

Connecticut State Department of Education

School Improvement Grants 2009-10

COVER SHEET

Name of District: Windham	
Name of Grant Contact: Ana Maria Olezza	
Phone: 860.465.2315	
Fax: 860.465.2576	
Email: aolezza@windham.k12.ct.us	
Address of Grant Contact: Windham Public Schools 322 Prospect Street Willimantic, CT 06226	
Name of Superintendent: Doreen Fuller	
Signature of Superintendent:	Date: 5/12/10
Name of Board Chair: Kenneth Folan	
Signature of Board Chair:	Date: 5/12/10

Part III. SIG Application

Please complete sections A-I.

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

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

SCHOOL NAME	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
				turnaround	restart	closure	transformation
Natchaug	<u>X</u>						<u>X</u>

B. DESCRIPTIVE INFORMATION: Please complete each section below.

1. For each Tier I and Tier II school that the district commits to serve, provide the following:
 - a) an analysis of the needs of each school down to the subgroup level using at least three years of disaggregated achievement data. Include a copy of the needs analysis for each school with a summary of the needs to be addressed at each school;
 - b) three-year student achievement goals in reading/language arts and mathematics on the CMT or CAPT for all students and subgroups;
 - c) a detailed description of the intervention model selected for each school and how implementing the model will assist in meeting the identified needs of the school (NOTE: SIG funds may be awarded to a district for a Tier I or Tier II school that has implemented, in whole or in part, a turnaround model, restart model or transformation model within the last two years so that the district and school can continue or complete their implementation of the model.);
 - d) a description of how the district has monitored the implementation of each school's improvement plan;
 - e) the results of any external evaluations conducted at each school within the past five years;
 - f) the status of school-level data teams at each school;
 - g) a description of how the district has monitored the implementation of corrective action plans or restructuring plans for each school, if applicable, and provide the status of the implementation of each plan; and
 - h) a description of the level of the district's participation in the Connecticut Accountability for Learning Initiative (CALI)* and the implementation of applicable CALI initiatives.

*Please refer to Appendix B for *Connecticut Accountability for Learning Initiative* descriptive document.

Disegregated Table here

(a) An analysis of the Math results for the third grade CMT indicated a slight gain in the percentage of students at or above proficiency from 2007 to 2008, and a substantial increase from 2008 to 2009. The reading scores for the third grade for the same time period show first a decrease and then a slight improvement for the 2009 school year.

An analysis of grade four proficient percentages over time indicates that the percentage of students at or above proficient in Math declined for 2008 and increased slightly for 2009, but remained below the percentage achieved for 2007. In Reading, the fourth grade percentage of students at or above proficiency for Natchaug decreased each year from 2007 to 2009.

Natchaug school subgroups data clearly show a larger percentage of White versus Hispanic students at or above proficiency in the two CMT grades. In both subject areas, the percentage of student at or above proficiency not eligible for free and reduced meals is significantly higher than the percentage of students receiving free and reduced meals.

A comparison between ELLs and Non-ELL students indicates that the Non-ELL subgroup performed better than their ELL counterpart in both grades and in all tested areas.

The above mentioned data indicates that Natchaug school's culture needs to be reoriented toward shared responsibility and accountability. New performance objectives will be set under the school transformation. These priorities will dictate the allocation of funding, time, and human resources to align with the school's instructional priorities. The results by subgroups substantiate the District Improvement Plan Tier I goal of decreasing the achievement gap among and between subgroups.

The area of Reading is clearly to be targeted as one in critical need of improvement. There is a significant need to address the teaching and learning of Reading throughout the school. The district will allocate additional time (60 minutes) to reading instruction in order to provide interventions and enrichment according to students' individual needs. Teachers participate in job embedded, collaborative professional development aimed at those areas of Reading pedagogy that need to be addressed as evidenced by a teacher inventory of teaching skills and student data.

(b) Windham Public Schools will be using the three targets set by the CSDE in July 2010 using the vertical scales and growth model.

(c) Description of the Intervention Model Selected

The intervention model selected for Natchaug school (Transformation Model) is suitable for the school given its past achievement results, the availability of staff replacement, the community context and the district's ability to fully support the implementation.

The school principal will be replaced with a highly qualified and a capable principal who has experience or clear potential to lead the school to a transformation successfully. A rigorous evaluation and development system for all staff will be adopted. Staff rewards and incentives will be awarded to those educators whose school student population shows evidence of achievement; staff will have ample opportunities for improving and professional growth before being removed from their position. The school will enjoy greater flexibility and participation in the decision making process with respect to the school operations that support student learning. The school day will be modified so as to increase the academic learning time and to enable the school community to engage in comprehensive literacy instructional reform.

The following elements of the Transformation model will be adopted at Natchaug:

Staffing:

- A new principal will be recruited and hired to lead the turnaround effort at Natchaug. The new leader will demonstrate a strong desire for achieving outstanding results and the task oriented actions required for success.
- Increased commitment to the goals of the district and school and increased vigor to realize these goals will be secured by asking all staff wishing to be part of the Natchaug school community to apply for their positions.

Evaluation:

- An evaluation system that, as agreed to by the Windham Federation of Teachers (WFT), will include school performance data during the first year of the grant implementation. For the subsequent year, the administration will negotiate with the WFT to design a method by which to incorporate aggregated grade level student performance into individual teacher evaluations.

Incentives:

- All Natchaug school staff, including custodial, certified, cafeteria and paraprofessionals, will receive a cash incentive if the student performance on the Connecticut Mastery Test (CMT) increases for all subgroups. The amount to be received will be determined by the percentage of growth achieved by all subgroups.

Professional development:

- A formal inventory (similar to the CT Foundations of Reading Test) will be administered to all staff to determine the training needs of teachers in the building. Additionally, these baseline data will be triangulated with student reading outcomes in the CMT and Developmental Reading Inventory (DRA 2) to form the basis of the training effort.
- Professional development will be embedded within the school day.
- One additional professional development day will be added to the school calendar for Natchaug teachers and paraprofessionals.
- All teachers, paraprofessionals, and tutors will be trained in Tier II interventions.

Instructional reform: increased instructional time

- Forty-five minutes will be added to the student instructional day and the teacher work day.
 - $(135 \text{ extra hrs} / 7.25 \text{ hrs in day}) = 18.62 \text{ extra days}$
 - $(18.62 / 184 \text{ contract days}) = 10.1\% \text{ increased time}$
 - $(10.1\% \times \$65,000 \text{ average salary}) = \$6578 \text{ more per teacher}$
 - $(6578 \times 23 \text{ teachers}) = \$151,293$
 - Paraprofessional support

Instructional reform: more structured tracking and analysis of data

- Data manager /data coach

- Training/PD by a technology consultant

Instructional reform: Professional Development

- External Literacy Coach
- All teachers and paraprofessionals will be trained in Tier 2 interventions

Instructional reform: meeting the needs of subgroups

- With the significant number of ELL students in the school, the need exists to ensure that their instructional needs are met. Hire two certified teachers as tutors.
- Added curriculum support specialist for central office (Board funded).
- Added two tutors to provide small group intervention.

Instructional reform: Early Identification/SRBI/Data teams

- Teachers will receive one hour of preparation daily for the purposes of individual planning (3) and team planning (2)
- Use of data integral to meetings
- If there are two sections per grade requires having the following additional support for NS (total 1.0)
 - PE teacher: from .3 to .6
 - Art teacher: from 0 to .4
 - Music teacher: from .3 to .6
 - Library media specialist: from 0 to .4
 - Math enhancement: no need increase in staffing
- If there are three sections per grade require having the following additional support for NS (total 2.0)
 - PE teacher: from .3 to .6
 - Art teacher: from 0 to .4
 - Music teacher: from .3 to .6
 - Library media specialist: from 0 to .4
 - Math enhancement: no need increase in staffing
 - Five tutors for 4-hours per day to support SRBI implementation.

Instructional reform: use of assessments

- DIBELS/IDELS will continue to be used
- DRA 2 will continue to be used
- State benchmark testing will be used in selected grades

Family and community engagement

- Natchaug School has a Family Resource Center (FRC). The FRC will be used to more fully engage families in the school.
- A paraprofessional will provide added support to parents and students (Board funded)

- There is an active before and after school program at the school. This program will continue during the 2010-11 school year.

