

2. Descriptive Information for Brennan/Rogers School

BI-a) Analysis of the needs of Brennan inclusive of subgroup levels for three years of disaggregated achievement data.

***See data chart (1) for 3 years disaggregated data at end of Section B**

Achievement data for three consecutive years was collected for analysis and review. The school leadership team analyzed the data and determined that there was a need to increase achievement in all areas of CMT (reading, writing, math and science). By the end of 2009, only 15.8% of K students were proficient on the DRA 2, 20.9% in grade 1, only 7.7% in grade 2, and only 10.3% in grade 3. CMT math scores for students at or above proficient ranged from a low of 36% for 6th graders to a high of 79.2% for 5th graders. CMT reading scores for students at or above proficient ranged from a low of 22.6% for 3rd graders to a high of 60.9% for 8th graders. The subgroups - (Black/Hispanic) continue to also score below district white students, thereby contributing to the achievement gap.

For math there was an actual decline in proficiency or better for grade three students from 47.2% to 41.9%. There were also declines in grades 4, 6 and 8 in math performance for grade three students over a three year period. Although there was some gain in grade three reading from 13.2% to 22.6%, these scores are still very concerning. Reading achievement declined in grades 5, 6, and 8 over the past three years. Brennan students have not demonstrated proficiency in science with only 12.5% of eighth graders scoring proficient or better.

Analysis of the needs of the Brennan students indicated that the students did not have the skills necessary to be successful and that the poor performance was not acceptable.

This analysis led Brennan in determining three achievement priorities.

- Priority #1: Students will be ready to succeed by the end of Kindergarten
- Priority #2: Students will achieve math and literacy standards
- Priority #2: The achievement gap will be reduced for defined subgroups

Priority #1 will be measured by DRA 2, Oral Language Assessment, Phonemic Awareness assessments, attendance and pre-Kindergarten experience. Priority #2 is measured by CMT scores in grades 3 - 8 for reading, writing, math, and science. Priority #3 is measured by CMT scores in grades 3 - 8 for reading, writing, math and science for black/white subgroups.

The Brennan team suggested that there was a need to become more focus and targeted when analyzing school data to determine more specific, targeted priorities. The team also continued their dialogue around how they might better utilize formative, interim and summative assessments to improve teaching and increase student performance. They agreed that more training in data review and analysis was needed at the school and that the current priorities were too general. Further analysis suggests better use of district formative and interim assessments will provide greater insight into establishing achievement priorities and strategies to meet them. **SIG** will provide us with an opportunity for increased training from CALI, as well as increased support through the selected systemic change model, Expeditionary Learning, to further refine their skills for planning from disaggregated data.

In addition, the school participated in a school reform survey. Insights into staff perceptions on the use of data may help to improve the process. The results to which will be made available in mid-May.

***See data chart (2) for other data**

BI-b) Brennan/Rogers has established the following three-year student achievement goals in reading/language arts, mathematics and science on the CMT for the following groups

In alignment with the NHPS District Improvement Plan, the Brennan Leadership and Data Teams identified three academic goals.

1. Improve student performance in Kindergarten
2. Increase the percentage of Grade 3 - 8 students scoring proficient or higher on the Mathematics, Reading, Writing, and Science assessments as measured by the CAPT Test will be increased.
3. Close the achievement gap between identified subgroups

There is a district requirement in the District Improvement Plan that each school establish three-year student achievement goals in reading/language arts and mathematics on the CMT. Brennan projected achievement goals in their School Improvement Plan.

***See data chart (3) for three year student achievement goals for Kindergarten**

***See data chart (4) for three year student achievement goals for grades 3 - 8**

***See chart (5) for 3 year student student achievement gap data**

*** See Appendix #3: District Improvement Plan**

*** See Appendix #4: School Improvement Plan**

As the Brennan team reviews the academic goals, they realize the need to become more specific and targeted. It was suggested that they look into the CSDE's Growth Model for district to use in monitoring student growth based on Vertical Scale Scores. Although we utilize a Colorado model, we have agreed to continue our dialogue with SDE to coordinate improvement efforts in this area.

BI-c) Selected Intervention Model

The Brennan/Rogers School staff has selected the Turnaround Model as their systemic reform intervention model. We are committed to ensuring that we complete all the requirements of the Turnaround School.

We will develop and increase teacher and school leadership by providing more focused support to the current principal, who began her role in September 2009. We did not replace the principal as we are confident, Ms. Karen Lott, has the skills and competencies needed to transform Brennan into a high functioning school. The current assistant principal, who was a former teacher at the school, works

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collaboratively with Ms. Lott. Teacher leaders will play an active role in the new model for shared school leadership. The principal will be given sufficient operational flexibility over the operations/management of the school to implement fully the Turnaround Model.

Brennan will use locally adopted competencies to measure the effectiveness of staff and select a team that can work successfully within the Turnaround Model. Brennan is a NHPS Tier III school and has been scheduled to adopt the new “Turnaround School Work Rules” (Appendix 6) this coming school year. As part of the requirements, Brennan has screened staff (certified and non-certified) and chosen only those individuals who will contribute to moving the school forward. They have completed the process and are now interviewing (over 100 applicants) to fill the now vacant 50% staffing positions. The new Teacher Evaluation Document (Appendix 1) and the new Principal Evaluation Document (Appendix 2) provide for the use of rigorous, transparent and equitable evaluation systems for principals that take into account student performance, as well as multiple measures of teacher performance. This will also be implementing for the 2010 - 2011 school year.

We are developing a system for identifying and rewarding highly effective school leaders, teachers, and other staff who have significantly contributed to increasing student achievement. Under the new Turnaround Work Rules, staff will be paid an additional 10% of their current salaries. There are opportunities for Teacher Leaders positions, Master Teacher stipends, and co-teaching opportunities. Likewise, through the new Teacher Evaluation Document and the Principal Evaluation Document we will be better able to identify and remove those who, after ample opportunities and support have not improved their professional practice.

Brennan Staff will continue to be provided with professional development and individualized support as they implement greater fidelity to the core literacy program (NHPS’s Three-Tiered Model for Implementing RTI/SRBI in K - 8 Schools) for both current and new staff members. EL will provide opportunities for the staff to enhance and enrich the core program through greater attention to higher order thinking skills, authentic performance tasks, and more rigorous research skill development.

***See document (6) NHPS’s Three-Tiered Model K - 8 at end of Section B**

The Superintendent will hire a new Director of Instruction for Turnaround / Transformational Schools to be assigned to Brennan and the other three SIG schools. He/she will be responsible for evaluating the school principal, as well as providing direct support to Brennan to ensure successful implementation of the SIG requirements.

There is a systematic approach to using and sharing data in the NHPS. Schools are responsible for establishing grade level and school wide data teams. The principal and the Literacy Coach are critical to the success of these teams and have a responsibility to report data analysis, student performance goals, and Tier II (Adult Action) indicators to the Superintendent and his executive team. Brennan has received excellent assistance from the CALI initiative and through the SIG proposal they are planning to increase the number of days for CALI professional development and leadership coaching at Brennan.

With support and direction from the Reading Supervisor, Brennan has been provided with a set of alternative approaches, programs and strategies for teaching reading skills to Tier II and Tier III students. The establishment of such alternatives comes from the the data that suggests such a need. The Brennan Redesign Team will continue to investigate other approaches that might better meet the differentiated learning needs. As part of SIG, Brennan will undergo an audit of special education and ELL programs to develop more strategic plans for meeting the needs of diverse learners.

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Increased learning time is inherent in the new Turnaround School Work Rules. Students will have a longer school day - up to eight hours. Students will attend school for 182 days. There are also plans to enhance instruction through the ELS model leading to more focused instruction, which in effect increases learning time. The Brennan Redesign Team will investigate other ways in which to increase student learning time (Extended day, Saturday, Summer Academies). Brennan/Rogers falls under the mandatory guidelines of the new “Turnaround School Work Rules,” (Appendix 6) which provides for a longer school day for teachers and students, and a longer school year (11 days) for additional professional development. Teachers will receive a 10% increase in salaries for the extra time.

There are promotional opportunities for Lead Teachers and grade level Teacher Leaders. A co-teacher model will be put into place at the lower grade levels and opportunities for Master Teachers to train under the new SCDE TEAM program will be made available. Other financial and/or resource incentives will be developed by the school’s Redesign Team over the summer and throughout the school year. Such incentives could include conferences, professional journals, classroom materials, etc.

Brennan staff will continue their training in the School Wide Positive Behavioral Intervention and Support (PBIS) program for improving student behavior through a systematic, sequential approach. SIG will enable Brennan to continue school wide professional development with greater fidelity to the implementation of this program.

There will be increased efforts to increase parental engagement at Brennan. A Parent Liaison will be hired to work with the Brennan Redesign Team to develop plans for improving service to parents (workshops, seminars, parent magazines, books for home libraries, tutoring opportunities, etc.). There will be a focus on providing parents with the skills they need to be educational partners on the home front as they work with staff to extend student learning.

Expeditionary Learning (EL) Turnaround Schools professional development model will help to ensure systematic transition into the new expeditionary learning school model, as well as assist in building the foundation for sustainability. EL will provide targeted, individualized professional development and on-site coaching in effective teaching, learning and use of student performance data. Each of the EL members will be part of the school’s Redesign Team.

The proposed Turnaround Model, once fully established, will assist in creating an environment where every staff member understands the needs, interests, aspirations of each child, builds positive relationships, provides research-based instruction, monitors student progress, and provides the academic, social and/or other supports needed for each student to succeed. We believe that this new model will assist in meeting the identified needs of the students and provide them with the tools they need to be ready for high school and beyond.

***See document (7) EL Turnaround Leadership Services**

BI-1) District monitoring of the School Improvement Plans is comprehensive and is clearly identified in the District Improvement Plan.

Basically, the design provides for monitoring each school’s improvement plan through a variety of mechanisms and processes. Each School establishes a Building Leadership Data Team which includes the building principal, grade level and content area teachers, and department representation. This team is responsible for creating and monitoring the School Improvement Plan in response to the District Improvement Plan.

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The Superintendent has communicated to all staff the expectations for establishing and utilizing School Leadership Data Teams and Academic Data Teams. The District Data Team monitors and supports all schools based data teams. Principals submit monthly BLDT Agendas and Minutes. District Data Team members and additional Central Office Staff conduct on-site visits. District Data Teams conduct annual assessment of Building Leader Data Teams as measured by BLDT Monitoring Rubric Professional Development is provided for all principals regarding purpose, function and process of BLDT.

SIG will provide an opportunity for improvement in this area. The new Director of Instruction for Turnaround / Transformational Schools will assist in reviewing the goals and requirements of the District Improvement Plan and assist Brennan in developing a more comprehensive School Improvement Plan that is not only aligned to district requirements, but also to SIG requirements. The new director will also provide greater oversight, with support from the school's redesign team, to monitor the data team processes at Brennan.

BI-c) Results from external evaluations.

Cambridge completed a brief summary of Brennan's strengths and weaknesses. Although there was some high quality teaching, primarily in the lower grades, there was insufficient check on the overall quality of teaching and learning. There was little collaboration between the administration and the staff. Science was an area of identified weakness. Cambridge has provided notes on this past year's meetings and progress. Cambridge will complete a more thorough evaluation of Brennan as they continue their leadership support at the school.

***See document (8) Cambridge summary report at end of section B**

The new Director of Instruction for Turnaround / Transformational Schools will collaborate with Cambridge, ACES, and other partners to better understand the purpose and significance of external evaluations. He/she will also work with the Brennan Leadership Team and the ELS consultants to create a matrix of all internal and external observations, recommendation and expectations to better set the course for meaningful and substantial improvement at Brennan.

BI-f) The status of school level data teams

Brennan has a defined process for data teams. The principal and the teachers at Brennan receive on-site support from the Literacy Coach, who is an integral part of the professional development, leadership, and data teams at the school, and provides an invaluable service in analyzing data to determine curriculum and instructional needs.

As a CALI school, there has been direct support to implementing effective data teams. There is a definite need to strengthen the skills of existing staff and to provide professional development and practice for new staff.

Both the grade level and the school wide data teams are functioning fairly well. However, as we refine the skills of current staff members who are staying at Brennan, we need to be conscious of the needs of new staff. Therefore, our plan is to provide additional professional development, modeling and coaching in this arena.

As indicated in the District School Improvement Plan, there is a systematic process for implementing and monitoring Building Level Data Teams (BLDT) at each school. This team submits reviewed data

information to Central Office on a regular basis to the District Assessment Office, as well as meets twice a year with the Superintendent and the Central Office Executive staff.

BI-g) How has district monitored implementation of corrective action plans if applicable?

The Superintendent and the Board of Education appointed an outside expert (Cambridge) to evaluate the current status of the school and to advise on how best to make progress toward achieving AYP goals. Imma Canelli, Assistant Superintendent for Curriculum and Instruction, met with Cambridge to coordinate the Corrective Action Model for Brennan. Curriculum Supervisors, Central Office Administrative staff for Special Education, and Executive Team Administrators accompanied the Cambridge consultants on school visits to ensure the School Improvement Plans were being followed.

BI-h) Description of participation of district's participation in the Connecticut Accountability for Learning Initiative (CALI).

The district has participated in the Connecticut Accountability for Learning Initiative (CALI) for the past three years, and has actively been involved in the professional development and coaching which is designed to accelerate the learning of all students and to close the achievement gap. They have provided workshops for K-8 staff focusing on data driven decision-making, standards based instruction, effective teaching and coaching strategies, best use of formative, interim and summative assessments, and in how to improve the school climate to support academic achievement.

Brennan has participated in, and will continue to participate in the Connecticut Accountability for Learning (CALI) Initiative, which has helped the staff to focus on data driven decision-making, standards based instruction, effective teaching and coaching strategies, best use of formative, interim and summative assessments, and in how to improve the school climate to support academic achievement. SIG will enable Brennan to have the services of the CALI data consultant for 20 additional days next year.

B.2 For each Tier I and Tier 2 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 model.

B2a Funds will be used to support staffing and organization structures to implement the selected intervention model at each school.

Funds will be used to support the establishment of a new “turnaround office,” which will include a Director of Instruction for Turnaround / Transformational Schools. This administrator will be responsible for ensuring that each of the Turnaround / Transformational Schools is focused on meeting the requirements of SIG and on providing the needed support to ensure success of each of the schools to which he/she is assigned. Rogers/Brennan is one of the schools, which will be assigned to this director.

***See District Organizational chart (9) at end of section B**

As Brennan looks to re-organize its current school classroom structures, funds will be used to support new staff for Brennan. Three Teacher Leaders will be assigned to three main focus areas. In addition, there will be a Lead Teachers for grades k -2 ; 3 -5 and 6 - 8. Co-Teachers will be hired to plan and teach with Master Teachers in critically identified grade level areas to reduce class-size, as well as provide for

greater individualized support. Brennan will also hire a literacy coach for grades 4 - 8 and a K - 8 math coach.

***See School Organizational chart (10) at end of section B**

B2b District - and school-level staff will be trained to fully and effectively implement the selected intervention model.

Funds will be used to partner with Expeditionary Learning Schools Outward Bound (ELS) to provide job-embedded professional development for successful implementation of the Expeditionary Learning Schools Model. The ELS leadership and professional development specialists will become an integral part of the school's redesign team. The staff at Brennan will be trained by the ELS Team over the three year grant period through a gradual release model. The funding will be targeted at training and supporting the administrators, teachers and other staff as they move through the creation, establishment and continuous sustainability of a successful Expeditionary Learning Environment model for Brennan.

B2c The district will monitor each component of the selected intervention model for each school.

The primary responsibility of monitoring each component of the Turnaround Model at Brennan School will fall upon the new Director of Instruction for Turnaround / Transformational Schools. In addition, the Associate Superintendent for Curriculum and Instruction, Subject Area Curriculum Supervisors, and the Special Education Director will assist in monitoring progress at Brennan through focused "walkthroughs" and by providing feedback and next step strategies to ensure progress in meeting the goals of SIG. The Brennan Leadership Team will meet with the Superintendent, the Director of Instruction for Turnaround / Transformational Schools, and key central office administrators on a regular basis to share progress on meeting the goals and requirements of the Turnaround Model.

B2d The district will monitor the allocation of resources and funds to effectively implement the selected intervention model.

The Assistant Superintendent for Curriculum and Instruction will be responsible for overseeing the entire SIG project. She will work with the principal of the school and the Central Office Special Funds Budget Office to ensure appropriate allocation of resources and funds to effectively implement the selected intervention model.

In addition, the new Director of Instruction for Turnaround / Transformational Schools will collaborate with the Superintendent, the Assistant Superintendents and the Finance offices to create a matrix of all resources for Brennan to determine how to consolidate funding sources into a more comprehensive, targeted budget model for Brennan.

B3 Describe what actions the district has taken, or will take, to:

B3a Design and implement interventions consistent with the federal requirements and deadlines.

The NHPS and Brennan / Rogers School will design and implement interventions consistent with the federal requirements for SIG's Turnaround Model, as well as be in compliance with identified deadlines. We will develop and increase teacher and school leadership by providing more focused support to the current principal, who began her role in September 2009. We did not replace the principal as we are confident, Ms. Lott, has the skills and competencies needed to transform Brennan into a high functioning

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Brennan Staff will continue to be provided with professional development and individualized support as they implement greater fidelity to the core literacy program NHPS’s Three-Tiered Model for Implementing RTI/SRBI in K - 8 Schools for both current and new staff members. ELS will provide opportunities for the staff to enhance and enrich the core program through greater attention to higher order thinking skills, authentic performance tasks, integrated instructional units, and more rigorous research skill development.

***See document (6) NHPS’s Three-Tiered Model K - 8 at end of Section B**

The Superintendent will hire a new Director of Instruction for Turnaround / Transformational Schools to be assigned to Brennan and the other three SIG schools. He/she will be responsible for evaluating the school principal, as well as providing direct support to Brennan to ensure successful implementation of the SIG requirements.

There is a systematic approach to using and sharing data in the NHPS. Schools are responsible for establishing grade level and school wide data teams. The principal and the Literacy Coach are critical to the success of these teams and have a responsibility to report data analysis, student performance goals, and Tier II (Adult Action) indicators to the Superintendent and his executive team. Brennan has received excellence assistance from the CALI initiative and through the SIG proposal they are planning to increase the number of days for CALI professional development and leadership coaching at Brennan.

With support and direction from the Reading Supervisor, Brennan has been provided with a set of alternative approaches, programs and strategies for teaching reading skills to Tier II and Tier III students. The establishment of such alternatives comes from the the data that suggests such a need. The Brennan Redesign Team will continue to investigate other approaches that might better meet the differentiated learning needs. As part of SIG, Brennan will undergo an audit of special education and ELL programs to develop more strategic plans for meeting the needs of diverse learners.

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There are promotional opportunities for Lead Teachers and grade level Teacher Leaders. A co-teacher model will be put into place at the lower grade levels and opportunities for Master Teachers to train under the new SCDE TEAM program will be made available. Other financial and/or resource incentives will be developed by the school’s Redesign Team over the summer and throughout the school year.

Brennan staff will continue their training in the School Wide Positive Behavioral Intervention and Support (PBIS) program for improving student behavior through a systematic, sequential approach. SIG will enable Brennan to continue school wide professional development with greater fidelity to the implementation of this program.

There will be increased efforts to increase parental engagement at Brennan. A Parent Liaison will be hired to work with the Brennan Redesign Team to develop plans for improving service to parents (workshops, seminars, parent magazines, opportunities). There will be a focus on providing parents with the skills they need to be educational partners on the home front as they work with staff to extend student learning.

Expeditionary Learning will help to ensure systematic transition into the new expeditionary learning school model, as well as assist in building the foundation for sustainability. ELS will provide targeted, individualized professional development and on-site coaching in effective teaching, learning and use of student performance data. Each of the ELS members will be part of the school’s Redesign Team.

Brennan will receive ongoing, intensive technical assistance from the new Director of Instruction for Turnaround / Transformational Schools, the ELS Support Team, Cambridge, and the CSDE as we transform Brennan into an Expeditionary Learning School.

B3b. Recruit, screen and select external providers.

Not applicable for Brennan/Rodgers

B3c. Align other federal, state and local resources with the interventions.

The Assistant Superintendent for Curriculum and Instruction, Imma Canelli, and the new Director of Instruction for Turnaround / Transformational Schools will collaborate with the NHPS finance departments to create a matrix of funding resources and current allocations of such funds. A plan will then be developed, with input from the Brennan principal and Redesign Team, to streamline and consolidate the budgets so as to improve services and resources for Brennan.

All district funding (general and specific) that is designated to this school will be placed on a matrix. All funding requests will need to be in alignment to the overall goals and individual components of SIG.

B3d Modify its teacher or administrator contracts, practices or policies to enable its schools to implement the interventions fully and effectively.

As previously indicated the NHPS has modified both the teachers and administrators contracts to enable its schools to provide the best instruction through improved teacher and principal effectiveness. With respect to the successful implementation of SIG, Brennan School will implement the new Turnaround School Work Rules for the 2010 - 2011 school year. E

***Appendix 1: Teacher Evaluation Document**

***Appendix 2: Principal Evaluation Document**

***Appendix 6 Brennan's Turnaround School Work Rules**

B3e Sustain the reforms after the funding period ends

The superintendent, the Executive Leadership Team, the principal, and the Redesign Team at Brennan will develop plans that will sustain the reforms past the funding period. We believe that once the Expeditionary Learning model is successfully established, it will be sustained.

The Superintendent and the New Haven Board of Education are committed to the reform agenda. Teams will provide information to the Superintendent and will present the progress of their initiatives to the Board of Education.

B4 Establish 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.

By the end of June, a new Director of Instruction for Turnaround / Transformational Schools.

The ELS plan for establishing the Expeditionary Learning Platform at Brennan will commence over the coming summer and continues throughout the school year. The plan also provides for a timeline of professional development activities for both the academic school year and throughout each summer for the next three years through a gradual release model. The professional development outline is sequential and extremely well-planned.

