration, size, major school partner(s)

The Academy for Latino Studies will be a dynamic PK-8 school that will serve as the first of two language study schools in Hartford that will feed into a World Affairs High School. There are four key components of the school:

1. To provide students with a rich, dynamic curriculum and applied learning experiences within a world affairs context with a focus on Latin American.
2. To provide students with the opportunity to broaden their world perspective by interacting with dignitaries and visitors from other countries to develop a historical and contemporary understanding of people, places, world power structures, and histories.
3. To fully engage students in field studies that take students beyond the school into the community to experience history, politics, economics, the arts, math and sciences in an applied manner. The Academy will seek opportunities to formalize programs for students in the upper grades to participate in exchange visits with students in other countries.
4. Provide nine years of study in a second language, i.e. Spanish, with the goal of developing bi-literate thinkers and decision-makers.

In a global economy students need to be literate in more than one language. Through an experience-based interdisciplinary approach to teaching and learning, the Academy will prepare students to develop a global perspective and the ability to think critically and creatively about the world they live in.

In collaboration with the major partners, the faculty will successfully develop curriculum design aligned with meaningful applied learning opportunities. To ensure integrity to a dynamic curriculum, professional development will be structured in partnership with the Academy's major partners. These partners will also assist in identifying community and university cultural programs that will broaden students understanding of and engagement with multiple, diverse cultural perspectives.

Major Partners:

- The World Affairs Council of Connecticut
- The University of Connecticut Institute of Puerto Rican and Latino Studies

The partners will support the instructional and character education models in order to promote student achievement.

- **The World Affairs Council of Connecticut** will help develop a speaker series that will bring international, national, and local experts to the Academy of Latino Studies. The program will be planned with teachers and administrators so that discussions are aligned with the curriculum. The goal is to foster student's interests and curiosities around the unit of study, while teaching students how to communicate and question within the context of the visitor's purpose for coming to Hartford.

- **The Institute of Puerto Rican and Latino Studies (PRLS)**, which has operated since the fall of 1994, serves as a multipurpose interdisciplinary research and teaching program with a comparative focus on the Puerto Rican, Mexican, and other Latin American origin populations in Connecticut, the northeast, and other regions of the continental United States, as well as in Puerto Rico. The Institute's specific goals include:

1. to promote, sponsor, and promulgate the results of comparative, interdisciplinary research on Puerto Rican and other Latino peoples in the United States, emphasizing Connecticut and the northeastern region;

2. to develop and coordinate a multi- and inter- disciplinary academic program, including an undergraduate concentration (minor), as well as graduate courses, in the field of Puerto Rican and Latino Studies;

In addition to the Academy's partners, the Academy for Latino Studies at Burns Elementary School will have a "sister" school in Hartford – *The Asian Studies Academy*. The two Academies will provide opportunities for students across both schools to engage in joint field studies, hold mock U.N. sessions, and engage in structured dialogues around comparative studies related to the United States, Latin American and Asian Countries.

By the end of eighth grade, students will have been provided with rich opportunities and experiences that will culminate in a history/political science research project that they will present to an authentic audience that will include representation from the Academy's partners, sister school, World Affairs High School, and their parents. Students will be prepared to further their studies at the World Affairs High School.

**School Mission & Vision**

- School purpose

The purpose of the Academy for Latino Studies will be to create bi-literate students who have a global perspective. Our students will study the contemporary history, culture, politics, religion and economics of Latin American countries using a curriculum that is hands-on and rich in problem solving. They will utilize comparative studies and rich, experiential learning to become critical thinkers. These opportunities will allow our students to gain a world perspective in a rigorous, relevant context.

**Governance Structure**

- Leadership model, decision-making approach, school council role, school *Compact*

**Latino Studies School Governance Council**

The Academy will have a governance council that includes constituent representatives including administration, parents, university partners, community partners, an eighth grade student representative, and cluster team leaders. Some of the responsibilities of this team will be to collect and disaggregate school-wide data, monitor curriculum implementation and ensure student achievement. This Council will also hold the charge of ensuring that the Academy maintains the integrity of the school's approved design specifications.

**School Principal**

The Academy for Latino Studies will be led by a bilingual principal who:

- has demonstrated successful experience in curriculum and instruction
- is committed to backward mapping of the World in Transition curriculum
- has a deep understanding of first and second language learning
- has an understanding of the major community and academic issues that affect student achievement
- has had successful teaching and administrative experiences in an urban setting

The principal will be at the forefront of the school as an instructional leader who embraces the diversity of the community and insists upon academic excellence and high standards.

**Curriculum Coordinator for Primary Grades (PK-2)**

The Coordinator will have expertise in early childhood and will oversee and support curriculum implementation and the character development program for students in grades PK-2. This position requires a strong background in early literacy.

**Curriculum Coordinator for Intermediate Grades (Grades 3-5)**
The Coordinator will oversee and support curriculum implementation, lesson unit development, and the character development program for students in grades 3-5.

**Curriculum Coordinator for Middle Grades (Grades 6-8)**
The Coordinator will oversee and support curriculum implementation, lesson unit development, and the character development program for students in grades 6-8.

**Student Council**
Students will have an active school government. Each classroom will have its own student council that will prepare them to serve as an ambassador to the school's student council by grade 6. There will be a student representative from each classroom in grades 6, 7 and 8 who will hold a seat after being elected by that class to represent the concerns and needs of the student body. Students from the School Council will meet with the student ambassadors from grades PK-5 to discuss important issues and concerns. Students will have the opportunity to present their concerns to the leadership team.

**Grade-Level Teams**
Common planning time will be provided for grade level teams to meet and discuss student data, plan interdisciplinary lessons and share best practices. In addition, these teams will use their common planning time for instructional planning, student work review and curriculum and assessment reviews.

Grade-level teams will work with the school partners to create seamless learning opportunities within and beyond the classroom. Teams will also work together to engage parents as partners in the school.

**School Compact**
A School Compact will be signed by parents, students, and teachers. This compact will be developed collaboratively, with the input of all stakeholders and will serve as a joint agreement to support and actively engage in the Academy for Latino Studies.

**Student Body**

- Student profile, student roles and responsibility, homework expectations, student voice and leadership

The Academy for Latino Studies will promote and foster student accountability and ownership for the learning community.

Class Size

PRE-K
3*18

54

| | | |
|---|---|---|
| K | 3*22 | 66 |
| 1st | 3*22 | 66 |
| 2nd | 3*22 | 66 |
| 3rd | 3*22 | 66 |
| 4th | 3*22 | 66 |
| 5th | 3*22 | 66 |
| 6th | 4*16/17 | 66 |
| 7th | 4*16/17 | 66 |
| 8th | 4*16/17 | 66 |
| **Total** | | 604 |

Students at the Academy for Latino Studies will learn through project-based activities and hands-on experiences. They will develop the ability to speak publicly, interact with local and world officials and develop a knowledge and understanding of Latino politics, contemporary history, religions and economics.

**Students in Grades PK-5**

- Students in K-5 will read at home for a minimum of 30 minutes per night.
- Students in grades K-5 will practice speaking publicly through weekly morning meetings.
- Students in K-5 will contribute to an academy newspaper which includes monthly reporting of economic, religious, cultural or historical information on the Latino Country the class is studying.
- Students in grades K-5 will complete project-based, independent assignments

**Students in Grades 6-8**

- Students in grades 6-8 will complete two community service projects per class.

- Students in grades 6-8 will serve as peer tutors to assist students in lower grades.
- Students in 6-8 will contribute to a classroom newspaper which includes monthly reporting of economic, religious, cultural or historical information on the Latino Country the class is studying.
- Students in grades 6-8 will correspond with a mentor student from the World Affairs High School.

**All Students**

- All students are expected to achieve at high levels.
- All students will fully engage in learning about the people and places in their world.
- All students will have representation on student government.
- All students will come to school on time every day.
- All students will comply with the academy's uniform policy.
- All students will display respectful behavior and strong character skills.
- All students will adhere to the school compact.
- Students will compose a school song that reflects the school's theme.
- Students will complete curriculum based projects at home and at school.