Operational flexibility

- Staffing: because of the increased work day, there will be a process for all staff to apply for a position at Natchaug School, with the principal playing a role in the selection.
- Scheduling for the school will be completed by the principal.

Materials

- Laptop carts to support administration of the benchmark testing and teacher training and professional development.
- Smartboards to promote the infusion of technology into lesson planning and delivery (Board funded).
- Teacher reading resources for professional development (e.g. texts for study groups) (Board funded)

(d) District's Monitoring of the School Improvement Plan

Monitoring of the Natchaug school improvement plan has been accomplished through central office walkthroughs that determine whether the implementation of the school selected objectives is proceeding as planned. Additionally, the walkthroughs provide data on the use and display of student achievement, data, and exemplars of student work. Attention is also paid to the utilization of questions that reflect the highest levels of Bloom's taxonomy and promote higher order thinking. These walkthroughs are conducted every three months by all central office program directors, the literacy coordinator, the Superintendent, and the Assistant Superintendent. They are non evaluative, since they aim at documenting the percentage of adult behaviors enacted by the teachers in the classrooms visited by the team. Following the walkthroughs, the Superintendent meets with the school principal to go over the data from the school data teams and discuss gains in student achievement.

(e) External evaluations

No external evaluations have been conducted in the past five years.

(f) The status of the school-level data teams at Natchaug school

Data teams at Natchaug school are in Year 2 of implementation. The school data team, under the principal's guidance analyzes benchmark data in order to determine the overall efficacy of curricula, instruction and school climate. The principal, the instructional consultant and the reading teachers are regular, attending members of the team. Additionally, there are representatives of each grade level. Norms have been developed and are followed. There are ample opportunities for team members to participate and the discussion follows the established agenda and the group stays on task. There is a need for the leadership to continue to provide the necessary support as planned during the meetings and to enhance the quality of the discussion by asking probing questions and by encouraging team members to adopt an inquiry based approach. The group operates at a proficient level at present and will need to continue to progress to an exemplary standard.

Grade level data teams are also scheduled regularly. Data teams analyze common formative assessments to improve and differentiate instruction and to determine who the students in need of intervention are. Much work is still needed to ensure that grade level data informs instruction as a result of the grade level meetings. Teachers have begun to share practices that have proven successful in their classrooms and implement strategies agreed upon collectively by team participants. The school leadership, however,

needs to make a concerted effort to monitor and ensure that grade level data does indeed inform instruction and that data and students results are utilized as part of the evaluation process.

Progress has clearly been made in the implementation and establishment of data teams at Natchaug. These teams can be considered to be proficient. However, their performance is not consistent and most activities can be said to be in a developmental stage. The need exists for grade level team to become more proficient in prioritizing relevant data and identifying high leverage effective strategies to promote higher student achievement.

(g) N/A

(h) Implementation of Connecticut Accountability for Learning Initiative (CALI)

Windham Public Schools is in its second year of implementation of the CALI model. Natchaug school has participated in the CALI training and teachers have been given the opportunity to participate in the state sponsored workshops, as well as in training offered to the school as a whole. There is an awareness of services and resources and understanding of CALI goals and purposes.

To date the district has made much progress in strengthening and aligning its organizational systems, especially those closest to the instructional core in order to secure the greatest impact on the teaching and learning process. Windham Public School's administrators and educators are aware of the goals and purposes of CALI and the implications of this theory of action.

The district is engaged in implementation and achievement of mid term outcomes as it strives to get to fidelity of implementation and become a change agent. After the initial step of powering standards and creating a pacing guide for the various subject areas, selected teacher representatives and central office personnel worked collaboratively to ensure vertical and horizontal alignment of the grade level expectations (K-12). The district and the instructional consultants meet regularly as part of an ongoing system for reviewing Power Standards for appropriateness and accuracy. Central office and school leaders continue to ensure that standards are taught across the district with an emphasis on power standards. The district is currently working on revising curricula in the various subject areas to ensure that there is a standard based curriculum that is aligned with formative and summative assessments.

Two significant components of this long term plan creating data teams and providing follow up support for teachers to implement data results at each grade level throughout the district have to a great extent been accomplished.

The district data team (DDT) analyzed and discussed key district data, including teacher retention, assessment performance and graduation rates. Data analyzed included close examination of data trend and gaps in achievement. Based on this analysis, the DDT identified critical areas of concern and challenges to focus on. Tier II indicators were developed to identify the adult actions that will target the key areas and result in the greatest impact on student learning. With the support and guidance of the State consultants, the district data team is continually analyzing data to monitor the implementation of the district improvement plan, evaluating results and making necessary revisions. The school data teams utilize school level data that is aligned with the district plan. The school developed a school improvement plan that is closely aligned with the district improvement plan. The school data team is responsible for analyzing data with respect to their plan and to report progress, backed by data, to the DDT. School data teams are in the process of becoming proficient at analyzing benchmark data to establish the overall efficacy of curricula, instruction, and school climate, system of socio emotional learning and behavior support of students. Grade level data teams and content area data teams analyze common formative assessment data collaboratively in order to improve and differentiate instruction and identify students in need of intervention. Tier II and Tier III interventions are in place. Progress monitoring is frequent and the data is utilized to modify or substitute interventions as needed. Further work is needed to better match intervention to student needs.

The district is confident that over time, the sustained effort of the school community will lead to the institutionalizing of the concepts and principles of this theory of change. By creating and developing a common language and culture that fosters the moral imperative and greater purpose in the forefront of all work, the district will ensure that student learning will incrementally and noticeably improve and the achievement gaps will be reduced or eliminated.

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

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

The principal at Natchaug school reports to the Superintendent of Schools. The principal's responsibilities are to the students and faculty. The principal will function as a true instructional leader and enjoy a high level of freedom to make decisions about budget, resources and time to meet the needs of the student population.

All teachers at Natchaug will work with central office staff, the external literacy coach, the data manager, the school paraprofessionals and the family resource aide to share decision making responsibility to ensure positive student outcomes. Although the new leader will ultimately remain accountable as the final decision maker, staff participatory leadership will be encouraged and expected in all aspects of school operations, especially in terms of instruction. Instruction and learning are expected to shift from practice and repetition to interpretation and explaining. The district, the principal, and the school community at large will promote new understandings as to how instruction and learning can best proceed. Teaching will be social rather individual and although individual performances still matter, much "knowledge work is distributed", involving collaboration with others (Resnick, 1987). Teaching and learning will be characterized by self monitoring and self management.

The whole school community, under the principal's guidance, needs to foster their belief in "effort based ability"- the belief that ability is not fixed and deterministic of one's success. When teachers in their interactive behavior, as well as in their classroom routines and structures demonstrate their belief in effort based ability, i.e., the idea that ability can be grown, that it is malleable, there is a significant impact on student results. When students believe that they can increase their ability, this belief has a profound effect on their exertion of effective effort and ultimately their achievement. (Resnick, 2009).

The district will support the school efforts through the district data team, professional development, and quarterly walkthroughs. The Superintendent and Assistant Superintendent will meet with the principal after each walkthrough to discuss student and teacher performance. The teachers and principal will receive additional support and guidance from a data manager and an external literacy facilitator.

Organizational Chart here

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

Based on the result of student assessment over time at Natchaug, it is apparent that a key component of the selected intervention model is the provision of targeted support to teachers in the area of reading instruction. The professional development to be offered needs to be differentiated and customized to the specific needs of the teachers and students at the school and provide time for reflection within a collegial focus. Shallow processing can result in “familiarity” rather than “knowing”. Teachers need to be actively engaged in their learning to scaffold deep processing (Willingham, 2006).