***See document (7) EL Turnaround Leadership Services at end of Section B**

During the summer, the principal will collaborate with the school's assistant principal and key staff members to identify Teacher Leaders, who will become members of the Brennan Redesign Team. The ELS Support Team will also participate as members of the Redesign Team. This Team will be responsible for developing a systematic process for strategic implementation of the SIG Turnaround School Model.

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The Director of Instruction for Turnaround / Transformational Schools will meet with the Brennan Redesign Team during the summer and throughout the school year to provide assistance in program development, as well as in overall monitoring. He/she will assist in overseeing the successful implementation of the requirements for SIG and will collaborate with outside agencies to provide greater assistance to Brennan.

The new Teacher Evaluation Plan and the new Principal Evaluation Plan will begin this coming fall. As previously indicated, the new evaluation system for the NHPS is truly targeted at improving teacher and leadership effectiveness by creating a system that is tied to improving staff performance and increasing student achievement. This is a critical step as we commence our commitment to SIG requirements.

Again, the Redesign Team will create a very detailed, comprehensive timeline over the summer for submission to Superintendent by the beginning of the school year.

B5 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 Assistant Superintendent for Curriculum and Instruction (Imma Canelli), met with a team from Brennan that included representation from the current teaching staff to discuss the parameters of the SIG initiative, as well as to provide insights and information used in the design of the proposal. The Brennan group, which has been involved with researching and developing interdisciplinary units and are very appreciative of the opportunity and prospect of full implementation of the Expeditionary Learning School model. This group provided a valuable service to Brennan as they identified approaches and strategies to improve staff performance and student learning at Brennan.

Ms. Lott and the initial planning team provided opportunities and dialogue around the district’s Tiering of Brennan as a district Turnaround School. They were able to share information and the significant benefits the SIG grant could offer. It was decided that they would apply for the grant. Ms. Lott has also been in close community with her parent group so they fully understand the parameters of the SIG grant and the proposed Expeditionary Learning School environment that will have a positive impact on teachers, students and parents. Ms. Lott provided feedback and recommendations to the Central Office Executive team for consideration in the SIG applications.

Although there was little time to provide a comprehensive approach to greater engagement of the community in the SIG initiative, the Brennan Redesign Team (principal, Director of Instruction for Turnaround / Transformational Schools, ELS Support Team, Literacy and Math Coaches, and the Teacher Leaders) will establish a “rollout” plan to include a timeline for informing parents, relevant stakeholders, and community partners. They will also develop a series of workshops, seminars and/or other platforms for consult and collaboration in the successful implementation of SIG. Processes for parent/community monitoring of the implementation process will also be considered.

B6

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B7

The Superintendent did not apply for Hyde School to be part of the SIG initiative as it is becoming a new magnet school for sports, health and medicine. We are confident that the current administrator will be able to move Hyde forward as a new magnet high school.

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We are excited about developing a system that allows for greater engagement of the parents and community as we make Brennan a successful Turnaround School.

A. Develop and increase teacher and school leader effectiveness.

1. The Superintendent, Dr. Reginald Mayo, Ph.D., in collaboration with his Leadership Team, and the Leadership Team at Wilbur Cross High School have decided to implement the Transformational Model. The principal at Wilbur Cross will be replaced for the 2010 school year. The current principal is retiring and we have a great opportunity to select an individual who will drive the school through a transformational model. We are currently interviewing for the position and are planning to have the new principal in place by the end of this school year. The principal will be given sufficient operational flexibility (including 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.

Through collaboration with central office and school level staff, there is an agreement to identify Wilbur Cross High School as a Transformational Model, and will reopen this fall as a Smaller Learning Communities School, the selected model which will be designed to bring about systematic and systemic change. SLC's is a well established model that provides a platform for improving staff performance and increasing student achievement. Instructional reform will be the lynchpin of the Smaller Learning Communities model as teachers move from a materials-based curriculum (where what comes next in the book, or which mandated assessment is the guiding factor) to a learning-based curriculum (where what comes next for the learner is the guiding factor).

Teachers will work collaboratively across and within subject areas and SLCs, with a primary focus on working with colleagues who share the same students. SLC Teams (teachers, guidance counselors, and support staff) participate in professional development and training on the effective use of common planning time to build staff capacity for increasing student achievement. Planning for post-secondary education for all students, including students with special needs and English Language Learners, is clearly defined and is the responsibility of each SLC team. Tracking is eliminated. All students have access to college preparatory courses including pre-AP, AP, along with the appropriate supports in order for them to be successful. In addition, each SLC will develop a plan for greater parent and community involvement.

The staff has been working on some preliminary organizational designs for the Smaller Learning Communities. Work will be done over the summer to finalize implementation plans so that Wilbur Cross reopens this fall as a Smaller Learning Communities High School. Within each SLC, the assistant principal and 1 Lead Teacher work together to promote collaboration and opportunities for all SLC teachers to meet, plan and learn together, as well as provide ongoing and consistent feedback to teachers - all focused on improving instruction and measurable outcomes for students. Each SLC will contain the following dedicated staff: assistant principal, guidance counselor, Lead Teachers, core subject teachers, support staff, specialists, and other subject area personnel (AP, art, music, etc.) Groups of students (including English Language Learners and students with special needs) ranging between 250-300 will be assigned to the five SLC's. The 4 new SLC's will be determined over the summer. The fifth SLC will be an extension of the current Connecticut Scholars Group from 9th and 10th grade into a full 9th - 12th grade Smaller Learning Community.

Wilbur Cross will partner with ACES PDSI Turnaround Support Team (School Improvement Specialist, Principal Leadership Mentor, Curriculum and Instruction Specialist Mathematics (CIS STEM), and Curriculum and Instructional Specialist Reading Language Arts (CIS RLA) to implement the comprehensive Smaller Learning Communities model. In support of the model, ACES PDSI has identified deliverable services to support Wilbur Cross educators in the transformational process, as well as performance and operational results.

***See appendix #5: ACES/PDSI Transformational Support Model**

Again, the overall purpose of establishing a smaller learning communities model at Wilbur Cross is based on the realization that in order for our students to achieve at their highest levels of performance, we must build and sustain positive relationships over their entire experiences at our school. We want to create an environment where

every staff member knows the needs, interests, & aspirations of each child, builds positive relationships, provides research-based instruction, monitors student progress, and provides the academic, social and/or other supports needed for each student to succeed. Over the summer we will plan for a comprehensive Advisor/Advisor system to promote our commitment to building positive relationship and to provide individualized student support.

We are confident, that with the selection of a new principal to guide and direct, our ACES and Cambridge partners, and increased targeted support from a new Director for Turnaround/Transformational Schools, Wilbur Cross High School will be transformed into a quality, high achieving school.

2. Wilbur Cross High school will use the new, rigorous, transparent, and equitable evaluation systems for NHPS teachers and principals, which includes locally developed competencies to measure staff effectiveness. They were designed and developed with representation from both the administrators' and teachers' unions, district administrators and district teaching staff members. The new evaluation models for administrators and teachers takes into account data on student growth as a significant factor, as well as other factors, such as multiple observations-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates in determining staff effectiveness.

The NHPS evaluation system for teachers uses multiple sources of information regarding teacher performance. Measures will be included to gauge student performance outcomes, teacher instructional practice and teacher professional values. There will be a 5 point rating scale (from 1= needs improvement to 5 - exemplary) that indicates teacher levels of performance in each of the measures. Teachers will benefit from at least two evaluation and development conferences over the course of the year and will complete a self-assessment and reflection on their performance. Teachers scoring in the low range of the scale will receive be provided with targeted professional development and support consistent with the guidelines of the new document. To ensure consistency in the process, each teacher will have a single instructional manager who is accountable for his/her evaluation and development. Although the likely instructional manager is the principal and/or assistant principal, there will be opportunities for bringing in other administrators and teacher leaders into the process. Teachers scoring in the lower levels will be provided with additional conferencing sessions, as well as targeted professional development and support.

This new process will be implemented during the 2010 - 2011 school year. Administrators and teachers will receive district support, training and monitoring with respect to successful implementation of the new Teacher Evaluation Model.

***See Appendix #1: Teacher Evaluation Document (TVAL)**

The NHPS evaluation system for administrators uses multiple sources of information regarding leadership performance. Measures to include student learning and school performance, school land instructional leadership, operational leadership and resource management, and personal leadership. There will be a 5 point rating scale (from 1 = indicating problematic student learning and school performance to 5 - exemplary student learning and school performance growth). Administrators rating low on the scale will be provided with targeted professional development and support. Visitation and observations from the Director for Turnaround/Transformational Schools, other district staff (e.g. assistant superintendent, curriculum, bilingual and special education supervisors, peer principals, and external visitors, such as Cambridge, ACES and CSDE may also be conducted.

This new process will be implemented during the 2010 - 2011 school year. All District Administrators will receive district support, training and monitoring with respect to successful implementation of the new Administrators' Evaluation Model.

***See appendix #2: Administrator Evaluation Document (PVAL)**

3. Wilbur Cross will 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 not done so.

As a Transformational School, it is imperative that the best staff (certified and non-certified) be assigned to Wilbur Cross. As the new Teacher and Administrator Evaluation systems are implemented this coming fall, there will be greater facility and opportunity to identify those individuals who provide exemplary service and commitment to the students and the overall school culture. The district is also looking to mechanisms that will assist in tracking teacher/student performance to assist in identifying exemplary teachers. They will coordinate this effort with the CSDE as we look to audit and/or improve the current Colorado Model, as well as to ascertain other options for identifying exemplary teachers.

The Wilbur Cross team has begun the process of identifying some appropriate ways to reward staff who are instrumental in increasing student achievement. For example, they are entertaining options such as extra professional development, conferences, college courses, materials for the school and classrooms. During the summer (2010) and throughout the school year, the Principal, Assistant Principal(s), Lead Teachers, Director of Instruction for Turnaround/Transitional Schools and the ACES PDSI Team will create a design of culture and climate in which celebrations and recognitions for adults are scheduled and are in alignment with the NHPS Teacher Evaluation's peer review process. In addition, they will look to identify other funds to reward staff.

With respect to staff who score in the "need improvement" area of the performance scale, they will be given additional support through the district as specified in the new Teacher Evaluation Document, as well as through the ACES PDSI Peer Review/Support Model.

It should be noted that ACES PDSI assisted the district in the development of the Principals Evaluation Document and will continue to provide support to the new Director. Again, the district will work collaboratively with the CSDE to improve the process of identifying and tracking teacher effectiveness with respect to student achievement.

Administrators from the 4 Turnaround or Transformational Schools, who are identified as needing improvement will be given targeted support by the new Director of Instruction for Turnaround/Transformational Schools, through support mechanisms identified in the new Administrator's Evaluation Model, as well as be supported by the Principal Instructional Support Coordinator.

Those individuals who have been given ample, documented opportunities to improve, and who continue to not work effectively within the Transformational Model, will not remain as part of the Wilbur Cross staff. (Staff is defined as certified and non-certified) The NHPS will also complete its Tiering process and Wilbur Cross will most likely become a district Tier III School (equivalent to Tier I for CSDE). The district and the NHFT will collaborate in establishing Transformational School Work Rules, which would be imposed the following school year. They will be inclusive of such practices as extension of the school day to increase teaching/learning time, additional professional development, and some specific guidelines around a commitment to ensuring success for students, parents and staff within the Transformational school environment.

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

The district instructional plan stems from a standards based curriculum model that is inclusive of SBRI and includes the incorporation of instructional data teams that provide ongoing opportunities for not only data analysis, but teacher professional development. Routine meetings with a Curriculum and Instructional Specialist will provide a platform for assessing teacher needs based on student performance outcomes and allow for more targeted, customized professional development. In conjunction with a school-wide professional development program established by the redesign team, Wilbur Cross educators will be provided with a comprehensive program

for professional growth. Wilbur Cross participates in the district Professional Development Program through various venues.

Curriculum Supervisors have been trained in state standards within their discipline and will continue to review and refine curriculum to ensure continuous curriculum alignment.

The NHPS has established a professional development plan that is aligned with the district's comprehensive instructional program. We will continue to work within the framework of SBRI by providing the following professional development opportunities in district. Each Curriculum Supervisor meets with high school staff within their disciplines once a month for professional development. The following outlines describe what happens at these sessions over the past two years.

ENGLISH: Professional Development that was offered across district high schools. Wilbur Cross English and Reading staffs were in attendance.

- * CSDE CAPT Reading and Writing Across Discipline
- * Reading and Writing Strategies in Secondary Classrooms / Authentic Writing
- * Teaching Writing using Digital Tools
- * The Reading/Writing and Literature Connections / using Digital Tools for Writing
- * “Teach Like a Champion: The 9 Techniques That Put Students on Path to College”
- * What Good Readers Do Before, During and After Reading
- * Support Strategies for Grade 9, 10 and 11 Curriculum Implementation

Specific to Language Arts at Wilbur Cross, on-site training support was provided by Kristina Elias-Staron for effective writing.

SCIENCE: Professional Development that was offered across district high schools. Wilbur Cross science staff was in attendance.

- * Best Instructional Strategies for Teaching Science / STEM
- * Performance-based Assessments / CAPT preparation
- * Data Teams and use of formative and summative assessments
- * Parent Science Workshops / Cooperative Instruction and Peer Learning

There was no specific on-site training in Science at Wilbur Cross.

MATHEMATICS: Professional Development that was offered across district high schools. Wilbur Cross mathematics staff was in attendance.

- *Using CAPT scores and district assessments to make data-based decisions
- *Small group instruction in high school math / STEM
- *Data Teams Parts I and II / Vertical Alignment of Curriculum
- *Using Geometer Sketchpad / Graphing Calculators
- *Technology to support math in the classroom

There was no specific on-site training in Math at Wilbur Cross.

SOCIAL STUDIES: Professional Development that was offered across district high schools. Wilbur Cross social studies staff was in attendance.

- * Essential Elements of an Effective Cooperative Learning Classroom
- * Performance-based Assessments / Vertical Teaming
- * Analysis of state and district assessments
- * Interdisciplinary Learning/Writing activities

*** Differentiated Instruction**

There was no specific on-site training in Social Studies at Wilbur Cross.

In order to support teachers through the transformation, the Smaller Learning Communities model will incorporate best practices both in instructional techniques as well as in use of resources. Instead of building a school instructional plan that accommodates compartmentalized learning based on the availability of materials, Wilbur Cross will build its plan from the inside out. As teachers learn to listen to research, and diagnose what each individual student needs, they will then determine what type of individual, small-group, and whole group instruction best meets the needs of each individual student and the class as a whole. The redesign team and the Instructional Data Teams will provide the platform for this work. This will be the foundation for the establishment of instructional planning, as well as scheduling and resource planning.

Although we have provided excellent core professional development, there is a need, as well as a challenge in ensuring fidelity to the core program, as well as in providing targeted, high-quality, job-embedded professional development opportunities at Wilbur Cross. We need to hone in on designing professional development that is directly linked to the context of the core curriculum, as well as to the needs of the Wilbur Cross staff as it related to improving student performance. This type of wraparound approach will enable Wilbur Cross staff to more quickly facilitate the effective teaching and learning that must occur in order to accelerate student achievement, as well as meet the requirements of the Transformational Reform Model. The ACES PDSI Team will facilitate in ensuring a wraparound service model for professional development that is directly aligned to the teaching and learning needs of Wilbur Cross High School. We will also continue to collaborate with the CSDE with respect to state professional development that will support successful implementation of the Transformational Model.

5. Wilbur Cross will implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, retain, and retain staff with skills necessary to meet the needs of students in a transformational school.

Teachers will be given opportunities for promotion and career growth. Each Smaller Learning Community will have 1 Lead Teacher (focus areas to be decided). Lead teachers, would work in collaboration with the Assistant Principal and teachers assigned to their SLC. Lead Teachers would be paid an additional stipend of one hours per day (fee per the teacher contract for additional time) and have their class load reduced by two periods. They would be expected to work an additional hour beyond the regular school day.

Emphasis will be placed on recruiting, placing and retaining the best teachers. First, NHPS will align its new teacher evaluation and support to the new CSDE Teacher, Educator and Mentor (TEAM) program. In addition, the school will participate in a Co-Teacher/Master Teacher Model. There would also be two co-teachers to assist in reducing class-size for critical subject areas. This co-teacher would plan and teach in collaboration with an identified Master Teacher. This model enables a new teacher to observe, plan, teach, and learn from an outstanding veteran teacher. By reducing class-size, both teachers will be able to provide more individualized instructional time and support for students. The Master Teachers will receive additional professional development time in conjunction to the TEAM program. The Master Teacher in the co-teacher model would receive an additional stipend of 2 hours per week (fee per the teacher contract for additional time).

The principal, teacher leaders, ACES PDSI School Improvement Specialists and Principal Leadership Mentor, along with and new Director of Instruction for Turnaround/Transformational Schools will meet over the summer and throughout the school year to establish a plan for more flexible working conditions.

B. 1 Implement comprehensive instructional reform strategies:

1. Wilbur Cross high school 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.

Currently, Wilbur Cross promotes the continuous use of student data (such as formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of students. Wilbur Cross has two defined data teams - School Wide Data Team and School Net Data Team.

These teams collaborated with the school's leadership team and Central Office administrators to establish the following Tier II indicators for adult actions that are focused on meeting school priorities and goals.

- Expand effective data teams in all subject areas.
- Create and implement common, formative assessments for each subject area.
- Use school-wide data teams to monitor effectiveness of subject area data teams.
- Implement the Reading for Information initiative across grades 9 and 10.
- Increase acceptance rates of seniors applying for college.
- Decrease the percentage of habitual truancy.

Wilbur Cross has received training around data teams from Leadership for Learning and has been implementing the "5 Step" process with varying degrees of success. Analysis of our current state of data teams, suggests that we need to improve the focus and effectiveness of the teams, as well as establish better mechanisms for monitoring data teams. The redesign team will internally audit the format, processes, and utility of the data teams to create a more effective data team model. In addition, they will be provided with greater on-site professional development and coaching in using data to inform and differentiate instruction to meet the academic needs of students.

Different teams have begun the process of creating and implementing common, formative assessments. However, this is not done school-wide. With support from the redesign team, each Wilbur Cross SLC will continue to create and implement common, formative assessments that are linked to district standards.

Based on student performance data from 8th grade CMT's and 10th Grade CAPT reading scores indicate a need for improving basic reading skills for our students. Wilbur Cross implemented Scholastic's Read 180 program to provide reading intervention support for at-risk students. In addition, after the review of data on CAPT Reading for Information, it was decided that there was a need to improve overall content reading skills.

One of the other instruction initiatives that stemmed from the data was the inclusion of the Reading for Information Initiative across grades 9 and 10 in all subject areas. The professional development for core subject area teachers was around including Reading for Information strategies within their content areas. Non-core subject area teachers were trained in selecting articles to use for Reading for Information activities and in writing CAPT-like questions for Reading for Information assessments. However, there was little modeling, coaching and/or support for teachers. SIG will allow for great on-site job-embedded professional development.

The data continues to suggest a need to hone-in on developing the reading skills necessary to read more rigorous, content area text at the high school level. In addition to current reading intervention initiative, Read 180, the redesign team will investigate other reading intervention models that are designed to provide individualized instruction and support to Tier II and Tier III students. Curriculum Supervisors will provide support to the redesign team in determining appropriate programs and interventions. The redesign team will be looking into programs such as ACTION 100 which is designed to improve independent reading level skills. By bringing students up to grade level reading standards, they will best be able to handle the vocabulary and rigor of higher level text.

Another program to investigate is Text to Text, which is designed to improve content reading across the curriculum. They will also investigate additional technology and on-line courses that might improve reading and writing skill development.

The CMT, CAPT and district assessment data continues to suggest a need to improve math and science. The redesign team will investigate greater use of technology, lab environments, programs and/other resources that will enhance student achievement in these areas, as well as assist in determining what types of professional development is needed.

SAT suggests the need for greater student achievement. To that end we are planning to partner with College Boards to provide students with the skills they need to be successful in this area. AP data suggests the need for enrolling more students in higher achievement classes. To that end, we will provide additional opportunities for teachers to receive coursework on AP requirements, as well as job-embedded professional development. We will also plan to purchase additional materials to support AP instruction.

2. Wilbur Cross will promote the use of student data (formative, interim and summative) in order to inform and differentiate instruction. We currently do not have the mechanisms in place to be highly effective in this area.

The SIG grant will also allow for additional training for school leaders and teachers to better understand the role of formative, interim and summative data and how to best model, monitor and coach as we improve the teaching and learning process. Although students not making progress are identified and met with, there are not the mechanisms in place to provide intensive tutoring and/or other supports for the student. The SIG grant provides for the establishment of alternative and more intensive models of support, more intensive teacher training, and the creation of a more rigorous standards based instructional program. Through the SIG grant, ACES PDSI will assist the new Director of Instruction for Turnaround and Transformational Schools and the School Leadership Team in developing a more comprehensive data team model that has a laser focus on best data analysis of all student performance indicators (CMT, CAPT, District Assessments, SAT, etc.) on planning for monitoring and adjusting curriculum, instruction and assessment where needed, and to investigate and implement an instructional program that will have the greatest has impact on student performance.

Through the smaller learning communities model staff will be better able to analyze and process student performance information as the student body is smaller. Data teams will meet on a weekly basis within the smaller learning communities to review student progress and plan for interventions for students not meeting academic and/or social goals. The monitoring of core curriculum delivery will also be facilitated within the smaller learning community environments. Quarterly, the SLC teams will meet with the principal and the Director of Instructions for Turnaround/Transformational Schools to determine progress and plan for any revisions of the plan.

We believe that if we are provided the opportunity to have the resources of this SIG initiative we will be able to more systematically develop, maintain and sustain staff and student achievement by establishing Wilbur Cross High School as a high functioning, high performing, quality Smaller Learning Communities school where data is used to drive instruction.

Increase learning time and create community-oriented schools.