**Parental Role**

- Parent commitment, opportunities for parents, parent voice

**Parent Commitment**

Parents of the Academy for Latino Studies will be encouraged to share their knowledge, experiences and expertise with students and staff of the academy. Parents are encouraged to participate in the operation of the school on every level. Parents can express their commitment to the school through the following:

- All parents will be asked to sign a School Compact indicating their support of and role in the academy.
- All parents will be expected to support the mission of the school.
- All parents will be expected to attend open house, conferences and at least 3 other school events.
- All parents will be expected to take advantage of opportunities to serve on academy governance committees.
- All parents will be expected to ensure that students wear the academy's uniform.
- All parents will be expected to ensure that students come to school every day.

**Opportunities for Parents**

The academy will build partnerships with parents where they will become active participants in their children's learning.

- The academy will involve parents in the curriculum through newsletters, speaking/sharing opportunities and special events.
- The academy will communicate regularly with parents, in their spoken language.
- The academy will assist parents with social service referrals. The academy will provide parents with information for providing their children with opportunities for exposure in the Hartford area around art, music, science, math, culture, and so forth.
- The academy will organize the opportunities specified below as well as parent conferences, open houses, and so forth by grade groupings rather than whole school, i.e. PK-2; 3-5; 6-8. This will allow those faculty teams to get to know and work with those parents as a team for a 3 year period

- **Parents of Students in Grades PK-2**
    - Family Math Nights
    - Family Literacy Nights
    - Reading Workshops for Parents
    - Family Movie Nights

- End of Semester Presentations
- Science Fair
- Academy Arts and Cultural Events
- Weekend Activities and Events

- **Parents of Students in Grades 3-5**
  - Family Math Nights
  - Family Literacy Nights
  - Family Movie Nights
  - End of Semester Presentations
  - Science Fair
  - Student Projects
  - Academy Arts and Cultural Events

- **Parents of Students in Grades 6-8**
  - College visits
  - Family Movie Nights
  - End of Semester Presentations
  - Science Fair
  - Student Projects
  - Promotional Portfolio Presentations
  - Academy Arts and Cultural Events

**Parent Voice**

- Parent walkthroughs will be held at organized times so that students will know that their parents are part of the learning community. During these walkthroughs, parents will be welcomed into classrooms and escorted by a team leader that guides the parents in using a walkthrough protocol to understand and learn about the implemented curriculum.
- There will be parent representation on all decision-making committees.

**Teacher Capacity**

- Pre-certification and training, professional development, collaborative planning process, C&I expectations & roles such as joint interdisciplinary unit development & team teaching

Teachers at the Academy for Latino Studies will be committed to the purpose and mission of the school. All teachers will sign a School Compact indicating their commitment to the mission, goals and requirements of the academy. They will have an understanding of, or be willing to be trained in the Latino Studies curriculum to learn about the diversity of the Latino/Latin-American culture and language. Teachers for this academy will possess the following qualities:

- Dedication to the success of all students regardless of their background, language or special needs.
- Demonstrated success in implementing curricular content.
- Experience in differentiated instruction, providing students with hands-on instructional experiences, and effective CMT strategies.
- Experience with a variety of instructional techniques in working with diverse (academic and language) learners.
- Experience with effective team work and peer coaching.
- Excellent classroom management skills.
- Excellent interaction with parents and families.
- Commitment to working in a collaborative governance structure.
- Knowledge and understanding of the issues affecting the school community and their impact on student learning.

**Teachers in the Academy for Latino Studies will use a variety of strategies to plan, teach, assess and reflect. In addition, they will:**

- Participate in training opportunities to further their understanding of the Latino Studies theme and its implications for curricular implementation and community involvement.
- Collaboratively plan and teach lessons to ensure thematic connections, differentiation and cross cultural connections.
- Collect and disaggregate classroom data and use it to drive instruction.
- Collaboratively plan and teach lessons with grade-level special education teachers in order to ensure differentiation for all students while meeting IEP specifications.
- Use technology in lesson presentation and lesson expectations at all grade levels.
- Participate in at least 4 parent engagement activities after school hours.
- Provide parents with mid-semester progress reports to inform them of their child's progress and areas of weakness.
- Solicit parent feedback on homework, classroom activities, and parent communications.

Oppo**rtunities for professional development will include:**

- Opportunities provided by the UConn Institute for Puerto Rican and Latino Studies and the World Affairs Council.
- Differentiated instruction for all students.
- Common Formative Assessments, Data Driven Decision Making and Standards Driven Instruction
- Project-Based Learning
- Effective ELL Strategies
- Balanced Literacy (for grades PK-5)
- Workshop Model Literacy (for grades 6-8)
- The World Affairs Council of Connecticut invites teachers from Grades 5-12 to participate in a professional development program on the teaching of Geography of Latin America and the Caribbean to be held in August 2008 at the Mark Twain House, Hartford. The program is supported by and conducted in partnership with the Connecticut Geographic Alliance. The Council will annual provide multiple learning and training opportunities for teachers.

**Curriculum & Instruction**

- Pedagogical approach, curriculum design, learning environment & classroom design, field trips & extended classrooms, language requirements, technology

**Pedagogical Approach**:
The academy will utilize an interdisciplinary approach to curriculum with Latino Studies being the central theme. The curriculum will be hands on and provide rich experiential learning opportunities.

**Curriculum Design:**
The Academy for Latino Studies provides learning opportunities for each student to acquire knowledge, skills, and promote positive character traits. Expectations for student achievement and developmental needs are aligned to state and national standards. Students are grouped heterogeneously in classes that encourage diverse and differentiated learning. Formative and summative assessments will be used to measure progress toward mastering the standards. Information gathered from these assessments will help to drive instruction and ensure that each student has the opportunity to achieve and progress through the developmental scope and sequence of skills.

**Literacy**
A balanced literacy approach will be selected. The program will be research-based, assessment-based, comprehensive, integrated, and dynamic. A balanced approach to literacy empowers teachers and specialists to respond to the individual assessed literacy needs of children as they relate to their appropriate instructional and developmental levels. The overarching purpose of learning to read is to gain meaning, increase understanding, and develop a love of reading.

The program will include the following components:

- authentic, real literature, including nursery rhymes, fairy tales, anthologies and poems that provide students with opportunities to read and enjoy a variety of genres (fiction, nonfiction, and themes), including a rich assortment of multicultural resources
- a very comprehensive writing-process program that engages students in daily writing,
- peer editing, and publishing activities
- an integrated language arts and phonics skills-development approach that requires skills to be taught from the context of real literature as well as from student writing
- attention to the three cueing systems—semantics, syntactic, and graph phonics—to give students the required blend of skills, enabling them to read texts meaningfully and with understanding
- meta-cognitive, self-monitoring, fix-up, and scaffolding strategies to support
- student word recognition and reading comprehension
- opportunities to develop learning strategies to use in new situations and to acquire new information to develop higher order thinking skills
- ongoing assessment for continuous progress that engages students at the independent or instructional reading level and avoids reading materials at their frustration reading level; using an assessment-to-instruction model of teaching
- oral storytelling, dictation, and other listening activities, including phonological and phonemic awareness development at the primary level
- an interdisciplinary content area reading approach, stressing the use of a wide variety of trade books as well as textbooks
- shared reading, guided reading, independent reading, and one -on-one instruction, particularly for struggling readers
- time commitment to on-task reading, writing, and related language arts activities
- reading/learning centers for exploration and discovery in all areas of the language arts and for managing individual and differentiated instruction
- opportunities for developing and maintaining a language rich environment; respecting children's backgrounds, language, interests, and abilities
- a supportive, nurturing classroom that meets the diverse needs of students and that also promotes listening, speaking, reading, writing, and viewing as joyful experiences
- promotion of ongoing family involvement in children's literacy development, using information about the learners' culture, values, knowledge, and interests to plan instruction

**Math**

- Students will develop numeracy skills in order to successfully master state standards through a hands-on, problem-solving approach. Students will investigate, ask questions and think critically about math as a part of their everyday lives. Technology will be used to reinforce skills and emphasize having fun with math.
- Students in grades 6-8 will engage in units of study around comparative economics including a study on the Federal Reserve Bank. The Academy will seek related field study opportunities.