A researcher developed Reading Instruction Inventory comprised of questions from several state exams - with reliability and validity- will be administered to all teachers. This assessment consists of a selection of questions focused on the same domains of literacy assessed by the Connecticut Foundations of Reading Test (CFRT). The CFRT is the assessment that all early childhood and elementary teacher candidates seeking Connecticut certification are required to pass to demonstrate knowledge of reading instruction. The CFRT identifies three sub-areas: I. Foundations of Reading Development, II. Development of Reading Comprehension, and III. Reading Assessment and Instruction. The sub-areas are comprised of objectives:

I. Foundations of Reading

- a. Objective 1: Understand phonological and phonemic awareness
- b. Objective 2: Understand concepts of print and the alphabetic principle
- c. Objective 3: Understand the role of phonics in promoting reading development
- d. Objective 4: Understand word analysis skills and strategies

II. Development of Reading Comprehension

- a. Objective 5: Understand vocabulary development
- b. Objective 6: Understand how to apply reading comprehension skills and strategies to imaginative/literary texts
- c. Objective 7: Understand how to apply reading comprehension skills and strategies to informational/expository texts

III. Reading Assessment and Instruction

- a. Objective 8: Understand formal and informal methods for assessing reading development
- b. Objective 9: Understand multiple approaches to reading development

Since a practice test for the CFRT is available on line and due to the fact that the testing agency does not provide disaggregate data on tester performance, the CFRT will not yield the information we would need to inform a data-driven evidence-based professional development program. Therefore, a modified survey/assessment will be utilized.

The intent of administering this reading inventory/assessment is to identify strengths and weaknesses in the pedagogy of reading instruction represented by the scores of the teachers at Natchaug. Content/topics would emerge from a comparison between teachers identified needs and student needs as evidenced by

student reading assessment data assessments (CMT, DRA2). Based on the findings of this inquiry a professional development map for ensuring the science of reading will be created such that priorities can be established and addressed in teacher training. The training will be provided by an external literacy facilitator who has ample experience in preparing teachers to provide reading instruction in the diverse twenty first century classrooms.

The success of the training model will be evaluated with a pre/post assessment design structure. Data from this comparison analysis will provide feedback regarding the effectiveness of the initiative and highlight those areas that need to be modified.

c) the district will monitor each component of the selected intervention model for each school; and the components of the Intervention Model selected by the district will be monitored through:

- An annual review of the school improvement plan to include student achievement data will be submitted to the district Data Team by the school. The district data team will ensure the alignment of the school's action plan with the student population needs as determined by the data collected and analyzed for Natchaug. The roles and participation of school personnel, as well as the timelines for completion of objectives established in the plan will be reviewed.
- Data collection and analyzes of the impact of the professional development plan will be collected and analyzed. This task will be performed by the external facilitator together with the curriculum department from central office and the data manager/data coach.
- Quarterly walkthroughs by central office personnel to ensure fidelity of implementation will take place. Central office personnel, including program directors, the assistant superintendent and the superintendent will participate in these walkthroughs. Feedback will be provided to the principal after the walkthrough. The superintendent will meet with the principal to analyze and evaluate the progress of the school data teams and student growth and teacher observation data. Data will also be shared with the school personnel after tabulation.
- **d) the district will monitor the allocation of resources and funds to effectively implement the selected intervention model in each school.**

Natchaug's school principal needs to be given sufficient authority to shape the school's structure, time, and to allocate funds within a framework of support and direction provided by the district. The research provides ample examples of and emphasis on school authority. However, the authority to make choices at the school level does not automatically mean school level flexibility of all aspects of school operations. The school needs the flexibility to allocate people, time and money in a way that supports the change, but ultimately the district is still responsible for the deployment of funds and the monitoring of grant expenditures.

Staffing, hiring and placement are under the responsibility of the Human Resources department. All purchases and fund allocation changes need to be approved by both the Principal and the Director of Grants. The Business office keeps all financial documentation and records to ensure transparency and compliance with the grant specifications.

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

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

Regular and ARRA, Title II, Part A Teacher Quality, Title III, Part A English Language Acquisition, state Priority School District funds, State Accountability funds and Education Cost Sharing set-aside funds);

The district will utilize various other funding resources, in addition to the SIG grant, in order to implement the selected model at Natchaug school. PSD funding will support a reading teacher and a full day program assistant. The coordinator of summer school and the summer school teachers will also be supported by this funding source. Title I, Part A regular will fund a full time paraprofessional to support the full day kindergarten classroom. Funding the district received from Title I ARRA provides for a full time Intervention Specialist/Reading and .4 of an Intervention Specialist/Math. Title II, Part A, Teacher Quality provides funding for a second full time Intervention Specialist/Reading and .6 of the Intervention Specialist/Math salary. Title III, Part A, will provide school personnel with necessary materials for ELL students, as well as the support of a part time tutor /tester, and professional development support in the implementation of the Sheltered Instruction Observation Protocol (Short, 2007).

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

The administration has worked with the Windham Federation of Teachers on a draft Memorandum of Understanding that agrees with the provisions of the grant that require negotiation, such as, (1) adopting an extended school day at Natchaug school and an additional professional development day (2) a whole-school student data evaluation system for the first year of the grant; for the subsequent years evaluations based on student achievement data will be negotiated during the summer (3) all present staff to remain at Natchaug school and (4) Natchaug school teacher openings will be open to other teachers in the district. Long term changes negotiated with the union will be incorporated into contractual agreements.

e) Sustain the reforms after the funding period ends;

The most important factor in ensuring sustainability of the project is the extent to which the proposed changes become part of the school's teaching culture. Those initiatives that are characterized by professional practice rather than programs, and are shared among teachers as "the way we do business here" are the ones likely to continue beyond the grant's timelines. Reeves (2007) states that "sustainable change requires not merely hierarchy, but a network in which the original change messages are communicated with and influenced by teacher leaders who have credibility based upon their ability to demonstrate the impact of the change in the classroom on a daily basis." The research literature presents abundant evidence of success when teachers work together collaboratively. Professional learning communities, study groups, common lesson study, and group reviews of students' work have, when done well, contributed to value-add to the work of the team. In the proposed model, there is an added incentive for collaboration. The time resources and schedule support and encourage teachers to poll their expertise and capacity for problem solving. Professional development is also directly linked to changing instructional practice in order to improve student achievement. It is school-based and reflects the skills and strategies that teachers need to address the work they are doing.

The first year of the grant implementation will require substantial funding to cover startup costs with declining investment in subsequent years. The district is committed to supplement funding by providing in kind resources. It is also anticipated that Natchaug school will achieve sufficient student growth during the first year of the grant implementation to be able to obtain funding for years two and three. Once the grant period is over, the district will continue to sustain the effort at Natchaug by in kind contributions and also by applying for other available grants.

Should student achievement at Natchaug improve over the length of the grant, the Board of Education will be predisposed to maintaining the level of funding in order to keep the grant activities in place.

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

The following timeline will be followed in the implementation of the transformation model at Natchaug:

Timeline Table Here

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

The district has ensured to communicate with and to seek the input of all relevant stakeholders. The Board of education has analyzed, discussed and approved the proposed changes and innovations. The district believes that a supportive working environment for staff is integral to providing a positive learning environment for all students. Teachers and school staff play a vital role in establishing a mission-driven school culture that is focused on student achievement and rewards and celebrates excellence. The superintendent has met with Natchaug teachers and solicited their input. The model selected by the district was explained in detail; questions were answered and the process to be followed for teachers to apply and interview for the 2010-2011 school year were delineated. Additionally, the superintendent has met with the WFT to foster collaboration and commitment to the implementation process as proposed in this application.

A meeting with the Natchaug parent community was held on June 15, 2010 to inform parents of the purpose and content of the proposed transformational model. Parents were encouraged to participate in the effort by involving themselves as key partners in the new school structure. Parents who do not speak English were given the opportunity to obtain simultaneous translation provided by district personnel.

The superintendent has visited all other schools in the district to solicit input and ideas from staff to strengthen the model of continuous improvement at Natchaug. The community at large has also received information on the proposed model through the district's newsletters and meetings at each school.

6. For each Tier III school the district commits to serve, identify the services the school will receive or the activities the school will implement. A district has flexibility to choose the strategies it will implement in the Tier III schools it commits to serve. A district does not have to implement a particular school improvement strategy in its Tier III schools. The strategies the district selects should be research based and designed to address the particular needs of the Tier III schools.

N/A

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

N/A

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

Not applicable.

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

Not applicable.