1. Wilbur Cross will establish new schedules and strategies that provide increased learning time, as well as continuously plan to assess and modify as we develop the most effective schedule to meet the needs of the Wilbur Cross community (students, teachers, parents).

Cross will change from a 7 period day to a Block Schedule model. Research on Block Scheduling indicates an increase in instructional time as there is less movement during the school day.

The Redesign Team will create a matrix of all programs. They will look at increasing technology (on-line courses, learning programs) that will intend learning time. The Redesign Team will identify current extended day services

and resources and consider .They will consider alternative learning time programs for students re-entering after suspension, expulsion, and/or incarceration. The Redesign Team will also examine ways in which to improve student tracking. For example they will look toward a more comprehensive safety and tracking system wherein students have an identification card tied to guidance so that there is accountability and assurance relative to knowing where every student belongs.

Wilbur Cross does offer a variety of after school and Saturday learning programs (CAPT, SAT, tutorials, etc.) The redesign team will investigate and plan to implement a more comprehensive during the day, after-school and Saturday student instructional support model that increases instructional time. They will look at on-line courses and programs that extend learning time. The redesign team will also examine students who return from expulsion and suspension to determine what types of additional learning time can be incorporated. .

Through a systematic implementation of SLC/small school structures allows staff to take up the work of strengthening the instructional core more quickly and effectively. By creating more coherent instructional programs, which include challenging and relevant curricula that develops students' basic and advanced skills, students are more likely to achieve higher-level competencies in all subject areas. Through SLC's there is an opportunity to increase instructional learning time just by the nature that the SLC students are within a common environment over their high school experiences; a vertical environment where all teachers know the students and don't need to start each year without truly knowing the needs of the students in their cluster. , it should be noted that there would be an increase in instructional time as lessons become more focused around effective implementation of the curriculum.

As the District develops guidelines and requirements for Transformational Schools, increased learning time will be one of the lynchpins. Again, the redesign team, with support from the new Director of Instruction, ACES, the CSDE and other partners, Wilbur Cross will establish a sequential comprehensive plan for increasing teaching and learning times.

The Redesign Team, with central office support, will identify current resources and extended day programs to create a new matrix that is more comprehensive and coordinated so that there is not duplication of efforts, but rather a very systematic, strategic model for extending learning time. As the district moves toward further identification of its Tier III (Tier I / Tier II by CSDE), it might consider Wilbur Cross as a Tier III school for which district mandates for increased learning time are required.

2. Provide ongoing mechanisms for family and community engagement

Wilbur Cross has a supportive parent group. Together with the parent group, Wilbur Cross has established some very positive relationships with various community organizations and youth providers. However, there is a need to provide additional support and to establish targeted collaborative initiatives that will improve academic and social experiences for the students at the school. We will also look to SIG to help us fund a Parent Resource Center at Wilbur Cross that will, among other things, provide workshops, support, and information and resources (community, college, adult education, etc.) This new center will be inviting as its design and function will promote a positive community culture.

The Wilbur Cross partnership with ROTC has also been highly successful. Wilbur Cross has also developed some very positive university partnerships that have been sustained over the years; Southern Connecticut State University (Teacher Preparation Program), Gateway Community College, and YALE. For the upcoming school year, the University of New Haven will partner with Wilbur Cross and assign Teaching Interns to the school. Sacred Heart will partner with Wilbur Cross to assign Reading Specialist Interns. These university level

community partnerships provide a great service to the staff and students at Wilbur Cross and the redesign team will look to strengthen and add to the list of significant university partnerships.

The redesign team will investigate parent programs and organizations that provide services and/or resources to strengthen parent and community involvement. For example, growing relationships with organizations such as CPAC allows for additional training and support for parents and teachers through, as well as provide greater community outreach. Another such organization is PERC, which we will look to as a potential new partner. They will assist in identifying other community partners and faith-based organizations that may provide positive support to the students and parents of Wilbur Cross.

In addition to school-wide parent and community engagement plans, each SLC will develop a plan for increasing family and community involvement and engagement within their cluster environment. One of the mechanisms that were successfully put into place in some classrooms was the student-led conference concept. This was a positive initiative that brought more parents to parent conferences. This SLC teams will consider the inclusion of such practices within their area.

We are aware of the need to develop systems and processes that will provide for greater family and community engagement and involvement with Wilbur Cross. The Director of Instruction for Turnaround/Transformational Schools, the ACES PDSI Support Team, the principal at Wilbur Cross, the Lead Teachers, and parents will work collaboratively to identifying and recruit new partners, as well as develop mechanisms and processes for greater community involvement. They will also examine elements of currently funded federal grants such as PROMISE NEIGHBORHOODS and COMMUNITY SCHOOLS to consider applying the successful parent and community engagement principles inherent in both.

The new Director of Instruction for Turnaround / Transformational Schools, the school's Redesign Team, and the CSDE will partner to examine marketing strategies designed to highlight and celebrate Cross as a model school of choice for incoming students.

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.

The principal will be responsible for ensuring that the collective vision of the whole school is kept at the forefront of the work. As such the Principal establishes a common framework of high expectations and accountability. Assistant Principals and all staff will be empowered to work towards common goals, within and across SLCs. The Principal establishes a culture of empowerment and accountability. As a result, SLC Leadership Teams are involved in the decisions about the use of SLC budget and resources, assessing the effectiveness of the framework, scheduling, and hiring of staff.

The Superintendent will give the principal and his/her leadership team sufficient operational flexibility (staffing, calendars/times, budgeting) in order to implement the SLC approach to substantially improving student achievement outcomes and increase high school graduation rates. The Assistant Superintendent for Curriculum and Instruction, who oversees several district budgets (including Title I) will provide oversight to the budget at Wilbur Cross to ensure the moneys are directed to Wilbur Cross in order to meet the requirements of the grant - improve student achievement outcomes and increase high school graduation rates.

Over the summer, the new principal for Wilbur Cross, the Director for Turnaround/Transformational Schools, the school's leadership team and the ACES PDSI team, will work together to establish specific requirements to ensure meeting the operational needs of Wilbur Cross through this transformation.

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.

The new Director of Instruction for Turnaround/Transformational Schools will provide direct, intensive internal support for Wilbur Cross. This individual will provide oversight and direction for the principal. He/she will collaborate with consultants and partners, such as ACES and Cambridge in order to ensure a seamless approach to the transformation of Wilbur Cross.

Technical assistance will also be provided by the ACES PDSI Turnaround/Transitional Support team throughout the three years of the grant timeline. They will provide professional development and ongoing job-embedded professional development to meet the needs of the staff, students and parents at Wilbur Cross. Cambridge will continue to provide support in Leadership Coaching. The CSDE will continue to provide support to successful implementation of this grant.

Descriptive Information for Cross School

B1-a) Analysis of the needs of Cross inclusive of subgroup levels for three years of disaggregated achievement data.

***See data chart (1) for 3 years disaggregated data at end of Section B**

Achievement data for three consecutive years was collected for analysis and review. The school leadership team analyzed the data and determined that there was a need to increase achievement in all areas of CAPT (reading, writing, math and science). By the end of 2009, there were still only 45.9% of 10th graders scoring at or above proficient in reading; only 39.6% in math; 60.3% in writing; and 34% in science. The subgroups - (Black/Hispanic) continue to also score below district white students, thereby contributing to the achievement gap.

Although there has been slight improvement in CAPT Interdisciplinary Writing, the social studies department, which has been focusing in this area, realizes that a greater effort is needed to continue their efforts in improving the CAPT interdisciplinary writing scores. Upon analysis of the district wide social studies assessments, the area of primary weakness is in strand #2: supporting position with accurate and relevant information. On the school-wide reading for information assessment, the students continued to score low on strand 4: using text to draw and support conclusions.

While we have experienced marginal gains in CAPT Reading for Information scores, we realize that reading continues to be a high priority area. Cross also continues to demonstrate low scores on math and science assessments. The lowest strand in math was geometry. The lowest in science was in chemical structures, properties and cells, and biotechnology. In order to improve overall reading, we are suggesting a Literacy Coordinator, who will provide professional development, oversight and coordination of efforts and programming. In order to improve in these areas we must provide increased, rigorous learning opportunities for our students. We are suggesting co-teachers for identified math and science classes.

This analysis led Cross in determining two achievement priorities.

Priority #1: Students will achieve math and literacy standards

Priority #2: The achievement gap between students of color at Cross and all students in the city of New Haven will be reduced

The Cross team suggested that there was a need to become more focus and targeted when analyzing school data to determine more specific, targeted priorities. They agreed that more training in data review and analysis was needed at the school and that the current priorities were too general. **SIG** will provide us with an opportunity for increased training from the ACES PDSI Support Team in this arena, as well as greater opportunities for the school's data teams to review and refine our analysis of data to establish priorities with greater specificity.

In addition, the school participated in a school reform survey. The survey may provide some insights from staff with respect to the entire data process and its impact on school and student performance. The results to which will be made available in mid-May.

***See data chart (2) for other indicators**

B1-b) Cross has established the following three-year student achievement goals in reading/language arts, mathematics and science on the CAPT for the following groups

***See data chart (3) for three year student achievement goal at end of Section B**

***See data chart (4) for three year student achievement gap data**

In conjunction with the NHPS District Improvement Plan, the Cross Leadership and Data Teams identified three academic goals.

1. Increase the percentage of Grade 10 students scoring proficient or higher on the Mathematics, Reading, Writing, and Science assessments as measured by the CAPT Test will be increased.
2. Increase the percentage of students meeting benchmarks on district assessments.
3. Close the achievement gap between identified subgroups.

There is a district requirement to establish three-year student achievement goals in reading/language arts and mathematics on the CAPT. Cross projected achievement goals in the School Improvement Plan.

The Cross team suggested that there was a need to better establish target goals. The CSDE has developed a Growth Model for districts to use to monitor student growth based on Vertical Scale Scores and their Model of Targeted Growth. This model will provide Targets (achievement goals) for students and schools and then report how well students and schools met these Targets each year. Part of this process includes Predicted Growth if students perform as they have done in prior years, without intervention. We agree to work with the SDE over the summer to use the Vertical Scale Scores to measure growth at Cross.

***See Appendix #4: District Improvement Plan**

***See Appendix #5: Cross Improvement Plan**

B1-c) Selected Intervention Model

The Cross High School staff has selected the Transformation Model as their systemic reform intervention model. The staff, with support from Central Office is committed to successful implementation of the Transformational Model intervention platform. The school will reopen in September, 2010, as a Smaller Learning Communities High School.

The NHPS and Cross High School will design and implement interventions consistent with the federal requirements for SIG's Transformational Model, as well as be in compliance with identified deadlines. We will develop and increase teacher and school leadership by replacing the principal as we transform .

Wilbur Cross High School

School Improvement Grant – Section B: Descriptive Information

from a comprehensive high school into a Smaller Learning Communities (SLC) High School. Recommendations will be made to re-assign assistant principals to best support the new SLC environment. Teacher leaders will play an active role in school leadership. Given the tremendous concern over reading, Cross will hire a Literacy Coordinator to oversee literacy skill development across all the SLC's. A new Director of Instruction for Turnaround / Transformational Schools will provide oversight and direct support. ACES PDSI Transitional Support Model Team will ensure smooth transition into the new SLC through professional development and on-site coaching in effective teaching, learning and use of student performance data. Each of these members will be part of the school's Redesign Team.

The new Teacher Evaluation Document and the new Principal Evaluation Document provide for the use of rigorous, transparent and equitable evaluation systems for principals that take into account student performance, as well as multiple measures of teacher performance.

The school has established 4 Smaller Learning Community environments. The physical locations for the SLC's has been determined. Staff and students have been assigned to the Smaller Learning Communities. Each SLC will have an administrator, Lead Teacher, Core Curriculum Staff, and support staff. Students will be selecting the focus area and name of the SLC during the fall of the 2010 school year.

During the summer, the redesign team will continue to work on the design to support the operational infrastructure of the SLC environment, as well as develop a timeline for instructional programs that meet the high school requirement components and the key theme elements of the selected SLC. In collaboration with the Redesign Team, school team personnel and central office departmental supervisors will assist in the design and development of a Social-Emotional Learning Curriculum, as well as a Student Management protocol system.

As the school reopens as an SLC High School in September, the staff will undergo training in the Professional Learning Communities Design model with a major focus on data team development and support. Technical assistance would be provided for the student management model. The School Redesign Team will meet on a weekly basis to assess progress and develop next step plans. Executive Functional Leadership direction and support will occur on a daily basis.

We are developing a system for identifying and rewarding highly effective school leaders, teachers, and other staff who have been instrumental in increasing student achievement and ensuring higher rates of high school graduation. Likewise, through the new Teacher Evaluation Document and the Principal Evaluation Document we will be better able to identify and remove those who, after ample opportunities and support have not improved their professional practice.

Cross will determine the most effective teaching strategies for each subject area as they plan for providing greater, more targeted on-site job-embedded professional development experiences. ACES PDSI Transitional Support Team will assist in equipping staff with the skills they need to successfully implement the school's reform strategies.

The Redesign Team will identify incentives and increased opportunities for promotion and career growth. The Teacher Leaders positions are the first in such an opportunity. Teacher Leaders will be given opportunities and training in leadership skill development. Cross will establish a co-teacher model in critical subject areas, promote the concept of TEAM and train new Master Teachers, partner with universities to secure additional interns. Such initiatives provide for recruiting and placing staff, as well as a mechanism for retaining the best new teachers. The new evaluation documents make provisions to ensuring that we retain the most effective staff and eliminate those who are not contributing to the new transformational school.

We will continue to refine our use of data to implement a more effective instructional program that is research-based and vertically aligned from one grade level to the next, especially within each SLC. There will also be continuous conversation and collaboration with the CSDE as we look for inclusion of a more effective vertical scoring scale model.

There is a commitment to increasing instructional and learning time for our students. This coming fall we are planning to have 9th graders attend school one week earlier than the rest of the student body for an in-depth orientation on expectations at Cross, as well as having them participate in a series of reading, writing, math and science testing to determine student skill development needs. We will continue to plan over the summer and throughout the school year to determine ways in which we can increase learning time.

As we look to strengthen parent and community engagement, we will create ways of increasing meaningful partnerships and resources designed to best meet the needs of the greater Cross School Community. A redesigned Cross Parent Center will be provided as a parent community center for workshops, training, resource identification and other supports to motivate, as well as enable parents to become more connected to their child's high school educational experiences.

The principal and leadership team at Cross will be given greater autonomy and sufficient operational flexibility to implement a fully comprehensive approach to improving student achievement outcomes and increasing high school graduation rates. Initiatives such as the partnership with the College Boards will assist in readying our students for graduation and post-secondary education acceptance rates. The Assistant Superintendent for Curriculum and Instruction will provide district oversight into the budget to ensure that Cross receives the resources and funding it needs to meet the requirements of a successful Transformational School.

Cross will receive ongoing, intensive technical assistance from the new Director of Instruction for Turnaround / Transformational Schools, the ACES PDSI Transformational Support Team, Cambridge, and the CSDE as we transform Cross into a Smaller Learning Communities High School.

In addition, The primary focus for the initiation of a new model is the change of Cross High School from a comprehensive high school to a Smaller Learning Communities (SLC) high school. The new principal, the new Director of Instruction for Turnaround / Transformational Schools will collaborate with the ACES PDSI Support Team to ensure focused commitment to the required elements of the Transformational Model so there will be successful implementation of the model. In addition, the purpose of selected a Small Learning Communities, which is a proven, successful research-based model. Through the SLC environment there will be increased opportunities for developing positive adult to student relationships, as well as a commitment to ensuring effective instruction and increased achievement for identified student outcomes.

The proposed Transformational Model, once fully established, will assist in creating an environment where every staff members know the needs, interests, and aspirations of each child, builds positive relationships, provides research-based instruction, monitors student progress, and provides the academic, social and/or other supports needed for each student to succeed. ACES PDSI will provide professional development and coaching on effective instruction and leadership in the critical areas of reading, writing, math and science We believe that this new model will assist in meeting the identified needs of the students and the school as a whole.

The primary focus for the initiation of a new model is the change of Cross High School from a comprehensive high school to a Smaller Learning Communities (SLC) high school. The new principal,

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the new Director of Instruction for Turnaround / Transformational Schools will collaborate with the ACES PDSI Support Team to ensure focused commitment to the required elements of the Transformational Model so there will be successful implementation of the model. In addition, the purpose of selected a Small Learning Communities, which is a proven, successful research-based model. Through the SLC environment there will be increased opportunities for developing positive adult to student relationships, as well as a commitment to ensuring effective instruction and increased achievement for identified student outcomes.

The proposed Transformational Model, once fully established, will assist in creating an environment where every staff members know the needs, interests, and aspirations of each child, builds positive relationships, provides research-based instruction, monitors student progress, and provides the academic, social and/or other supports needed for each student to succeed. We believe that this new model will assist in meeting the identified needs of the students and the school as a whole.

B1-d) District monitoring is comprehensive and is clearly identified in the District School Improvement Plan.

Basically, the design provides for monitoring each schools improvement plan through a variety of mechanisms and processes. Each School establishes a Building Leadership Data Team which includes the building principal, grade level and content area teachers, and department representation. This team is responsible for creating and monitoring the School Improvement Plan in response to the District Improvement Plan.

The Superintendent has communicated to all staff the expectations for establishing and utilizing School Leadership Data Teams and Academic Data Teams. The District Data Team monitors and supports all schools based data teams. Principals submit monthly BLDT Agendas and Minutes. District Data Team members and additional Central Office Staff conduct on-site visits. District Data Teams conduct annual assessment of Building Leader Data Teams as measured by BLDT Monitoring Rubric Professional Development is provided for all principals regarding purpose, function and process of BLDT.

SIG will provide an opportunity for improvement in this area. The new Director of Instruction for Turnaround / Transformational Schools will assist in reviewing the goals and requirements of the District Improvement Plan and assist Hillhouse in developing a more comprehensive School Improvement Plan that is not only aligned to district requirements, but also to SIG requirements. The new director will also provide greater oversight, with support from the school's redesign team, to monitor the data team processes at Cross.

B1-e) Results from external evaluations.

There are two external evaluations that have proven to be instrumental in helping Cross identify strengths and areas of need.

***See (#5) Cambridge Summary Report and (#6) NEASC Outlined Summary**

The new Director of Instruction for Turnaround / Transformational Schools will collaborate with Cambridge and NEASC partners to ensure compliance with recommendations, as well as provide a system developing a “consolidation of expectations matrix” of both internal and external evaluations and requirements. This will help Cross to have clear focus and direction rather than to continue the identification of needs through separate, compartmentalized platforms.

B1-f) The status of school level data teams

Cross has two school level data teams; The School Wide Data Team includes all teachers, two members from the school's administrative team, and a Lead Teacher. They have been trained in effective team processes. This team meets bi-monthly at all levels. They are responsible for reviewing student performance data and developing common formative assessments. The School Wide Data Team visits all subject area data team meetings to ensure they are following the "5Step" process in which they were trained (Doug Reeves). Minutes of departmental and school wide meetings are submitted for review.

The School Net Data Team includes the Principal and select staff. They have been trained by the District Assessment and Evaluation Office. The School Net Data Team reviews results of quarterly assessments and standardized test scores (CMT, CAPT, PSAT, SAT, ACT). Part of their responsibility includes identifying subject specific strengths and weaknesses from the quarterly assessments. They also review student demographics, transcript data, attendance and schedules. The School Net is used to gather student achievement results in order to use data to drive instruction. Quarterly assessments are displayed on "data boards."

As indicated in the District School Improvement Plan, there is a systematic process for implementing and monitoring Building Level Data Teams (BLDT) at each school. This team submits reviewed data information to Central Office on a regular basis to the District Assessment Office, as well as meets twice a year with the Superintendent and the Central Office Executive staff.

Again, there is a need to streamline or more effectively collect, review and analyze data at the school level. Through SIG, the Cross staff will investigate alternative data programs to more effectively hone in on the data collection, review, analysis and reporting system that will best meet the needs of the school, as well as for the needs of each identified Smaller Learning Community. The ACES PDSI Support Team will provide additional training and coaching to ensure a more effective use of the data team model at Cross.

B1-g) How has district monitored implementation of corrective action plans if applicable?

Not applicable for Wilbur Cross High School

B1-h) Description of participation of district's participation in the Connecticut Accountability for Learning Initiative (CALI).

Cross did not participate in the CALI initiative.

However, Cross has received professional development and support from Leadership for Learning. The school's data teams were trained in the "5Step" process and were provided with on-site support for the development of teams and implementation of the model within the school. The Cross team recommended the need for additional training and support in moving their data teams forward. To that end, SIG will partner with the ACES PDSI Support Team to provide additional on-site training, coaching and support to the data team process at Cross.

B.2 For each Tier I and Tier 2 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 model.

B2a Funds will be used to support staffing and organization structures to implement the selected intervention model at each school.

Funds will be used to support the establishment of a new “turnaround office,” which will include a Director of Instruction for Turnaround / Transformational Schools. This administrator will be responsible for ensuring that each of the Turnaround / Transformational Schools is focused on meeting the requirements of SIG and on providing the needed support to ensure success of each of the schools to which he/she is assigned. Cross is one of the schools, which will be assigned to this director.

***See District Organizational chart (7)- end of section B**

Funds will be used to support new staff for Cross. Two Teacher Leaders will be assigned to each of the Smaller Learning Communities. Co-Teachers will be hired to plan and teach with Master Teachers in critically identified subject areas. Interns from the University of New Haven will be assigned to Cross. A new Literacy Coordinator will provide general oversight, professional development, and coaching to literacy instruction across all the Smaller Learning Communities.

***See School Organizational chart (8)- end of section B**

B2b District - and school-level staff will be trained to fully and effectively implement the selected intervention model.

