

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF TEACHING, LEARNING AND INSTRUCTIONAL LEADERSHIP
BUREAU OF ACCOUNTABILITY AND IMPROVEMENT



SCHOOL IMPROVEMENT GRANTS (SIG) APPLICATION

SECTION 1003(g) OF TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT
(ESEA)

2009-10

Purpose: School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through state educational agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status.

Application is due no later than 4:00 p.m. on May 14, 2010

CONNECTICUT STATE DEPARTMENT OF EDUCATION

MARK K. MCQUILLAN
COMMISSIONER OF EDUCATION

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.

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Part I. Submission Instructions

A. Application Completion

1. Review and follow all directions carefully when completing this application.
2. Respond to each question in the application. Only complete applications will be accepted. Each application will be screened for completeness prior to review. Incomplete applications will NOT be reviewed.
3. Complete appropriate *Intervention Model Checklists*.
4. Clearly label all attachments as specified in the application.

B. Application Deadline

Applications, IRRESPECTIVE OF POSTMARK DATE, must be received by 4:00 p.m. on or before **Friday, May 14, 2010**. All submissions must include one original and three (3) additional copies. The original application must bear an original signature of the superintendent of schools or authorized representative and the Chairperson of the local board of education. The Connecticut State Department of Education (CSDE) will not make copies on the behalf of the applicant and failing to meet this requirement will deem the application incomplete and ineligible for review.

PLEASE NOTE: All applications become the property of the CSDE and are part of the public domain and are subject to the rules of the Freedom of Information Act.

C. Mailing and Delivery Information

Mailing Address:	Overnight Mailing and Hand Delivery Address:
Connecticut State Department of Education Bureau of Accountability and Improvement P.O. Box 2219, Room 222 Hartford, CT 06145-2219 Attention: Michelle Rosado	Connecticut State Department of Education Bureau of Accountability and Improvement 165 Capitol Avenue, Room 222 Hartford, CT 06106 Attention: Michelle Rosado

D. Technical Assistance Workshop

The CSDE will hold an information session designed to provide guidance to potential applicants on how to complete the application. This session will be held on Wednesday, April 7, 2010, from 1:00-3:00 pm. Details regarding location and registration will be sent to Districts.

E. Application Timeline

Process	Date
Release preliminary information about SIG to LEAs	December 30, 2009
Hold meetings with eligible Districts regarding SIG	January 2010
Conference call with LEAs regarding preliminary information about SIG	February 22, 2010
Release SIG to LEAs	April 7, 2010

Bidder's conference	April 7, 2010
SIG application due	May 14, 2010
Review SIG applications	May-June 2010
Provide feedback to SIG applicants	May-June 2010
Review revised SIG applications	June 2010
Award SIG funding	July 1, 2010
Begin Intervention Implementation	Fall 2010

F. Application Approval Notice

Approval will be determined by July 1, 2010, and all applicants will be notified of their status.

G. Questions

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

Michelle Rosado
Education Consultant
Connecticut State Department of Education
Telephone: (860) 713-6748
Email: michelle.rosado@ct.gov

Part II. School Improvement Grants (SIG) Background

A. General Information

The federal Title I School Improvement Grants (SIG) authorized under the Elementary and Secondary Education Act (ESEA) will provide states and Districts the funds they need to leverage change and turn around chronically low-performing schools. For fiscal year (FY) 2009, \$3.546 billion is available for SIG grants under section 1003(g) of ESEA, \$546 million through the Department of Education Appropriations Act, 2009 and \$3 billion through the American Recovery and Reinvestment Act of 2009 (ARRA).

For FY 2009, Connecticut is eligible to receive approximately \$26 million in SIG funds, providing an unprecedented opportunity to turn around the state's persistently lowest-achieving Title I schools, and Title I-eligible, but not participating, secondary schools. SIG funds will be made available to Districts in the form of competitive grants. Eligible schools served by SIG funds must receive a minimum of \$50,000 and a maximum of \$2 million. Federal guidance on the final requirements that govern the process that states must use to award SIG funds to eligible Districts can be found at <http://www2.ed.gov/programs/sif/guidance20100120.doc>

According to the federal requirements for the SIG, states must give priority in awarding SIG funds to Districts that demonstrate the greatest need for the funds and the strongest commitment to use the funds to raise substantially the achievement of students attending the persistently lowest-achieving schools. Districts may also use SIG funds to serve the persistently lowest-achieving high schools that are eligible for, but do not receive, Title I funds. Additionally, SIG funds may be used for Title I schools in improvement, corrective action and/or restructuring that are not among the persistently lowest-achieving schools. Connecticut schools that are eligible to participate in the SIG program are:

Tier I schools: Any Title I school in improvement, corrective action or restructuring that:

- is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring.

Tier II schools: Any secondary school that is eligible for, but does not receive, Title I funds that:

- is among the five lowest-achieving secondary schools in Connecticut.

Tier III schools: Any Title I school in improvement, corrective action or restructuring that is not a Tier I school.

B. Eligibility Requirements

Only Districts with schools listed in Appendix A are eligible to apply for SIG funds.

Please note that the CSDE must give priority to Districts that apply to serve Tier I and Tier II schools. The CSDE may not award funds to any District for Tier III schools unless and until the CSDE has awarded funds to serve fully, throughout the period of availability, all Tier I and Tier II schools across the state that Districts commit to serve and that the CSDE determines have the capacity to serve. **Given the number of Tier I and Tier II schools, there may be insufficient funds to serve any Tier III schools.**

SIG funds may also be awarded to a District for a Tier I or Tier II school that has implemented, in whole or in part, a turnaround model, restart model or transformation model within the last two years so that the District and school can continue or complete their implementation of the model.

C. Responsibilities of Approved SIG Applicants

Each approved SIG applicant must:

1. Set three-year student achievement goals in reading/language arts and mathematics on the Connecticut Mastery Test (CMT) or Connecticut Academic Performance Test (CAPT) for all students and subgroups for each Tier I, Tier II or Tier III school.
2. Provide the following data beginning with the 2009-10 school year and for each subsequent year of the grant:
 - which intervention the school used (i.e., turnaround, restart, closure, or transformation);
 - number of minutes within the school year;
 - discipline incidents;
 - truants;
 - dropout rate;
 - student attendance rate;
 - average scale scores on CMT or CAPT in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup;
 - number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes (high school only); and
 - teacher attendance rate.

Districts that choose the school closure intervention model do not need to report the data listed above.

3. Work cooperatively with the CSDE technical assistance team assigned to your District.
4. Provide any information that the CSDE requests in regard to SIG in a timely manner.
5. Cooperate with the fiscal and programmatic compliance reviews that the CSDE will conduct on selected Districts.

Please Note: The ARRA imposes new transparency and accountability requirements on federal awarding agencies and their recipients. The single audit process will be a key factor in the achievement of the following accountability objectives in the Office of Management and Budget's Guidance: (1) the recipients and uses of all funds are transparent to the public, and the public benefits of these funds are reported clearly, accurately and in a timely manner; and (2) funds are used for authorized purposes and instances of fraud, waste, error, and abuse are mitigated. Additional information on the ARRA is available at www.recovery.gov.

D. Resources

A *Handbook on Effective Implementation of School Improvement Grants* is available on the Center for Innovation & Improvement Web site at www.centerii.org. From the home page, click on the red bar marked "SIG Handbook." The Handbook was developed at the request of the U.S. Department of Education, Office of Secondary and Elementary Education to provide practical and useful guidance on the models and strategies required and recommended for use in applying for SIG funds, and includes references to the underlying research and connections to useful resources.