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

School Name: Natchaug

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

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

Under the School Improvement grant, Natchaug School will operate under new leadership. The selected leader will be an outstanding educator with a proven record of turning around schools and a strong background in developing comprehensive and positive school-based student and family supports. The successful candidate will be someone who is committed to a vision of educational excellence and has a record of steadfast leadership. The new principal of Natchaug School is expected to maintain high levels of achievement for all students, to create and maintain high levels of excitement for teaching and learning with staff and to work with parents and the community to ensure their active involvement in the educational process. The district will conduct an extensive search in order to identify and hire an innovative and charismatic leader with the above mentioned background and knowledge.

Marzano (2003) points out that schools with effective instructional leaders allow for distributed leadership. Principals create the structures and provide the necessary supports for teachers to collaborate across grade levels and subject areas. The new principal will be given a high level of operational flexibility to implement a curriculum based on high expectations and organized around frequent assessments. The principal, with the support of central office staff, will be entrusted with the task of interviewing the teachers who will be part of the school community, as well as, determining the roles and responsibilities of her team leaders within the school building.

Though replacement of fifty percent of the staff is not a requirement of the grant under the selected model (transformational model), all staff wishing to work at the school will need to go through an application process in order to validate their commitment to the transformation and the accountability school culture.

Decisions on teacher rewards or removal will be based on student growth data as well as multiple assessments of performance and collection of professional practice reflective of student achievement. The district will solicit for a teacher replacement at Natchaug based on contractual agreements. Advertising of open positions will take place as needed.

2. Using rigorous, transparent, and equitable evaluation systems for teachers and principals that: take into account data on student growth as a significant factor, as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and are designed and developed with teacher and principal involvement.

As part of the new accountability paradigm, the evaluation process will be modified, as agreed to by the Windham Federation of Teachers (WFT) and the administration. During the first year of the grant implementation, teacher's evaluation will include school performance data. For the second and third years, the administration will work with the WFT to agree on a method of evaluation that would incorporate aggregated grade level student performance data or a student growth model to be developed by the state into individual teacher evaluations.

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

Staff at Natchaug will receive professional compensation that reflects their commitment to the school and their success at improving student learning. A transparent and equitable system for rewarding staff will be created. Teacher and general staff input will be solicited during the development and implementation of the reward system. In consultation with all bargaining units, including the WFT, all staff (to include custodial, cafeteria, noncertified and certified school personnel, teachers and principal) will receive a cash incentive if student performance on the CMT increases so that the school makes safe harbor. The maximum cash incentive will amount to \$1,000.00; lower levels of student achievement will generate smaller cash rewards as per agreements with the bargaining units. The principal may transfer or remove teachers as per contractual agreements. Assignments are based on teacher effectiveness and not on seniority.

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

Current research provides evidence that intensive professional development programs can help teachers to increase their knowledge and change their instructional practices (Borko, 2004). Rigorous staff development appropriate for teachers with different experience and expertise will contribute to positive student outcomes. In order to gauge the needs identified through student performance and teacher evaluations at Natchaug, a formal inventory, similar to the CT Foundation of Reading will be administered to all teachers. The results will serve as a basis for the provision of differentiated and job embedded professional development. Teachers will have ample time for collaboration and active learning since the professional development sessions will be embedded within the school day. Additionally, one full day professional sessions will be added to the school calendar for all teachers and paraprofessionals.

The overarching goal of these professional development opportunities is not only to provide sustained and targeted training related to the implementation of literacy strategies, but also to create strong professional development communities that can contribute to instructional improvement and school reform (Little, 2002).

The ultimate goal is for teachers to see themselves as a community of learners with a shared goal of improving the learning and teaching of literacy. Over time, they will become better at elaborating the details of students' reading reasoning and understanding their problem-solving strategies, as they begin to develop instructional trajectories for helping students advance their literacy thinking.

The district will set specific, achievable objectives to be accomplished through the teacher training initiative and monitor the extent to which it has changed teacher practice. District and school leaders will act as true instructional leaders, providing regular, targeted feedback for teachers to improve their practice. Professional development efforts will be further evaluated through walkthroughs and classroom observations (including peer observations) to assist teachers to build specific skills and knowledge. Through experimentation, teachers will developed new ways to elicit and listen to their students' thinking, as they use the work groups as a place to reflect on their experimentation (Franke & Kazemi, 2001; Franke, Kazemi, Shih, Biagetti, & Battey, in press; Kazemi & Franke, 2004).

Teachers at Natchaug school will participate in professional development in the areas of Reading instruction, the use of technology in gathering and analyzing data, and sheltered instruction.

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

It is important that teachers and other staff be assigned to grade levels and classrooms whose needs are appropriately aligned with their professional competencies. There are multiple reasons for this strategy. On the one hand, it makes teachers more content in their profession, significantly reducing or eliminating mobility and attrition. According to the 2000-2001 Teacher Follow-up Survey, 40% of public school teachers who moved to a new school did so for an opportunity for a better teaching assignment (Luekens, Lyter, Fox, & Chandler, 2004). Additionally, it helps to ensure that all students, regardless of their background, have equal access to experienced, highly qualified teachers. Capitalizing on teachers' talent, knowledge and skills, this alignment between teacher assignments and the needs of the students is designed to lead to improved instruction in the short term and to professional satisfaction in the long run. To make successful assignments, the building leader will examine the backgrounds, evaluation findings, and track records of each member of the school faculty and thoughtfully and collaboratively construct the school schedule to match teachers with assignments in such a way that they and their students are most likely to succeed. The success of these assignment decisions will continually be evaluated for their impact on student achievement.

As staff advance in experience and expertise, their roles will be differentiated to reflect their skills, and career goals. The school district and the school leader will recognize more accomplished educators and provide them with structures for them to continue to expand their leadership. The instructional consultant role, for example, will be assigned on a rotating basis for a period of three years. This will allow for the recognition of teacher leaders within the school community. The designated data team and school data team facilitator will also reflect leadership recognition and distributive leadership considerations..

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

- 1. Using data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.**

In addition to the CMT, Benchmarks (CBAS) for grades 3 and 4 are administered for Literacy and Math. Based on the data yielded by these instruments, the district has identified two research based series for the elementary school. The Reading series is Trophies by Harcourt Brace (2003) and the Mathematics series is Math Connects by Macmillan McGraw-Hill (2009). Teachers have already identified Power Standards, and created and adopted a pacing guide. Correlations between the Math standards and grade level expectations have also been created collaboratively by grade level. Expected performance and suggested activities for each standard have been included as part of the grade level template. Teacher and administrator representatives are now in the process of writing curricula.

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

The teacher schedule to be adopted at Natchaug school will provide adequate time for teachers to get together to analyze data and reflect on their practice. The extended day schedule will provide an hour preparation period for teachers to meet in their data teams. Additionally, through targeted professional development to be provided by the Data Coach, the school internal capacity to collect, retrieve and analyze data will be enhanced. The Data Coach will facilitate the data team meetings and provide guided practice on how to find patterns in the data and will help teachers formulate the questions to be answered by the data. This deep understanding of data will help the staff differentiate instruction and, ultimately improve their practice.

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

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

Caroline Hoxby’s major on going study of all New York city charter schools has analyzed 30 different design variables at 42 schools _ such as curriculum, approach to discipline, teacher pay structures and found that the feature that has the highest correlation with academic success is increased learning time (Hoxby, Murarka, & Kang, 2009).

Natchaug school instructional day will increase by forty five minutes. A typical day schedule is illustrated in the table below:

30 minutes	Morning meeting and passing time
90 minutes	Literacy. Core program instruction. Whole group and in class small group
60 minutes	Tier 2 Intervention, Tier 3 Intervention and Language Development Enrichment
60 minutes	Math
45 minutes	Social Studies
45 minutes	Science
45 minutes	Lunch and recess
60 minutes	Teacher preparation / Student Specials

This basic student schedule aims at striking a balance between expanded time for students to learn and for teachers to collaborate and improve. Ultimately, though, this school reform strategy must not focus on simply extending the time students are in school, but on increasing the time students engage in productive, academic learning (Silva, 2005).

The success of extended instructional time depends on how well teachers are trained to use the extra time effectively. Time’s potential as a reform depends largely on whether the time is used effectively and on its use as a resource to serve students most in need of extra learning opportunities (Silva, 2005). Research shows that extending the right kind of time to the students who need it most can improve student learning and effectively close achievement gaps between poor and minority students and their more affluent peers. It can also enhance the rigor and relevance of a school’s curriculum by providing more time for core academic subjects without sacrificing other subjects and it can improve teaching by providing opportunities for teacher planning, collaboration and professional development.