Funds will be used to partner with the ACES PDSI Support Team to provide job-embedded professional development for successful implementation of the Smaller Learning Communities Model. The ACES School Improvement Specialist, the Principal Leadership Mentor, the Curriculum and Instructional Specialist for Mathematics, and the Curriculum Instructional Specialist for Reading Language Arts, will become an integral part of the school’s redesign team. The staff at Cross will be trained by the ACES PDSI Support Team over the three year grant period through a gradual release model. The funding will be targeted at training and supporting the administrators, teachers and other staff as they move through the creation, establishment and continuous sustainability of a successful Smaller Learning Communities model for Cross.

***See copy of ACES PDSI Transformational School Support Model (9) at end of Section B**

B2c The district will monitor each component of the selected intervention model for each school.

The primary responsibility of monitoring each component of the Transformational Model at Cross High School will fall upon the new Director of Instruction for Turnaround / Transformational Schools. In addition, the Associate Superintendent for Curriculum and Instruction, Subject Area Curriculum Supervisors, the Special Education Director, and the Bilingual Supervisor will assist in monitoring progress at Cross through focused “walkthroughs” and by providing feedback and next step strategies to ensure progress in meeting the goals of SIG. The Cross Leadership Team will meet with the Superintendent, the Director of Instruction for Turnaround / Transformational Schools, and key central office administrators on a regular basis to share progress on meeting the goals and requirements of the Transformational Model.

B2d The district will monitor the allocation of resources and funds to effectively implement the selected intervention model.

The Assistant Superintendent for Curriculum and Instruction will be responsible for overseeing the entire SIG project. She will work with the principal of the school and the Central Office Special Funds Budget Office to ensure appropriate allocation of resources and funds to effectively implement the selected intervention model.

In addition, the new Director of Instruction for Turnaround / Transformational Schools will collaborate with the Superintendent, the Assistant Superintendents and the Finance offices to create a matrix of all resources for Cross to determine how to consolidate funding sources into a more comprehensive, targeted budget model for Cross.

B3 Describe what actions the district has taken, or will take, to:

B3a Design and implement interventions consistent with the federal requirements and deadlines.

The NHPS and Cross High School will design and implement interventions consistent with the federal requirements for SIG's Transformational Model, as well as be in compliance with identified deadlines. We will develop and increase teacher and school leadership by replacing the principal as we transform Crosse from a comprehensive high school into a Smaller Learning Communities (SLC) High School. Recommendations will be made to re-assign assistant principals to best support the new SLC environment. Teacher leaders will play an active role in school leadership. A new Director of Instruction for Turnaround / Transformational Schools will provide oversight and direct support. ACES PDSI Transitional Support Model Team will ensure smooth transition into the new SLC through professional development and on-site coaching in effective teaching, learning and use of student performance data. Each of these members will be part of the school's Redesign Team.

The new Teacher Evaluation Document and the new Principal Evaluation Document provide for the use of rigorous, transparent and equitable evaluation systems for principals that take into account student performance, as well as multiple measures of teacher performance.

We are developing a system for identifying and rewarding highly effective school leaders, teachers, and other staff who have been instrumental in increasing student achievement and ensuring higher rates of high school graduation. Likewise, through the new Teacher Evaluation Document and the Principal Evaluation Document we will be better able to identify and remove those who, after ample opportunities and support have not improved their professional practice.

Cross will determine the most effective teaching strategies for each subject area as they plan for providing greater, more targeted on-site job-embedded professional development experiences. ACES PDSI Transitional Support Team will assist in equipping staff with the skills they need to successfully implement the school's reform strategies.

The Redesign Team will identify incentives and increased opportunities for promotion and career growth. The Teacher Leaders positions are the first in such an opportunity. Teacher Leaders will be given opportunities and training in leadership skill development. Cross will use a co-teacher model in critical subject areas, promote the concept of TEAM and train new Master Teachers, partner with universities to secure additional interns. Such initiatives provide for recruiting and placing staff, as well as a mechanism for retaining the best new teachers. The new evaluation documents make provisions to ensuring that we retain the most effective staff and eliminate those who are not contributing to the new transformational school.

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We will continue to refine our use of data to implement a more effective instructional program that is research-based and vertically aligned from one grade level to the next, especially within each SLC. There will also be continuous conversation and collaboration with the CSDE as we look for inclusion of a more effective Vertical Scale Scoring model.

There is a commitment to increasing instructional and learning time for our students. This summer the Cross Redesign Team will develop a strategic plan for establishing a comprehensive extended-day program. They will investigate current extended-day programs within the school to determine effectiveness and then, will refine and/or identify new programs and approaches to the extended day model to enhance and expand student learning opportunities. When the school year begins, we are planning to test all incoming ninth graders in reading, writing, math and science to determine individual student learning needs. This process will help us improve our instruction, which in turn will not only increase targeted learning time, but will also better meet the learning needs of all our students. We will also partner with agencies to complete an audit of both special education and ELL to help us in establishing mechanisms to improve differentiated instruction for our diverse learners.

As we look to strengthen parent and community engagement, we will create ways of increasing meaningful partnerships and resources designed to best meet the needs of the greater Cross School Community. A redesigned Cross Parent Center will be provided as a parent community center for workshops, training, resource identification and other supports to motivate, as well as enable parents to become more connected to their child's high school educational experiences.

The principal and leadership team at Cross will be given greater autonomy and sufficient operational flexibility to implement a fully comprehensive approach to improving student achievement outcomes and increasing high school graduation rates. Initiatives such as the partnership with the College Boards will assist in readying our students for graduation and post-secondary education acceptance rates. The Assistant Superintendent for Curriculum and Instruction will provide district oversight into the budget to ensure that Cross receives the resources and funding it needs to meet the requirements of a successful Transformational School.

Cross will receive ongoing, intensive technical assistance from the new Director of Instruction for Turnaround / Transformational Schools, the ACES PDSI Transformational Support Team, Cambridge, and the CSDE as we transform Cross into a Smaller Learning Communities High School.

B3b. Recruit, screen and select external providers.

Not applicable to Wilbur Cross High School

B3c **Align other federal, state and local resources with the interventions.**

The Assistant Superintendent for Curriculum and Instruction, Imma Canelli, and the new Director of Instruction for Turnaround / Transformational Schools will collaborate with the NHPS finance departments to create a matrix of funding resources and current allocations of such funds. A plan will then be developed, with input from the Cross principal and Redesign Team, to streamline and consolidate the budgets so as to improve services and resources for Cross.

All district funding (general and special) that is designated to this school will be placed on a matrix. All funding requests will need to be in alignment with the overall goals and individual components of SIG.

B3d **Modify its teacher or administrator contracts, practices or policies to enable its schools to implement the interventions fully and effectively.**

As previously indicated the NHPS has modified both the teachers and administrators contracts to enable its schools to provide the best instruction through improved teacher and principal effectiveness. With respect to the successful implementation of SIG, Brennan School will implement the new Turnaround School Work Rules for the 2010 - 2011 school year. Hill Central may implement them during the 2011 - 2012 school year, and both Hillhouse and Cross may implement a new, to be collaboratively developed, Transformational School Work Rules for the following year.

***See Appendix #1: Teacher Evaluation Document**

***See Appendix #2: Principals Evaluation Document**

B3e **Sustain the reforms after the funding period ends**

The superintendent, the Executive Leadership Team, the principal, and the Redesign Team at Cross will develop plans that will sustain the reforms past the funding period. We believe that once the Smaller Learning Communities model is successfully established, it will be sustained.

The Superintendent and the New Haven Board of Education are committed to the reform agenda. Teams will provide information to the Superintendent and will present the progress of their initiatives to the Board of Education.

B4 **Establish 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.**

By the end of June, it is anticipated the Superintendent and the NHPS Board of Education will have selected and hired a new principal for Cross High School, as well as a new Director of Instruction for Turnaround / Transformational Schools.

It is anticipated that scheduling of students and staff into the new Smaller Learning Communities will occur before the end of the school year. In conjunction with the Cross Parent Group, parents and community members will be invited to a series of orientation and information sessions about the new Cross Smaller Learning Communities High School before the end of this school year and prior to the beginning of the school year. Incoming ninth graders will begin school one week prior to the rest of the school for orientation and testing. Parents and incoming ninth graders will be invited to a special orientation session.

During the summer, the principal will collaborate with the school's assistant principals and key staff members to identify Teacher Leaders, who will become members of the Cross Redesign Team. The ACES PDSI Transitional Support Team will participate as members of the Redesign Team. This Team will be responsible for developing a systematic process for strategic implementation of the SIG Transformational School Model.

The ACES PDSI plan for establishing Smaller Learning Communities at Cross begins during the summer and continues throughout the school year. The plan also provides for a timeline of professional development activities for both the academic school year and throughout each summer for the next three

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years through a gradual release model. Leadership and effective instruction are highlighted throughout the plan. The professional development outline is sequential and extremely well-planned.

***See copy of ACES PDSI Transformational School Support Model (9) at end of Section B**

The Director of Instruction for Turnaround / Transformational Schools will meet with the Cross Redesign Team during the summer and throughout the school year to provide assistance in program development, as well as in overall monitoring. He/she will assist in overseeing the successful implementation of the requirements for SIG and will collaborate with outside agencies to provide greater assistance to Cross.

The new Teacher Evaluation Plan and the new Principal Evaluation Plan will begin this coming fall. As previously indicated, the new evaluation system for the NHPS is truly targeted at improving teacher and leadership effectiveness by creating a system that is tied to improving staff performance and increasing student achievement. This is a critical step as we commence our commitment to SIG requirements.

Again, the Redesign Team will create a very detailed, comprehensive timeline over the summer for submission to Superintendent.

B5 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 Assistant Superintendent for Curriculum and Instruction (Imma Canelli), the Assistant Superintendent of Portfolio and Evaluation Review (Garth Harries) and the Director of Instruction (Charles Williams) met with a team from Cross that included representation from the Assistant Principals, teachers and guidance, to share information on the SIG grant. The Cross group, which has been involved with studying the Smaller Learning Communities concept for several years, was very positive about the prospect of transforming the school into a new, more effective model. This group provided valuable insight and feedback into the needs of Cross.

Each member on this initial SIG planning group provided information to the teachers at Cross and used a set of guiding questions around the SIG component requirements to ask the entire staff for additional comments, recommendations, etc. as the school planned for the Smaller Learning Communities model. This was accomplished through departmental and school wide staff meetings. The feedback was given to the Central Office administrators for review and consult.

The Cross parent group was informed of the potential of transforming the school into a new Smaller Learning Communities model through the opportunity of the SIG initiative.

Although there was little time to provide overall insight and consult for SIG with relevant stakeholders and parents, the redesign team (new Cross principal, Director of Instruction for Turnaround / Transformational Schools, ACES PDSI Support Team, assistant principals and Teacher Leaders) will establish a “rollout” plan to include a timeline for informing parents, relevant stakeholders, and community partners. They will also develop a series of workshops, seminars and/or other platforms for consult and collaboration in the successful implementation of SIG. Processes for parent/community monitoring of the implementation process will also be considered.

There will be a major orientation session for all parents in September. This will be followed up with additional full school scheduled workshops throughout the school year. In addition, each SLC will provide seminars for parents within their focus areas throughout the school year. It is anticipated that

with increased communication, there will be greater support for the SLC model, as well as greater parental and community partnership geared toward ensuring success for all the students at the school.

B6

Not applicable for Wilbur Cross High School

B7

The Superintendent did not apply for Hyde School to be part of the SIG initiative as it is becoming a new magnet school for sports, health and medicine. We are confident that the current administrator will be able to move Hyde forward as a new magnet high school.

We are excited about developing a system that allows for greater engagement of the parents and community as we transform Cross into a vibrant, high achieving model high school.

2. Descriptive Information for Hill Central School

BI-a) Analysis of the needs of Hill Central inclusive of subgroup levels for three years of disaggregated achievement data.

***See data chart (1) for 3 years disaggregated data at end of Section B**

Achievement data for three consecutive years was collected for analysis and review. The school leadership team analyzed the data and determined that there was a need to increase achievement in all areas of CMT (reading, writing, math and science). By the end of 2009, CMT math scores for students at or above proficient ranged from a low of 21.6% for 6th graders to a high of 58.1% for 7th graders. CMT reading scores for students at or above proficient ranged from a low of 15.4% for 3rd graders to a high of 52.9% for 8th graders. The Hispanic population scored 39.2% proficient in grades 3 – 8; the ELL population scored 35.5%; and the Black population scores 43.7% proficient. The subgroups - (Black/Hispanic) continue to also score below district white students, thereby contributing to the achievement gap.

For math there was an actual decline in proficiency or better over a three year period for grade three students from 48.4% to 43.9%. There was also significant decline in grades 6 math performance from 42.9% to 21.6%. Although there was a slight increase in science scores, there continues to be a need to improve in this area. Reading scores were relatively flat over a three year period in grade 3 from 11.3% proficient to 15.4%. There was a significant decline in grade 5 reading from 44.2% down to 27.3%.

Analysis of the needs of the Hill Central students indicated that the students did not have the skills necessary to be successful and that the poor performance was not acceptable. The Hill Central team also suggested a need to better understand the relationship between all the assessments that are given (English, Spanish, Special Education) to better understand the needs of the diverse learners.

This analysis led Hill Central in determining three achievement priorities.

- Priority #1: Students will be ready to succeed by the end of Kindergarten
- Priority #2: Students will achieve math and literacy standards
- Priority #2: The achievement gap will be reduced for defined subgroups

Priority #1 will be measured by DRA 2, Oral Language Assessment, Phonemic Awareness assessments, attendance and pre-Kindergarten experience. Priority #2 is measured by CMT scores in grades 3 - 8 for reading, writing, math, and science. Priority #3 is measured by CMT scores in grades 3 - 8 for reading, writing, math and science for black/white subgroups. Again, the need to look at Spanish formatted assessments to better determine actual student capabilities.

The Hill Central team suggested that there was a need to become more focus and targeted when analyzing school data to determine more specific, targeted priorities. The team also continued their dialogue around how might they better utilize formative, interim and summative assessments to improve teaching and increase student performance. They agreed that more training in data review and analysis was needed at the school and that the current priorities were too general. Further analysis suggests better use of district formative and interim assessments will provide greater insight into establishing achievement priorities and strategies to meet them.

SIG will provide us with an opportunity for increased training from CALI, as well as increased support through a comprehensive approach to improving leadership, ensuring greater fidelity to the core district

literacy program, and to better meeting the needs of our English Language Learners and students with identified special education needs. The selected systemic change model, along with direction and wraparound support by The ACES' Executive Functional Leader Consultant, the ACES' Data Team Facilitator, and the SIOP consultant from the Center for Applied Linguistics will be instrumental in helping Hill Central refine their skills in analyzing and planning from disaggregated data.

In addition, the school participated in a school reform survey. Insights into staff perceptions on the use of data may help to improve the process. The results to which will be made available in mid-May.

***See data chart (2) for other data**

BI-h) Hill Central has established the following three-year student achievement goals in reading/language arts, mathematics and science on the CMT for the following groups

In conjunction with the NHPS District Improvement Plan, the Hill Central Leadership and Data Teams identified three academic goals.

1. Improve student performance in Kindergarten
2. Increase the percentage of Grade 3 - 8 students scoring proficient or higher on the Mathematics, Reading, Writing, and Science assessments as measured by the CAPT Test will be increased.
3. Close the achievement gap between identified subgroups

There is a district requirement in the District Improvement Plan that each school establish three-year student achievement goals in reading/language arts and mathematics on the CMT. Brennan projected achievement goals in their School Improvement Plan.

***See data chart (3) for three year student achievement goals for K**

***See data chart (4) for three year student achievement goals for grades 3 - 8**

***See chart (5) for 3 year student achievement gap data**

*** See Appendix #3: District Improvement Plan**

*** See Appendix #4: School Improvement Plan**

As the Hill Central team reviews the academic goals, they realize the need to become more specific and targeted. It was suggested that they look into the CSDE's Growth Model for district to use in monitoring student growth based on Vertical Scale Scores. Although we utilize a Colorado model, we have agreed to continue our dialogue with SDE to coordinate improvement efforts in this area.

BI-c) Selected Intervention Model

The Hill Central School staff has selected the Turnaround Model as their systemic reform intervention model. We are committed to ensuring that we complete all the requirements of the Turnaround School.

We will develop and increase teacher and school leadership by providing a more focused support to the new principal. She will be provided with an Executive Functional Leadership Coach who will coach and guide her two days a week throughout the school year. For the upcoming summer, she will be provided with two weeks of direct support as she begins to implement the new Turnaround School Model. Lillian Oquendo, who is the current assistant principal at Hill Central has been instrumental in providing leadership that yielded increased DRA and Concepts about Print scores at the K – 2, the grade levels to which she was assigned. She is also a certified “SIOP” trainer and is committed to the improvement of ELL and Bilingual Education at Hill Central. Mrs. Oquendo has the skills and competencies needed to transform Hill Central into a high-achieving Professional Learning Communities School. Teacher leaders will play an active role in the new model for shared school leadership. The principal will be given sufficient operational flexibility over the operations/management of the school to implement fully the Turnaround Model.

Hill Central will use locally adopted competencies to measure the effectiveness of staff and select a team that can work successfully within the Turnaround Model. Hill Central is currently using an approved involuntary move agreement to remove 50% of the staff (certified and non-certified), who are not best fitted to a Turnaround environment. Hill Central is a district Tier III School (equivalent to Tier I for the CSDE). In collaboration with the NHFT, the district has established Turnaround School Work Rules for district Tier III schools. The implementation process for administration of these work rules has been established through a systematic schedule. This year, Brennan (one of the district’s identified Tier III school) is required to enforce the new school work rules. Hill Central will probably be required to enforce the new work rules for the 2010 - 2012 school year. A sample of the Brennan School Turnaround Work Rules is included in Appendix 6.

The new Teacher Evaluation Document (Appendix 1) and the new Principal Evaluation Document (Appendix 2) provide for the use of rigorous, transparent and equitable evaluation systems for principals that take into account student performance, as well as multiple measures of teacher performance. This will also be implementing for the 2010 - 2011 school year. It should be noted that through the new Teacher Evaluation Document we will be better able to identify and remove those teachers, who after ample opportunities and support have not improved their professional practice.

We have begun the dialogue around developing a system for identifying and rewarding highly effective school leaders, teachers, and other staff who have significantly contributed to increasing student achievement. Some of the recommendations include university level courses, seminars, conferences, professional journals, materials for classrooms, etc. During the summer months and throughout the school year, the Hill Central Redesign Team will create a process for identifying exemplary staff, as well as determine appropriate celebrations and rewards.

Hill Central Staff will continue to be provided with professional development and individualized support as they implement greater fidelity to the core literacy program (NHPS’s Three-Tiered Model for Implementing RTI/SRBI in K - 8 Schools) for both current and new staff members. ELS will provide opportunities for the staff to enhance and enrich the core program through greater attention to higher order thinking skills, authentic performance tasks, and more rigorous research skill development.

***See document (6) NHPS’s Three-Tiered Model K - 8 at end of Section B**

The Superintendent will hire a new Director of Instruction for Turnaround / Transformational Schools to be assigned to Hill Central and the other three SIG schools. He/she will be responsible for evaluating the school principal, as well as providing direct support to Hill Central to ensure successful implementation of the SIG requirements.

There is a systematic approach to using and sharing data in the NHPS. Schools are responsible for establishing grade level and school wide data teams. The principal and the Literacy Coach are critical to the success of these teams and have a responsibility to report data analysis, student performance goals, and Tier II (Adult Action) indicators to the Superintendent and his executive team. Hill Central has received excellence assistance from the CALI initiative and through the SIG proposal they are planning to increase the number of days for CALI professional development and leadership coaching at Brennan.

With support and direction from the Reading Supervisor, Hill Central has been provided with a set of alternative approaches, programs and strategies for teaching reading skills to Tier II and Tier III students. The establishment of such alternatives comes from the data that suggests such a need. The Hill Central Redesign Team will continue to investigate other approaches that might better meet the differentiated learning needs. As part of SIG, Hill Central will undergo an audit of special education and ELL programs to develop more strategic plans for meeting the needs of diverse learners.

Increased learning time is important in providing students additional opportunities to learn and refine their skills. With support from the new Director of Instruction for Turnaround / Transformational Schools, the Redesign Team will develop a matrix of all programs and services at Hill Central, inclusive of extended day programs, to create a new model that is comprehensive, does not duplicate efforts, and is honed in to providing targeted, increased learning time for all students. In addition, we believe that through our SIOP instructional planning model, we will inevitably streamline lessons to provide for more effective teaching and thereby increase learning time. The Hill Central Redesign Team will work over the summer and throughout the school year to determine how it will best provide additional opportunities for learning.

There are promotional opportunities for Lead Teachers and grade level Teacher Leaders. A co-teacher model will be put into place at the lower grade levels and opportunities for Master Teachers to train under the new SCDE TEAM program will be made available. Other financial and/or resource incentives will be developed by the school's Redesign Team over the summer and throughout the school year. Such incentives could include conferences, professional journals, classroom materials, etc.

Hill Central staff will continue their training in the School Wide Positive Behavioral Intervention and Support (PBIS) program for improving student behavior through a systematic, sequential approach. SIG will enable Brennan to continue school wide professional development with greater fidelity to the implementation of this program.

There will be increased efforts to increase parental engagement at Hill Central. A Parent Liaison will be hired to work with the Hill Central Redesign Team to develop plans for improving service to parents (workshops, seminars, parent magazines, boos for home libraries, tutoring opportunities, etc.). There will be a focus on providing parents with the skills they need to be educational partners on the home front as they work with staff to extend student learning.

The ACES leadership and data development plan, SIOP professional development for improving planning, instruction and language learning, and the continuation of interdisciplinary unit development as part of the Accelerated School Model, we are confident in our plan for ensuring a systematic transition into a high performing learning school model, as well as assist in building the foundation for sustainability. The consultation team will provide targeted, individualized

professional development and on-site coaching in effective teaching, learning and use of student performance data. Each of these consultants will become an integral part of the school's Redesign Team.