E. Renewal of the SIG for Additional One-Year Periods

The CSDE must evaluate annually if the District is eligible to have their SIG application renewed. A District's SIG application will be renewed if it is determined that each Tier I, Tier II and Tier III school is meeting or is on track to meet the three-year goals set with respect to student achievement of all students in each school, as well as subgroups. Additionally, the schools must demonstrate progress with regard to the following indicators:

- which intervention the school used (i.e., turnaround, restart, closure or transformation for Tier I and II schools only);
- number of minutes within the school year;
- discipline incidents;
- truants;
- dropout rate;
- student attendance rate;
- average scale scores on CMT or CAPT in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup;
- number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes (high school only); and
- teacher attendance rate.

F. Review of the SIG Application

Each SIG application will be reviewed by a team of CSDE staff from the Bureau of Accountability and Improvement, the Bureau of Teaching and Learning and the Division of Legal and Governmental Affairs. Applications will be reviewed using the *Review Guide* found in Appendix F. Applicants must score excellent or good in each category for each school in order to be approved.

Connecticut State Department of Education

School Improvement Grants 2009-10

COVER SHEET

Name of District: Consolidated School District of New Britain	
Name of Grant Contact: Dr. Mary Beth Iacobelli	
Phone: (860) 827-2209	
Fax: (860) 612-1530	
Email: iacobelli@csdnb.org	
Address of Grant Contact: 272 Main Street, P.O.Box 1960 New Britain, CT 06050-1960	
Name of Superintendent: Dr. Doris J. Kurtz	
Signature of Superintendent:	Date:
Name of Board Chair: Sharon Beloin-Saavedra	
Signature of Board Chair:	Date:

Part III. SIG Application

Please complete sections A-I.

A. SCHOOLS TO BE SERVED: Please include the following information with respect to the schools you will serve with a School Improvement Grant.

Using the CSDE list of Tier I, II and III eligible schools found in Appendix A, please identify in the chart below each Tier I, Tier II and Tier III school in your District that you commit to serve and identify the model that you will use in each Tier I and Tier II school.

SCHOOL NAME	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
				turnaround	restart	closure	transformation
Smalley Academy	X						X

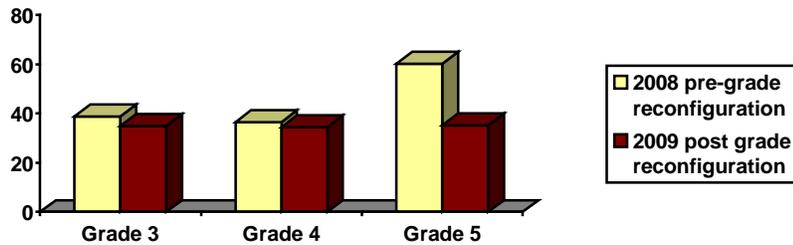
B. DESCRIPTIVE INFORMATION: Please complete each section below.

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;

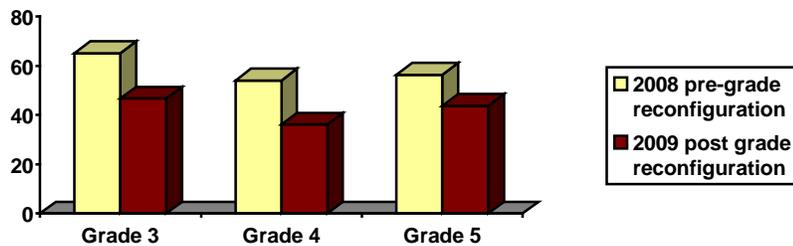
Smalley Academy is a K-5 school that was restructured beginning with the 2008-2009 school year. Smalley has a total of 725 students in three classrooms each of grades K-3 and 7 classrooms of grade 4 and eight classrooms of grade 5. Fourth and Fifth grade students comprise 63% of the student body. 86% of the students qualify for free and reduced lunch and 84% of the students are minority. Hispanic students make up 61% of the student body. During the 2008-2009 school year, 35% of the students met the state proficiency standard on the Connecticut Mastery Reading Test and 42% of the students met the state proficiency standard in mathematics. Attached is the three year CMT subgroup data in Reading and Math for grades 3, 4 and 5 (www.ctreports.com appendix doc.1).

The graphs below represent the difference between the CMT scores prior to the restructuring of Smalley Academy and after the reconfiguration.

Reading CMT Proficiency Trend



Math CMT Proficiency Trend



The overview data suggests a decline in school performance after the restructuring indicating a need for closer examination and ultimately the support from The School Improvement Grant Transformation Model.

A closer analysis of the subgroup data on reading and math performance (appendix doc.1) reveals reading improvement in the Hispanic subgroup for grades 3 and 4 and ELL subgroup in grade 4. The relatively small special education subgroup demonstrated moderate growth. The dramatic decline in all grade levels in the students who qualify for free or reduced lunch was one of the data points that guided the development of this SIG application.

We further analyzed the CMT vertical scale growth for the 2009 exiting grade 5 cohort from Smalley (Vertical Scale Bar Charts www.ctreports.com appendix doc.2,3). The whole school vertical scale score average (53) in reading indicates that Smalley's students in this cohort was slightly lower than the State's average (54) and more discrepant than New Britain's average (58). The difference between Smalley's average VSS growth and the District's in reading steered the work of the grant proposal toward developing literacy goals and supports for the Smalley staff and students. Benjamin Bloom's *Learning for Mastery* model guided our structuring of both professional development for the staff as well as structured, differentiated and individualized supports for the students.

A further analysis of the winter 2010 DRA2 data for the current grade 3 and 4 Smalley students (the cohorts that will be enrolled in 4th and 5th grade next year) helped to create a clear picture of the support needs (appendix doc.4,5). Also included is a Tiered representation (appendix doc.6) based on the 2009 grade 3 CMT reading results (next year's grade 5 cohort).

Tier 1 of the graphic (appendix doc.4) represents the students who currently read at grade level based on the winter 2010 DRA2 results: 52% of grade three students and 34% of grade 4 students. 31% and 27% of the students in grades 3 and 4 respectively, based on these reading results, require additional supports to reach grade level; and 17% and 39% of the students were substantially deficient (using State guidelines) on this assessment. The goal of the Transformational Model at Smalley Academy is to improve teaching and learning with a concentrated focus on literacy. The primary outcomes are to increase the effectiveness of Tier 1 literacy instruction to ensure that more students are reading at grade level thereby decreasing the number of students who require Tier 2 and 3 supports over time and to provide effective, tailored interventions that improve student literacy performance. The outcome expectation is that the percent of students in Tier 2 and 3 diminish as the students in Tier 1 increase. Student progress will be monitored to inform instruction adjustment on an ongoing and frequent basis.

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

See Balanced Scorecard (appendix doc.7) for 3 year student achievement goals for subgroup data on percent of student proficiency on CMT Reading and Math by grade and subgroup.

Additionally, Smalley will measure its student achievement growth by utilizing the Vertical Scale Score

growth model developed by the Connecticut State Department of Education. The baseline will be developed during year 1 of the grant as proposed by the CSDE; our year 1 goal will be that 40% of the students at Smalley in grades 4 and 5 will meet the annual vertical scale score target.

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 (NOTE: SIG funds may be awarded to a District for a Tier I or Tier II school that has implemented, in whole or in part, a turnaround model, restart model or transformation model within the last two years so that the District and school can continue or complete their implementation of the model.);

The District's Brand is STUDENTS FIRST and all of our theories of actions are focused on students. One of our theories of action, *When adults engage students in higher order thinking skills in a literacy-rich environment, student learning is accelerated* represents the interdependencies of curriculum, instruction, assessment and learning context. In order to continuously improve student learning, educators must understand the complex interactions of sub-systems that influence the organization and identify those factors that have the greatest leverage for enhancing student achievement. The District's Board of Education's, Policy for Learning is used to manage our key processes to achieve results, learning. The District uses frameworks, such as Ensuring Powerful Learning for all Students (appendix doc.8) and The Framework for Learning (appendix doc.9), to organize our work.