The most important aspect of extending the school day is to ensure that the extra time is spent in academic endeavors which engage students. Natchaug school will lengthen the time students spend in core academic subjects and also allow for targeted interventions based on students’ identified needs. The proposed schedule will also allow teachers to receive the required professional development so that the extended academic time becomes also an opportunity for planning and collaboration.

2. Providing ongoing mechanisms for family and community engagement.

Research shows that well-planned partnerships among families, school, and community members can make a powerful contribution to greater student success (Rodriguez & Epstein, 2009). No matter what their income or background, children's home experiences are critical to their development of the skills necessary for keeping pace in school. Natchaug School has a successful Family Resource Center in place. This center is staffed with one Family Resource Coordinator and a parent educator who provide parent training and outreach support to parents and students.

Parent involvement at Natchaug is based on the following six types of involvement identified by Epstein (Epstein et al., 2009) and it will continue to guide all outreach efforts to the parents and community at large:

Parenting: assist families in understanding child development and support at each grade level. Assisting schools in understanding families.

Communicating: communicating with families about school programs and student progress.

Volunteering: improving recruitment, training and schedules to involve families as volunteers.

Learning at Home: involving families with their children in learning at home, including homework and other curriculum related activities.

Decision making: including families as participants in school decisions, governance and advocacy.

Collaborating with the community: coordinating community services and resources for students, families and the school with business, agencies and other groups and offer opportunities for community service.

During the last year, the department of Children and Families (DCF), area providers, and the school system collaborated to develop Project E.A.S.T. This team seeks to create a continuous and seamless System of Care for all Natchaug children with symptomatic behavioral health needs by implementing a program for low intensity children. Project E.A.S.T. proposes to pilot a service delivery system for children who are identified through a screening tool that will assess antisocial behaviors against a list of risk and protective factors (Hawkins, Catalano, Miller; 1992). This initiative will also provide a mechanism for family and community engagement at Natchaug school and link community agencies and the families that need support.

A paraprofessional will assist with tracking student attendance and tardiness. This staff member will work with parents to problem solve obstacles and challenges to attendance and punctuality. By utilizing coordinated, collaborative home school interventions, this staff member and the FRC will collaboratively address disengagement from school and follow up with students showing signs of withdrawal. They will also provide parent training on strategies for homework support and family literacy initiatives. Training parents to become active parents in the school decision making process and soliciting their input and communicating with them in their dominant language will also be under their responsibilities.

Students at Natchaug also have the opportunity to participate in an active before and after school program that provides academic and enrichment opportunities through a grant funded program. The program strives to reinvigorate and replace the typical after school drilling routines with activities that encourage students to use their skills and talents in the practice of interesting activities. The program engages several community agencies in the delivery of services. This program will continue during the 2010-2011 school year.

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

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

A fair and transparent process will be in place to provide teachers across the district with the opportunity to determine whether they wish to be part of a school community that offers a longer school day. Teachers will apply for a position at Natchaug; the principal will have an active role in the staff selection and assignment of school positions in order to be able to meet the needs of the school's diverse population.

Natchaug newly appointed school leader will work with teachers to adjust the master schedule to incorporate sufficient time for weekly enrichment activities and collaborative grade level planning. The school staff will enjoy flexibility to allow them to make modifications to teacher planning, as necessary, so that they can continue to offer these program components to the students. Interventions are based on academic data and configured to meet the diverse needs of the students. Accelerated instruction will be provided to students who are performing at or above grade level. Simultaneously, rigorous instruction and intervention are made available to students who do not meet the proficiency levels for a specific grade. Teachers will make adjustments throughout the year to ensure that all students' receive appropriate support while being challenged to reach their full potential.

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

Natchaug will be provided support and participation in the identification and selection of reliable and valid screening and progress monitoring measures. Ongoing and targeted professional development on the measures and on using resulting data will also be under the district's responsibility. The addition of a full time data specialist to the school staff will go a long way towards increasing the accuracy, provide real time accessibility and facilitate the multi purpose use of data.

The district will also provide support and technical assistance to school personnel to allow them to select and implement curricula as well as instructional methods that best fit the needs of the subgroups population, i.e. English language learners and Students with disability. Professional development will also highlight collaboration between general and special educators, student access to the general curriculum, and multicultural responsiveness (Sopko, 2009).

Under the CT State Department of Education support model, the state provides the school district with assistance in aligning its organizational systems, including instructional structures and processes. Specialized external consultants provide oversight and monitor the district, school and instructional level data teams in accordance with the CALI theory of action for improvement; they revise and approve the District Improvement Plan in (DIP) and monitor its implementation through monthly district data team meetings and through a bi-annual formal review of the DIP with a corresponding report to the Commissioner. Additionally, the state has provided professional development and support to all district administrators in the preparation of the school improvement plans and the CALI training modules. Teachers across the district have been given an opportunity to participate in out of district training sessions and many have become certified trainers.

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

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

Not applicable

G. BUDGET: Please complete the following budget information.

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

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

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

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

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

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

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

Please see Appendix D for more information and examples.

District Windham

Town Code 163

**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			
200	Personal Services/ Employee Benefits			
300	Purchased Professional & Technical Services			
400	Purchased Property Services			
500	Other Purchased Services			
600	Supplies			
700	Property			
890	Other Objects			
	TOTALS	\$0	\$0	\$0

**ED114 SCHOOL LEVEL 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	\$ 515,816	\$496,735	\$442,449
200	Personal Services/ Employee Benefits	\$ 125,000	\$110,000	\$105,000
300	Purchased Professional & Technical Services	\$ 80,000	\$80,000	\$80,000
400	Purchased Property Services			
500	Other Purchased Services	\$ 10,000	\$10,000	\$10,000
600	Supplies	\$	\$	\$
700	Property	\$ 35,000		
890	Other Objects			
	TOTALS	\$765,816	\$696,735	\$637,449

SCHOOL GRANT BUDGET NARRATIVE

DISTRICT: Windham

SCHOOL: Natchaug TIER: #1

FY 07/01/2010-6/30/2011

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.	\$515,816
	1.0 FTE Data Manager/Data Coach - \$60,000; 2.0 FTE Special and Regular Education Paraprofessionals and 3.0 FTE Special Education and Regular Education Tutors-\$78,000; 5 tutors @ \$15/4 hrs/184 days-\$55,200; 2 ELL Certified Teacher Tutors - @ \$25/4 hrs/184 days - \$35,000; Increase PE and Music Teacher from .3 FTE to .6 FTE - \$30,000; Create .4 FTE Art Teacher and .4 FTE Library Media Specialist - \$70,000; Additional 45 minutes to teacher work day (135 extra hours/7.25/day18.62 extra days/184 contract days – 10.1% increased time x \$65,000 average salary - \$6578 more per 23 teachers - \$151,293; Additional time for paraprofessionals - \$17,820 One additional PD day added to teachers and paraprofessionals contract - \$17,000; Increased school day from 7.0 to 7.25 cost for school nurse (184 days x .25 = \$1503)	
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.	\$125,000
	FICA, medFICA and health insurance benefits for positions/staff above	
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
	External Facilitator - \$75,000; PAC - \$5,000	
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$

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
	CT Foundations of Reading Test for all staff	
600	SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$35,000
	Laptops for all teachers, 2 laptop carts with security locks for use in all classrooms	
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	\$765,816

SCHOOL GRANT BUDGET NARRATIVE

DISTRICT: Windham

SCHOOL: Natchaug TIER: #1

FY 07/01/2011-6/30/2012

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.	\$496,735
	.5 FTE Data Manager/Data Coach - \$30,000; 2.0 FTE Special Education and Regular Education Paraprofessionals and 3.0 FTE Special Education and Regular Education Tutors- \$78,000; 3 tutors @ \$15/4 hrs/184 days-\$33,120; 2 ELL Certified Tutors @ \$25/4 hrs/184 days- \$35,000; \$1,000 incentive for all staff (custodial, certified, clerical, cafeteria, paraprofessional) if school achieves Safe Harbor - \$50,000; PE and Music Teacher from .3 FTE to .6 FTE - \$30,000; .4 FTE Art Teacher and Library Media Specialist - \$70,000; Additional 45 minutes to teacher work day (135 extra hours/7.25/day18.62 extra days/184 contract days – 10.1% increased time x \$65,000 average salary - \$6578 more per 23 teachers-\$151,293; Additional time for paraprofessionals - \$17,820; -Increase school nurse from 7 to 7.25 hrs/184 days - \$1502)	
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.	\$110,000
	FICA, medFICA and health insurance benefits for positions/staff above	
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
	External Facilitator - \$75,000; PAC - \$5,000	
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$