The proposed Turnaround Model, once fully established, will assist in creating an environment where every staff member knows the needs, interests, aspirations of each child, builds positive relationships, provides research-based instruction, monitors student progress, and provides the academic, social and/or other supports needed for each student to succeed. We believe that this new model will assist in meeting the identified needs of the students and provide them with the tools they need to be ready for high school and beyond.

BI-d) District monitoring of the School Improvement Plans is comprehensive and is clearly identified in the District Improvement Plan.

Basically, the design provides for monitoring each school's improvement plan through a variety of mechanisms and processes. Each School establishes a Building Leadership Data Team which includes the building principal, grade level and content area teachers, and department representation. This team is responsible for creating and monitoring the School Improvement Plan in response to the District Improvement Plan.

The Superintendent has communicated to all staff the expectations for establishing and utilizing School Leadership Data Teams and Academic Data Teams. The District Data Team monitors and supports all schools based data teams. Principals submit monthly BLDT Agendas and Minutes. District Data Team members and additional Central Office Staff conduct on-site visits. District Data Teams conduct annual assessment of Building Leader Data Teams as measured by BLDT Monitoring Rubric. Professional Development is provided for all principals regarding purpose, function and process of BLDT.

SIG will provide an opportunity for improvement in this area. The new Director of Instruction for Turnaround / Transformational Schools will assist in reviewing the goals and requirements of the District Improvement Plan and assist Hill Central in developing a more comprehensive School Improvement Plan that is not only aligned to district requirements, but also to SIG requirements. The new director will also provide greater oversight, with support from the school's redesign team, to monitor the data team processes at Hill Central.

BI-e) Results from external evaluations.

Cambridge completed a brief summary of Hill Central's strengths and weaknesses. Although there was some high quality teaching, primarily in the lower grades, there was insufficient check on the overall quality of teaching and learning. There was little collaboration between the administration and the staff. Science was an area of identified weakness. Cambridge has provided notes on this past year's meetings and progress. Cambridge will complete a more thorough evaluation of Hill Central as they continue their leadership support at the school.

***See document (7) Cambridge summary report at end of section B**

The new Director of Instruction for Turnaround / Transformational Schools will collaborate with Cambridge, ACES, and other partners to better understand the purpose and significance of external evaluations. He/she will also work with the Hill Central Leadership Team and the external consultants to create a matrix of all internal and external observations, recommendation and expectations to better set the course for meaningful and substantial improvement at Hill Central.

B1-f) The status of school level data teams

Hill Central has a defined process for data teams. The principal and the teachers at Hill Central receive on-site support from the Literacy Coach, who is an integral part of the professional development, leadership, and data teams at the school, and provides an invaluable service in analyzing data to determine curriculum and instructional needs. As a CALI school, there has been direct support to implementing effective data teams. There is a definite need to strengthen the skills of existing staff and to provide professional development and practice for new staff.

As indicated in the District School Improvement Plan, there is a systematic process for implementing and monitoring Building Level Data Teams (BLDT) at each school. This team submits reviewed data information to Central Office on a regular basis to the District Assessment Office, as well as meets twice a year with the Superintendent and the Central Office Executive staff.

B1-g) How has district monitored implementation of corrective action plans if applicable?

Not applicable for Hill Central School

B1-h) Description of participation of district's participation in the Connecticut Accountability for Learning Initiative (CALI).

The district has participated in the Connecticut Accountability for Learning Initiative (CALI) for the past three years, and has actively been involved in the professional development and coaching which is designed to accelerate the learning of all students and to close the achievement gap. They have provided workshops for K-8 staff focusing on data driven decision-making, standards based instruction, effective teaching and coaching strategies, best use of formative, interim and summative assessments, and in how to improve the school climate to support academic achievement.

Hill Central has participated in, and will continue to participate in the Connecticut Accountability for Learning (CALI) Initiative, which has helped the staff to focus on data driven decision-making, standards based instruction, effective teaching and coaching strategies, best use of formative, interim and summative assessments, and in how to improve the school climate to support academic achievement. Increasing the time to 20 days for the CALI Data Team Facilitator, we are confident we will develop a model data team process that truly looks at all assessments when deciding instructional programs and interventions for all our learners.

B.2 For each Tier I and Tier 2 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 model.

B2a Funds will be used to support staffing and organization structures to implement the selected intervention model at each school.

Funds will be used to support the establishment of a new “turnaround office,” which will include a Director of Instruction for Turnaround / Transformational Schools. This administrator will be responsible for ensuring that each of the Turnaround / Transformational Schools is focused on meeting the

requirements of SIG and on providing the needed support to ensure success of each of the schools to which he/she is assigned. Hill Central is one of the schools, which will be assigned to this director.

***See District Organizational chart (8) at end of section B**

As Hill Central looks to re-organize its current school classroom structures, funds will be used to support new staff for Hill Central. Three Teacher Leaders will be assigned to three main focus areas (Social, Bilingual, Academics). In addition, there will be a Lead Teachers for grades k -2 ; 3 -5 and 6 - 8. Co-Teachers will be hired to plan and teach with Master Teachers in critically identified grade level areas to reduce class-size, as well as provide for greater individualized support. Hill Central will also hire a literacy coach for grades 4 - 8, a K - 8 math coach and a Lead Teacher for Bilingual Education.

***See School Organizational chart (9) at end of section B**

B2b District - and school-level staff will be trained to fully and effectively implement the selected intervention model.

Funds will be used to partner with ACES to implement its Key Component of Support Model, which will establish a Professional Learning Communities Model. They will examine the quality elements of the Turnaround Model initiative, determine key areas of strength and areas of potential growth (gaps), general leadership goals, and generate deliverables through a systematic, systemic approach to moving Hill Central forward. ACES and Center for Applied Linguistics “SIOP” consultants will provide job-embedded professional development for successful implementation of the Expeditionary Learning Schools Model. The ACES leadership and professional development specialists will become an integral part of the school’s redesign team. The staff at Hill Central will be trained by these teams over the three year grant period through a gradual release model. The funding will be targeted at training and supporting the administrators, teachers and other staff as they move through the creation, establishment and continuous sustainability of a successful Professional Learning Communities Environment model at Hill Central.

***See document (10) ACES Key Component Support Model at end of section B**

B2c The district will monitor each component of the selected intervention model for each school.

The primary responsibility of monitoring each component of the Turnaround Model at Hill Central School will fall upon the new Director of Instruction for Turnaround / Transformational Schools. In addition, the Associate Superintendent for Curriculum and Instruction, Subject Area Curriculum Supervisors, and the Special Education Director will assist in monitoring progress at Hill Central through focused “walkthroughs” and by providing feedback and next step strategies to ensure progress in meeting the goals of SIG. The Hill Central Leadership Team will meet with the Superintendent, the Director of Instruction for Turnaround / Transformational Schools, and key central office administrators on a regular basis to share progress on meeting the goals and requirements of the Turnaround Model.

B2d The district will monitor the allocation of resources and funds to effectively implement the selected intervention model.

The Assistant Superintendent for Curriculum and Instruction will be responsible for overseeing the entire SIG project. She will work with the principal of the school and the Central Office Special Funds Budget

Office to ensure appropriate allocation of resources and funds to effectively implement the selected intervention model.

In addition, the new Director of Instruction for Turnaround / Transformational Schools will collaborate with the Superintendent, the Assistant Superintendents and the Finance offices to create a matrix of all resources for Hill Central to determine how to consolidate funding sources into a more comprehensive, targeted budget model for Hill Central.

B3 Describe what actions the district has taken, or will take, to:

B3a Design and implement interventions consistent with the federal requirements and deadlines.

The NHPS and Hill Central School will design and implement interventions consistent with the federal requirements for SIG's Turnaround Model, as well as be in compliance with identified deadlines. We will develop and increase teacher and school leadership by providing more focused support to the new principal, who has provided excellent service as a district Bilingual Teacher Coach and excellent leadership as the current assistant principal for Hill Central. We are confident that Mrs. Oquendo. Lott, has the skills and competencies needed to transform Hill Central into a Professional Learning Communities School that will meet the needs of its staff, students and parents. Teacher leaders will play an active role in the new model for shared school leadership. The principal will be given sufficient operational flexibility over the operations/management of the school to implement fully the Turnaround Model.

Hill Central will use locally adopted competencies to measure the effectiveness of staff and select a team that can work successfully within the Turnaround Model. The administration at Hill Central with support from the Central Office, is currently using an approved involuntary move agreement to remove 50% of the staff (certified and non-certified), who are not best fitted to a Turnaround environment. They have begun the process of selecting staff who will remain at Hill Central for the 2010 – 2011 school year which staff will not remain. They will begin interviewing for the new staff positions before the end of this school year.

We have begun the dialogue around developing a system for identifying and rewarding highly effective school leaders, teachers, and other staff who have significantly contributed to increasing student achievement. Some of the recommendations include university level courses, seminars, conferences, professional journals, materials for classrooms, etc. During the summer months and throughout the school year, the Hill Central Redesign Team will create a process for identifying exemplary staff, as well as determine appropriate celebrations and rewards.

We are developing a system for identifying and rewarding highly effective school leaders, teachers, and other staff who have significantly contributed to increasing student achievement. There are opportunities for Teacher Leaders positions, Master Teacher stipends, and co-teaching opportunities. Over the summer and throughout the school year the Hill Central Redesign Team will create ways in which exemplary staff will be rewarded (celebrations, professional journals, materials for classrooms, conferences, etc.) Likewise, through the new Teacher Evaluation Document and the Principal Evaluation Document we will be better able to identify and remove those who, after ample opportunities and support have not improved their professional practice.

Hill Central Staff will continue to be provided with professional development and individualized support as they implement greater fidelity to the core literacy program (NHPS's Three-Tiered Model for Implementing RTI/SRBI in K - 8 Schools) for both current and new staff members. ACES and CAL

consultants will provide opportunities for the staff to enhance and enrich the core program through greater attention to interdisciplinary instruction, higher order thinking skills, authentic performance tasks, and more rigorous research skill development.

***See document (6) NHPS's Three-Tiered Model K - 8 at end of Section B**

The Superintendent will hire a new Director of Instruction for Turnaround / Transformational Schools to be assigned to Hill Central and the other three SIG schools. He/she will be responsible for evaluating the school principal, as well as providing direct support to Hill Central to ensure successful implementation of the SIG requirements.

There is a systematic approach to using and sharing data in the NHPS. Schools are responsible for establishing grade level and school wide data teams. The principal and the Literacy Coach are critical to the success of these teams and have a responsibility to report data analysis, student performance goals, and Tier II (Adult Action) indicators to the Superintendent and his executive team. Hill Central has received excellence assistance from the CALI initiative and through the SIG proposal they are planning to increase the number of days for CALI professional development and leadership coaching at Brennan.

With support and direction from the Reading Supervisor, Hill Central has been provided with a set of alternative approaches, programs and strategies for teaching reading skills to Tier II and Tier III students. The establishment of such alternatives comes from the data that suggests such a need. The Hill Central Redesign Team will continue to investigate other approaches that might better meet the differentiated learning needs. As part of SIG, Hill Central will undergo an audit of special education and ELL programs to develop more strategic plans for meeting the needs of diverse learners. With support from the Director of Instruction for Turnaround / Transformational Schools, they will develop mechanisms for greater collaboration between regular education, special education and bilingual education.

Increasing learning time is inherent in the new Turnaround School. The Hill Central Redesign Team will develop a matrix of current extended day programs to determine which practices work best and which are in need of refinement or removal. They will then begin to investigate alternatives to extended day programs that will make the most impact on improving student performance in reading, writing, math and science. By the end of the summer, there will be a strategic plan and schedule in place to begin a system for increasing learning time for our students. We are also confident that through the development of interdisciplinary units with a SIOP focused lesson design, we will improve upon the teaching and learning time. Plans are also being made to include parents in a reading homework training model. As previously mentioned, Hill Central, as a district Tier III school, may become required to increase the length of the school day at which point the Hill Central Redesign Team will develop schedules and processes to improve and increase student learning time and teacher professional development time during the actual school day.

There are promotional opportunities for Lead Teachers and grade level Teacher Leaders. A co-teacher model will be put into place at the lower grade levels and opportunities for Master Teachers to train under the new SCDE TEAM program will be made available. Other financial and/or resource incentives will be developed by the school's Redesign Team over the summer and throughout the school year.

Hill Central staff will continue their training in the School Wide Positive Behavioral Intervention and Support (PBIS) program for improving student behavior through a systematic, sequential approach. SIG will enable Hill Central to continue school wide professional development with greater fidelity to the implementation of this program.

There will be increased efforts to increase parental engagement at Brennan. A Parent Liaison will be hired to work with the Hill Central Redesign Team to develop plans for improving service to parents (workshops, seminars, parent magazines, opportunities). There will be a focus on providing parents with the skills they need to be educational partners on the home front as they work with staff to extend student learning.

The ACES leadership team and CAL consultants will work collaboratively with the Hill Central Redesign Team to ensure systematic, transition into the new professional learning communities school model, as well as assist in building the foundation for sustainability. The consultants will provide targeted, individualized professional development and on-site coaching in effective teaching, learning and use of student performance data to inform and improve instruction.

Hill Central will receive ongoing, intensive technical assistance from the new Director of Instruction for Turnaround / Transformational Schools, the ELS Support Team, Cambridge, and the CSDE as we transform Brennan into an Expeditionary Learning School.

B3b. Recruit, screen and select external providers.

Not applicable for Hill Central School

B3c Align other federal, state and local resources with the interventions.

The Assistant Superintendent for Curriculum and Instruction, Imma Canelli, and the new Director of Instruction for Turnaround / Transformational Schools will collaborate with the NHPS finance departments to create a matrix of funding resources and current allocations of such funds. A plan will then be developed, with input from the Brennan principal and Redesign Team, to streamline and consolidate the budgets so as to improve services and resources for Hill Central.

All district funding (general and special) that is designated to this school will be placed on a matrix. All funding requests will need to be in alignment to the overall goals and individual components of SIG.

B3d Modify its teacher or administrator contracts, practices or policies to enable its schools to implement the interventions fully and effectively.

As previously indicated the NHPS has modified both the teachers and administrators contracts to enable its schools to provide the best instruction through improved teacher and principal effectiveness. With respect to the successful implementation of SIG, Hill Central will most likely adopt a version of new work rules that will be modeled after the Brennan Turnaround School Work Rules.

***Appendix 1: Teacher Evaluation Document**

***Appendix 2: Principal Evaluation Document**

***Appendix 6 Brennan's Turnaround School Work Rules**

B3e Sustain the reforms after the funding period ends

The superintendent, the Executive Leadership Team, the principal, and the Redesign Team at Hill Central will develop plans that will sustain the reforms past the funding period. We believe that once the Professional Learning Communities model is successfully established, it will be sustained.

The Superintendent and the New Haven Board of Education are committed to the reform agenda. Teams will provide information to the Superintendent and will present the progress of their initiatives to the Board of Education.

B4 Establish 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.

By the end of June, a new Director of Instruction for Turnaround / Transformational Schools will be hired. The ACES and CAL plan for establishing a Professional Learning Communities Platform at Hill Central will commence over the coming summer and continues throughout the school year. The plan also provides for a timeline of professional development activities for both the academic school year and throughout each summer for the next three years through a gradual release model. The professional development outline is sequential and extremely well-planned.

During the summer, the principal will collaborate with the school's assistant principal and key staff members to identify Teacher Leaders, who will become members of the Hill Central Redesign Team. The ACES Support Team will also participate as members of the Redesign Team. This Team will be responsible for developing a systematic process for strategic implementation of the SIG Turnaround School Model.

The Director of Instruction for Turnaround / Transformational Schools will meet with the Hill Central Redesign Team during the summer and throughout the school year to provide assistance in program development, as well as in overall monitoring. He/she will assist in overseeing the successful implementation of the requirements for SIG and will collaborate with outside agencies to provide greater assistance to Hill Central.

The new Teacher Evaluation Plan and the new Principal Evaluation Plan will begin this coming fall. As previously indicated, the new evaluation system for the NHPS is truly targeted at improving teacher and leadership effectiveness by creating a system that is tied to improving staff performance and increasing student achievement. This is a critical step as we commence our commitment to SIG requirements.

Again, the Redesign Team will create a very detailed, comprehensive timeline over the summer for submission to Superintendent by the beginning of the school year.

B5 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 Assistant Superintendent for Curriculum and Instruction (Imma Canelli), met with a team from Brennan that included representation from the current teaching staff to discuss the parameters of the SIG

initiative, as well as to provide insights and information used in the design of the proposal. The Hill Central group, which has been involved with researching and developing interdisciplinary units and are very appreciative of the opportunity and prospect of full implementation of the Professional Learning Communities model. This group provided a valuable service to Brennan as they identified approaches and strategies to improve staff performance and student learning at Brennan.

Mrs. Oquendo and the initial planning team provided opportunities and dialogue around the district's decision to apply for the SIG initiative. They were able to share information and the significant benefits the SIG grant could offer. It was decided that they would apply for the grant. Mrs. Oquendo has also been in close communication with the Hill Central parent group, so they have an intital understand the parameters of the SIG grant and the proposed Professional Learning Communities School environment that will have a positive impact on teachers, students and parents. Mrs. Oquendo provided feedback and recommendations to the Central Office Executive team for consideration in the SIG applications.

Although there was little time to provide a comprehensive approach to greater engagement of the community in the SIG initiative, the Hill Central Redesign Team (principal, Director of Instruction for Turnaround / Transformational Schools, ELS Support Team, Literacy and Math Coaches, and the Teacher Leaders) will establish a “rollout” plan to include a timeline for informing parents, relevant stakeholders, and community partners. They will also develop a series of workshops, seminars and/or other platforms for consult and collaboration in the successful implementation of SIG. Processes for parent/community monitoring of the implementation process will also be considered.

B6

Not applicable for Hill Central School

B7

The Superintendent did not apply for Hyde School to be part of the SIG initiative as it is becoming a new magnet school for sports, health and medicine. We are confident that the current administrator will be able to move Hyde forward as a new magnet school.

We are excited about developing a system that allows for greater engagement of the parents and community as we make Hill Central a successful Turnaround School.

2. **Descriptive Information for Hillhouse School**

B1-a) Analysis of the needs of Hillhouse inclusive of subgroup levels for three years of disaggregated achievement data.

***See data chart (1) for 3 years disaggregated data at end of Section B**

Achievement data for three consecutive years was collected for analysis and review. The school leadership team analyzed the data and determined that there was a need to increase achievement in all areas of CAPT (reading, writing, math and science). By the end of 2009, there were still only 27.2% of 10th graders scoring at or above proficient in reading; only 48.1% in math; 57.4% in writing; and 34% in science. The subgroups - (Black/Hispanic) continue to also score below district white students, thereby contributing to the achievement gap.

Although there has been some improvement in Interdisciplinary Writing (45.7% in 2007 to 57.4% in 2009), the social studies department, which has been focusing in this area, realizes that a greater effort is needed to continue their efforts in improving the CAPT interdisciplinary writing scores. Upon analysis of the district wide social studies assessments, the area of primary weakness is in strand #2: supporting position with accurate and relevant information. On the school-wide reading for information assessment, the students continued to score low on strand 4: using text to draw and support conclusions.

While we have experienced marginal gains (21% in 2007 to 27.2% in 2009) school-wide efforts to improve CAPT Reading for Information scores, we realize that reading continues to be a high priority area. Hillhouse also continues to demonstrate low scores on math and science assessments. The lowest strand in math was geometry. The lowest in science was in chemical structures, properties and cells, and biotechnology. In order to improve in these areas we must provide increased, rigorous learning opportunities for our students.

Overall analysis of the needs of the Hillhouse students indicated that the students did not have the skills necessary to be successful and that the poor performance was not acceptable.

This analysis also led Hillhouse in determining two achievement priorities.

Priority #1: Students will achieve math and literacy standards

Priority #2: The achievement gap between students of color at Hillhouse and all students in the city of New Haven will be reduced

The Hillhouse team suggested that there was a need to become more focus and targeted when analyzing school data to determine more specific, targeted priorities. They agreed that more training in data review and analysis was needed at the school and that the current priorities were too general. **SIG** will provide us with an opportunity for increased training from the ACES PDSI Support Team in this arena, as well as greater opportunities for the school's data teams to review and refine our analysis of data to establish priorities with greater specificity.

In addition, the school participated in a school reform survey. The survey may provide some insights from staff with respect to the entire data process and its impact on school and student performance. The results to which will be made available in mid-May.

***See data chart (2) for other indicators**

B1-b) Hillhouse has established the following three-year student achievement goals in reading/language arts, mathematics and science on the CAPT for the following groups

***See data chart (3) for three year student achievement goal at end of Section B**

***See data chart (4) for three year student achievement gap data**

In conjunction with the NHPS District Improvement Plan requirements, the Hillhouse Leadership and Data Teams identified three academic goals.

1. Increase the percentage of Grade 10 students scoring proficient or higher on the Mathematics, Reading, Writing, and Science assessments as measured by the CAPT Test will be increased.
2. Increase the percentage of students meeting benchmarks on district assessments.
3. Close the achievement gap between identified subgroups.

There is a district requirement to establish three-year student achievement goals in reading/language arts and mathematics on the CAPT. Hillhouse projected achievement goals in its School Improvement Plan, which is aligned to the School improvement Plan.

The Cross team suggested that there was a need to better establish target goals. The CSDE has developed a Growth Model for districts to use to monitor student growth based on Vertical Scale Scores and their Model of Targeted Growth. This model will provide Targets (achievement goals) for students and schools and then report how well students and schools met these Targets each year. Part of this process includes Predicted Growth if students perform as they have done in prior years, without intervention. We agree to work with the SDE over the summer to use the Vertical Scale Scores to measure growth at Cross.

***See Appendix #4: District Improvement Plan**

***See Appendix #5: Cross Improvement Plan**

B1-c Selected Intervention Model

The Hillhouse High School staff has selected the Transformation Model as their systemic reform intervention model. The staff, with support from Central Office is committed to successful implementation of the Transformational Model intervention platform. The school will reopen in September, 2010, as a Smaller Learning Communities High School.