A. The Framework for Learning

The Policy for Learning is used to manage the school District's key processes to achieve results, learning. One of the Frameworks' main components, organizational and personal learning, will help to guide the District's staff's continuous growth in knowledge, understanding, and application of curriculum, instruction, and assessment within the context of the organization.

On-going professional learning is required of teachers so that they effectively support the needs of the organization and student learning. Professional growth fosters a culture of improvement, improves teaching and learning and ensures desired results. No significant student learning will occur without significant adult learning.

Student assessment results reflect the efficacy of instructional practice. As instruction increases in its effectiveness, student results begin to fit within a normalized three Tiered paradigm (appendix doc.4) referred to in contemporary literature as Response to Intervention (RTI). This same three Tiered model can be used to differentiate professional development for adults as they progress along the Stairway to Learning (appendix doc.10).

B. The RTI model is applicable to both teachers' and students' learning and growth. At the building level a systematic implementation of RTI for professional learning and growth will be used as a model to provide research-based instruction/interventions in the core instructional areas for all staff. If the instruction is adequately differentiated, a high percentage of the staff will achieve professional learning and growth goals in Tier I. For those staff members who do not meet their learning and growth goals, more targeted instruction and practice will be provided in Tier II. Tier III supports will be tailored to individual needs determined by data and input from administration and staff.

- C. At the classroom level the interrelated triangle between teacher, student and knowledge represents the instructional core. The instructional core is encompassed within the context of the classroom/school and the positive learning environment. The quality of student learning is dependent upon the relationship among the teacher's knowledge and skills, and the engagement of students with the content. By providing teachers with the professional learning necessary for increased pedagogical understanding, positive learning environments and best practice methodology the efficacy of teaching will ensure greater student academic outcomes and success.

The Transformational Model allows the District to leverage change at a more rapid pace and was chosen for Smalley Academy because it is closely aligned to the restructuring model that was designed and implemented two years ago. The transformational model will be a continuation of the Restructuring Plan (appendix doc.11) which represents a major, significant reform that has great potential to generate breakthrough achievement academically and socially. Both the restructuring plan and the transformational plan are aligned with the Central Office Theory of Action (appendix doc.12) and its role in supporting school improvement. It is also aligned and attuned with DESIGN 21 and the District's Theory of Action for student achievement (appendix doc.13). At the heart of the District's Central Office Theory of Action is all that we do is aimed at supporting and facilitating more effective work in the instructional core. All of our activities, resources, systems, and structures, and relationships are based on how well each decision will advance the theory of action strategies for improved student achievement with a primary focus on literacy.

The Smalley Transformational Plan (STP) is based on systems theory with eight interrelated, interdependent components aimed at improving student achievement. There must be an aim for the respective parts to work effectively together. The non-system-thinker purports to improve the whole of education by massaging discrete parts of the system. If a single component is missing or not interactive with the other components, there is no system – only a collection of parts – and desired results are not achieved. The District has re-invented its culture around systems thinking for many years. The following eight components comprise the STP: Mastery Learning Techniques (A), Literacy Block (B), Student Supports (C), Extended Learning Time (D), Community Oriented School (E), Social Emotional Learning (F), Professional Development (G), and Accountability (H) (appendix doc.14).

The list of action items and the nine strands of the Transformational Model have been and will continue to be addressed by a combination of the District Team and school-based team. The District will hire an external agency, Connecticut Center for School Change (CCSC), to monitor system support as well as the transformational model implementation (appendix doc.15). The District has held various meetings and focus groups with the stakeholders to have input in the design of the transformational plan. The District staff and Smalley staff will participate in continuous learning about the transformational model. The staff will participate in differentiated professional development before the start of the 2010/2011 school year, during KAIZEN Thursdays, and embedded professional development within the school day as well as additional time during the school year.

The areas of professional development determined by Smalley staff will focus on literacy skills and strategies (including guided reading, explicit small group instruction, Socratic Seminar, Renzulli, literacy centers, technology, etc.), research-based numeracy skills and strategies (including explicit small group instruction, professional development for implementing Math Expressions, numeracy centers, technology, etc.), research-based effective teaching strategies (Marzano, R., 2003, CALI), coaching strategies (Knight, J., 2007), Sheltered Instruction Observation Protocol (SIOP), Project Child (IFSI), Social

Emotional Learning (including Responsive Classroom, CLASS, AVID, etc.), and community collaboration/communication skills.

Smalley staff will have embedded professional development delivered by resident reading teachers, literacy coaches, numeracy coaches, a Project Child facilitator and the Social Emotional Learning facilitator as well as professional development from District personnel and outside presenters (i.e. technology specialists, CALI staff, SERC staff, CCSU staff, AVID Center staff, etc.). The professional development will be differentiated for teachers to enable them to learn, practice and receive feedback, show proficiency of planning and successfully implementing new skills and strategies, and demonstrating application of new learning. The resources allocated to provide school-based professional development will support the teamwork and improvement of professional learning communities (Roy & Hord, 2003). Through collaborative work, staff will be able to build the skills required for productive working relationships so teachers will feel safe examining their practice with the support of their peers within their teams and professional learning community (Darling-Hammond, et al, 2009).

The high quality learning afforded the Smalley Academy teachers will help them to master their content areas, improve their teaching skills, evaluate their performance and their students' performance and make the changes needed in teaching and learning (Darling-Hammond, et al, 2009).

d). a description of how the District has monitored the implementation of each school's improvement plan;

The Framework for Learning is at the heart of New Britain's Policy for Learning. It describes the subsystems of Curriculum, Instructional Practices, Assessment, Learning Context, and Professional Development. These subsystems are dynamic and interdependent and are at the crux of student learning. They delineate the process of teaching, systematic program implementation, and structures required of the District to support continuous improvement of student performance. The goals of this policy are to ensure that:

- Minimally, all students will reach proficiency on CMT and CAPT in reading, mathematics, writing, and science
- All students will be college and workplace ready
- Add a year or more of value to all students' learning every year
- Build capacity in the system and the subsystems to more effectively increase student achievement
- Invest in development and optimization of human capital (emotional and cognitive)
- Define and standardize what quality teaching and quality student work look like
- Build a collaborative partnership between the Board of Education, Superintendent, and community leaders and parents

District and school improvement plans are based on this Framework and delineate the high leverage adult work required to achieve priority student outcomes. These plans are aligned with the District's strategic plan, Design-21, and are driven by a clear theory of action that is sharply focused on the four interrelated subsystems that support the instructional core: Learning Context, Curriculum, Instructional Practices, and Assessment. Each subsystem represents a target for improvement. Emphasis is placed on the development and improvement of the District's Human Capital Management System, since people are the District's most valuable resource (appendix doc.16).

The District Improvement Plan (appendix doc.17) provides overarching target areas and strategies for improvement for the District and individual school improvement plans are aligned to the

District’s plan to ensure efficient and effective improvement of student performance. The District monitors the Smalley School Improvement Plan in the following ways:

- 1. The District provides a Comprehensive and Coherent Accountability System to ensure desired results:

Structure	Function
District Data Team	<p>Develop District Improvement Plan.</p> <p>Oversee/monitor implementation of Plan.</p> <p>Gather and analyze data; use data to evaluate and revise plan.</p> <p>Continuously oversee and implement above improvement cycle.</p>
Sapiental Team (School-Wide Team)	<p>Develop School Improvement Plan</p> <p>Oversee/monitor implementation of Plan</p> <p>Gather and analyze data; use data to evaluate and revise plan</p> <p>Continuously oversee and implement above improvement cycle</p>
Instructional Teams (Grade Level/Vertical Teams)	<p>Set performance goals</p> <p>Gather and analyze data.</p> <p>Use data to improve instruction and assessment practices through ongoing engagement in improvement cycle.</p>
Classroom Teacher	<p>Work with Data Team to identify and implement effective instruction and assessment practices.</p> <p>Use results to assist team in ongoing improvement efforts.</p>

Teams use appropriate data team rubrics to reflect upon and assess level of team functioning (appendix doc.18).