**Social Studies**

**For grades K-5**

Social studies instruction will focus on the geography, economics, religions, contemporary history of Latin American countries, Connecticut and the United States. Non-fiction literature will reinforce literacy skills.

**For grades 6-8**

Students will engage in comparative studies between their experiences and knowledge of the United States and those of others in the world. "Latin America in Transition" is the curriculum resource developed by the Southern Center for International Studies that will be used to map the curriculum from grades 6-8 backwards. The curriculum will include the following:

**An Overview of Latin America**

Students are introduced to the diversity within the geographic, historical, cultural, ethnic and religious background of the region.

**Politics and Democracy**

Students explore how Latin American governments have moved from extreme authoritarian rule to democratic government, and how repression, corruption and civil war have shaped politics in this region in the 20th century.

**Economic Development and Regional Integration**

An overview is provided of the development of Latin America's economies from agricultural to industrial. Important topics focus on how government control of the economy leads to both growth and instability. Furthermore, the birth of NAFTA, and the other regional integration efforts between specific countries are discussed.

**The Environment**

The following topics are included: the destruction of the rain forest, rural and agricultural environmental issues, urban environmental problems such as overcrowding, and solutions to the environmental problems such as those introduced at the Rio Earth Summit.

**Poverty, Human Rights and Social Change**

Students are challenged to identify the sources of conflict and poverty by examining the impact of European colonization on indigenous peoples, Latin America's legacy of authoritarian governments and the unequal distribution of wealth.

**U.S. Interests in Latin America**

This highly informative section looks at historical, economic, and cultural ties between the U.S. and Latin America. The materials also cover how the drug trade and immigration affect foreign and domestic policy in the United States.

**Science**

Hands-on learning, science investigations and literacy connections will drive science curriculum on all levels. Students will meet state standards in science, and will have hands on application of learning. Science fairs, integrated math/science lessons, projects and field studies will enhance the curriculum. Middle School Students will use the technology of the Synergistic Laboratory Systems.

The Synergistic Labs are organized in modular stations. Each lab is composed of twelve stations, supporting two students working at each station. Students work at workstations, equipped with a

computer, audio/headphones and laboratory equipment/supplies. Students gain hands-on experience, by performing experiments in: applied physics; bioengineering; electricity, energy, power and mechanics; flight technology; forces; gravity light and lasers; music and sound; plastics and polymers; robotics; rocketry and space; simple machines; and weather. The modules are aligned with Connecticut's State Framework and will afford our students the opportunity to experience the "wonder" of actually "doing" science and making sense of the world in which they live.

Teachers will work closely with students, answering questions and guiding students as they explore the lesson in each module. Because parental participation is so important to the learning process, parents will play an integral role in instruction, via a "Parent Briefing." This briefing explains what children will learn in each module and how they will be able to help their children. Parents are provided with "questions for discussion," regarding key concepts that students have learned.

**World Languages**

Spanish as a foreign language will be offered to students in grades K-8. The chosen curriculum will emphasize cross curricular and cultural connections. The school day will be expanded by 60 minutes in order to accommodate for this additional course.

Students in grades K-2 will learn conversational Spanish through poetry and rhyme, songs and movement.

In grades 3-5, students will continue to develop an understanding of conversational Spanish, and develop initial literacy skills in the second language using reading, writing, speaking and listening.

In the upper grades students will further develop their Spanish literacy skills as they focus on the themes of history, politics, culture, economics, and the contributions of people. Students at this level will be able to use their language skills to interview and moderate conversations with guest speakers in Spanish.

**Art**

All students will receive art instruction that is aligned to the Connecticut Content Standards for Visual Arts and lessons will be developmentally appropriate for each grade level. The students will be introduced to the disciplines of aesthetics, comparing and contrasting art, art history, and art production. There will be art connections to the Latino Studies theme.

Students will have opportunities to develop their artistic skills, critique their own works of art, and to apply major points of color theory and perspective.

**Music**

All students will receive music instruction that is aligned to the National Standards for the Arts. There will be music connections to the Latino Studies theme. The music curriculum encourages students to create music and develop listening skills, along with providing musical expression through a variety of musical experiences. All students are involved in at least one music program during the school year. Instrumental instruction in wind, brass, and percussion instruments will be offered to students. These students will have the opportunity to play in a school orchestra.

The Academy will take full advantage of the myriad of opportunities that exist in the City of Hartford to expose students to art and music from around the world.

**Physical Education**

The physical education curriculum focuses on the development of the mind as well as the body.

Learning outcomes are clearly defined and are aligned with age-appropriate progressions. The program activities target a broad range of motor abilities. Upper grade students have the opportunity to learn about Latino athletes, sportsmanship and teamwork.

**Technology**

Technology in the classroom will be used to support student learning. An Academy for Latino Studies website will be designed to provide a variety of pertinent information to parents, the community and students. Each grade level cluster will have access to a computer lab or computers in the classroom. Interactive online resources will be used to connect students to schools in other countries for dialogue and projects.

**Communications**

Students in grades 3-8 will learn how to use video equipment and SMART Board technology in the production of an in-house television World News program, and use computers to communicate with others around the world.

**Character Education**

Character education will focus on social skills development. The selected program will encourage positive aspects of character and intrinsic motivation for appropriate behavior. The character education program will be interwoven with the hands-on, inquiry based approach to instruction.

**Classroom Design:**

The Academy for Latino Studies will design classrooms that encourage collaborative and individual work. Students will interact in rich discussions, share ideas, and learn from one another. Ideally, the classrooms will be set up with group tables rather than individual desks from grades K-8. The dynamic curriculum should lend itself to constant dialogue, group work, and team research.

**Field trips:**

Field trips will provide rich experiential learning opportunities. Students will be able to take advantage of resources in the City of Hartford and beyond. Guest speakers and community performance groups will also enhance the curriculum.

**Extended Classrooms:**

The Academy for Latino Studies will set up student exchanges with schools in Latin America and initiate online learning relationships with schools in the United States and Latin American countries.

**Community Partnerships**

- Internships, job shadows, mentoring, after-school and weekend programming, job placements, college sponsorships, interdisciplinary community experiences

Community/corporate partners are an invaluable resource to the academy. They will assist us in fulfilling the academy's mission in many ways including, but not limited to:

- Supplementing curriculum
- Providing professional development and authentic learning opportunities
- Providing exposure opportunities to our students and their families
- Hosting study/visit abroad teams

In developing a speaker series, The World Affairs Council of Connecticut will work with the Connecticut Latino Chamber of Commerce.

Additionally, The World Affairs Council will seek grants to:

- support teacher trips and professional development (*the Council has been successful in raising funds for teacher trips to China, South Africa, Turkey, and Puerto Rico*)
- support curriculum enrichment projects (*for example in 2002, the WAC received funding from the Greater Hartford Jaycees to implement a United Nations Education Program for fifth and sixth graders in Hartford area schools*)

The design team will look into a possible relationship with The Bushnell PARTNERS (Partners in Arts and Education Revitalizing Schools) which is an award-winning arts education program conducted in many schools throughout central Connecticut. PARTNERS began in January, 1993 with two primary goals:

- to improve language arts skills (literacy) for school children; and
- to increase intercultural competencies among a diverse population of communities

The PARTNERS approach consists of interlocking components, which, in turn, are closely tied to core educational requirements and specific learning goals. The six components are:

- Literature linked to curriculum
- Artistic resources
- Professional development for teachers and artists
- Performance events and exhibit opportunities
- Family involvement activities
- Program evaluation and student assessment

**Learning Outcomes & Assessment Design**

- By grade, by grade grouping, readiness for feeder school

Students will master skills that align to state and national learning standards.