The NHPS and Hillhouse High School will design and implement interventions consistent with the federal requirements for SIG's Transformational Model, as well as be in compliance with identified deadlines. We will develop and increase teacher and school leadership by replacing the principal as we transform Hillhouse from a comprehensive high school into a Smaller Learning Communities (SLC) High School. Recommendations will be made to re-assign assistant principals to best support the new SLC environment. Teacher leaders will play an active role in school leadership. A new Director of Instruction for Turnaround / Transformational Schools will provide oversight and direct support. ACES PDSI Transitional Support Model Team will ensure smooth transition into the new SLC through professional development and on-site coaching in effective teaching, learning and use of student performance data. Each of these members will be part of the school's Redesign Team.

The new Teacher Evaluation Document and the new Principal Evaluation Document provide for the use of rigorous, transparent and equitable evaluation systems for principals that take into account student performance, as well as multiple measures of teacher performance.

The school team has established the SLC model that includes:

- * Freshman Academy
- * Humanities, Education, Law/Government/ Public Service (HELP)
- * Communication/Arts/Business (CAB)
- * Science/Technology/Engineering/Math (STEM)

They have already determined the physical locations for the SLC's. Students and teachers selected the SLC to which they will be assigned. Each SLC will have an administrator, Lead Teacher, Guidance, Core Curriculum Staff, and support staff.

During the summer, the redesign team will continue to work on the design to support the operational infrastructure of the SLC environment, as well as develop a timeline for instructional program that meets the high school requirement components and the key theme elements of the selected SLC. In collaboration with the Redesign Team, school team personnel and central office departmental supervisors will assist in the design and development of a Social-Emotional Learning Curriculum, as well as a Student Management protocol system.

As the school reopens as a SLC High School in September, the staff will undergo training in the Professional Learning Communities Design model with a major focus on data team development and support. Technical assistance would be provided for the student management model. The School Redesign Team will meet on a weekly basis to assess progress and develop next-step plans. Executive Functional Leadership direction and support will occur on a daily basis.

We are developing a system for identifying and rewarding highly effective school leaders, teachers, and other staff who have been instrumental in increasing student achievement and ensuring higher rates of high school graduation. Likewise, through the new Teacher Evaluation Document and the Principal Evaluation Document we will be better able to identify and remove those who, after ample opportunities and support have not improved their professional practice.

Hillhouse will determine the most effective teaching strategies for each subject area as they plan for providing greater, more targeted on-site job-embedded professional development experiences. ACES PDSI will provide professional development and coaching on effective instruction and leadership in the critical areas of reading, writing, math and science. ACES PDSI Transitional Support Team will assist in equipping staff with the skills they need to successfully implement the school's reform strategies.

The Redesign Team will identify incentives and increased opportunities for promotion and career growth. The Teacher Leaders positions are the first in such an opportunity. Teacher Leaders will be given opportunities and training in leadership skill development. Hillhouse will use a co-teacher model in critical subject areas, promote the concept of TEAM and train new Master Teachers, partner with universities to secure additional interns. Such initiatives provide for recruiting and placing staff, as well as a mechanism for retaining the best new teachers. The new evaluation documents make provisions to ensuring that we retain the most effective staff and eliminate those who are not contributing to the new transformational school.

We will continue to refine our use of data to implement a more effective instructional program that is research-based and vertically aligned from one grade level to the next, especially within each SLC. There will also be continuous conversation and collaboration with the CSDE as we look for inclusion of a more effective Vertical Scale Scoring model.

There is a commitment to increasing instructional and learning time for our students. This coming fall we are planning to have 9th graders attend school one week earlier than the rest of the student body for an in-depth orientation on expectations at Hillhouse, as well as having them participate in a series of reading, writing, math and science testing to determine student skill development needs. We will continue to plan over the summer and throughout the school year to determine ways in which we can increase learning time.

As we look to strengthen parent and community engagement, we will create ways of increasing meaningful partnerships and resources designed to best meet the needs of the greater Hillhouse School Community. A redesigned Hillhouse Parent Center will be provided as a parent community center for workshops, training, resource identification and other supports to motivate, as well as enable parents to become more connected to their child's high school educational experiences.

The principal and leadership team at Hillhouse will be given greater autonomy and sufficient operational flexibility to implement a fully comprehensive approach to improving student achievement outcomes and increasing high school graduation rates. Initiatives such as the partnership with the College Boards will assist in readying our students for graduation and post-secondary education acceptance rates. The Assistant Superintendent for Curriculum and Instruction will provide district oversight into the budget to ensure that Hillhouse receives the resources and funding it needs to meet the requirements of a successful Transformational School.

Hillhouse will receive ongoing, intensive technical assistance from the new Director of Instruction for Turnaround / Transformational Schools, the ACES PDSI Transformational Support Team, Cambridge, and the CSDE as we transform Hillhouse into a Smaller Learning Communities High School.

In addition, The primary focus for the initiation of a new model is the change of Hillhouse High School from a comprehensive high school to a Smaller Learning Communities (SLC) high school. The new principal, the new Director of Instruction for Turnaround / Transformational Schools will collaborate with the ACES PDSI Support Team to ensure focused commitment to the required elements of the Transformational Model so there will be successful implementation of the model. In addition, the purpose of selected a Small Learning Communities,

which is a proven, successful research-based model. Through the SLC environment there will be increased opportunities for developing positive adult to student relationships, as well as a commitment to ensuring effective instruction and increased achievement for identified student outcomes.

The proposed Transformational Model, once fully established, will assist in creating an environment where every staff members know the needs, interests, and aspirations of each child, builds positive relationships, provides research-based instruction, monitors student progress, and provides the academic, social and/or other supports needed for each student to succeed. We believe that this new model will assist in meeting the identified needs of the students and the school as a whole.

B1-d) District monitoring of School Improvement Plans is comprehensive and is clearly identified in the District Improvement Plan.

Basically, the design provides for monitoring each schools improvement plan through a variety of mechanisms and processes. Each School establishes a Building Leadership Data Team which includes the building principal, grade level and content area teachers, and department representation. This team is responsible for creating and monitoring the School Improvement Plan in response to the District Improvement Plan.

The Superintendent has communicated to all staff the expectations for establishing and utilizing School Leadership Data Teams and Academic Data Teams. The District Data Team monitors and supports all schools based data teams. Principals submit monthly BLDT Agendas and Minutes. District Data Team members and additional Central Office Staff conduct on-site visits. District Data Teams conduct annual assessment of Building Leader Data Teams as measured by BLDT Monitoring Rubric Professional Development is provided for all principals regarding purpose, function and process of BLDT.

SIG will provide an opportunity for improvement in this area. The new Director of Instruction for Turnaround / Transformational Schools will assist in reviewing the goals and requirements of the District Improvement Plan and assist Hillhouse in developing a more comprehensive School Improvement Plan that is not only aligned to district requirements, but also to SIG requirements. The new director will also provide greater oversight, with support from the school’s redesign team, to monitor the data team processes at Hillhouse.

B1-e) Results from external evaluations.

There are two external evaluations that have proven to be instrumental in helping Hillhouse identify strengths and areas of need.

***See (#5) Cambridge Summary Report & (#6) NEASC Outlined Summary at end of Section B**

The new Director of Instruction for Turnaround / Transformational Schools will collaborate with Cambridge and NEASC partners to ensure compliance with recommendations, as well as provide a system developing a “consolidation of expectations matrix” of both internal and external evaluations and requirements. This will help Hillhouse to have clear focus and direction rather than to continue the identification of needs through separate, compartmentalized platforms.

B1-f) The status of school level data teams

Hillhouse has two school level data teams; The School Wide Data Team includes all teachers, two members from the school’s administrative team, and a Lead Teacher. They have been trained in effective team processes. This team meets bi-monthly at all levels. They are responsible for reviewing student performance data and developing common formative assessments. The School Wide Data Team visits all subject area data team meetings to ensure they are following the “5Step” process in which they were trained (Doug Reeves). Minutes of departmental and school wide meetings are submitted for review.

The School Net Data Team includes the Principal and select staff. They have been trained by the District Assessment and Evaluation Office. The School Net Data Team reviews results of quarterly assessments and standardized test scores (CMT, CAPT, PSAT, SAT, ACT). Part of their responsibility includes identifying subject specific strengths and weaknesses from the quarterly assessments. They also review student demographics, transcript data, attendance and schedules. The School Net is used to gather student achievement results in order to use data to drive instruction. Quarterly assessments are displayed on “data boards.”

As indicated in the District School Improvement Plan, there is a systematic process for implementing and monitoring Building Level Data Teams (BLDT) at each school. This team submits reviewed data information to Central Office on a regular basis to the District Assessment Office, as well as meets twice a year with the Superintendent and the Central Office Executive staff.

Again, there is a need to streamline or more effectively collect, review and analyze data at the school level. Through SIG, the Hillhouse staff will investigate alternative data programs to more effectively hone in on the data collection, review, analysis and reporting system that will best meet the needs of the school, as well as for the needs of each identified Smaller Learning Community. The ACES PDSI Support Team will provide additional training and coaching to ensure a more effective use of data model at Hillhouse. There will also be continued dialogue and collaboration with the Connecticut State Department of Education with respect to vertical scaling.

B1-g) How has district monitored implementation of corrective action plans if applicable?

Not applicable for Hillhouse High School.

B1-h) Description of participation of district’s participation in the Connecticut Accountability for Learning Initiative (CALI).

Hillhouse did not participate in the CALI initiative.

However, Hillhouse has received professional development and support from Leadership for Learning. The school’s data teams were trained in the “5Step” process and were provided with on-site support for the development of teams and implementation of the model within the school. The Hillhouse team recommended the need for additional training and support in moving their data

teams forward. To that end, SIG will partner with the ACES PDSI Support Team to provide additional on-site training, coaching and support to the data team process at Hillhouse.

B.2 For each Tier I and Tier 2 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 model.

B2a Funds will be used to support staffing and organization structures to implement the selected intervention model at each school.

Funds will be used to support the establishment of a new “turnaround office,” which will include a Director of Instruction for Turnaround / Transformational Schools. This administrator will be responsible for ensuring that each of the Turnaround / Transformational Schools is focused on meeting the requirements of SIG and on providing the needed support to ensure success of each of the schools to which he/she is assigned. Hillhouse is one of the schools, which will be assigned to this director.

****See District Organizational chart (7) at end of Section B**

Funds will be used to support new staff for Hillhouse. One Teacher Leader will be assigned to each of the Smaller Learning Communities. Four Co-Teachers will be hired to plan and teach with Master Teachers in critically identified subject areas (math/science). Core and support teachers will be assigned to each Smaller Learning Community. A new reading teacher will be added to provide general reading and intervention support for ninth grade students.

***See School Organizational chart (8) at end of Section B**

B2b District - and school-level staff will be trained to fully and effectively implement the selected intervention model.

Funds will be used to partner with the ACES PDSI Support Team to provide job-embedded professional development for successful implementation of the Smaller Learning Communities Model. The ACES School Improvement Specialist, the Principal Leadership Mentor, the Curriculum and Instructional Specialist for Mathematics, and the Curriculum Instructional Specialist for Reading Language Arts, will become an integral part of the school’s redesign team. The staff at Hillhouse will be trained by the ACES PDSI Support Team over the three year grant period through a gradual release model. The funding will be targeted at training and supporting the administrators, teachers and other staff as they move through the creation, establishment and continuous sustainability of a successful Smaller Learning Communities model for Hillhouse.

***See copy of ACES PDSI Transformational School Support Model (9) at end of Section B**

B2c The district will monitor each component of the selected intervention model for each school.

The primary responsibility of monitoring each component of the Transformational Model at Hillhouse High School will fall upon the new Director of Instruction for Turnaround / Transformational Schools. In addition, the Associate Superintendent for Curriculum and Instruction, Subject Area Curriculum Supervisors, the Special Education Director, and the Bilingual Supervisor will assist in monitoring progress at Hillhouse through focused “walkthroughs” and by providing feedback and next step strategies to ensure progress in meeting the goals of SIG. The Hillhouse Leadership Team will meet with the Superintendent, the Director of Instruction for Turnaround / Transformational Schools, and key central office administrators on a regular basis to share progress on meeting the goals and requirements of the Transformational Model.

B2d The district will monitor the allocation of resources and funds to effectively implement the selected intervention model.

The Assistant Superintendent for Curriculum and Instruction will be responsible for overseeing the entire SIG project. She will work with the principal of the school and the Central Office Special Funds Budget Office to ensure appropriate allocation of resources and funds to effectively implement the selected intervention model.

In addition, the new Director of Instruction for Turnaround / Transformational Schools will collaborate with the Superintendent, the Assistant Superintendents and the Finance offices to create a matrix of all resources for Hillhouse to determine how to consolidate funding sources into a more comprehensive, targeted budget model for Hillhouse.

B3 Describe what actions the district has taken, or will take, to:

B3a Design and implement interventions consistent with the federal requirements and deadlines.

The NHPS and Hillhouse High School will design and implement interventions consistent with the federal requirements for SIG's Transformational Model, as well as be in compliance with identified deadlines. We will develop and increase teacher and school leadership by replacing the principal as we transform Hillhouse from a comprehensive high school into a Smaller Learning Communities (SLC) High School. Recommendations will be made to re-assign assistant principals to best support the new SLC environment. Teacher leaders will play an active role in school leadership. A new Director of Instruction for Turnaround / Transformational Schools will provide oversight and direct support. ACES PDSI Transitional Support Model Team will ensure smooth transition into the new SLC through professional development and on-site coaching in effective teaching, learning and use of student performance data. Each of these members will be part of the school's Redesign Team.

The new Teacher Evaluation Document and the new Principal Evaluation Document provide for the use of rigorous, transparent and equitable evaluation systems for principals that take into account student performance, as well as multiple measures of teacher performance.

We are developing a system for identifying and rewarding highly effective school leaders, teachers, and other staff who have been instrumental in increasing student achievement and ensuring higher

rates of high school graduation. Likewise, through the new Teacher Evaluation Document and the Principal Evaluation Document we will be better able to identify and remove those who, after ample opportunities and support have not improved their professional practice.

Hillhouse will determine the most effective teaching strategies for each subject area as they plan for providing greater, more targeted on-site job-embedded professional development experiences. ACES PDSI Transitional Support Team will assist in equipping staff with the skills they need to successfully implement the school's reform strategies.

The Redesign Team will identify incentives and increased opportunities for promotion and career growth. The Teacher Leaders positions are the first in such an opportunity. Teacher Leaders will be given opportunities and training in leadership skill development.

Hillhouse will use a co-teacher model in critical subject areas, promote the concept of TEAM and train new Master Teachers, partner with universities to secure additional interns. Such initiatives provide for recruiting and placing staff, as well as a mechanism for retaining the best new teachers. The new evaluation documents make provisions to ensuring that we retain the most effective staff and eliminate those who are not contributing to the new transformational school.

We will continue to refine our use of data to implement a more effective instructional program that is research-based and vertically aligned from one grade level to the next, especially within each SLC. There will also be continuous conversation and collaboration with the CSDE as we look for inclusion of a more effective vertical scoring scale model.

There is a commitment to increasing instructional and learning time for our students. This coming fall we are planning to have 9th graders attend school one week earlier than the rest of the student body for an in-depth orientation on expectations at Hillhouse, as well as having them participate in a series of reading, writing, math and science testing to determine student skill development needs. We will also partner with agencies to complete an audit of both special education and ELL to help us in establishing mechanisms to improve differentiated instruction for our diverse learners. We will continue to plan over the summer and throughout the school year to determine ways in which we can increase learning time.

As we look to strengthen parent and community engagement, we will create ways of increasing meaningful partnerships and resources designed to best meet the needs of the greater Hillhouse School Community. A redesigned Hillhouse Parent Center will be provided as a parent community center for workshops, training, resource identification and other supports to motivate, as well as enable parents to become more connected to their child's high school educational experiences.

The principal and leadership team at Hillhouse will be given greater autonomy and sufficient operational flexibility to implement a fully comprehensive approach to improving student achievement outcomes and increasing high school graduation rates. Initiatives such as the partnership with the College Boards will assist in readying our students for graduation and post-secondary education acceptance rates. The Assistant Superintendent for Curriculum and Instruction will provide district oversight into the budget to ensure that Hillhouse receives the resources and funding it needs to meet the requirements of a successful Transformational School.

Hillhouse will receive ongoing, intensive technical assistance from the new Director of Instruction for Turnaround / Transformational Schools, the ACES PDSI Transformational Support Team, Cambridge, and the CSDE as we transform Hillhouse into a Smaller Learning Communities High School.

B3b. Recruit, screen and select external providers.

Not Applicable to Hillhouse High School.

B3c. Align other federal, state and local resources with the interventions.

The Assistant Superintendent for Curriculum and Instruction, Imma Canelli, and the new Director of Instruction for Turnaround / Transformational Schools will collaborate with the NHPS finance departments to create a matrix of funding resources and current allocations of such funds. A plan will then be developed, with input from the Hillhouse principal and Redesign Team, to streamline and consolidate the budgets so as to improve services and resources for Hillhouse.

All district funding (general and special) that is designated to this school will be placed on a matrix. All funding requests will need to be in alignment to the overall goals and individual components of SIG.

B3d. Modify its teacher or administrator contracts, practices or policies to enable its schools to implement the interventions fully and effectively.

As previously indicated the NHPS has modified both the teachers and administrators contracts to enable its schools to provide the best instruction through improved teacher and principal effectiveness. With respect to the successful implementation of SIG, Brennan School will implement the new Turnaround School Work Rules for the 2010 - 2011 school year. Hill Central may implement them during the 2011 - 2012 school year, and both Hillhouse and Cross may implement a new, to be collaboratively developed, Transformational School Work Rules for the following year.

***See Appendix #1: Teacher Evaluation Document**

***See Appendix #2: Principals Evaluation Document**

B3e. Sustain the reforms after the funding period ends

The Superintendent, the Executive Leadership Team, the principal, and the Redesign Team at Hillhouse will develop plans that will sustain the reforms past the funding period. We believe that once the Smaller Learning Communities model is successfully established, it will be sustained.

The Superintendent and the Board of Education are committed to the reform agenda. Teams will provide information to the Superintendent and will present progress of their initiatives to the Board of Education.

B4 Establish 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.

By the end of June, it is anticipated the Superintendent and the NHPS Board of Education will have selected and hired a new principal for Hillhouse High School, as well as a new Director of Instruction for Turnaround / Transformational Schools.

It is anticipated that scheduling of students and staff into the new Smaller Learning Communities will occur before the end of the school year. In conjunction with the Hillhouse Parent Group, parents and community members will be invited to a series of orientation and information sessions about the new Hillhouse Smaller Learning Communities High School before the end of this school year and prior to the beginning of the school year. Incoming ninth graders will begin school one week prior to the rest of the school for orientation and testing. Parents and incoming ninth graders will be invited to a special orientation session.

During the summer, the principal will collaborate with the school's assistant principals and key staff members to identify Teacher Leaders, who will become members of the Hillhouse Redesign Team.

The ACES PDSI Transitional Support Team will participate as members of the Redesign Team. This Team will be responsible for developing a systematic process for strategic implementation of the SIG Transformational School Model.

The ACES PDSI plan for establishing Smaller Learning Communities at Hillhouse begins during the summer and continues throughout the school year. The comprehensive plan also provides for a timeline of professional development activities for both the academic school year and throughout each summer for the next three years through a gradual release model. Leadership and effective instruction are highlighted throughout the plan. The professional development outline is sequential and extremely well-planned.

***See copy of ACES PDSI Transformational School Support Model (9) at end of Section B**

The Director of Instruction for Turnaround / Transformational Schools will meet with the Hillhouse Redesign Team during the summer and throughout the school year to provide assistance in program development, as well as in overall monitoring. He/she will assist in overseeing the successful implementation of the requirements for SIG and will collaborate with outside agencies to provide greater assistance to Hillhouse.

The new Teacher Evaluation Plan and the new Principal Evaluation Plan will begin this coming fall. As previously indicated, the new evaluation system for the NHPS is truly targeted at improving teacher and leadership effectiveness by creating a system that is tied to improving staff performance and increasing student achievement. This is a critical step as we commence our commitment to SIG requirements. Again, the Redesign Team will create a very detailed, comprehensive timeline over the summer for submission to Superintendent.

B5 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 Assistant Superintendent for Curriculum and Instruction (Imma Canelli), the Assistant Superintendent of Portfolio and Evaluation Review (Garth Harries) and the Director of Instruction (Charles Williams) met with a team from

Hillhouse that included representation from the Assistant Principals, teachers and guidance, to share information on the SIG grant. The Hillhouse group, which has been involved with studying the Smaller Learning Communities concept for several years, was very positive about the prospect of transforming the school into a new, more effective model. This group provided valuable insight and feedback into the needs of Hillhouse.

Each member on this initial SIG planning group provided information to the teachers at Hillhouse and used a set of guiding questions around the SIG component requirements to ask the entire staff for additional comments, recommendations, etc. as the school planned for the Smaller Learning Communities model. This was accomplished through departmental and school wide staff meetings. The feedback was given to the Central Office administrators for review and consult.

It is anticipated that scheduling of students and staff into the new Smaller Learning Communities will occur before the end of the school year. In conjunction with the Hillhouse Parent Group, parents and community members will be invited to a series of orientation and information sessions about the new Hillhouse Smaller Learning Communities High School before the end of this school year and prior to the beginning of the school year. Incoming ninth graders will begin school one week prior to the rest of the school for orientation and testing. Parents and incoming ninth graders will be invited to a special orientation session.