2. The District collects and reviews Kaizen Thursday Protocol Forms (26 times a year). These forms reflect how teams use collaboration time, provided by the District, to:
 - analyze and apply common formative assessment data
 - analyze and apply academic acceleration data
 - analyze and apply summative assessment data
 - analyze and apply SRBI/early intervention data
 - implement differentiated professional development in the areas of learning context, curriculum, instructional practices, and assessment
3. The District collects and reviews Academic Acceleration data for Language Arts and Math (six times a year).
4. The District Data Team meets monthly to review implementation of key elements in School Improvement Plans: Learning Context, Curriculum, Instructional Practices, and Assessment as outlined in the Team charter. (appendix doc.19).
5. The Project Management Oversight Committee (Cabinet) meets with principals (twice a year) for *Principal Performance Review* to review Balance Scorecards. A Balanced Scorecard is used to monitor the implementation of each improvement strategy. Additionally, data organized in the Balanced Scorecard is used to make judgments about outcomes across three measurement domains: academic, non-academic, and customer satisfaction (appendix doc.20).
6. The District collects and scores Sapiental Team Reports to ensure that school-wide data teams are functioning at a high level.
7. The District provides professional development to support improvement plans.

e.) the results of any external evaluations conducted at each school within the past five years;

Please see attached CTDOE Quality Review Final Report – Smalley Academy December 4-5, 2007, Cambridge Education (appendix doc.21).

f).the status of school-level data teams at each school;

The Sapiental Team functions as the school data team which oversees the instructional teams at Smalley Academy. These teams have developed Team Charters which include the team’s purpose, operational values, team members, and responsibilities. Each team uses a data team rubric to evaluate their performance (appendix doc.22).

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; and

Two District level teams monitor the Restructuring Plan: the District Data Team and the Project and Transformational Change Management Team. These teams meet monthly to review evidence that the plans are being implemented with fidelity. Four Indicators in the District Restructuring Plan involve Smalley:

Indicator 1: Smalley will remain a K-5 school, but all dual-language students will go to DiLoreto. The District reassigned affected students and rerouted transportation.

- The Human Resource department and Instructional department collaborated with the teachers' union and the principal to reassign teachers.
- The Superintendent and Cabinet reassigned the principal.

Indicator 3: Project Child

- The District provided materials and resources for the learning stations.
- The District provided the framework and guidance for scheduling to determine teacher assignments in the clusters.
- The District partners with the principal to conduct classroom walkthroughs
- The Director of Curriculum and a Project Child Coach continue to provide oversight and ensure that teachers maintain certification.

Indicator 4: Learning Context

- The District provided tools for reflection and planning.
- The District continues to provide opportunities to discover and address issues that undermine learning.
- The District continues to support interdisciplinary work teams.
- The District uses the Classroom Assessment Scoring System (CLASS) to evaluate classroom environments. CLASS data guides professional development at the District, school, and teacher levels (appendix doc.23).
- The District requires all schools to develop and implement Social Emotional Learning (SEL) plan (appendix doc.24). The District has hired a half time SEL facilitator to support these plans.

Indicator 5.1 Academic Acceleration

- The District provided planning and reporting forms, instructional materials, and assessments
- The District provided
- The District continues to provide support, materials, opportunities to address barriers
- The District continues to provide time and data for teachers to complete plans for each student

H). description of the level of the District’s participation in the Connecticut Accountability for Learning Initiative (CALI)* and the implementation of applicable CALI initiatives.

The Connecticut Accountability for Learning Initiative (CALI) was initiated in 2004 in collaboration with an international expert on school and District improvement, Dr. Doug Reeves. The CALI theory of action focuses on the use of data-driven decision making and standards-based instruction to address the learning needs of each and every student in the classroom. This initiative has grown since 2004 in response to needs identified by schools and Districts, and the newest additions include a focus on school leadership, culture and climate, and specific supports for English language learners and students with disabilities.

Section 332 of PA 07-3 adopted by the June 2007 Special Session of the Connecticut State Assembly granted the Connecticut State Board of Education new authority to assist and oversee persistently underperforming public schools and Districts as determined by District-wide performance on standardized assessments relative to the benchmarks delineated under the federal No Child Left Behind legislation. As one of the twelve partner Districts selected in 2007, New Britain received extra resources and intensive supports from the CSDE, including access to CALI training.

Although Smalley participated in CALI training during the first years of restructuring, the school experienced a high degree of staff turnover including three principals between 2007 and July 2009. As a means of addressing the high mobility of staff throughout the District, a CALI plan was developed for the 2009-2010 school year that would build system-wide efficacy. To that end, every Sapiential Team/School Data Team was scheduled for Basic Training in the three required CALI modules: Data Driven Decision Making/Data Teams, Common Formative Assessments, and Effective Teaching Strategies (see attachment). Additionally, every Sapiential Team was directed to submit a plan for how they would turnkey the training at the building level.

The expectation from Central Office is that all teachers and schools in the New Britain School District will have data teams, and use the practices outlined in the CALI modules (see attachments). As of March, 2010, every Sapiential Team, including the principals and assistant principals, has been trained in the three CALI modules:

12 hours of Basic Training in Data Driven Decision Making/Data Team to learn the importance of, and a process for, making leadership and instructional decisions based on data:

- School Data Team Facilitation
- Instructional Data Team Facilitation
- Coaching Data Teams
- Preparing Data
- Data Teams Technology
- Technology Training
- Data Team Assessment
- Looking at Student Work Training
- Looking at Student Work Facilitation
- Assessing Data

12 hours of Basic Training in Common Formative Assessment to build the knowledge and skills of educators on how to develop common formative assessments to inform instruction:

- CFA Item development
- Technology to support CFA development, collection, and analysis

12 hours of Basic Training in Effective Teaching Strategies to assist teachers in planning effective lessons that include research-based strategies and differentiation:

- Coaching Effective Teaching Strategies
- Lesson Planning Assistance
- Implementation of ETS

Using the collaboration time provided by the District, Smalley Sapiental Team members are using the trainer of trainer model to turnkey these modules at the instructional team level. As of March, 2010, they have implemented the following:

- Presentation to Smalley staff: how the 6-step process was used to identify a smart goal and school wide focus for CFAs.
- Team leaders (members of the Sapiental Team) provided training in the 5-step process for each instructional (grade level) team.
- Grade level instructional teams have completed three cycles of CFAs
- Sapiental team is presently planning ETS training for the instructional teams

In addition to the six days of intensive training for Sapiental Team members, Smalley received two days of imbedded Coaching: John Hennelly and Jodiann Tenney (Education Connections) provided CFA training support (appendix doc.25).

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) The funds are distributed and aligned** to the eight components of the STP providing staff, supports, activities and organizational structure (with the focus on teaching and learning) in the following areas:

Mastery Learning Techniques
 Literacy Block
 Student Supports
 Extended Learning Time
 Community Oriented School
 Social Emotional Learning (SEL)
 Professional Development
 Accountability

See District and school level organization charts (appendix doc.26)

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

Monies, resources, personnel, consultants, and time have been allocated for professional development to ensure successful implementation of the transformational model (appendix doc.27).

- c) the District will monitor each component of the selected intervention model for each school;**

The District has contracted an outside agency (CCSC) to monitor the transformational model implementation. The District will also use the Smalley Academy Balanced Scorecard process, the Literacy Accountability Fidelity Monitor and the District Balanced Scorecard process to monitor the components of the model.

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

The District will monitor the allocation of resources and funds through purchase order procedures and inventories of new resources, and through the Balanced Scorecard process. The District will also monitor the allocation of resources and funds through a monthly review of the implementation of the STP by the District's PMOC (Project Management Oversight Committee). The principal will be required as a part of that monitoring process to prepare and present an expenditure report. The Director of Finance will assist the principal with the management of funds.