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
	CT Foundations of Reading Test for all staff to verify improvement	
600	SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	
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	\$696,735

SCHOOL GRANT BUDGET NARRATIVE

DISTRICT: Windham

SCHOOL: Natchaug TIER: #1

FY 07/01/2010-6/30/2011

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.	\$442,449
	.5 FTE Data Manager/Data Coach - \$30,000; 1.5 FTE Special Education and Regular Education Paraprofessional and 2.5 FTE Special Education and Regular Education Tutors - \$58,714; 3 tutors @ \$15/4 hrs/184 days-\$33,120; \$1,000 incentive for all staff (custodial, certified, clerical, cafeteria, paraprofessional) if school achieves AYP - \$50,000; PE and Music Teacher from .3 FTE to .6 FTE - \$30,000; 4 FTE Art Teacher and .4 FTE Library Media Specialist - \$70,000; Additional 45 minutes to teacher work day (135 extra hours/7.25/day18.62 extra days/184 contract days – 10.1% increased time x \$65,000 average salary - \$6578 more per 23 teachers - \$151,293; Additional time for paraprofessionals - \$17,820 ; Increased school day from 7.0-7.25 cost for school nurse (184 days)-\$1502	
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.	\$105,000
	FICA, medFICA and health insurance benefits for positions/staff above-	
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
	External Facilitator - \$75,000; PAC - \$5,000	
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$

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
	CT Foundation of Reading Testing/Evaluation of all staff	
600	SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	
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	\$637,449

H. WAIVERS

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

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

_____ All Tier I schools

_____ The following Tier I schools: _____

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

_____ All Tier I schools

_____ The following Tier I schools: _____

I. INTERVENTION MODEL CHECKLISTS

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

District: Windham	
School: Natchaug School	
Transformation Model	
Requirements Addressed in Application:	Please Check
A. Develop and increase teacher and school leader effectiveness:	√
1. Replace the principal who led the school prior to commencement of the transformation model.	√
2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that - <ul style="list-style-type: none"> • take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and • are designed and developed with teacher and principal involvement. 	√
3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	√
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	√
5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.	√
B. Implement comprehensive instructional reform strategies:	√
1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.	√

C. Increase learning time and create community-oriented schools:	√
1. Establish schedules and strategies that provide increased learning time.	√
2. Provide ongoing mechanisms for family and community engagement.	√
D. Provide operational flexibility and sustained support:	√
1. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	√
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.	√

List of Appendices

Appendix A – List of Eligible Schools-removed from application

Appendix B – *Connecticut Accountability for Learning Initiative-removed from application*

Appendix C – Statement of Assurances

Appendix D – Definitions taken from the federal *School Improvement Grants Application-removed from application*

Appendix E – District budgets and state allocations taken from the federal *School Improvement Grants Application-removed from application*

Appendix F – Review Guides

Appendix G – Evaluation of External Partners

APPENDIX C

Statement of Assurances

PROJECT TITLE: Natchaug School Improvement Grant

THE APPLICANT: Windham HEREBY ASSURES THAT:

The district must assure that—

- A. It uses its School Improvement Grant to implement fully and effectively an intervention in each Tier I, Tier II and Tier III schools that the district commits to serve consistent with the final requirements;
- B. Establishes annual goals for student achievement on the CMT and/or CAPT in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I, Tier II and Tier III schools that it serves with school improvement funds;
- C. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- D. It reports to the CSDE the school-level data required under section III of the final requirements;
- E. It has the necessary legal authority to apply for and receive the proposed grant;
- F. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- G. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- H. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the Connecticut State Board of Education (CSBE) and the CSDE;
- I. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- J. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- K. The applicant will submit reports, as specified, to the CSDE , including information relating to the project records and access thereto as the CSDE may find necessary;

- L. The CSDE reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- M. The applicant will protect and save harmless the CSBE from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant; and
- N. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the CSDE any monies not expended in accordance with the approved program/operation budget as determined by the audit.

Required Contract Language

1) References in this section to “contract” shall mean this grant agreement and references to “contractor” shall mean the Grantee.

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

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

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

68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to sections 46a-56, 46a-68e and 46a-68f; (e) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor as relate to the provisions of this section and section 46a-56.

3) Determination of the contractor's good faith efforts shall include but shall not be limited to the following factors: The contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

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

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

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

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

8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for

noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

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

Signature:

Name (typed):

Doreen Fuller

Title (typed):

Superintendent

Date:

May 13, 2010

APPENDIX F

Review Guide

This review guide will be used by the CSDE in the review of your district's SIG application.

A. Schools to be Served	Yes	No
A list of Tier I, II and III schools is provided along with the selected intervention for Tier I or Tier II schools.		

<p><i>B. Descriptive Information</i></p> <p>1. For each Tier I and Tier II school the district commits to serve:</p>	<p>EXCELLENT (well conceived and thoroughly developed)</p>	<p>GOOD (clear and complete)</p>	<p>MARGINAL (requires additional clarification)</p>	<p>WEAK (lacks sufficient information)</p>	<p>INADEQUATE (information not provided)</p>
<p>An analysis of the needs of each school down to the subgroup level using at least three years of disaggregated achievement data. Include a copy of the needs analysis for each school with a summary of the needs to be addressed at each school</p>					
<p>Three-year student achievement goals in reading/ language arts and mathematics on the CMT or CAPT for all students and subgroups</p>					
<p>A detailed description of the intervention model selected and how it will assist in meeting the needs of the school</p>					
<p>A description of how the district has monitored the implementation of the SIP</p>					
<p>The results of any external evaluations conducted at each school</p>					
<p>The status of school level data teams at each school</p>					
<p>A description of how the district has monitored the implementation of each school's corrective action or restructuring plan</p>					
<p>A description of the level of the district's participation in and implementation of CALI</p>					

<p><i>B. Descriptive Information</i></p> <p>2. For each Tier I and Tier II school that the district commits to serve, demonstrate the capacity to use SIG funds to provide adequate resources and related support in order to implement fully and effectively the selected intervention in each of those schools, by stating how:</p>	<p>EXCELLENT (well conceived and thoroughly developed)</p>	<p>GOOD (clear and complete)</p>	<p>MARGINAL (requires additional clarification)</p>	<p>WEAK (lacks sufficient information)</p>	<p>INADEQUATE (information not provided)</p>
<p>funds will be used to support the staffing and organization at the district level. Include a district organizational chart</p>					
<p>district and school-level staff will be trained to fully and effectively implement the selected intervention model in each school</p>					
<p>the district will monitor each component of the selected intervention model for each school</p>					
<p>the district will monitor the allocation of necessary resources and funds to effectively implement the selected intervention model in each school.</p>					

<i>B. Descriptive Information</i> 3. Describe actions the district has taken, or will take, to:	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
design and implement interventions consistent with the federal requirements of the SIG					
recruit, screen, and select external providers, if applicable, to ensure their quality					
align other resources with the interventions (e.g., general Title I, Part A Regular and ARRA, Title II, Part A Teacher Quality, Title III, Part A English Language Acquisition funds)					
modify its teacher or administrator contracts, practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively					
sustain the reforms after the funding period ends					
4. Include a timeline delineating the steps the district will take to implement the selected intervention in each Tier I and Tier II school the district commits to serve					

<p>5. Describe the annual goals for student achievement on the CMT and CAPT in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.</p>					
<p>6. Provide a description of the how the district has consulted with relevant stakeholders including parents regarding the district’s application and implementation of school improvement models in its Tier I and Tier II schools.</p>					
<p>7. For each Tier III school the district commits to serve, identify the services the school will receive or the activities the school will implement. A district has flexibility to choose the strategies it will implement in the Tier III schools it commits to serve. A district does not have to implement a particular school improvement strategy in its Tier III schools. The strategies the district selects should be research-based and designed to address the particular needs of the Tier III schools.</p>					
<p>8. If the district is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school.</p>					

C. Turnaround Model	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
Describe how you will replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.					
Describe in detail how you will use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent and select new staff.					
Describe how are you prepared to implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.					