The Hillhouse parent group was informed of the potential of transforming the school into a new Smaller Learning Communities model through the opportunity of the SIG initiative. Although there was little time to provide overall insight and consult for SIG with relevant stakeholders and parents, the redesign team (new Hillhouse principal, Director of Instruction for Turnaround / Transformational Schools, ACES PDSI Support Team, assistant principals and Teacher Leaders) will establish a “rollout” plan to include a timeline for informing parents, relevant stakeholders, and community partners. They will also develop a series of workshops, seminars and/or other platforms for consult and collaboration in the successful implementation of SIG. Processes for parent/community monitoring of the implementation process will also be considered. There will be a major orientation session for all parents in September. This will be followed up with additional full school scheduled workshops throughout the school year. In addition, each SLC will provide seminars for parents within their focused areas throughout the school year. It is anticipated that with increased communication, there will be greater support for the SLC model, as well as greater parental and community partnership geared toward insuring success for all the students at the school.

B6

Not applicable to Hillhouse

B7

The Superintendent did not apply for Hyde School to be part of the SIG initiative as it is becoming a new magnet school for sports, health and medicine. We are confident that the current administrator will be able to move Hyde forward as a new magnet high school.

We are excited about developing a system that allows for greater engagement of the parents and community as we transform Hillhouse into a vibrant, high achieving model SIG high school.

A. Develop and increase teacher and school leader effectiveness.

1. The Superintendent, Dr. Reginald Mayo, Ph.D., in collaboration with his Leadership Team, and the Leadership Team at James Hillhouse High School have decided to implement the Transformational Model. The principal at Hillhouse will be replaced for the 2010 school year. The current principal is retiring and we have a great opportunity to select an individual who will drive the school through a transformational model. We are currently interviewing for the position and are planning to have the new principal in place by the end of this school year. The principal will be given sufficient operational flexibility (including 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.

Through collaboration with central office and school level staff, there is an agreement to identify James Hillhouse High School as a Transformational Model, and will reopen this fall as a Smaller Learning Communities School, the selected model which will be designed to bring about systematic and systemic change. SLC's is a well established model that provides a platform for improving staff performance and increasing student achievement. Instructional reform will be the lynchpin of the Smaller Learning Communities model as teachers move from a materials-based curriculum (where what comes next in the book, or which mandated assessment is the guiding factor) to a learning-based curriculum (where what comes next for the learner is the guiding factor).

Teachers will work collaboratively across and within subject areas and SLCs, with a primary focus on working with colleagues who share the same students. SLC Teams (teachers, guidance counselors, and support staff) participate in professional development and training on the effective use of common planning time to build staff capacity for increasing student achievement. Planning for post-secondary education for all students, including students with special needs and English Language Learners, is clearly defined and is the responsibility of each SLC team. Tracking is eliminated. All students have access to college preparatory courses including pre-AP, AP, along with the appropriate supports in order for them to be successful. In addition, each SLC will develop a plan for greater parent and community involvement.

The staff has been working on some preliminary organizational designs for the Smaller Learning Communities. Work will be done over the summer to finalize implementation plans so that Hillhouse reopens this fall as a Smaller Learning Communities High School. Within each SLC, the assistant principal and one Lead Teacher work together to promote collaboration and opportunities for all SLC teachers to meet, plan and learn together, as well as provide ongoing and consistent feedback to teachers - all focused on improving instruction and measurable outcomes for students. Each SLC will contain the following dedicated staff: assistant principal, guidance counselor, Lead Teachers, core subject teachers, support staff, specialists, and other subject area personnel (AP, art, music, etc.) Groups of students (including English Language Learners and students with special needs) ranging between 200 - 250 will be assigned to the four SLC's.

There will be a 9th Grade SLC, which will provide structures and supports to ensure that all incoming students are ready to meet the future demands of their high school experience. The 9th grade SLC will be broken into 2 smaller clusters so that staff will be given greater opportunity to know the needs of each student and each student will be given greater opportunity to succeed. The remainder of the students (grades 10 - 12) will be assigned to one of three other clusters (focus areas to be determined over the summer).

Hillhouse will partner with ACES PDSI Turnaround Support Team (School Improvement Specialist, Principal Leadership Mentor, Curriculum and Instruction Specialist Mathematics (CIS STEM), and Curriculum and Instructional Specialist Reading Language Arts (CIS RLA) to implement the comprehensive Smaller Learning Communities model. In support of the Turnaround School Model, ACES PDSI has identified deliverable services to support Hillhouse educators in the transformational process, as well as performance and operational results.

***See Appendix #5: ACES/PDSI Transformational Support Model**

Again, the overall purpose of establishing a smaller learning communities model at Hillhouse is based on the realization that in order for our students to achieve at their highest levels of performance, we must build and sustain positive relationships over their entire experiences at our school. We want to create an environment where every staff member knows the needs, interests, & aspirations of each child, builds positive relationships, provides research-based instruction, monitors student progress, and provides the academic, social and/or other supports needed for each student to succeed. Over the summer we will plan for a comprehensive Advisor/Advisor system to promote our commitment to building positive relationship and to provide individualized student support.

We are confident, that with the selection of a new principal to guide and direct, our ACES and Cambridge partners, and increased targeted support from a new Director for Turnaround/Transformational Schools, James Hillhouse High School will be transformed into a quality, high achieving school.

2. Hillhouse High school will use the new, rigorous, transparent, and equitable evaluation systems for NHPS teachers and principals, which includes locally developed competencies to measure staff effectiveness. They were designed and developed with representation from both the administrators' and teachers' unions, district administrators and district teaching staff members. The new evaluation models for administrators and teachers takes into account data on student growth as a significant factor, as well as other factors, such as multiple observations-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates in determining staff effectiveness.

The NHPS evaluation system for teachers uses multiple sources of information regarding teacher performance. Measures will be included to gage student performance outcomes, teacher instructional practice and teacher professional values. There will be a 5 point rating scale (from 1= needs improvement to 5 - exemplary) that indicates teacher levels of performance in each of the measures. Teachers will benefit from at least two evaluation and development conferences over the course of the year and will complete a self-assessment and reflection on their performance. Teachers scoring in the low range of the scale will receive be provided with targeted professional development and support consistent with the guidelines of the new document. To ensure consistency in the process, each teacher will have a single instructional manager who is accountable for his/her evaluation and development. Although the likely instructional manager is the principal and/or assistant principal, there will be opportunities for bringing in other administrators and teacher leaders into the process. Teachers scoring in the lower levels will be provided with additional conferencing sessions, as well as targeted professional development and support.

This new process will be implemented during the 2010 - 2011 school year. Administrators and teachers will receive district support, training and monitoring with respect to successful implementation of the new Teacher Evaluation Model.

***See Appendix #1: Teacher Evaluation Document (TVAL)**

The NHPS evaluation system for administrators uses multiple sources of information regarding leadership performance. Measures to include student learning and school performance, school land instructional leadership, operational leadership and resource management, and personal leadership. There will be a 5 point rating scale (from 1 = indicating problematic student learning and school performance to 5 - exemplary student learning and school performance growth). Administrators rating low on the scale will be provided with targeted professional development and support. Visitation and observations from the Director for Turnaround/Transformational Schools, other district staff (e.g. assistant superintendent, curriculum, bilingual and special education supervisors, peer principals, and external visitors, such as Cambridge, ACES and CSDE may also be conducted.

This new process will be implemented during the 2010 - 2011 school year. All District Administrators will receive district support, training and monitoring with respect to successful implementation of the new Administrators' Evaluation Model.

***See Appendix #2: Administrator Evaluation Document (PVAL)**

3. Hillhouse will 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 not done so.

As a Transformational School, it is imperative that the best staff (certified and non-certified) be assigned to Hillhouse. As the new Teacher and Administrator Evaluation systems are implemented this coming fall, there will be greater facility and opportunity to identify those individuals who provide exemplary service and commitment to the students and the overall school culture. The district is also looking to mechanisms that will assist in tracking teacher/student performance to assist in identifying exemplary teachers. They will coordinate this effort with the CSDE as we look to audit and/or improve the current Colorado Model, as well as to ascertain other options for identifying exemplary teachers.

The Hillhouse team has begun the process of identifying some appropriate ways to reward staff who are instrumental in increasing student achievement. For example, they are entertaining options such as extra professional development, conferences, college courses, materials for the school and classrooms. During the summer (2010) and throughout the school year, the Principal, Assistant Principal(s), Lead Teachers, Director of Instruction for Turnaround/Transitional Schools and the ACES PDSI Team will create a design of culture and climate in which celebrations and recognitions for adults are scheduled and are in alignment with the NHPS Teacher Evaluation's peer review process. In addition, they will look to identify other funds to reward staff.

With respect to staff who score in the "need improvement" area of the performance scale, they will be given additional support through the district as specified in the new Teacher Evaluation Document, as well as through the ACES PDSI Peer Review/Support Model.

It should be noted that ACES PDSI assisted the district in the development of the Principals Evaluation Document and will continue to provide support to the new Director. Again, the district will work collaboratively with the CSDE to improve the process of identifying and tracking teacher effectiveness with respect to student achievement.

Administrators from the 4 Turnaround or Transformational Schools, who are identified as needing improvement will be given targeted support by the new Director of Instruction for Turnaround/Transformational Schools, through support mechanisms identified in the new Administrator's Evaluation Model, as well as be supported by the Principal Instructional Support Coordinator.

Those individuals who have been given ample, documented opportunities to improve, and who continue to not work effectively within the Transformational Model, will not remain as part of the Hillhouse staff. (Staff is defined as certified and non-certified) The NHPS will also complete its Tiering process and Hillhouse will most likely become a district Tier III School (equivalent to Tier I for CSDE). The district and the NHFT will collaborate in establishing Transformational School Work Rules, which would be imposed the following school year. They will be inclusive of such practices as extension of the school day to increase teaching/learning time, additional professional development, and some specific guidelines around a commitment to ensuring success for students, parents and staff within the Transformational school environment.

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

The district instructional plan stems from a standards based curriculum model that is inclusive of SBRI and includes the incorporation of instructional data teams that provide ongoing opportunities for not only data analysis, but teacher professional development. Routine meetings with a Curriculum and Instructional Specialist will provide a platform for assessing teacher needs based on student performance outcomes and allow for more

targeted, customized professional development. In conjunction with a school-wide professional development program established by the redesign team, Hillhouse educators will be provided with a comprehensive program for professional growth. Hillhouse participates in the district Professional Development Program through various venues.

Curriculum Supervisors have been trained in state standards within their discipline and will continue to review and refine curriculum to ensure continuous curriculum alignment.

The NHPS has established a professional development plan that is aligned with the district's comprehensive instructional program. We will continue to work within the framework of SBRI by providing the following professional development opportunities in district. Each Curriculum Supervisor meets with high school staff within their disciplines once a month for professional development. The following outlines describe what happens at these sessions over the past two years.

ENGLISH: Professional Development that was offered across district high schools. Hillhouse English and Reading staffs were in attendance.

- * CSDE CAPT Reading and Writing Across Discipline
- * Reading and Writing Strategies in Secondary Classrooms / Authentic Writing
- * Teaching Writing using Digital Tools
- * The Reading/Writing and Literature Connections / using Digital Tools for Writing
- * “Teach Like a Champion: The 9 Techniques That Put Students on Path to College”
- * What Good Readers Do Before, During and After Reading
- * Support Strategies for Grade 9, 10 and 11 Curriculum Implementation

There was no specific on-site training in Reading / English at Hillhouse.

SCIENCE: Professional Development that was offered across district high schools. Hillhouse science staff was in attendance.

- * Best Instructional Strategies for Teaching Science / STEM
- * Performance-based Assessments / CAPT preparation
- * Data Teams and use of formative and summative assessments
- * Parent Science Workshops / Cooperative Instruction and Peer Learning

There was no specific on-site training in Science at Hillhouse.

MATHEMATICS: Professional Development that was offered across district high schools. Hillhouse mathematics staff was in attendance.

- *Using CAPT scores and district assessments to make data-based decisions
- *Small group instruction in high school math / STEM
- *Data Teams Parts I and II / Vertical Alignment of Curriculum
- *Using Geometer Sketchpad / Graphing Calculators
- *Technology to support math in the classroom

There was no specific on-site training in Math at Hillhouse.

SOCIAL STUDIES: Professional Development that was offered across district high schools. Hillhouse social studies staff was in attendance.

- * Essential Elements of an Effective Cooperative Learning Classroom
- * Performance-based Assessments / Vertical Teaming
- * Analysis of state and district assessments
- * Interdisciplinary Learning/Writing activities

* Differentiated Instruction

There was no specific on-site training in Social Studies at Hillhouse.

In order to support teachers through the transformation, the Smaller Learning Communities model will incorporate best practices both in instructional techniques as well as in use of resources. Instead of building a school instructional plan that accommodates compartmentalized learning based on the availability of materials, Hillhouse will build its plan from the inside out. As teachers learn to listen to research, and diagnose what each individual student needs, they will then determine what type of individual, small-group, and whole group instruction best meets the needs of each individual student and the class as a whole. The redesign team and the Instructional Data Teams will provide the platform for this work. This will be the foundation for the establishment of instructional planning, as well as scheduling and resource planning.

Although we have provided excellent core professional development, there is a need, as well as a challenge in ensuring fidelity to the core program, as well as in providing targeted, high-quality, job-embedded professional development opportunities at Hillhouse. We need to hone in on designing professional development that is directly linked to the context of the core curriculum, as well as to the needs of the Hillhouse staff as it related to improving student performance. This type of wraparound approach will enable Hillhouse staff to more quickly facilitate the effective teaching and learning that must occur in order to accelerate student achievement, as well as meet the requirements of the Transformational Reform Model. The ACES PDSI Team will facilitate in ensuring a wraparound service model for professional development that is directly aligned to the teaching and learning needs of Hillhouse High School. We will also continue to collaborate with the CSDE with respect to state professional development that will support successful implementation of the Transformational Model.

5. Hillhouse will implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, retain, and retain staff with skills necessary to meet the needs of students in a transformational school.

Teachers will be given opportunities for promotion and career growth. Each Smaller Learning Community will have one Lead Teacher (focus areas to be decided). Lead teachers, would work in collaboration with the Assistant Principal and teachers assigned to their SLC. Lead Teachers would be paid an additional stipend of 1 hour per day (fee per the teacher contract for additional time) and have their class load reduced by two periods. They would be expected to work an additional hour beyond the regular school day.

Emphasis will be placed on recruiting, placing and retaining the best teachers. First, NHPS will align its new teacher evaluation and support to the new CSDE Teacher, Educator and Mentor (TEAM) program. In addition, the school will participate in a Co-Teacher/Master Teacher Model. There would also be two co-teachers to assist in reducing class-size for critical subject areas. This co-teacher would plan and teach in collaboration with an identified Master Teacher. This model enables a new teacher to observe, plan, teach, and learn from an outstanding veteran teacher. By reducing class-size, both teachers will be able to provide more individualized instructional time and support for students. The Master Teachers will receive additional professional development time in conjunction to the TEAM program. The Master Teacher in the co-teacher model would receive an additional stipend equivalent to 2 hours (fee per the teacher contract for additional time) and meet for an additional hour each day for additional planning.

The principal, teacher leaders, ACES PDSI School Improvement Specialists and Principal Leadership Mentor, along with and new Director of Instruction for Turnaround/Transformational Schools will meet over the summer and throughout the school year to establish a plan for more flexible working conditions.

B. Implement comprehensive instructional reform strategies:

1. Hillhouse high school 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.

Currently, Hillhouse promotes the continuous use of student data (such as formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of students. Hillhouse has two defined data teams - School Wide Data Team and School Net Data Team.

These teams collaborated with the school's leadership team and Central Office administrators to establish the following Tier II indicators for adult actions that are focused on meeting school priorities and goals.

- Expand effective data teams in all subject areas.
- Create and implement common, formative assessments for each subject area.
- Use school-wide data teams to monitor effectiveness of subject area data teams.
- Implement the Reading for Information initiative across grades 9 and 10.
- Increase acceptance rates of seniors applying for college.
- Decrease the percentage of habitual truancy.

Hillhouse has received training around data teams from Leadership for Learning and has been implementing the “5 Step” process with varying degrees of success. Analysis of our current state of data teams, suggests that we need to improve the focus and effectiveness of the teams, as well as establish better mechanisms for monitoring data teams. The redesign team will internally audit the format, processes, and utility of the data teams to create a more effective data team model. In addition, they will be provided with greater on-site professional development and coaching in using data to inform and differentiate instruction to meet the academic needs of students.

Different teams have begun the process of creating and implementing common, formative assessments. However, this is not done school-wide. With support from the redesign team, each Hillhouse SLC will continue to create and implement common, formative assessments that are linked to district standards.

Based on student performance data from 8th grade CMT's and 10th Grade CAPT reading scores indicate a need for improving basic reading skills for our students. Hillhouse implemented Scholastic's Read 180 program to provide reading intervention support for at-risk students. In addition, after the review of data on CAPT Reading for Information, it was decided that there was a need to improve overall content reading skills.

One of the other instruction initiatives that stemmed from the data was the inclusion of the Reading for Information Initiative across grades 9 and 10 in all subject areas. The professional development for core subject area teachers was around including Reading for Information strategies within their content areas. Non-core subject area teachers were trained in selecting articles to use for Reading for Information activities and in writing CAPT-like questions for Reading for Information assessments. However, there was little modeling, coaching and/or support for teachers. SIG will allow for great on-site job-embedded professional development.

The data continues to suggest a need to hone-in on developing the reading skills necessary to read more rigorous, content area text at the high school level. In addition to current reading intervention initiative, Read 180, the redesign team will investigate other reading intervention models that are designed to provide individualized instruction and support to Tier II and Tier III students. The redesign team will be looking into programs such as ACTION 100, Text to Text, and Systems 44 which is designed for differentiated instruction as we focus on improving reading level skills. By bringing students up to grade level reading standards, they will best be able to handle the vocabulary and rigor of higher level text. Curriculum Supervisors will provide support to the redesign team in determining appropriate programs and interventions.

The CMT, CAPT and district assessment data continues to suggest a need to improve math and science. The redesign team will investigate greater use of technology, lab environments, programs and/other resources that will enhance student achievement in these areas, as well as assist in determining what types of professional development is needed.

SAT suggests the need for greater student achievement. To that end we are planning to partner with College Boards to provide students with the skills they need to be successful in this area. AP data suggests the need for enrolling more students in higher achievement classes. To that end, we will provide additional opportunities for teachers to receive coursework on AP requirements, as well as job-embedded professional development. We will also plan to purchase additional materials to support AP instruction.

2. Hillhouse will promote the use of student data (formative, interim and summative) in order to inform and differentiate instruction. We currently do not have the mechanisms in place to be highly effective in this area.

The SIG grant will also allow for additional training for school leaders and teachers to better understand the role of formative, interim and summative data and how to best model, monitor and coach as we improve the teaching and learning process. Although students not making progress are identified and met with, there are not the mechanisms in place to provide intensive tutoring and/or other supports for the student. The SIG grant provides for the establishment of alternative and more intensive models of support, more intensive teacher training, and the creation of a more rigorous standards based instructional program. Through the SIG grant, ACES PDSI will assist the new Director of Instruction for Turnaround and Transformational Schools and the School Leadership Team in developing a more comprehensive data team model that has a laser focus on best data analysis of all student performance indicators (CMT, CAPT, District Assessments, SAT, etc.) on planning for monitoring and adjusting curriculum, instruction and assessment where needed, and to investigate and implement an instructional program that will have the greatest has impact on student performance.

Through the smaller learning communities model staff will be better able to analyze and process student performance information as the student body is smaller. Data teams will meet on a weekly basis within the smaller learning communities to review student progress and plan for interventions for students not meeting academic and/or social goals. The monitoring of core curriculum delivery will also be facilitated within the smaller learning community environment. Quarterly, the SLC teams will meet with the principal and the Director of Instruction for Turnaround/Transformational Schools to determine progress and plan for any revisions to the plan.

We believe that if we are provided the opportunity to have the resources of this SIG initiative we will be able to more systematically develop, maintain and sustain staff and student achievement by establishing Hillhouse High School as a high functioning, high performing, quality Smaller Learning Communities school where data is used to drive instruction.

C. Increase learning time and create community-oriented schools.

1. Hillhouse will establish new schedules and strategies that provide increased learning time, as well as continuously plan to assess and modify as we develop the most effective schedule to meet the needs of the Hillhouse community (students, teachers, parents).

Hillhouse will change from a 7 period day to a Block Schedule model. Research on block scheduling indicates an increase in instructional time as there is less movement during the school day.

The new 9th grade Smaller Learning Community will begin one week prior to the opening of school. The Redesign Team will create a matrix of all programs. They will look at increasing technology (on-line courses, learning programs) that will intend learning time. The Redesign Team will identify current extended day services and resources and consider .They will consider alternative learning time programs for students re-entering after suspension, expulsion, and/or incarceration. The Redesign Team will also examine ways in which to improve student tracking. For example they will look toward a more comprehensive safety and tracking system wherein students have an identification card tied to guidance so that there is accountability and assurance relative to knowing where every student belongs.

Hillhouse does offer a variety of after school and Saturday learning programs (CAPT, SAT, tutorials, etc.) The redesign team will investigate and plan to implement a more comprehensive during the day, after-school and Saturday student instructional support model that increases instructional time. They will look at on-line courses and programs that extend learning time. The redesign team will also examine students who return from expulsion and suspension to determine what types of additional learning time can be incorporated. .

Through a systematic implementation of SLC/small school structures allows staff to take up the work of strengthening the instructional core more quickly and effectively. By creating more coherent instructional programs, which include challenging and relevant curricula that develops students' basic and advanced skills, students are more likely to achieve higher-level competencies in all subject areas. Through SLC's there is an opportunity to increase instructional learning time just by the nature that the SLC students are within a common environment over their high school experiences; a vertical environment where all teachers know the students and don't need to start each year without truly knowing the needs of the students in their cluster. , it should be noted that there would be an increase in instructional time as lessons become more focused around effective implementation of the curriculum.

As the District develops guidelines and requirements for Transformational Schools, increased learning time will be one of the lynchpins. Again, the redesign team, with support from the new Director of Instruction, ACES, the CSDE and other partners, Hillhouse will establish a sequential comprehensive plan for increasing teaching and learning times.