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

- a) design and implement interventions consistent with the federal requirements of the SIG (see <http://www2.ed.gov/programs/sif/guidance20100120.doc> for guidance on federal requirements);**

The District used its Project Management Protocols to design a transformation plan consistent with the SIG federal requirements. Extensive meetings with stakeholders, a comprehensive review of District frameworks (system, instructional, strategic plans, and restructuring plans) and a thorough analysis of multiple data sources guided the process and development of the final Smalley Transformational Plan. The District has established a monitoring plan that includes District, school, and external oversight (the District PMOC and Smalley Transformational Oversight Committee- STOC).

- b) recruit, screen and select external providers, if applicable, to ensure their quality. You must submit the *Evaluation of External Partners* form found in Appendix G for each external partner you are proposing to use;**

NOT APPLICABLE

- c) align other federal, state and local resources with the interventions (e.g., Title I, Part A Regular and ARRA, Title II, Part A Teacher Quality, Title III, Part A English Language Acquisition, state Priority School District funds, State Accountability funds and Education Cost Sharing set-aside funds);**

Federal, state and local resources will be aligned to the STP as their applications and resource allocations are developed and submitted.

Resources from the following federal and state grants and local resources will be used to support the transformational model being implemented at Smalley Academy: Title I Part A (regular and ARRA), Title II, Part A, Title III, Part A, Priority School District Funds, School Accountability Funds, Adult Education Provider Grant, Extended School Hours Grant, Reading is Fundamental Grant, Family Resource Grant, Community Foundation of Greater New Britain Grant, The Quality Enhancement Grant, and Local Education Agency (New Britain) funds.

modify its teacher or administrator contracts, practices or policies to enable its schools to implement the interventions fully and effectively; and

The District has had preliminary meetings with both the teachers' and administrators' unions regarding the creation of a new principal and teacher evaluation process and tools. Several discussions have been held with the teachers' union regarding modifying work conditions for Smalley Academy staff apart from the other schools. The 2010-11 school years' contract negotiations will be underway for both unions this summer. The District will seek "contract flex" for Smalley Academy as needed to effectively implement the transformational model.

- d) sustain the reforms after the funding period ends.**

The District never seeks to obtain funds just to be used for the length of the grant period with no lasting value. We seek grant funds to leverage our strategic plan and goals as part of a continuum of directional, purposeful improvements.

The District will follow the principles of sustaining improvement in education. It is our intent to ensure that the work of implementing the transformational model in Smalley Academy goes beyond the surface structures and procedures. With differentiated professional development, embedded professional development and increased collaboration time, we believe the faculty and staff will alter their classroom practice and ultimately their beliefs and assumptions around student performance. Behavioral change is the key to school improvement. The District will continue its' focus on literacy and the improvement of the core instructional practices, not only at Smalley Academy but across the entire system. This focus will be maintained, regardless of competing priorities (i.e. budget, teacher turnover, demands, etc.) as we monitor the progress at Smalley Academy (through Smalley's Balanced Scorecard, Smalley's PMOC as well as the Central Office PMOC and the principal review process) and the progress of the District through the District Data Team. The structures and processes necessary for sustainability will be implemented with fidelity (i.e. DDDM, shared leadership and accountability, focused resources, communication, collaboration and support of stakeholders, and the understanding of Design 21- the Districts' Theories of Action for continuous improvement).

The effective collection and use of data are key to sustaining improvement. The District will use data to define priorities and will allocate the needed resources to sustain them over time. Cost-benefit ratios of the various components will be used. Lessons learned from the collected data and from what worked and what did not and why, will be disseminated at scale.

Other sustainable efforts include the development of contingency plans to address possible changes in staffing and resources as well as the reallocation of funds from current and future revenue sources for the continuation of data-driven effective practices and processes. By building organizational, individual and collective capacity not only will student performance improve but our reliance upon support personnel will diminish.

Shared responsibility, ownership and accountability will be internalized by all stakeholders including students and will be built into the interdependent practices between Smalley Academy and the District.

4. Include a timeline delineating the steps the District will take to implement the selected intervention in each Tier I and Tier II school the District commits to serve.

See appendix doc.28 for Gantt Chart

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 I and Tier II schools.

The District has aggressively sought input from all relevant stakeholders. Below is a list of all stakeholder meetings held by the superintendent and cabinet in which the components of the STP were discussed in detail.

Meeting Date	Stakeholder Group	Time
February 1, 2010	New Britain Board of Education	7:00-9:00pm
February 25, 2010	New Britain Federation of Teachers	4:00-6:00pm
March 1, 2010	New Britain Board of Education	7:00-9:00pm
March 8, 2010	Community Agencies	9:30-11:30am
March 9, 2010	Business Leaders	7:00-9:00am
March 9, 2010	CT Center for School Change (CCSC) (external evaluator)	10:00-11:30am
March 12, 2010	Project Management Oversight Committee (PMOC)	9:00-12:00pm
March 16, 2010	Smalley Teacher Cadre	5:00-7:00pm
March 18, 2010	Project Transformational Change Management Team (PTCMT)	8:30-11:30am
March 19, 2010	Coordinators	9:00-11:00am
March 23, 2010	Elementary Principals	3:30-5:00pm
March 23, 2010	Cabinet/ELL Coordinator/CCSU	9:00-12:00pm
March 25, 2010	Adult Education Summit	1:00-3:00pm
March 30, 2010	Issues Management Team	12:00-3:00pm
March 30, 2010	New Britain Federation of Teachers	4:00-6:00pm
April 1, 2010	Cabinet	9:00-11:00am
April 5, 2010	CCSC	9:30-11:00am
April 7, 2010	State SIG Technical Assistance	1:00-2:30pm
April 12, 2010	Teacher Leaders/Parents	9:00-1:00pm
April 13, 2010	Cabinet	9:00-11:00am
April 14, 2010	Central Office and Smalley Principal	9:00-12:00pm
April 15, 2010	New Britain Federation of Teachers	4:00-6:00pm

Smalley Academy and the District conducted informational meetings with local community agencies including local business, representatives from the Department of Children and Families, The Institute for Municipal and Regional Policy and The Connecticut Center for School Change. Parents participated in a survey (appendix doc.29) which provided vital information to the kind of service they would like to see make available through a collaboration between the school and local community agencies. Parents participated in an informational presentation where the grant initiatives were presented.

**SMALLEY ACADEMY
PRINCIPAL'S SIG MEETING LOG**

Meeting Date	Stakeholder Group	Time
January 7, 2010	Director of Curriculum	11:00 AM
March 8, 2010	Director of Curriculum & Project Child Coordinator	11:00 AM
March 10, 2010	Sapiential Team	3:00 PM
March 17, 2010	Smalley Faculty	3:00 PM
March 18, 2010	Smalley Parents	9:30 AM
March 19, 2010	Smalley Parents	8:30 AM
March 23,2010	Assistant Superintendent	3:00 PM
March 25, 2010	Director of Curriculum	7:30 AM
March 25, 2010	Smalley Parents	5:00 PM
March 26,2010	Assistant Superintendent and CT Center for School Change	11:00 AM
April 5, 2010	Language Arts Coordinator	9:00 AM
April 6, 2010	Smalley Teacher Leaders	3:00 PM
April 7, 2010	Smalley Faculty	3:00 PM
April 8, 2010	EIP Team	3:00 PM
April 9, 2010	Director of Curriculum	12:30 PM

April 12, 2010	CSDNB Cabinet	9:00 AM
April 14, 2010	CSDNB Cabinet	9:00 AM
April 14, 2010	Smalley Administration, CCSU CT Center for School Change	1:00 PM
April 26, 2010	CSDNB Cabinet	9:00 AM
April 28, 2010	Smalley Faculty	3:00 PM
May 5, 2010	Assistant Superintendent, Director of Curriculum and Language Arts Coordinator	10:00 AM
May 10, 2010	CSDNB Cabinet	9:00 AM
May 12, 2010	Parents	8:30 AM
May 12, 2010	CSDNB Cabinet	9:00 AM
May 13, 2010	Smalley Faculty	2:00 PM

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 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.**

Not Applicable

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

At its regular Board of Education meeting on March 1, 2010 the Board of Education unanimously voted to not permit the superintendent to participate in the SIG application for the additional Tier 1 schools (Chamberlain Primary and Northend Elementary). Please see letter from Board of Education President, Sharon Beloin-Saavedra, below.