In addition to state mandated assessments. The Academy will assess its students through:

- **Project-based Assessments**
  Students will be expected to complete projects that will be evaluated through a rubric created by the teacher and the students.
- **Portfolios**
  Students maintain a collection of their work from all subject areas. Students in grades 3 through 7 present portfolios to their parents at student-led conferences.
- **Oral Presentations**
  Students will develop the ability to communicate effectively, in both languages and use technology (Power Point) to show what they have learned and express their ideas.
- **Electronic Portfolios**
  The eighth grade portfolio will be a culminating presentation where the parent is present along with an authentic audience from higher education, faculty from across the school, community members, and district personnel around a history/political science topic

related to a Latin American country.

**College Readiness**

- Career explorations, *Plan of Study,* college visits, mentoring programs, dual credit opportunities, AP courses, college advisory

**College Visits**

- Students in grades 5-8 will visit area colleges.
- Students will be exposed to high school choices
- High school mentors and college students will be invited to visit the school to expose students to high school and college options.

**Mentoring Programs**

- Students in grades 7 and 8 will mentor younger students.
- Eighth grade students will be mentored by a junior at the World Affairs High School who will still be attending the academy when the freshman class enters. This will also benefit the mentor by allowing him/her to use this mentoring activity to supplement their college applications and community service hours.

**School Culture & Climate**

- Code of conduct & behavior expectations, orientation and bridge programs, learning expectations, school uniform

The Academy for Latino Studies will provide opportunities for students, staff and community members to learn in an engaging and exciting environment. All students, staff and parents will treat each other with mutual respect and the prior knowledge of every stakeholder will be considered valuable. We will all expand upon our knowledge, share what we know with others and learn about the world through learning about others. We will take the time to build personal relationships with one another.

The code of conduct will be a part of the compact for students, parents and staff and will include the following:

- Commitment to the Academy theme.
- Daily attendance in school.
- Coming to school on time.
- Having respect for one another.
- Having pride in the academy.
- Completing all assignments.
- Completing homework.
- Putting forth our best effort.
- Wearing the school uniform.

In addition the academy expects the following from students, parents and staff:

- High levels of performance
- An understanding of and appreciation for Latino/Latin-American culture and history.

Students, teachers and staff will work closely with families to support high student achievement

**School Schedule**

- Length of day, co-curriculum, Saturday academies, optional programming, Summer School

The academy will have an extended academic day schedule to allow for additional instructional time for the daily Spanish class.

**Length of School Day/School Year**

- A year round school would provide an opportunity for culminating experiential activities at each grade.
- The Academy leadership will engage parents in exploring the possibility of a year round school.

**Extended Day Programming**

The extended day program will have a heavy emphasis on the arts and will enhance the Latino Studies theme. Mandatory tutoring will be provided to students who are one grade or more below grade level in reading or math. There will also be a mandatory homework club for students who miss homework assignments. This program will provide students with the opportunity to do homework and projects in a supportive environment.

In addition to the longer day schedule, after school activities may include:

**Grades PK-5**

- Homework Club
- Language Club
- Book Clubs (including story reading and writing)
- Math Games Club
- Computer Club
- Dance Club
- Drama Club

**Grades 6-8**

- Homework Club
- Language Club
- Book Clubs
- Academy Newspaper
- Basketball and other sports
- Creative Writing
- World News Productions
- Visual Arts Club
- Sports ( basketball, other sports)
- Reinforcement (tutoring, homework study halls, etc)

Partnerships will be sought with community organizations.

**Support Services**

- Tutoring, special education, community services, parent support programs

A comprehensive support services structure will be developed by the new Principal in partnership with the staff and under the expert guidance of the Assistant Superintendent of Support Services.

**Special Education**

- Special Education teachers will use a co-teaching or push-in, team teaching inclusion model with the regular education teacher.
- Lessons will be differentiated to ensure the success of all students in the class.
- Data will be disaggregated and monitored to ensure that all students are successful.

**Tutoring**

- Tutoring will be provided by certified staff or college students.

**Community Services and Family Support Services**

- A coordinator of family support services will serve as the single point of contact in order to facilitate efforts to provide families with needed services.

**Parent Support Programs**

- The Academy will explore the creation of a Parent Institute to provide a range of learning and curriculum exposure opportunities for parents.

**Stop and Think Room**

- The *Stop and Think* room will offer inside suspension for students who break the most serious rules or who continuously disrupt the class despite several interventions by staff.
- This room will be staffed by two people who can provide behavioral counseling as well as academic support as students will be required to finish their class-work during this time.
- There will be one Stop and Think room for elementary grades and another for upper grades.
- Grade level teams will work together to support one another and to collectively support the students and families in that grade level.

- **Application Process**

Process, timeline, and requirements

Enrollment in this Academy will follow the district timelines and procedures for the Hartford Schools Choice Program.

# The Dr. Ramon E. Betances Early Reading Lab School

**Redesign Proposal for School Opening in August 2010**
**Presentation to the Hartford Board of Education**
**March 16, 2010 (First Reading)**
**May 18, 2010 (Second Reading and Adoption)**

**Design Team Co-chairs**

Beryl Irene Bailey, Ed.D.,CCC/SLP
Director of Elementary Literacy

Kimberly Stone-Keaton, M.Ed., SYD
Assistant Director of School Design

**Grade Levels**: Pre-K-3

**Design Team Members**

| Name | Affiliation |
|---|---|
| | |
| Lucia Arellano | Betances Parent |
| Dr. Beryl Irene Bailey | Director of Elementary Literacy, H.P.S. |
| Robin Bornstein | Literacy Coach, West Middle School |
| Linda Liss-Bronstein | Literacy Coach, Hartford Public Schools |
| Jennifer Cerniglia | Literacy Coach, Betances |
| Christine Cohen | Teacher, Betances |
| Melissa Curran | Teacher, Betances |
| Karen Gray | Principal, Betances |
| Dr. Teresita Galarza | Elementary ELL Coach, H.P.S. |
| Carmelina Miceli | Teacher, H.P.S. |
| Dr. Richard Sussman | Hartford Foundation for Public Giving, Brighter Futures |
| Miriam Morales-Taylor | Assistant Superintendent of Support Services |
| Dr. Jeffrey Trawick-Smith | Professor, Eastern Connecticut State University |
| Flor Vela | Betances Parent |
| Awilda Villafane | Family Resource Aide, Betances |
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| | |
| Dr. Christina Kishimoto | Assistant Superintendent of School Design |
| Kimberly Stone-Keaton | Assistant Director of School Design |

**School Themes**
Early Literacy

**HARTFORD PUBLIC SCHOOLS Phase III 2010 School Design Specifications:**

Dr. Ramon E. Betances Early Reading Lab School

**Overview of School Model**

**Description of school type, accreditation & affiliation model**

The Dr. Ramon E. Betances Elementary School will be developed into a model PK-3 Early Reading Lab School. This school will serve as a model for outstanding practices in early literacy instruction while also serving as a professional development center for elementary school teachers who want to further develop their skills in early literacy instruction. Students will develop an appreciation for all genres of literature and be prepared to be at or above the proficient level on the Connecticut Mastery Test (CMT) by the end of grade three. Parents must enroll their child at the pre-kindergarten grade to benefit from the five-year curriculum design to meet the third grade reading proficiency level.

The Early Literacy Professional Development Center will be the training institute for teachers to observe best instructional practices and to participate in targeted training in scientifically-research-based reading and language arts instructional strategies.

**Focus**

The School will focus on three key goals:

**Goal 1: Early Reading Success** – To promote 100% of students from Grade 3 reading on grade level (CMT).

**Goal 2: Professional Development** – To build capacity within the Hartford Public Schools by preparing future reading teachers.

**Goal 3: Family Literacy** – To serve as a district model on effective programs that build family literacy within a community school structure.

**Major School Partners**

The Betances Early Reading Lab School will develop three lead partners.

**University Partner**

The first significant partner will be a teaching university that can provide:

- Faculty who will deliver professional development through the Early Literacy Training Center
- College courses in reading at the school site
- Student teachers completing their university degrees in elementary education with a focus on reading

**Community Partner**

The second significant partner will be an organizational partner who can collaborate with staff to provide parent education programming and wrap-around community services to support a family success approach to education.