The Redesign Team, with central office support, will identify current resources and extended day programs to create a new matrix that is more comprehensive and coordinated so that there is not duplication of efforts, but rather a very systematic, strategic model for extending learning time. As the district moves toward further identification of its Tier III (Tier I / Tier II by CSDE), it might consider Hillhouse as a Tier III school for which district mandates for increased learning time are required.

2. Provide ongoing mechanisms for family and community engagement

Hillhouse has a supportive parent group. Together with the parent group, Hillhouse has established some very positive relationships with various community organizations and youth providers. However, there is a need to provide additional support and to establish targeted collaborative initiatives that will improve academic and social experiences for the students at the school. We will also look to SIG to help us fund a Parent Resource Center at Hillhouse that will, among other things, provide workshops, support, and information and resources (community, college, adult education, etc.) This new center will be inviting as its design and function will promote a positive community culture.

The Hillhouse partnership with ROTC has also been highly successful. Hillhouse has also developed some very positive university partnerships that have been sustained over the years; Southern Connecticut State University

(Teacher Preparation Program), Gateway Community College, and YALE. For the upcoming school year, the University of New Haven will partner with Hillhouse and assign Teaching Interns to the school. Sacred Heart will partner with Hillhouse to assign Reading Specialist Interns. These university level community partnerships provide a great service to the staff and students at Hillhouse and the redesign team will look to strengthen and add to the list of significant university partnerships.

The redesign team will investigate parent programs and organizations that provide services and/or resources to strengthen parent and community involvement. For example, growing relationships with organizations such as CPAC allows for additional training and support for parents and teachers through, as well as provide greater community outreach. Another such organization is PERC, which we will look to as a potential new partner. They will assist in identifying other community partners and faith-based organizations that may provide positive support to the students and parents of Hillhouse.

In addition to school-wide parent and community engagement plans, each SLC will develop a plan for increasing family and community involvement and engagement within their cluster environment. One of the mechanisms that were successfully put into place in some classrooms was the student-led conference concept. This was a positive initiative that brought more parents to parent conferences. This SLC teams will consider the inclusion of such practices within their area.

We are aware of the need to develop systems and processes that will provide for greater family and community engagement and involvement with Hillhouse. The Director of Instruction for Turnaround/Transformational Schools, the ACES PDSI Support Team, the principal at Hillhouse, the Lead Teachers, and parents will work collaboratively to identifying and recruit new partners, as well as develop mechanisms and processes for greater community involvement. They will also examine elements of currently funded federal grants such as PROMISE NEIGHBORHOODS and COMMUNITY SCHOOLS to consider applying the successful parent and community engagement principles inherent in both.

The new Director for Instruction for Turnaround/Transformational Schools, the school's redesign team, and the CSDE will partner to examine marketing strategies designed to highlight and celebrate Hillhouse as a model school of choice for incoming students. Along with the Redesign Team, they will provide on-going mechanisms for increasing and improving family and community partnerships. On such way may be to establish an International Baccalaureate SLC to attract students from our very successful King/Robinson K-8 International Baccalaureate School.

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.

The principal will be responsible for ensuring that the collective vision of the whole school is kept at the forefront of the work. As such the Principal establishes a common framework of high expectations and accountability. Assistant Principals and all staff will be empowered to work towards common goals, within and across SLCs. The Principal establishes a culture of empowerment and accountability. As a result, SLC Leadership Teams are involved in the decisions about the use of SLC budget and resources, assessing the effectiveness of the framework, scheduling, and hiring of staff.

The Superintendent will give the principal and his/her leadership team sufficient operational flexibility (staffing, calendars/times, budgeting) in order to implement the SLC approach to substantially improving student achievement outcomes and increase high school graduation rates. The Assistant Superintendent for Curriculum and Instruction, who oversees several district budgets (including Title I) will provide oversight to the budget at

Hillhouse to ensure the moneys are directed to Hillhouse in order to meet the requirements of the grant - improve student achievement outcomes and increase high school graduation rates.

Over the summer, the new principal for Hillhouse, the Director for Turnaround/Transformational Schools, the school's leadership team and the ACES PDSI team, will work together to establish specific requirements to ensure meeting the operational needs of Hillhouse through this transformation.

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.

The new Director of Instruction for Turnaround/Transformational Schools will provide direct, intensive internal support for Hillhouse. This individual will provide oversight and direction for the principal. He/she will collaborate with consultants and partners, such as ACES and Cambridge in order to ensure a seamless approach to the transformation of Hillhouse.

Technical assistance will also be provided by the ACES PDSI Turnaround/Transitional Support team throughout the three years of the grant timeline. They will provide professional development and ongoing job-embedded professional development to meet the needs of the staff, students and parents at Hillhouse. Cambridge will continue to provide support in Leadership Coaching. The CSDE will continue to provide support to successful implementation of this grant.

District New Haven

School Katherine Brennan School

Tier I

**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	\$350,000	\$308,200	\$312,256
200	Personal Services/ Employee Benefits	\$79,260	\$60,853	\$62,678
300	Purchased Professional & Technical Services	\$141,000	\$120,947	\$124,796
400	Purchased Property Services	\$14,740	\$5,000	
500	Other Purchased Services			
600	Supplies	\$5,000	\$5,000	
700	Property			
890	Other Objects			
	TOTALS	\$590,000	\$500,000	\$500,000

SCHOOL GRANT BUDGET NARRATIVE

YEAR 1

DISTRICT: New Haven SCHOOL: Katherine Brennan School TIER: I

FY 2011

CODE	OBJECT	Amount
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$350,000
	Literacy Coach - \$60,000 3 Co-Teachers - \$120,000 Stipend for Grade Level Teacher Leaders - \$10,000 Stipend for Teacher Leaders - \$10,000 Extended Day Staff - \$150,000	
200	PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$79,260
	Health (40%) - \$72,000 FICA/Med (1.45%) - \$4,785 Worker’s Comp (0.75%) - \$2,475	
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.	\$141,000
	Expeditionary Learning ACES (CALI) (Literacy) Mondo	
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.	\$14,740
	Student Response System Instructional Technology	
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.	

CODE	OBJECT	Amount
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.	\$5,000
	Supplemental materials to support reading, writing, math, science & social studies College Education 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	\$590,000

SCHOOL GRANT BUDGET NARRATIVE

YEAR 2

DISTRICT: New Haven SCHOOL: Katherine Brennan School TIER: I

FY 2012

CODE	OBJECT	Amount
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$308,200
	Literacy Coach - \$61,800 3 Co-Teachers - \$82,400 Stipend for Grade Level Teacher Leaders - \$7,000 Stipend for Teacher Leaders - \$7,000 Extended Day Staff - \$150,000	
200	PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$60,853
	Health (40%) - \$57,680 FICA/Med (1.45%) - \$2,091 Worker’s Comp (0.75%) - \$1,082	
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.	\$120,947
	Expeditionary Learning ACES (CALI) (Literacy) Mondo	
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.	\$5,000
	Instructional Technology	
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.	

CODE	OBJECT	Amount
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.	\$5,000
	Supplemental materials to support reading, writing, math, science & social studies College Education 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	\$500,000

SCHOOL GRANT BUDGET NARRATIVE

YEAR 3

DISTRICT: New Haven SCHOOL: Katherine Brennan School TIER: I

FY 2013

CODE	OBJECT	Amount
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$312,526
	Literacy Coach - \$63,654 3 Co-Teachers - \$84,872 Stipend for Grade Level Teacher Leaders - \$7,000 Stipend for Teacher Leaders - \$7,000 Extended Day Staff - \$150,000	
200	PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$62,678
	Health (40%) - \$59,410 FICA/Med (1.45%) - \$2,154 Worker’s Comp (0.75%) - \$1,114	
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.	\$124,796
	Expeditionary Learning ACES (CALI) (Literacy) Mondo	
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.	
	Instructional Technology	
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.	

CODE	OBJECT	Amount
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.	
	Supplemental materials to support reading, writing, math, science & social studies College Education 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	\$500,000

District New Haven

School Wilbur Cross High School

Tier II

**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	\$202,000	\$254,400	\$256,872
200	Personal Services/ Employee Benefits	\$34,860	\$36,973	\$38,017
300	Purchased Professional & Technical Services	\$261,000	\$249,600	\$175,800
400	Purchased Property Services	\$102,140	\$100,000	\$113,651
500	Other Purchased Services	\$5,000	\$5,000	\$5,000
600	Supplies	\$95,000	\$54,027	\$110,660
700	Property			
890	Other Objects			
	TOTALS	\$700,000	\$700,000	\$700,000

SCHOOL GRANT BUDGET NARRATIVE

YEAR 1

DISTRICT: New Haven SCHOOL: Wilbur Cross High School TIER: II

FY 2011

CODE	OBJECT	Amount
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$202,000
	2 Co-Teachers - \$80,000 Teacher Leader Stipends - \$72,000 Staff for Afterschool/Saturday/Summer Academies - \$50,000	
200	PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$34,860
	Health (40%) – \$)32,000 FICA (1.45%) - \$)1,885 Worker’s Comp (0.75%) – \$975	
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.	\$261,000
	ACES/PDSI - (Transformation School Improvement Support Team) Conference Registration Authentic Intellectual Work	
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.	\$102,140
	Mobile Labs Student ID System	
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.	\$5,000
	Professional conference & travel	

CODE	OBJECT	Amount
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.	\$95,000
	Intervention materials for Reading, Writing, Science, Math & Social Studies - \$50,000 Resource Materials for Interdisciplinary Instruction - \$25,000 Extended Day Programming (summer, afterschool, saturday)– \$50,000 Addition materials for ELL Students - \$10,000	
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$
890	OTHER OBJECTS. (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.	
	TOTAL	\$700,000

SCHOOL GRANT BUDGET NARRATIVE

YEAR 2

DISTRICT: New Haven SCHOOL: Wilbur Cross High School TIER: II

FY 2012

CODE	OBJECT	Amount
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$254,400
	2 Co-Teachers - \$82,400 Teacher Leader Stipends - \$72,000 Staff for Afterschool/Saturday/Summer Academies - \$100,000	
200	PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$36,973
	Health (40%) – \$32,960 FICA (1.45%) - \$2,645 Worker’s Comp - \$1,368	
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.	\$249,600
	ACES/PDSI - (Transformation School Improvement Support Team) Conference Registration Authentic Intellectual Work Other Professional Development	
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.	\$100,000
	Instructional Technology	
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.	\$5,000
	Professional conference & travel	

CODE	OBJECT	Amount
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.	\$54,027
	Intervention materials for Reading, Writing, Science, Math & Social Studies Resource Materials for Interdisciplinary Instruction Extended Day Programming (summer, afterschool, saturday) Addition materials for ELL Students	
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	\$700,000

SCHOOL GRANT BUDGET NARRATIVE

YEAR 3

DISTRICT: New Haven SCHOOL: Wilbur Cross High School TIER: II

FY 2013

CODE	OBJECT	Amount
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$256,872
	2 Co-Teachers - \$84,872 Teacher Leader Stipends - \$72,000 Staff for Afterschool/Saturday/Summer Academies - \$100,000	
200	PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$38,017
	Health (40%) – \$33,949 FICA (1.45%) - \$2,681 Worker’s Comp (0.75%) – \$1,387	
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.	\$175,800
	ACES/PDSI - (Transformation School Improvement Support Team) Conference Registration Authentic Intellectual Work Other Professional Development	
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.	\$113,651
	Instructional Technology	
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.	\$5,000
	Professional conference & travel	

CODE	OBJECT	Amount
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.	\$110,660
	Intervention materials for Reading, Writing, Science, Math & Social Studies Resource Materials for Interdisciplinary Instruction Extended Day Programming (summer, afterschool, saturday) Addition materials for ELL Students	
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	\$700,000

District New Haven

School Hill Central Music Academy

Tier I

**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	\$300,250	\$297,750	\$305,613
200	Personal Services/ Employee Benefits	\$57,808	\$59,318	\$61,015
300	Purchased Professional & Technical Services	\$79,500	\$80,000	\$80,000
400	Purchased Property Services	\$38,240	\$5,000	\$3,000
500	Other Purchased Services	\$10,000	\$5,000	\$2,000
600	Supplies	\$104,202	\$52,932	\$48,372
700	Property			
890	Other Objects			
	TOTALS	\$590,000	\$500,000	\$500,000

SCHOOL GRANT BUDGET NARRATIVE

YEAR 1

DISTRICT: New Haven SCHOOL: Hill Central Music Academy TIER: I

FY 2011

CODE	OBJECT	Amount
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$300,250
	2 Co-Teachers - \$90,000 Parent Liaison - \$35,000 Stipend for Grade Level Teacher Leaders - \$24,000 Stipend for Teacher Leader - \$20,000 Extended Day Staff - \$50,000 (4) Tutors - \$81,250	
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.	\$57,808
	Health (40%) - \$50,000 FICA/Med (1.45%) = 3,208 – (7.65%) = 2,678 Grand total = \$5,886 Worker’s Comp (0.75%) - \$1,922	
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.	\$79,500
	Conference Registration ACES ELL Consultant CALI Interdisciplinary Unit PD Leadership & Learning Center Center for Applied Linguistics (CAL) for “SIOP” training Responsive Classroom	
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.	\$38,240
	PolyVision interactive whiteboards	

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.	\$10,000
	Professional Travel	
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.	\$104,202
	Supplemental materials to support reading, writing, math, science & social studies ELL supplemental materials/College Education 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	\$590,000

SCHOOL GRANT BUDGET NARRATIVE

YEAR 2

DISTRICT: New Haven SCHOOL: Hill Central Music Academy TIER: I

FY 2012

CODE	OBJECT	Amount
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$297,750
	2 Co-Teachers - \$92,700 Parent Liaison - \$36,050 Stipend for Grade Level Teacher Leaders - \$24,000 Stipend for Teacher Leader - \$20,000 Extended Day Staff - \$50,000 (4) Tutors - \$75,000	
200	PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$59,318
	Health (40%) - \$51,500 FICA/Med (1.45%) = 3,157 – (7.65%) = 2,758 Grand total = \$5,915 Worker’s Comp (0.75%) - \$1,903	
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.	\$80,000
	Conference Registration ACES ELL Consultant CALI Interdisciplinary Unit PD Leadership & Learning Center Center for Applied Linguistics (CAL) for “SIOP” training Responsive Classroom	
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.	\$5,000
	Instructional Technology	

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.	\$5,000
	Professional Travel	
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.	\$52,932
	Supplemental materials to support reading, writing, math, science & social studies ELL supplemental materials/College Education 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	\$500,000

SCHOOL GRANT BUDGET NARRATIVE

YEAR 3

DISTRICT: New Haven SCHOOL: Hill Central Music Academy TIER: I

FY 2013

CODE	OBJECT	Amount
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$305,613
	2 Co-Teachers - \$95,481 Parent Liaison - \$37,132 Stipend for Grade Level Teacher Leaders - \$24,000 Stipend for Teacher Leaders - \$24,000 Extended Day Staff - \$50,000 (4) Tutors - \$75,000	
200	PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$61,015
	Health (40%) - \$53,045 FICA/Med (1.45%) = 3,197 – (7.65%) = 2,841 Grand total = \$6,038 Worker’s Comp (0.75%) - \$1,932	
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.	\$80,000
	Conference Registration ACES ELL Consultant SIOP Training – CALI Interdisciplinary Unit PD Leadership & Learning Center Center for Applied Linguistics (CAL) for “SIOP” training	
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.	\$3,000
	Instructional Technology	
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.	\$2,000

CODE	OBJECT	Amount
	Professional Travel	
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.	\$48,372
	Supplemental materials to support reading, writing, math, science & social studies ELL supplemental materials/College Education 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	\$500,000

District New Haven School James Hillhouse High School Tier II

**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	\$207,000	\$247,000	\$247,000
200	Personal Services/ Employee Benefits	\$34,543	\$36,383	\$37,372
300	Purchased Professional & Technical Services	\$220,000	\$200,000	\$183,400
400	Purchased Property Services	\$152,550	\$104,400	\$121,000
500	Other Purchased Services	\$5,000	\$10,000	\$10,000
600	Supplies	\$80,907	\$102,217	\$101,228
700	Property			
890	Other Objects			
	TOTALS	\$700,000	\$700,000	\$700,000

SCHOOL GRANT BUDGET NARRATIVE

YEAR 1

DISTRICT: New Haven SCHOOL: James Hillhouse High School TIER: II

FY 2011

CODE	OBJECT	Amount
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$207,000
	2 Co-Teachers (Math or Science) - \$80,000 Support Teacher Stipends - \$14,400 Teacher Leader Stipends - \$72,000 9 th Grade Summer Academy - \$5,000 Staff for Afterschool/Saturday/Summer Academies - \$35,600	
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.	\$34,543
	Health (40%) - \$32,000 FICA (1.45%) - \$1,676 Worker’s Comp (0.75%) - \$867	
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.	\$220,000
	ACES/PDSI - (Transformation School Improvement Support Team) Cambridge (School Leadership Development Support) AP Training College Boards ELL Professional Services Conference Registration Authentic Intellectual Work	
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.	\$152,550
	LCD Projectors Eno Boards Turning Point Student Response System Digital Camcorder Student ID System	

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.	\$5,000
	Professional Conference & Travel	
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.	\$80,907
	Intervention materials for Reading, Writing, Science, Math & Social Studies Resource Materials for Interdisciplinary Instruction Extended Day Programming (summer, afterschool, saturday)– Addition materials for ELL Students	
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	\$700,000

SCHOOL GRANT BUDGET NARRATIVE

YEAR 2

DISTRICT: New Haven SCHOOL: James Hillhouse High School TIER: II

FY 2012

CODE	OBJECT	Amount
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$247,000
	2 Co-teachers (Math or Science) - \$82,400 Master Teacher Stipends - \$14,400 Teacher Leader Stipends - \$72,000 9 th Grade Summer Academy - \$5,000 Staff for Afterschool/Saturday/Summer Academies - \$73,200	
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.	\$36,383
	Health (40%) - \$32,960 FICA (1.45%) - \$2,256 Worker's Comp (0.75%) - \$1,167	
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.	\$200,000
	ACES/PDSI - (Transformation School Improvement Support Team) Cambridge (School Leadership Development Support) ELL Professional Services Conference Registration Authentic Intellectual Work	
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.	\$104,400
	Instructional Technology	
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.	\$10,000
	Professional Conference & Travel	

CODE	OBJECT	Amount
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.	\$102,217
	Intervention materials for Reading, Writing, Science, Math & Social Studies Resource Materials for Interdisciplinary Instruction Extended Day Programming (summer, afterschool, saturday) Addition materials for ELL Students	
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	\$700,000

SCHOOL GRANT BUDGET NARRATIVE

YEAR 3

DISTRICT: New Haven SCHOOL: James Hillhouse High School TIER: II

FY 2013

CODE	OBJECT	Amount
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$247,000
	2 Co-Teachers (Math or Science) - \$84,872 Support Teacher Stipends - \$14,400 Teacher Leader Stipends - \$72,000 9 th Grade Summer Academy - \$5,000 Staff for Afterschool/Saturday/Summer Academies - \$70,728	
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.	\$37,372
	Health (40%) - \$33,949 FICA (1.45%) - \$2,256 Worker’s Comp (0.75%) - \$1,167	
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.	\$183,400
	ACES/PDSI - (Transformation School Improvement Support Team) Cambridge (School Leadership Development Support) ELL Professional Services Conference Registration Authentic Intellectual Work	
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.	\$121,000
	Instructional Technology	
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.	\$10,000

CODE	OBJECT	Amount
	Professional Conference & Travel	
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.	\$101,228
	Intervention materials for Reading, Writing, Science, Math & Social Studies Resource Materials for Interdisciplinary Instruction Extended Day Programming (summer, afterschool, saturday) Addition materials for ELL Students	
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	\$700,000

DISTRICT SUMMARY GRANT BUDGET NARRATIVE

YEAR 1

DISTRICT: New Haven

TOWN CODE: 093

FY 2012

CODE	OBJECT	Amount
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$137,000
	Director of Instruction - \$133,900 for Turnaround/Transformational Schools	
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.	\$33,000
	Health (40%) - \$29,985 FICA/Med (1.45%) – 1,987 Worker’s Comp (0.75%) - \$1,028	
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc.	
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	

CODE	OBJECT	Amount
500	OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	
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.	
	Administrative Supplies	
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	
	Technology 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	\$170,000

DISTRICT SUMMARY GRANT BUDGET NARRATIVE

YEAR 2

DISTRICT: New Haven

TOWN CODE: 093

FY 2012

CODE	OBJECT	Amount
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$137,000
	Director of Instruction - \$133,900 for Turnaround/Transformational Schools	
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.	\$33,000
	Health (40%) - \$29,985 FICA/Med (1.45%) – 1,987 Worker’s Comp (0.75%) - \$1,028	
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc.	
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	

CODE	OBJECT	Amount
500	OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	
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.	
	Administrative Supplies	
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	
	Technology 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	\$170,000

DISTRICT SUMMARY GRANT BUDGET NARRATIVE

YEAR 3

DISTRICT: New Haven

TOWN CODE: 093

FY 2012

CODE	OBJECT	Amount
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$137,000
	Director of Instruction - \$133,900 for Turnaround/Transformational Schools	
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.	\$33,000
	Health (40%) - \$29,985 FICA/Med (1.45%) – 1,987 Worker’s Comp (0.75%) - \$1,028	
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc.	
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	

CODE	OBJECT	Amount
500	OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	
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.	
	Administrative Supplies	
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	
	Technology 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	\$170,000

District New Haven

Town Code 093

**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	\$137,000	\$137,000	\$137,000
200	Personal Services/ Employee Benefits	\$33,000	\$33,000	\$33,000
300	Purchased Professional & Technical Services			
400	Purchased Property Services			
500	Other Purchased Services			
600	Supplies			
700	Property			
890	Other Objects			
	TOTALS	\$170,000	\$170,000	\$170,000