June 11, 2010

Dear Commissioner McQuillan,

I would like to take a moment to explain the rationale behind the New Britain Board of Education's vote not to seek SIG dollars for two of our three identified Tier 1 schools.

First, the New Britain School system had restructured 8 schools within the last two years. We have already experienced a major staff shift with both voluntary and involuntary transfers of our teaching staff. We have already redesigned and updated our curriculum and teaching strategies (Project Child year two and Break Through to Literacy K-3 grade). We are also in year two of Kaizen Thursdays which are shortened school days for students with full days for our professional staff to allow for greater collaboration, professional development and data review for teachers working in teams. The New Britain school district is a model for change. We self evaluate on a regular basis and we are continually bringing new ideas and new methodologies into our classrooms. We are a forward thinking BOE and we are not afraid of change. Having said of all this let me share the Board's concerns.

Two of the three school identified had already undergone a major restructuring.

One of the schools identified has a significant annual turnover rate among its student population.

Our district has a bare bones administrative staff already doing "double duty" and the staff hours required to put together three significant SIG proposals would have been a full time job in and of itself. We still have to run a district, prepare for budget cuts, provide for the daily activities of our schools.

The Board was also very concerned about our ability to fund our unemployment obligations once the funding ended. In our current budget battle, we have had to increase our unemployment line item from \$320,000 to over \$2 million.

If we applied for all three school the burden of time on administrative staff and the question of long term sustainability troubled the Board. The decision was made to make an singular application for our largest of the three identified schools and use the transformational model.

It was a unanimous vote of the Board.

Please feel free to contact me with any questions you have regarding our thought process on this decision.

Sincerely,

Sharon Beloin-Saavedra, President

New Britain Board of Education

C. Provide the following information regarding EACH Tier I and Tier II school using the Turnaround Model.

School Name:

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.
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.
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.
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.
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.
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.
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.
8. Specify how you will establish schedules and implement strategies that provide increased learning time.
9. Describe how appropriate social-emotional and community-oriented services and supports for students will be provided.

Note: SIG funds may be awarded to a District for a Tier I or Tier II school that has implemented, in whole or in part, a turnaround model, restart model or transformation model within the last two years so that the District and school can continue or complete their implementation of the model.

D. Provide the following information regarding EACH Tier I and Tier II school using the Restart Model.

School Name:

1. Describe the rigorous review process you will use to select a restart operator for a school to be converted or closed and reopened under a charter school operator, a Charter Management Organization (CMO) or an Education Management Organization (EMO).
2. Explain the process for enrolling, within the grades it serves, any former student who wishes to attend the new school.
3. Provide the contract or agreement terms and provisions you will use to hold the charter school operator, CMO or EMO accountable for complying with the final SIG requirements.

Note: SIG funds may be awarded to a District for a Tier I or Tier II school that has implemented, in whole or in part, a turnaround model, restart model or transformation model within the last two years so that the District and school can continue or complete their implementation of the model.

E. Provide the following information regarding EACH Tier I and Tier II school using the Transformational Model.

School Name: Smalley Academy

A. Describe how you will develop and increase teacher and school leader effectiveness by:

1. Replacing the principal who led the school prior to commencement of the transformation model.

The Smalley Academy principal was appointed at the regular Board of Education Board meeting on July 1, 2009. Because he has been here less than two years, he was not replaced.

2. Using rigorous, transparent, and equitable evaluation systems for teachers and principals that:

- **take into account data on student growth as a significant factor, as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and**
- **are designed and developed with teacher and principal involvement.**

District's plan to improve teacher, principal, and learner effectiveness based on performance:

1. The District in sync with the State Department of Education's statewide evaluation system and in conjunction with a range of stakeholders most expressly the teacher and administrator unions will establish a new principal, teacher evaluation plan that will include multi-faceted appraisal domains among which will be an explicit component measuring student growth.
2. All schools will conduct annual evaluations with the revised evaluation system.
3. The District will provide assessment training and coaching for evaluators and will require increased oversight and documentation to ensure the rigorous conduct of evaluations.
4. The District will use evaluations to inform teacher and principal advancement, development, rewards, promotion, retention, and removal.

Activities

- Complete a project charter including a gantt chart.
- Determine exact definition and measurement of student growth
- Determine other domains such as: planning and preparation, classroom environment instruction, professional responsibility, and student growth
- Map processes detailing the evaluation steps including the provision of timely and constructive feedback
- Develop rubrics defining the appraisal criteria
- Determine the weight of student growth in the overall evaluation plan
- Determine more rigorous standards for granting tenure in the District

- Establish improvement plan for ineffective or needs improvement teachers and principals such as:
 - Identification of the specific deficiencies and recommended area(s) for growth
 - Measurable goals for improving the deficiencies to satisfactory levels
 - Specific professional development or activities to accomplish the goals
 - Specific resources necessary to implement the plan, including but not limited to, opportunities for the teacher to work with curriculum specialist(s), subject area specialist(s), instructional specialist(s) or others with relevant expertise
 - Procedures and evidence that must be collected to determine that the goals of the plan were met
 - Timeline for the plan, including intermediate check points to determine progress
 - Procedures for determining satisfactory improvement
 - Determine an appeal process
 - CLASS

Professional Development

- 1) Professional development training
- 2) Plan to implement training using rubric created by team clusters
- 3) Classroom observation of implementation of professional development
- 4) Feedback provided to teacher
- 5) If implementation by teacher is unsatisfactory, a collaboratively developed plan is created to provide additional support to the teacher:
 - retraining
 - coaching
 - peer visitations
- 6) More classroom observations are conducted
- 7) If sufficient progress is not made the support plan is revised and additional support is provided
- 8) New classroom observations are conducted
 - administrator makes a recommendation regarding consequence for failure of teachers to effectively implement the professional development training
 - the teacher may appeal the principal's recommendations to a peer review council which will be collaboratively established by the District, principal, and teachers' union

3. Providing 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 they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

The areas of professional development determined by Smalley staff will focus on literacy skills and strategies (including guided reading, explicit small group instruction, Socratic Seminar, Renzulli, literacy centers, technology, etc.), research-based numeracy skills and strategies (including explicit small group instruction, professional development for implementing Math Expressions, numeracy centers, technology, etc.), research-based effective teaching strategies (Marzano, R., 2003, CALI), coaching strategies (Knight, J., 2007), Sheltered Instruction Observation Protocol (SIOP), Project Child (IFSI), Social Emotional Learning (including Responsive Classroom, CLASS, AVID, etc.), and community collaboration/communication skills.

Smalley staff will have embedded professional development delivered by resident reading teachers, literacy coaches, numeracy coaches, a Project Child facilitator and the Social Emotional Learning facilitator as well as professional development from District personnel and outside presenters (i.e. technology specialists, CALI staff, SERC staff, CCSU staff, AVID Center staff, etc.). The professional development will be differentiated for teachers to enable them to learn, practice and receive feedback, show proficiency of planning and successfully implementing new skills and strategies, and demonstrating application of new learning. The resources allocated to provide school-based professional development will support the teamwork and improvement of professional learning communities (Roy & Hord, 2003). Through collaborative work, staff will be able to build the skills required for productive working relationships so teachers will feel safe examining their practice with the support of their peers within their teams and professional learning community (Darling-Hammond, et al, 2009).