<p>Describe how you will provide staff ongoing, high-quality job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p>					
<p>Describe how you will adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the district or CSDE, hire a “turnaround leader” who reports directly to the superintendent or chief academic officer, or enter into a multi-year contract with the district or CSDE to obtain added flexibility in exchange for greater accountability.</p>					
<p>Describe your plans to 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.</p>					
<p>Describe how you plan to promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>					

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

D. Restart Model	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
Describe the rigorous review process you will use to select a restart operator for a school to be converted or closed and reopened under a charter school operator, a charter management organization (CMO), or an education management organization (EMO).					
Explain the process that will be used for enrolling, within the grades it serves, any former student who wishes to attend the new school.					
Provide the contract or agreement terms and provisions you will use to hold the charter school operator, CMO, or EMO accountable for complying with the final SIG requirements.					

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
E. Transformational Model					
Describe how you will develop and increase teacher and school leader effectiveness by:					
Replacing the principal who led the school prior to commencement of the transformation model.					
Using rigorous, transparent, and equitable evaluation systems for teachers and principals that: <ul style="list-style-type: none"> • take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and • are designed and developed with teacher and principal involvement. 					

<p>Identifying and rewarding school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>					
<p>Providing staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p>					
<p>Implementing such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.</p>					
<p>Describe how you will implement instructional reform strategies by:</p>					
<p>Using data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.</p>					

Promoting the continuous use of student data (such as from formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.					
Describe how you plan to increase learning time and create community-oriented schools by:					
Establishing schedules and strategies that provide increased learning time.					
Providing ongoing mechanisms for family and community engagement.					
Describe your plans to provide operational flexibility and sustained support by:					
Giving the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.					
Ensuring that the school receives ongoing, intensive technical assistance and related support from the district, the CSDE, or a designated external lead partner.					

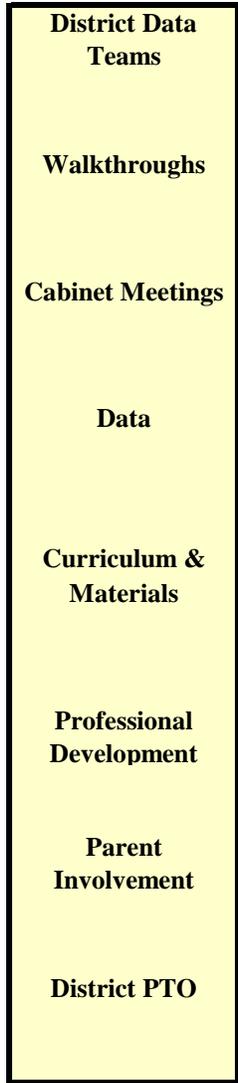
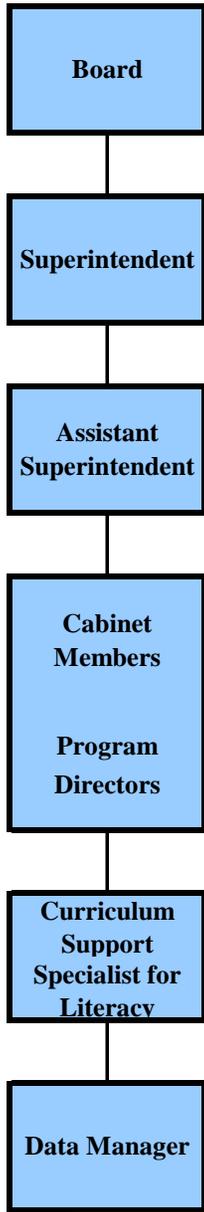
F. Closure Model	Adequately Demonstrated	Partially Demonstrated	Not Adequately Demonstrated
Explain how you will enroll students who attended the closed school in other schools in the district that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which			

achievement data are not yet available.			
Explain how you will ensure that costs associated with closing a school will only be paid for with SIG funds if they are reasonable and necessary in accordance with federal guidance.			

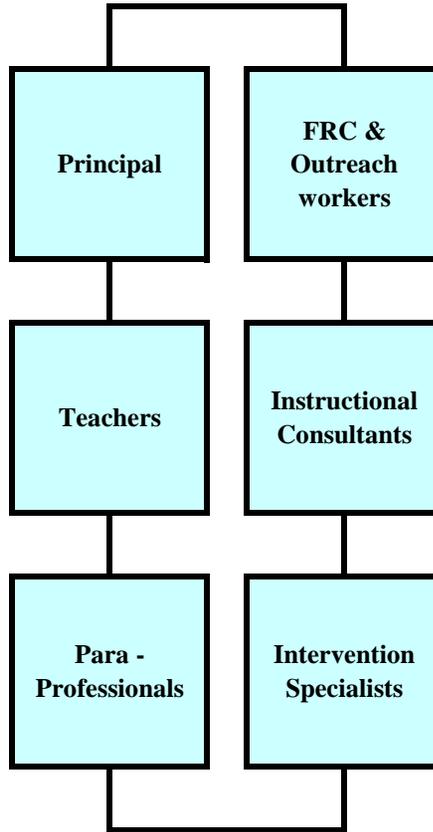
G. Budget	Adequate	Not Adequate
District Budget		
School Budget		
District Narrative		
School Narrative		
Supplement and not Supplant		

DISTRICT AND SCHOOL-LEVEL SUPPORT STRUCTURE

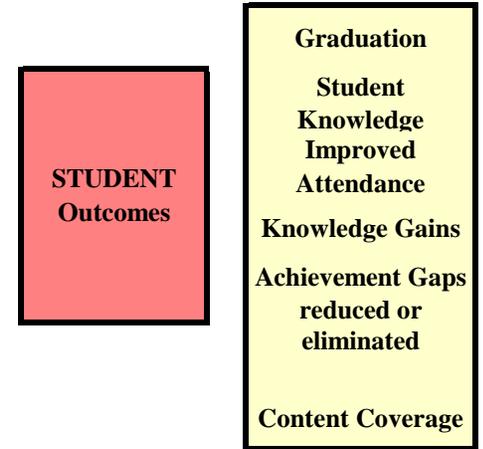
DISTRICT



SCHOOL



CLASSROOM



COMMUNITY & PARENTS



Natchaug School
Disegregated CMT Data
2007-2009

Group	Grade	Year	Mathematics		Grades 3-4		2007-2009		% At/Above Proficiency	% At/Above Goal
			Number Tested	Below Basic	Basic	Proficient	Goal	Advanced		
Hispanic	3	2007	43	51.2	20.9	18.6	9.3	0	27.9	9.3
Hispanic	4	2007	25	64	8	16	12	0	28	12
Hispanic	3	2008	38	36.8	18.4	31.6	13.2	0	44.7	13.2
Hispanic	4	2008	43	69.8	9.3	11.6	9.3	0	20.9	9.3
Hispanic	3	2009	34	35.3	14.7	29.4	17.6	2.9	50	20.6
Hispanic	4	2009	31	77.4	9.7	0	12.9	0	12.9	12.9
White	3	2007	11	9.1	27.3	36.4	18.2	9.1	63.6	27.3
White	4	2007	10	30	20	20	30	0	50	30
White	3	2008	19	47.4	21.1	5.3	15.8	10.5	31.6	26.3
White	4	2008	11	36.4	18.2	18.2	18.2	9.1	45.5	27.3
White	3	2009	15	20	6.7	26.7	33.3	13.3	73.3	46.7
White	4	2009	17	41.2	17.6	0	35.3	5.9	41.2	41.2
F/R Meals	3	2007	48	50	18.8	18.8	10.4	2.1	31.3	12.5
F/R Meals	4	2007	37	56.8	13.5	13.5	16.2	0	29.7	16.2
F/R Meals	3	2008	53	39.6	20.8	22.6	13.2	3.8	39.6	17
F/R Meals	4	2008	47	70.2	12.8	10.6	6.4	0	17	6.4
F/R Meals	3	2009	49	30.6	12.2	28.6	24.5	4.1	57.1	28.6
F/R Meals	4	2009	42	69	11.9	0	16.7	2.4	19	19
Full Price	3	2007	11	0	27.3	54.5	18.2	0	72.7	18.2
Full Price	4	2007	4	0	25	50	25	0	75	25
Full Price	3	2008	7	42.9	0	14.3	28.6	14.3	57.1	42.9
Full Price	4	2008	12	25	0	25	33.3	16.7	75	50
Full Price	3	2009	11	18.2	9.1	18.2	45.5	9.1	72.7	54.5
Full Price	4	2009	9	33.3	11.1	0	55.6	0	55.6	55.6
ELL	3	2007	16	62.5	25	12.5	0	0	12.5	0
ELL	4	2007	8	75	12.5	12.5	0	0	12.5	0
ELL	3	2008	4	25	25	50	0	0	50	0
ELL	4	2008	16	81.3	12.5	6.3	0	0	6.3	0
ELL	3	2009	13	38.5	0	53.8	7.7	0	61.5	7.7
ELL	4	2009	3	100	0	0	0	0	0	0
Not ELL	3	2007	43	32.6	18.6	30.2	16.3	2.3	48.8	18.6
Not ELL	4	2007	33	45.5	15.2	18.2	21.2	0	39.4	21.2
Not ELL	3	2008	56	41.1	17.9	19.6	16.1	5.4	41.1	21.4
Not ELL	4	2008	43	53.5	9.3	16.3	16.3	4.7	37.2	20.9
Not ELL	3	2009	47	25.5	14.9	19.1	34	6.4	59.6	40.4
Not ELL	4	2009	48	60.4	12.5	0	25	2.1	27.1	27.1