**High School Partner**

Bulkeley Upper School Teacher Prep Program will provide several student interns to work within classrooms with Mentor Teachers and with the Dean of Professional Development, as a component of their High School Capstone Project.

**Research Basis and Model Site(s)**

"PK-3 programs began in the 1960s, but have been somewhat eclipsed by the attention given to Head Start and other preschool-only programs. The rationale for PK-3 initiatives lies in the realization that studies of preschool programs have indicated that, for some outcomes, effects fade with time. It is theorized that continuation of programs into the primary grades will both help prevent fading effects of early interventions and make transitions more successful. Key principles of PK-3 are continuity (consistency in time in learning environments), organization (structural features to increase quality), instruction (coordination of curriculum & teaching practices), and family support services."

(Reynolds, Arthur, Katherine Magnuson & Suh-Ruu Ou, Foundation for Child Development, January 2006)

What we have seen in education is a strong lobby for pre-school programs with little sustained commitment to the continuum of the early childhood years, i.e. PK-3.

"Research consistently shows the importance of investing in high quality pre-kindergarten (PK) and full-day kindergarten (FDK) programs to give children a boost in their preparation to succeed in school and in life. Positive impacts often fade over time though, pointing to the nation's lack of commitment to ensuring that children have a sturdy ladder of learning to climb as they progress into elementary school. PK-3 is a promising approach for reducing fade-out effects and enabling children to expand upon the gains they make in PK and FDK. A core element of the PK-3 approach is alignment within and among grade levels. Devoting federal attention and funding to horizontal, vertical, and temporal alignment along the PK-3 continuum will not only raise this nation's consciousness about the necessity of improving both early childhood and elementary education, but will provide crucial leadership for states and local school districts to expand their own efforts in PK-3." (Kristie Kauerz, New America Foundation, January 2006).

The research-based *Balanced Literacy* approach will be the instructional model for reading and writing. It is built upon the concepts of:

- Reading to Children, Reading with Children, and Reading by Children
- Writing to Children, Writing with Children, and Writing by Children

The model includes four kinds of reading built upon four levels of support and four kinds of writing built upon four levels of support. An illustrated version of the Balanced Literacy Model, highlighting appropriate teaching components is shown below:

**Balanced Literacy Model**

Reading to Children
Reading with Children
Reading by Children

- Reading Aloud
- Shared Reading
- Literacy Centers
- Guided Reading or Reading Workshop
- Independent Reading

Writing to Children
Writing with Children
Writing by Children

- Shared/Modeled Writing
- Interactive Writing
- Guided Writing or Writing Workshop
- Independent Writing

Word Work (Phonemic Awareness, Sound/Symbol Relationships, Onsets and Rimes, Chunking/Word Families)

*Guided Reading: Good First Teaching for All Children.* Fountas, Irene C., & Gay Su Pinnell. 1996: Heinemann Publishers, Portsmouth, NH

**Model Sites:**
The following models are being used to create the Betances Early Reading School design framework.

**The Center for Early Childhood Education at Eastern Connecticut State University**
The Center for Early Childhood Education at Eastern Connecticut State University serves as a model site for technology and professional development. Housed in a high-tech facility connected to a model early care and education program, the Center serves as a state and national early childhood learning consortium by:

- Conducting research
- Providing professional development opportunities
- Offering consultation services
- Sharing video and other resources

**Harlem Children's Zone Promise Academy I Lower School**
Promise Academy I Lower School serves as a model site for the continuum of services needed for student success as well as the Readers/Writers Workshop Model. The school was created in 2004 in partnership with the Harlem Children's Zone and currently serves grade levels Kindergarten through Third. Its mission is to give children in Harlem a high-quality, well-rounded education while providing a positive atmosphere where children know they are cared for. In 2009, 100 percent of PA I's third graders scored at grade level in math and 95 percent scored at grade level in ELA. Key features include:

- Readers/Writers Workshop Model
- Two adults working with children at all times
- Standards based assessment and instruction
- Data-driven instruction and intervention

**North Carolina Ready Schools Initiative**
North Carolina Ready Schools Initiative is a model for the pre-K-third grade continuum. The model is based on research that shows greater long-term academic success when there is a continuum of services that supports children and families from pre-kindergarten through third grade. The following are the 8 core ready school dimensions:

1. Leaders and Leadership
2. Transitions
3. Teacher Supports
4. Effective Curricula
5. Engaging Environments
6. Family, School and Community Partnerships
7. Respecting Diversity
8. Assessing Progress

**Chicago Child Parent Centers**
Chicago Child Parent Centers show the impact of parental involvement and education as well as early intervention. Child Parent Centers provide services to preschool children and their parents who live in targeted, low income areas. CPCs are located in or near low income elementary schools and are funded through *No Child Left Behind* Federal Chapter I funds. The programs use best practices to provide comprehensive educational services for children. In addition to early intervention, CPC programs require parent involvement. Parents or guardians are expected to participate in parent room or classroom activities twice a month. Activities include topics relating to child growth and development, literacy, readiness skills, parenting skills, health, safety, and nutrition.

**School Mission & Vision**

**Mission**
To provide students with a comprehensive early literacy education that will prepare them to read on grade level by Grade 3 so that they may effectively access the curriculum in all content areas and develop individualized goals for success.

**School Vision**
The Betances Early Reading Lab School will be a multi-purpose, school-based research laboratory that incorporates the teaching of early literacy skills to students in grades PK through Grade 3, a literacy institute that provides families with the essential literacy skills to support their children's language development and a teacher training lab that provides on-site, ongoing professional development in proven, scientifically-based literacy practices for the teachers of Hartford Public Schools.

**Student Body**

**Grade Configuration and School Size**

- 16 Classrooms (4 PK; 3 K; 3 First; 3 Second; 3 Third)
- 24-27 students per Classroom in grades K-3
- Each classroom will be led by an Associate teacher, which can include Teacher For America Coremen and Beginning Teachers that are new to the profession, i.e. less than 2 years experience
- A Mentor Teacher will be assigned to work with 4 to 8 classroom teachers
- The Dean of Professional Development will serve as the Master Teacher
- Approximately 360 students total in PK - 3

| Grade | Classes | Students |
|---|---|---|
| PK | 4 | 72 |
| K | 3 | 72 |
| 1 | 3 | 72 |
| 2 | 3 | 72 |
| 3 | 3 | 72 |

**Governance Structure**

**School Leadership**

The School Leadership Team will be structured based on the National Institute for Excellence TAP model and will consist of the Master Teacher and the Mentor Teachers. Additionally, the Master Teacher will run cluster group meetings with the assistance of Mentor Teachers for all of the Associate Teachers focused on instructional improvement aligned to the TAP rubric. TAP provides four interrelated approaches to teacher success: 1. Multiple Career Paths; 2. Ongoing Applied Professional Growth; 3. Instructionally Focused Accountability; and 4. Performance-Based Compensation.

**The Principal of the Early Reading Lab School will have:**

- A graduate degree in reading and or language arts
- Five or more years experience working in an urban district with students of similar demographics
- An outstanding record in the area of literacy
- Experience with Bilingual populations
- Demonstrated research skills
- Published works in the area of reading and language arts
- Experience presenting at local, state or national reading and or language arts conferences within the last five years in one of the five essential components of reading
- Demonstrated ability to monitor and support family literacy
- Experience providing professional development at the school level, and
- Demonstrated ability to improve student achievement in the area of reading and or language arts.