The professional development will be evaluated in the context of the instructional practice in the classrooms to monitor the implementation. Additional support will be given to teachers to ensure the implementation and fidelity to the professional development skills, strategies, and attitudes. A peer review process will be developed (with membership of peer, union and CCSU faculty) to determine next steps.

The high quality learning afforded the Smalley Academy teachers will help them to master their content areas, improve their teaching skills, evaluate their performance and their students' performance and make the changes needed in teaching and learning (Darling-Hammond, et al, 2009).

4. Identifying and rewarding school leaders, teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identifying and removing those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

Collaborative work is essential to school transformation. Thus the District's belief is that collaboration should be rewarded. For the last few years the District has provided financial incentives to highly effective teams. Smalley teachers have stated that they prefer to be rewarded for making progress or

meeting their targets collectively not individually. Some of the rewards they identified were laptops, supplies, materials, staff development opportunities, and released time. Under our current evaluation processes, teachers and principals can already be removed for failing to improve their professional practices. The District is seeking to strengthen those processes by evaluating teacher growth, the application of their professional development and by adding a student growth component.

B. Describe how you plan to implement comprehensive instructional reform strategies by:

1. Using 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.

Smalley will implement a research-based core curriculum that is aligned with national, state and District standards and expectations for student learning. The Literacy Block incorporates the findings of the National Reading Panel and best instructional practices (appendix doc.30). The Smalley Transformational Plan is tightly aligned to the District Improvement Plan and the School Improvement Plan.

Smalley reading achievement data from 2008-2009 and 2009-2010 school years indicate that approximately 50 % of the students are not meeting grade level expectations. Increasing the effectiveness of Tier 1 literacy instruction will increase the number of students reading on grade level and reduce the number of students requiring Tier 2 and Tier 3 supports.

In addition to student performance data, New Britain has collected information regarding effective teaching strategies and classroom climate to inform our professional development plan. The data has been used to help teachers develop their instructional practices to yield stronger student academic outcomes.

For students identified in need of additional support, scientifically research based interventions for Tier 2 include additional learning time and targeted instruction delivered by literacy case managers who are the most knowledgeable in the area of required need. Please see the attached matrix of Tier 2 and Tier 2 interventions provided at Smalley Academy (appendix doc.31).

To ensure vertical alignment and articulation and a seamless continuum of instructional services, the District has purchased a new student information system and progress monitoring systems. Using the data systems to provide teachers with the necessary learning needs of students from grade to grade will help to maximize the use of targeted and aligned instructional time.

2. Promoting the continuous use of student data (such as from formative, interim and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.

The Smalley Transformational Plan (STP) includes a data team structure that informs all levels of the system—teacher, school, and District. Instructional data teams will implement a cyclical, iterative process to collect data, analyze data, and apply data to instructional problem solving in a systematic way. These cross functional teams, with representatives from each grade level, will ensure that priority standards are clearly articulated, vertically aligned, and actionable—via the grade level expectations—across the content areas. The point person from each data team will report to the Smalley Transformational Oversight Committee (STOC).

Data teams will use assessment data including, but not limited to, AIMS Web, CFAs, CBAS, DRA2, SRI, and CMT to establish baseline performance, inform instruction, and monitor student progress towards priority standards/grade level expectations. Grade level data teams will meet during common planning time that is built into the Smalley master schedule and during collaboration time that is built into the District calendar (1 hr./week faculty meeting time and 2.5 hrs./week on Kaizen Thursdays: 26 Kaizen Thursdays are scheduled for the 2001-2011 school year). The STP is also aligned with the District wide SRBI structure which includes a menu of tiered, research-based programs, practices, and resources to provide appropriate, differentiated instruction for all students.

The Literacy Case Managers (LCM), included in this grant application, will assist teachers and data teams with data collection, data analysis, and using data to plan appropriate instruction. The LCMs will ensure that individual literacy plans are implemented with fidelity.

C. Describe how you plan to increase learning time and create community-oriented schools by:

1. Establishing schedules and strategies that provide increased learning time.

The proposed school calendar for the academic year 2010 – 11 will be developed to provide a daily 120 minute literacy block and a daily 90 minute numeracy block. In addition students will be provided with extended time (before, during, and after the school day, Saturdays during In-Motion Saturday Academy activities and summer learning opportunities) for Tiered level support. Teachers will have additional time (above the contractual time) to engage in common planning time to align the extended learning time with the core instructional plan.

The extended day for students will occur Monday-Wednesday for 2 hours (3:00PM to 5:00PM). During the first hour students will receive support with homework (directly supporting daily work in literacy and numeracy) as well as additional individualized tutoring for identified students. Teachers will have

opportunities to engage in DDDM (Data Driven Decision Making) to enable additional support to plan for students' instruction. During the second hour students will participate in enrichment activities (i.e. physical – dance, exercise; arts – music lessons, performance groups; technology-computers, research, typing, etc; games- chess, Scrabble, etc.; cooking; healthy lives, etc.). During the two hours of extended time, classes will be offered for the community (based on survey results – computer class, how to help children with homework, reading and writing, positive parenting, math skills, etc.) to encourage families to work, learn, and play together. Opportunities will also be available to students and the community on Saturdays during the In-Motion Saturday Academy (9:30am to 11:30am) offerings. Summer school will be available for those students who score substantially deficient on the DRA2. In year 2 incoming 4th grade students will meet for 2 weeks before the start of school to develop community and take assessments to determine flexible groupings for literacy and numeracy.

2. Providing ongoing mechanisms for family and community engagement.

The school District and Smalley Academy has a strong history of building school, family and community partnerships. Smalley Academy plans to implement a full service community model. This will be a paradigm shift in philosophy and practice to have the community in the school rather than just having the school in the community. This model will allow a conscious effort to orient the school toward the community, encouraging student learning through community service and service learning. A before and after school learning component will encourage students to build on their own classroom experiences, expand their horizons, contribute to the community and have fun. Smalley Academy conducted a parent survey to assess what services and educational opportunities would benefit the community. Parents would like to see the school provide support in parenting skills, help with homework, employment, housing, immigration, computer skills, budgeting, GED, and English classes. Medical, dental and mental health services will be coordinated through other local agencies. Smalley Academy and the school District plan to extend school hours providing evening courses and a Saturday In-Motion Academy where parents and students can access multiple educational opportunities. Smalley Academy will build a coalition of agencies to include local colleges, faculty and students, business people, youth services and families in an effort to support and bolster the school's mission to ensure student academic, interpersonal, and career success.

The Smalley School Community Committee will:

- Aggregate data from the school and neighborhood to analyze system needs
- Map resources
- Analyze resources
- Program & system planning/development
- Redeploy resources
- Enhance resource use and seek additional resources

- Coordinate-integrate resources
- Social “marketing”

D. Describe your plans to provide operational flexibility and sustained support by:

- 1. Giving the school sufficient operational flexibility (such as staffing, calendars/time and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.**

Currently, the District gives principals the autonomy to hire teachers and other staff. The calendar is approved by the Board of Education and applies to all schools. However, Smalley, if desired, can request modifications. In the past, the Board of Education has approved modifications requested by individual schools. Smalley principal and his Transformational Oversight Committee will supervise their SIG budget and can make modifications as they deem appropriate. Flexibility will also exist to adjust scheduling and time as well as strategize in real time according to data.

- 2. Ensuring that the school receives ongoing, intensive technical assistance and related support from the District, the CSDE or a designated external lead partner organization.**

CCSC will be monitoring the STP on a prescribed calendar, serving as critical friends, task-masters and providing research-based support. The District expects technical assistance from CSDE relative to the implementation of the SIG grant.

Note: SIG funds may be awarded to a District for a Tier I or Tier II school that has implemented, in whole or in part, a turnaround model, restart model or transformation model within the last two years so that the District and school can continue or complete their implementation of the model.