Natchaug School
Dissegregated CMT Data
2007-2009

Reading Grades 3-4 2007-2009

Group	Grade	Year	Number Tested	Below Basic	Basic	Proficient	Goal	Advanced	% At/Above Proficiency	% At/Above Goal
Hispanic	3	2007	43	62.8	11.6	14	11.6	0	25.6	11.6
Hispanic	4	2007	25	64	8	16	12	0	28	12
Hispanic	3	2008	38	71.1	15.8	5.3	7.9	0	13.2	7.9
Hispanic	4	2008	43	69.8	9.3	11.6	9.3	0	20.9	9.3
Hispanic	3	2009	32	65.6	12.5	12.5	9.4	0	21.9	9.4
Hispanic	4	2009	31	77.4	9.7	0	12.9	0	12.9	12.9
White	3	2007	11	54.5	9.1	9.1	9.1	18.2	36.4	27.3
White	4	2007	10	30	20	20	30	0	50	30
White	3	2008	18	61.1	5.6	16.7	5.6	11.1	33.3	16.7
White	4	2008	11	36.4	18.2	18.2	18.2	9.1	45.5	27.3
White	3	2009	15	33.3	26.7	13.3	20	6.7	40	26.7
White	4	2009	17	41.2	17.6	0	35.3	5.9	41.2	41.2
F/R Meals	3	2007	48	66.7	10.4	10.4	8.3	4.2	22.9	12.5
F/R Meals	4	2007	37	56.8	13.5	13.5	16.2	0	29.7	16.2
F/R Meals	3	2008	52	67.3	13.5	7.7	7.7	3.8	19.2	11.5
F/R Meals	4	2008	47	70.2	12.8	10.6	6.4	0	17	6.4
F/R Meals	3	2009	46	56.5	15.2	13	15.2	0	28.3	15.2
F/R Meals	4	2009	42	69	11.9	0	16.7	2.4	19	19
Full Price	3	2007	11	27.3	9.1	27.3	18.2	18.2	63.6	36.4
Full Price	4	2007	4	0	25	50	25	0	75	25
Full Price	3	2008	7	57.1	0	14.3	28.6	0	42.9	28.6
Full Price	4	2008	12	25	0	25	33.3	16.7	75	50
Full Price	3	2009	11	27.3	27.3	9.1	27.3	9.1	45.5	36.4
Full Price	4	2009	9	33.3	11.1	0	55.6	0	55.6	55.6
ELL	3	2007	16	68.8	12.5	18.8	0	0	18.8	0
ELL	4	2007	8	75	12.5	12.5	0	0	12.5	0
ELL	3	2008	4	50	25	25	0	0	25	0
ELL	4	2008	16	81.3	12.5	6.3	0	0	6.3	0
ELL	3	2009	12	75	8.3	8.3	8.3	0	16.7	8.3
ELL	4	2009	3	100	0	0	0	0	0	0
Not ELL	3	2007	43	55.8	9.3	11.6	14	9.3	34.9	23.3
Not ELL	4	2007	33	45.5	15.2	18.2	21.2	0	39.4	21.2
Not ELL	3	2008	55	67.3	10.9	7.3	10.9	3.6	21.8	14.5
Not ELL	4	2008	43	53.5	9.3	16.3	16.3	4.7	37.2	20.9
Not ELL	3	2009	45	44.4	20	13.3	20	2.2	35.6	22.2
Not ELL	4	2009	48	60.4	12.5	0	25	2.1	27.1	27.1

DISTRICT IMPLEMENTATION TIMELINE

YEAR 1	YEAR 2	YEAR 3
<ul style="list-style-type: none"> Principal selection and hiring 		
<ul style="list-style-type: none"> Teacher interviewing and classroom assignments 	<ul style="list-style-type: none"> Make decisions to retain, transfer or dismiss personnel 	<ul style="list-style-type: none"> Make decisions to retain, transfer or dismiss personnel
<ul style="list-style-type: none"> Decisions regarding resource allocations 		
<ul style="list-style-type: none"> Appropriate assignments of students 	<ul style="list-style-type: none"> Appropriate assignments of students 	<ul style="list-style-type: none"> Appropriate assignment of students
<ul style="list-style-type: none"> Union negotiations 	<ul style="list-style-type: none"> Agreement with Unions with respect to the use of student data for teacher and principal evaluations 	
<ul style="list-style-type: none"> Continued communications with parents and community 	<ul style="list-style-type: none"> Continued communications with parents and community 	<ul style="list-style-type: none"> Continued communications with parents and community
<ul style="list-style-type: none"> Professional development based on identified needs 	<ul style="list-style-type: none"> Professional development based on identified needs 	<ul style="list-style-type: none"> Professional development based on identified needs continued
<ul style="list-style-type: none"> School schedule 	<ul style="list-style-type: none"> Data collection on professional development 	<ul style="list-style-type: none"> Data collection on professional development continued
<ul style="list-style-type: none"> Curriculum and materials 	<ul style="list-style-type: none"> Curriculum and materials 	<ul style="list-style-type: none"> Curriculum and materials
<ul style="list-style-type: none"> Social support of achievement 	<ul style="list-style-type: none"> Social support of achievement 	<ul style="list-style-type: none"> Social support of achievement
<ul style="list-style-type: none"> Inventory of teacher reading strategies administered and results used for PD planning 	<ul style="list-style-type: none"> PD monitoring and modifications based on relevant data 	<ul style="list-style-type: none"> PD monitoring and modifications based on relevant data
<ul style="list-style-type: none"> Data collection on professional development analyzed 	<ul style="list-style-type: none"> Data collection on professional development 	
<ul style="list-style-type: none"> Student data collection and analysis 	<ul style="list-style-type: none"> Student data collection and analysis 	<ul style="list-style-type: none"> Student data collection and analysis
<ul style="list-style-type: none"> Parent and community involvement 	<ul style="list-style-type: none"> Parent and community involvement 	<ul style="list-style-type: none"> Parent and community involvement
<ul style="list-style-type: none"> Social support of achievement 		
<ul style="list-style-type: none"> Results compared to plan 	<ul style="list-style-type: none"> Professional teaching culture 	<ul style="list-style-type: none"> Professional teaching culture
<ul style="list-style-type: none"> Feedback on actual results 		
<ul style="list-style-type: none"> Review teacher performance 		
<ul style="list-style-type: none"> Make decisions to retain, transfer, or dismiss personnel 	<ul style="list-style-type: none"> If actual results are not acceptable, implementation of corrective action 	<ul style="list-style-type: none"> If actual results are not acceptable, implementation of corrective action