**Dean of Professional Development (Master Teacher)**

The role of Dean of Professional Development will be to build capacity of the teachers at the School and to provide opportunities for professional development for early literacy teachers throughout the district. This position calls for someone who has the following qualifications:

- A graduate degree in reading and or language arts
- Five or more years experience working in an urban district with students of similar demographics
- Recognition for outstanding work in the area of literacy
- Ability to coordinate student teaching experiences
- Experience with Bilingual populations
- Ability to organize and conduct research
- Presented at local, state or national reading and or language arts conferences within the last five years in at least four of the five essential components of reading
- Demonstrated ability to provide high level professional development for staff
- Demonstrated ability to provide family literacy workshops
- Appreciation and knowledge of the available core reading programs in the district
- Demonstrated ability to use instructional technology including computers, video equipment and cameras
- Demonstrated ability to monitor students' progress in each classroom and provide targeted instructional strategies for teachers when students are not making sufficient progress

**School Governance Council**

The School will develop a School Governance Council by year two of implementation that will begin with parent representatives from the implementation grades, i.e. PK – 1. When fully formed, the SGC will minimally include the Principal, the Dean of Professional Development, a University partner and a teacher from PK or K, a teacher from 1 or 2 and a teacher from grade 3.

**School Advisory Board**

An external advisory board will be formed with representatives from major school partner organizations that will meet periodically to review student achievement progress relative to the goals set in an independent research project that will be led in start up years 1-5 by the University of Hartford. The Advisory Board will be co-chaired by the Assistant Superintendent of School Design/Secondary and the Dean of Education at the University of Hartford.

**Parent Leadership Development**

- Parents will sign a School Compact that delineates their agreement to meet expectations set by the school to support their child's literacy development in English as well as in their native language.

- Parents must agree to have their child videotaped for the purpose of professional development.
- Parents will be invited to read aloud in the classroom or participate in other organized school-based literacy programs.
- Parents will manage the parent lending library which will house resources for parents as well as literature for parent/student read-aloud. The books and resources in the current school library will become the Parent Lending Library.
- Parents enrolled in an Associate's Degree program will have opportunities to apply to work as paraprofessional interns.
- Parents will be invited to participate at the school by serving on the school's Governance Council and PTO.
- Parents are expected to attend at least 4 hours of family literacy workshops per report card cycle.
- Parents must agree to maintain a reading log and read to/with children a minimum of 5-7 hours per week.

## Curriculum & Instruction

**Curriculum Design**

The school will ensure ongoing curriculum alignment and coordination between preschool and elementary school teachers for quality assurance from pre-K through grade 3.

In addition to a 180 (120-reading & 60-writing) minute literacy block, opportunities for language experiences and practice will occur throughout the day. Students will be asked to write and explain mathematical concepts using math journals and will receive content-based literacy instruction in science and social studies.

**Pedagogical Approach & Classroom Design**

All classrooms will use the Readers/Writers Workshop Model and employ the gradual release of responsibility (I do, we do, you do). Language arts instruction will include daily reading aloud and discussion of high-quality literature, both fiction and nonfiction. Systematic instruction in reading will begin in pre-kindergarten and continue throughout the primary grades. This careful, consistent instruction is based on thoughtful evaluation of data obtained from daily classroom observations, formal and informal assessments, and samples of student work. Teachers will work as a professional learning community under the guidance of a Mentor Teacher, using a data team format to modify instruction on a continuous basis.

**Classroom Design:**

- All classrooms will be outfitted with several cameras to record instruction and to provide a live feed to the professional development center within the building.
- Classroom instruction will not be interrupted unless there is an emergency. Visitors to the school who are not directly delivering instruction in an assigned classroom will be restricted to the Professional Development Center where classrooms can be viewed via live feed.
- Teachers will create classrooms that are flexible in design to create movement that matches instruction.
- Classrooms will reflect an inviting age-appropriate discovery learning environment.
- Classrooms will be well organized with book rich literacy centers and classroom libraries.
- All classroom teachers will organize periodic field trips to the Hartford Public Library on Main Street.
- Pre-fabricated materials will be limited; students and parents will create the materials for the learning walls.
- The art room, music room and the auditorium will serve as necessary extensions to the classroom.
- Computer technology will be used as a Center activity and integrated into the instructional schedule beginning in grade K. The school will begin with the Waterford Early Reading Program as a literacy center resource.
- Teachers and students will maintain display boards in the hallways with current student work demonstrating literacy skills learned. Work will reflect higher order thinking skills and include specific and clear feedback to students. Scoring rubrics will accompany student work. To the extent possible, display boards will be at a height that will allow students to view their peers work.
- Teachers will create parent involvement activities in their classrooms that are aligned with the student learning objectives.
- All members of this learning community, including administrators, teachers, parents and students will model positive attitudes toward discovery and learning, and will be respectful of one another.

**Core Literacy Program**

All reading instruction at the Betances Early Reading Lab School will be:

- Scientifically Researched
- Aligned to State Standards and Grade-Level Expectations
- Inclusive of the Following Balanced Literacy Components:
    - Structured Read Aloud Process
    - Explicit instruction in vocabulary development
    - Opportunities for students to engage daily in oral language experiences which reflect ability to think critically
    - Meaningful, varied practice with comprehension strategies and skills inclusive of cloze, structured and open-ended responses
    - Daily practice with phonological awareness
    - Word study through phonics and structural analysis
    - Daily opportunities to practice fluency
    - Daily opportunities to practice literacy skills through reading, writing, science, math, and social studies (see framework)

The School will serve as a research site to inform the continuous review of the district's Elementary Literacy Curriculum.

In addition, all classrooms will utilize:

- Literacy resources that accompany the English Language Arts Curriculum (Grades 1-3)
- A decentralized library where each classroom will have leveled books representing a variety of genres that are of high interest, culturally relevant, and linguistically appropriate
- Intervention and supplementary materials, such as Leveled Literacy Intervention, Waterford Early Reading Program
- Data to monitor and maintain flexible grouping practices, such as whole-group, small-group, and individual instructional formats.

*Note: Attached to these design specs is a resource guide in the form of a literacy framework that can be used in Grades K-3 for organizing instruction.*

**Student Leadership in Literacy**

- Students will develop and demonstrate their oratorical abilities through participation in school plays.
- Students will develop and demonstrate their oratorical abilities through participation in the district's Literacy Academic Competitions.
- Students will demonstrate their verbal and written skills through participation in the school and district science fair.
- Students will be able to demonstrate their talent as authors through the student book of the month presentations.
- Students will write and recite poetry through the school's poetry club.
- Students will display written skills through a school-based literacy publication, e.g. student magazine, student newspaper, or newsletter.
- Students will participate in incentive literacy initiatives that recognize students for reaching individual reading and writing goals.

**English Language Learner Support Approach**

A Sheltered Instruction approach will be used to develop reading skills for English Language Learners with a focus on:

- Daily small group instruction of 30-50 minutes
- Direct, explicit instruction that is fast-paced and engaging and offers frequent opportunities for students to respond and participate in short practice activities
- Daily review of skills
- Explicit, corrective feedback to students from teachers and support personnel

- Collaborative learning and feedback from peers
- Adequate wait time for student response
- Attention to the five core reading elements (phoneme awareness, phonics, vocabulary, comprehension, and fluency)
- Experiential learning and frequent opportunities in which to communicate

English language learners who are not meeting grade level reading expectations will receive intensive, small group reading interventions. Using formative assessment results, reading interventions will be delivered immediately with short term reading goals set for each student. Reading interventions that occur daily in a small group format and provide explicit, direct instruction in critical reading components in addition to the core reading program should be the primary means of instructional delivery. English language learners and native speakers will work together in homogenous instructional groups to strengthen targeted skills.

**Intervention Program (2+ years behind; 1 year behind; *5-minutes* behind)**

Beginning with Kindergarten, children who are having difficulty learning to read will be provided with additional reading instruction in a small group or tutoring setting. Students may be identified for mandatory extended day and/or extended year instructional support. This support will require parental involvement that may include additional parent teacher conferences, parent training around how they can support their child's literacy development at home, and other family-school activities. All extended day/extended year instruction will be coordinated with the programs the children are engaged in during the regular school day and based on continual and thoughtful analysis of each child's progress and needs as a reader and writer. All teachers will be required to provide approximately three hours of small group or one-on-one instruction during the extended day portion of the week. This will be balanced with teacher opportunities to reflect on instruction at the school's Professional Development Center on a weekly basis.