F. Provide the following information regarding EACH Tier I and Tier II school using the School Closure Model.

School Name:

1. Explain how you will enroll students who attended the closed school in other schools in the District that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.
2. Explain how you will ensure that costs associated with closing a school will only be paid for with SIG funds, if they are reasonable and necessary in accordance with federal guidance.

G. BUDGET: Please complete the following budget information.

Each applicant must complete the following for FY 2011 (school year 2010-11), FY 2012 (school year 2011-12) and FY 2013 (school year 2012-13):

- a District summary budget;
- a District summary budget narrative;
- a school-level budget for each school the District commits to serve; and
- a school-level budget narrative for each school the District commits to serve.

The budgets and budget narratives must indicate the amount of SIG funds that the District plans to use to:

- implement the selected model (turnaround, restart, closure or transformation) in each Tier I and Tier II school the District commits to serve;
- conduct District-level activities designed to support implementation of the selected school intervention models in the Tier I and Tier II schools; and
- support school improvement activities, at the school or District level, for each Tier III school the District commits to serve over the three-year period.

The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets (school year 2010-11) may be higher than in subsequent years due to one-time start-up costs. A District may request funds for District-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.

Include not less than \$50,000 per year or more than \$2 million per year for each Tier I, Tier II and Tier III school the District commits to serve. The budget for each of the fiscal years cannot exceed the number of Tier I, Tier II and Tier III schools the District commits to serve multiplied by \$2 million.

SIG funds must be used to supplement, and not supplant, state and local funds. Each of the Tier I, Tier II and Tier III schools the District commits to serve must receive all of the state and local funds it would have received in the absence of the SIG funds.

Please see Appendix D for more information and examples.

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

CODE	OBJECT	FUND 12060 SPID 20910 FY 2011 (School Year 2010-11) Program 22223 Chartfield 1: 170002	FUND 12060 SPID 20910 FY 2012 (School Year 2011-12) Program 22223 Chartfield 1: 170002	FUND 12060 SPID 20910 FY 2013 (School Year 2012-13) Program 22223 Chartfield 1: 170002
100	Personal Services/ Salaries	\$552,309	\$527,309	\$387,309
200	Personal Services/ Employee Benefits	\$149,325	\$129,415	\$89,550
300	Purchased Professional & Technical Services	\$65,000	\$43,395	\$42,000
400	Purchased Property Services			
500	Other Purchased Services			
600	Supplies	\$30,366	\$26,881	\$19,641
700	Property	\$37,500		
890	Other Objects			
	TOTALS	\$834,500	\$727,000	\$538,500

District: Consolidated School District of New Britain; School_Smalley Academy_____ Tier __1__

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

CODE	OBJECT	FUND 12060 SPID 20910 FY 2011 (School Year 2010-11) Program 22223 Chartfield 1: 170002	FUND 12060 SPID 20910 FY 2012 (School Year 2011-12) Program 22223 Chartfield 1: 170002	FUND 12060 SPID 20910 FY 2013 (School Year 2012-13) Program 22223 Chartfield 1: 170002
100	Personal Services/ Salaries	\$552,309	\$527,309	\$387,309
200	Personal Services/ Employee Benefits	\$149,325	\$129,415	\$89,550
300	Purchased Professional & Technical Services	\$65,000	\$43,395	\$42,000
400	Purchased Property Services			
500	Other Purchased Services			
600	Supplies	\$30,366	\$26,881	\$19,641
700	Property		\$37,500	
890	Other Objects			
	TOTALS	\$834,500	\$727,000	\$538,500

SCHOOL GRANT BUDGET NARRATIVE

DISTRICT: _Consolidated School District of New Britain SCHOOL: __Smalley Academy
 TIER: __1__

FY __2010/2011_____

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.	\$552,309
	Literacy case managers (4yr1, 4yr2, 2yr3), behavior support assistant, extended learning teachers, family resource outreach, facilitator for extended learning, ESL/GED tchr, Literacy Accountability Fidelity Monitor	
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.	\$149,325
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.	\$65,000
	Professional Development, conference fees, external monitor, community service providers	
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.	\$
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.	\$30,366
	Classroom supplies, student incentives, supplemental materials, teacher materials, textbooks, parent/community materials, extended learning materials	
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$37,500
	Computers for programs and 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	\$834,500

DISTRICT SUMMARY GRANT BUDGET NARRATIVE

DISTRICT: Consolidated School District of New Britain

TOWN CODE: 089

FY 2011/2012

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.	\$527,309
	4 literacy case managers, extended learning teachers, family outreach, facilitator for extended learning, ESL/GED teacher, literacy fidelity monitor	
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.	\$129,415
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.	\$43,395
	Professional development, external monitor, community service providers	
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.	\$
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.	\$26,881
	Classroom supplies, student incentives, extended learning materials, parent/community materials, teacher materials	
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	\$727,000

DISTRICT SUMMARY GRANT BUDGET NARRATIVE

DISTRICT: Consolidated School District of New Britain

TOWN CODE: 089

FY 2012/2013

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.	\$387,309
	2 literacy case managers, extended learning teachers, family outreach, facilitator for extended learning, ESL/GED teacher, literacy fidelity monitor	
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.	\$89,550
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.	\$42,000
	Professional development, external monitor, community service providers	
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.	\$
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.	\$19,641
	Student incentives, supplemental materials, parent/community materials, extended learning materials and supplies	
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	\$538,500

H. 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

_____ The following Tier I schools: _____

- Implementing a school wide 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: _____

I. INTERVENTION MODEL CHECKLISTS

In order to ensure that the District has addressed the requirements for the intervention models selected for each Tier I and Tier II school the District commits to serve, complete the relevant checklist that follows for each school.

District:	
School:	
Turnaround Model	
Requirements Addressed in Application:	Please Check
1. Replace the principal and grant the 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.	
2. 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.	
3. 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.	
4. 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.	
5. 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 or CSDE, hire a "turnaround leader" who reports directly to the superintendent or chief academic officer, or enter into a multi-year contract with the District or CSDE to obtain added flexibility in exchange for greater accountability.	
6. 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.	
7. 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.	
8. Establish schedules and implement strategies that provide increased learning time.	
9. Provide appropriate social-emotional and community-oriented services and supports for students.	

District:

School:

Restart Model

Requirements Addressed in Application:

Please Check

1. A rigorous review process must be used to select a restart operator for a school to be converted or closed and reopened under a charter school operator, a charter management organization (CMO), or an education management organization (EMO).

2. Restart school must enroll, within the grades it serves, any former student who wishes to attend the school.

3. District must include in its contract or agreement terms and provisions to hold the charter school operator, CMO, or EMO accountable for complying with the final School Improvement Grant requirements.

District: Consolidated School District of New Britain	
School: Smalley Academy	
Transformation Model	
Requirements Addressed in Application:	Please Check
A. Develop and increase teacher and school leader effectiveness:	
1. Replace the principal who led the school prior to commencement of the transformation model.	NA
2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that - <ul style="list-style-type: none"> • take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and • are designed and developed with teacher and principal involvement. 	X
3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	X
4. 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 they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	X
5. 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 a transformation model.	X
B. Implement comprehensive instructional reform strategies:	
1. 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.	X

C. Increase learning time and create community-oriented schools:	
1. Establish schedules and strategies that provide increased learning time.	X
2. Provide ongoing mechanisms for family and community engagement.	X
D. Provide operational flexibility and sustained support:	
1. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	X
2. Ensure that the school receives ongoing, intensive technical assistance and related support from the District, the CSDE or a designated external lead partner organization.	X

District:	
School:	
School Closure	
Requirements Addressed in Application:	Please Check
1. Students who attended the closed school are to be enrolled in other schools in the District that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.	
2. Costs associated with closing a school can only be paid for with School Improvement Grant funds if they are reasonable and necessary in accordance with in federal guidance.	