In addition, an SRBI – Scientifically Based Research Intervention framework will be used to support students with academic and behavior challenges who need additional supports. This multi-tiered approach works as a proactive approach to student support services and academic services by differentiating support time for students based on individual need, ensuring that the core curriculum is rigorous and differentiated, using common grade level measures but setting individualized goals to track student progress, and using a professional learning community approach to engage teachers in meaningful planning based on formative data results. By using an SRBI process in these early years, the school will be able to reduce the rate of special education referrals.

A key component of the Early Literacy Model will be a research component on the effectiveness of the SRBI model in minimizing special education identification and providing a sound, supportive and replicable model for Hartford. The Offices of Academics and Student Support Services will be involved along with higher education partners in monitoring this data and creating a research report within the first three years of implementation.

**Instructional Technology for Teachers, Students and Parents**

- All classes will be wired with a wide-lens camera and table top microphones with the ability to zoom in on table conversations.
- Some classrooms will be wired for real time streaming to the computers in the Professional Development Center for individual observations, which can also be projected to the SmartBoard for group training.
- The school will have its own server to store a to-be-determined amount of days of instruction.
- A student database will allow teachers to monitor student data and provide intervention based on the data that is collected.
- All K-3 classrooms will have 9 computers for web-based and software-based literacy centers.
- The school will provide basic computer classes for parents with the goal of establishing a certain level of computer literacy that can help parents independently seek information via the web.

**Homework Expectations**

All students will be required to read, or be read to at home for a minimum of 20-30 minutes per day. Students who

are not reading independently yet will have a variety of homework options including discussing picture books with parents, having parents read to their child in their native language, and so forth. Students will maintain reading logs and will be recognized for meeting this expectation. In addition, students will have age/ability-level appropriate homework in all content areas.

**Interactive Playground**

Portables on the playground will be removed and replaced by a playground. This interactive playground will provide students with opportunities to gain the developmental and health benefits derived from unstructured play and will be designed for students with a variety of physical abilities.

## Learning Outcomes & Assessment Design

**Assessment Design**

Teachers and administrators will use informal and formative assessments to continuously monitor student learning and to set performance goals in alignment with Grade Level Expectations (GLEs). Performance benchmarks will be set by grade and marking period and will be monitored via the Professional Learning Communities (PLC) data team process.

Grade level teams will operate as professional learning communities under the guidance of a Mentor Teacher and will jointly review student work to plan instruction. Parents, teachers, and administrators will keep abreast of every child's reading progress. The Betances Early Reading School will serve as a learning community continuously evaluating and adjusting strategies to meet student needs. Children who exhibit reading and language difficulties may require further assessments. However, the following assessments and evaluations will be used with all children:

- Screening assessments: During kindergarten and first grade, every student will be screened for phonemic awareness, alphabetic knowledge, and understanding of basic language concepts. (LAS Links placement assessment as entry level screen for potential English Language Learners)

- Formative Assessments: All unit assessments as part of the English Language Arts and ESL Curricula. Ongoing running records as a part of the Leveled Literacy Intervention program.

- Periodic Assessments: Periodic assessments such as the DRA2, and Hartford's District Assessments will be used to measure progress toward reading proficiency and as a predictor of CMT performance in grade 3. The results of these assessments will be used to create individual reading plans and identify students for summer school.

- End-of-year assessments: LAS Links (when applicable), DRA-2, ELA and ESL Curriculum End of the Year, and District Benchmark Assessments: Every student will be assessed at the end of the school year to inform parents, teachers, and school and district administrators about student progress.

The Betances Early Reading Lab School is intended to serve as a research laboratory to create an outstanding, highly effective early literacy program in Grades PK-3 that will ensure that all students receive the instruction and support to leave this school reading on grade level. As a lab school, the goal is to create a model that is replicable and significantly impacts Hartford Public School's goal to meet Connecticut State Standards in Grade 3 - which serves as a predictive measure of success in high school and post secondary school. Thus, on an annual basis, the school design plan, student literacy benchmark data and teacher effectiveness will be closely monitored and evaluated. Design adjustments will be made annually as needed, via the guidance of the Advisory Board, to ensure a high level of student success.

## Teacher Capacity

*Theme*-Specific Certification Requirements

All staff in the Betances Early Reading Lab School must be willing to be evaluated using the TAP performance rubric which includes indicators around four key areas: 1. Instruction, 2. The Learning Environment, 3. Designing and Planning Instruction and 4. Responsibilities.

Mentor Teachers of the Betances Early Reading School will have:

- A Master's Degree with at least 5 years teaching experience

- A certificate or degree in reading and/or language arts or
- A DSAP reading certificate with continuous enrollment in a program leading to reading certification beginning no later than the summer of 2010
- Provided professional development at their school and/or district level or
- Developed curriculum in one of the five essential components of reading
- Demonstrated ability to improve student achievement in the area of reading and or language arts
- A rating of Accomplished in at least two year end evaluations
- Exceptional oral and written communication skills
- Effective Interpersonal skills
- Training or knowledge about Data-Driven Decision Making, Common Formative Assessments and Effective Teaching Strategies
- Knowledge of Microsoft Office: Word, PowerPoint, Excel
- Familiarity with Performance Plus or willingness to learn
- Recognition for outstanding work in the area of literacy
- Demonstrated ability to work with families in the community

Pre-K Mentor Teacher of the Betances Early Reading School will have:

- A Master's Degree in Early Childhood Education with at least 5 years teaching experience (reading certification or degree is preferred)
- Commitment to participate in a comprehensive language development program in early language intervention, language enrichment and strategies for parent involvement in oral language development
- A minimum of 25 CEU's in literacy
- A rating of Accomplished in at least two year end evaluations
- Exceptional oral and written communication skills
- Effective Interpersonal skills
- Training or knowledge about Data-Driven Decision Making, Common Formative Assessments and Effective Teaching Strategies
- Knowledge of Microsoft Office: Word, PowerPoint, Excel
- Familiarity with Performance Plus or willingness to learn
- Recognition for outstanding work in the area of literacy
- Demonstrated ability to work with families in the community

Associate Teachers of the Betances Early Reading School will have:

- A range of early teaching experiences, with a focus on Teach for America Coremen and first and second year teachers
- Demonstrated oral and written communication skills
- The willingness to earn 6-12 graduate reading and language arts credits from an accredited university or college within 3 years
- The understanding that the position at the Betances Early Reading Lab School is granted for the purpose of professional learning and the time there will be limited to three years. The goal is to have highly trained reading teachers join schools with openings throughout the district or to become Mentor or Master Teachers within a TAP school in the district.
- Previous coursework or professional development in foundations of reading, language development, instructional strategies and learning styles
- Beginning teachers must agree to remain in Hartford for 3 years beyond their experience at Betances, i.e. contract

The school will establish a university partnership to provide support to teachers to earn a graduate degree in Reading.

All teachers are expected to demonstrate basic proficiencies with technology including using excel to present data, making graphs and charts, utilizing computerized assessments and using/understanding data spreadsheets.

Training and Professional Development Program

The Early Literacy Professional Development Center

- The school will have a tech-based PD Center for teachers that includes three unique spaces:
  1. A technology lab to view real-time and taped instruction occurring in the building
  2. A teacher resource room where staff can borrow resource materials grouped by lesson unit themes
  3. A model classroom where staff can learn how to set up their learning centers with related materials
- Classrooms will be wired to transmit to the PD Center.
- The PD Center will be run by the Dean of Professional Development (Master Teacher)
- The PD Center will facilitate programming for teachers in the school as well as for teachers sent from other schools in the district to improve their skills in teaching reading.
- The Dean of Professional Development will use previously taped sessions or live feed to provide training specific to a particular grade level.
- The Dean of Professional Development will collaborate with the District Director of Professional Learning to learn about and share additional professional development opportunities at the school and throughout the district.

The Leadership team will further explore the creation of a set of short term Reading Internships for teachers who are provided leave from their school to participate in intensive training in the teaching of reading. These internships will require the referral of a school principal. The goal is to have these internships in place by year two or three of implementation.

School-Based Professional Development

- All teachers will take part in frequent, relevant and continuous Professional Development that focuses on the implementation of effective literacy instruction that meets the needs of all students.
- Teachers will work an extended school day. During this time teachers will provide small group instruction to targeted students needing additional academic support and/or participate in PD sessions offered at the school site PD Center through the Master or Mentor Teacher. PD sessions will include viewing and reflecting on their colleagues' or their classroom instruction.
- Teachers will engage in a professional learning community to make instructional decisions that improve the coordination of instruction from one grade level to the next.
- Teachers will be given time to review student work, engage in data-based discussions on the effect of instructional strategies and share and try new strategies with the guidance of a Mentor Teacher.

## School Schedule

**Length of School Day**

The school day will be an eight hour school day for teachers in order to ensure that there is a daily debriefing, Associate teacher coaching and professional development. Teachers will divide their extended time weekly between small group student support (targeted, small group and individual instruction) and time in the Professional Development Center.

**Pre Kindergarten**

Pre-K will run four half-day classrooms. In addition, pre-K students will have access to a discovery play program for the part of the day they are not in class. This will allow time for structured, exploratory play where students can extend their learning through dramatic play, sensory experiences, poetry, music and other learning activities.

**Summer School**

Summer school will be offered to students who require skill building. Students who are substantially deficient in reading, as determined by DRA 2 and LAS Links scores will be required to attend as a criterion for enrollment in the Betances Early Reading Lab School.

In addition, the school will explore opening up a summer training series for teachers who want to improve or diversify their practice and earn CEUs in reading and writing instruction, with special topics in Theatre Workshops, Journalistic Writing, Poetry Slams, Debate Teams, Autobiographical Writing, Publishing, and so forth. Expert

teachers from within the district and from partner universities and organizations will offer these mini-courses.

## Partnerships

Higher Education Partners

The School will work in partnership with the University of Hartford on a five-year research project on the effectiveness of the school model.

Partnerships with various local universities will be established to bring student teachers to the classrooms and to expose future teachers to opportunities in the Hartford Public Schools.

Partnership with Bulkeley Upper School Teacher Preparatory Studies Program

The school will provide internship and observation opportunities for selected students in the Teacher Preparatory Studies Program at Bulkeley Upper School. Students in this high school program are exploring the field of teaching and are required to complete a field based internship as part of their Capstone requirement. This is a great opportunity to expose students who are interested in pursuing a degree in Elementary Education to consider specializing in a Reading Degree. As a graduate of the Bulkeley Upper School Teacher Preparatory Program, students who complete a degree in Education are guaranteed an interview for a Hartford Public Schools teaching position. Internships will be coordinated in the classrooms and in the Professional Development Center.

## School Culture & Climate

**School Compact**

The school will devise an agreement committing families, students, and school staff that have chosen to enroll/work in the Early Reading Lab School to work in equal partnership to help each student reach his or her potential. This School Compact will be signed by every family prior to the start of the school year and will establish agreed targets for improving student outcomes, identify conditions which must be created in the school and the community to increase student achievement and specify shared responsibilities of the school and community to create the conditions for continuous improvement. The Compact will indicate that this is a training school and that children are expected to attend from pre-kindergarten through Grade 3.

**School Uniforms**

A uniform will be required for all students. The uniform logo will be reflective of the school's theme.

**Behavior Support Program**

Positive behavior support is a proactive, preventative, whole-school approach to achieving sustained improvement in the academic and social climates of elementary, middle, and high schools. PBS has emerged from years of educational and applied behavior research. As a scientific approach, its successful implementation relies upon the gathering and analysis of data to guide decision making. Data is used to:

1. Characterize and understand a situation (such as a classroom or other school setting, a student's behavior or performance, or a teacher's instruction);
2. Evaluate the effectiveness and quality of implementation of current practices;
3. Guide the development of new or modified practices; and
4. Monitor student and program progress.

"Positive behavior support involves the assessment and reengineering of environments so that individuals with problem behaviors experience reductions in them and increased social, personal, and professional quality in their lives. PBS is the application of behavior analysis and systems change perspectives within the context of person-centered values to the intensely social problems created by behaviors such as self-injury, aggression, property destruction, defiance, and disruption. It is an approach that combines respect for the rights of people with disabilities with a practical science about how learning and behavior change occur. The overriding goal of PBS is "an enhanced quality of life for individuals and their support providers in home, school, and community settings." (Horner, 1999).

## Parental Role

A Family Literacy Institute will meet bi-monthly. The purpose of the Institute is to support families in their efforts to develop literacy and language skills at home. Parents will be given the instructional tools and strategies to be their child's first teacher. These workshops will be provided by the Family Support Specialist, The Dean of Professional Development (Master Teacher) and the Mentor Teachers.

Topics covered during the Institute will be centered around the five essential components of reading:

- Phonemic Awareness
- Phonics
- Fluency
- Comprehension and
- Vocabulary

Within the Institute, five week optional parent training programs will be provided leading to a recognition certificate in a particular area such as:

- Raising Readers
- Adult Literacy
- Family Reads
- Digital Literacy

Additionally, the school will provide a lending library for parents and promote the development of family literacy. This library will support parents in their efforts to provide a literacy rich environment at home. The School and Family Support Provider will oversee the distribution of resources and provide family literacy support workshops and training.

Parents must commit to keep their child (ren) in the school for the 5 year period from PK through Grade 3.

Parents must agree to have their child (ren) recorded during the instructional day. Recordings will be used for professional development, coaching and immediate teacher feedback to improve instruction.

The school will annually provide an orientation for parents to the school design including curriculum, promotion expectations and expectations for parental support at home. The School Compact will be reviewed during this orientation.

## Support Services

**Support Services Model**

The school will implement a Response to Intervention (RTI) model in order to meet the needs of all learners and reduce the number of children in special education.

Ten Key Elements of the RTI Model

1. Core General Education Curriculum: The core curriculum must be comprehensive and address a range of competencies in each academic domain, using culturally relevant and research based materials and practices.
2. Behavior Model: A school wide or district wide comprehensive system of social-emotional learning and behavioral supports.
3. Positive Climate and Modeling: Strategies for assuring that educators are modeling respectful and ethical behaviors, fostering student engagement/connectedness to school and assessing the quality of the overall school climate so that students experience physical, emotional and intellectual safety.
4. Strategy Implementation: The use of research-based, effective instructional strategies both within and across a variety of academic domains.
5. Differentiated Instruction: Differentiation of instruction for all learners, including students performing above and below grade level expectations and ELL.
6. Assessment: Common Assessments of all students that enable teachers to monitor academic and social progress, and identify those who are experiencing difficulty early.
7. Early Intervention: Early Intervention for students experiencing academic and or behavioral difficulties to

prevent the development of more serious educational issues later on.

8. Educational Decision-Making: The Use of DDDM in relationship to students' growth and performance and peer relationships.
9. Fidelity and Clear Expectations: A systematic approach to core-educational practices using common assessments to address competencies, and share the same behavioral expectations across the grades.
10. Support for Tiered Instruction: A continuum of support that is part of the general educational system, with increasing intensity and/or individualization across multiple tiers.
    - **Tier One** Research Based Core Curriculum with differentiated instruction
    - **Tier Two** Short Term Interventions matched to students needs
    - **Tier Three** Intervention for students who do not respond to tier one or tier two

Application Process

School Zone

Enrollment in this School will follow the district timelines and procedures for the Hartford Schools Choice Program. Students will be enrolled from zone 4.

- Bussing will be provided within zone.
- Entry into the school is in grades PK and K only.

A. SCHOOLS TO BE SERVED: Please include the following information with respect to the schools you will serve with a School Improvement Grant

| School | Tier | Model |
|---|---|---|
| Core Knowledge at Milner | Tier I | Turnaround |
| America's Choice at SAND | Tier I | Turnaround |
| Dr. Ramon E. Betances School | Tier I | Turnaround |
| Academy of Latino Studies at Burns | Tier I | Turnaround |