



**Connecticut State Department of Education
SIG 1003(g) | Application Cover Page**

District (LEA):			
NEW HAVEN PUBLIC SCHOOLS			
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GARTH HARRIES			
Signature of Superintendent:			Date:
			MAY 14, 2015
Name of Board Chair:			
DR. CARLOS TORRE			
Signature of Board Chair:			Date:
			MAY14, 2015

Directions: Please identify in the chart below the eligible schools in your district for which you are submitting a SIG application, and identify the model selected for each school. **LEAs pursuing the closure model need only complete this cover page the School Closure Application found on page 16.**

School Name:	Turnaround	Restart	Early Learning	Whole-School Reform	Closure	Transformation
Augusta Lewis Troup School	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
James Hillhouse High School	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
	<input type="checkbox"/>					
	<input type="checkbox"/>					

Section 1: LEA Capacity and Organizational Structure

Describe the district's strategy, theory of change, or approach as pertaining to school turnaround. Ensure alignment to the District's Alliance District Plan

The New Haven Public School encompasses the belief that all kids can learn, achieve, and rise to a bright future. Our purpose is to provide an outstanding education that extends beyond graduation and prepares our students to be the next generation of leaders, innovators and problem solvers. Engagement is the foundation of learning and growth for students, adults and the school district as a whole. We will be successful when all students actively engage in their own learning, when adults engage in their professional community, and when the school district is consistently learning and growing to respond to the needs of children and schools. We must all engage and take collective responsibility for ensuring student success and wellbeing so that every child has a chance to rise. To create this engagement, our vision is to build a portfolio of great schools that empower students to achieve success in college, career and life through purposeful, supportive and meaningful learning experiences. In crafting those learning experiences, we must strive to engage the whole child – the academic learning, the social-emotional growth, and health that enable students and schools to rise. As we work, we hold tight to the values of collaboration, growth and innovation and equity. Our theory of change is built on four pillars, which include high levels of academic learning, culture and climate, talent, and operations. We also are committed to establishing a portfolio of school that is supported on its own unique path to success. We ensure alignment of all initiatives to the District Alliance Plan.

Talent: Educators engaging in purposeful, supportive, and meaningful teaching and leading

The district is building on the success of our nationally recognized education evaluation and development system. We are working to strengthen peer-to-peer networks for teachers and administrators. There is a concerted effort to improve recruitment and retention of talent with an emphasis on minority recruitment. We have created purposeful, supportive and meaningful career trajectory/lattice for all staff, with emphasis on retaining and advancing exemplary staff, and continue to focus on developing a leadership pipeline.

As part of the SIG plan, Troup will be developing a collaborative model to ensure greater improvement and growth in teaching practices that will lead to improved student achievement. The Deputy Superintendent, the Director of Instruction for Troup, and the district Office of Talent will collaborate and support the SIG initiatives at Troup. The district will support the school by establishing a central office/school monitoring teams with Curriculum Supervisors, as well as support school-based monitoring teams.

Academics: Academic Learning: The knowledge and skills to success in college and career

The NHPS has expanded its pre-K sites and has a comprehensive literacy model designed to ensure that by the end of first grade, all students have acquired functional reading. We strive to engage parents and community in early-grade reading initiatives, our use of literacy interventions has proven to be successful, and we continue to expand options for high quality English Language Learning instruction. There is also intensive support for high school and college transitions.

The district has been implementing a comprehensive common core strategy by closely aligning curricula, instruction and assessment to Connecticut State Standards. We are improving our capacity to offer professional development and monitor implementation of best instructional practices. The NHPS curriculum for literacy is written with the pedagogical practices of Reading and Writing Workshop models. Mastery of skills is determined through quarterly required tasks and through the use of universal screening tools. There is a process for identifying lowest performing students and there is a comprehensive list of recommended interventions. The district provides highly trained literacy coaches with professional development and coaching skills that are designed to improve staff performance, as well as to assist in the monitoring of instruction and student achievement. All subject areas have refined their curriculum to include Common Core Standards, quarterly assessments and embedded performance tasks. The Supervisors and school-based coaches have provided training to staff during district-sponsored Curriculum, Instruction and Assessment workshops. Troup will work toward implementation of the curriculum and assessments with fidelity.

As part of the SIG plan, Troup is focusing on ensuring full implementation and fidelity to the district core curriculum with a very strong emphasis on integrating technology into the learning process. One literacy coach is primarily assigned to K – 4 initiatives at the school site. For Troup, the district will assist in selecting a literacy coach for grades 5 – 8 with expertise in content reading instruction and technology integration. Professional development will be targeted at improving academic performance of all students through the development of individual student success plans, close monitoring of curriculum and instructional planning and practices, and through the establishment of the school as a Professional Learning Community at which the dialogue is around staff performance, student achievement, technology integration and parental involvement. As we strengthen our monitoring and accountability processes, we anticipate this design will provide for a seamless support system for teachers in grades K – 8.

Climate and Culture: Social and physical growth, including the attitudes and foundation to succeed in college, career and life

Our approach includes a focus on behavior support, including restorative practices and special education support. We have been training staff and hiring/partnering with specialists to address trauma. Our curriculum includes the development of standards and tracking for social/emotional learning and whole child health. There is a continuation and expansion of Youth STAT, a program designed to identify and support at-risk youth. We have redesigned our homebound and alternative school programs, and have created an orientation program for students who arrive mid-year so as to support them in the new school environment.

The district is committed to providing a safe supportive environment for all students so that they develop the skills necessary to be successful in college, career and life. The district is designing and implementing a set of tools to establish a shared understanding of the district's wraparound definitions and domains. We are also expanding our community partnerships focused on increasing student attendance and achievement through strengthened parent engagement activities. The schools have PBIS training and are at various stages of implementation. We are establishing plans to include performance indicators and strategies for students.

As part of the SIG plan, Troup is also planning to strengthen their parental involvement initiatives by hiring a Parent Resource Coordinator and by providing targeted training around establishing a welcoming parent/community environment, as well as establishing protocols for improving parent/teacher relationships. Part of this process will be the creation of an asset map that identified wraparound services for students and families in need. Troup is planning to have a full-time Culture and Climate Specialist who will work closely with the Parent Resource Coordinator to ensure improvement in attendance. The specialist will also provide professional development, modeling, coaching and monitoring of the PBIS model, as well as character and leadership development.

Operations: Efficient, equitable and transparent infrastructure supports

Our focus to changing and improving operations is based on leveraging community and parent resources and partnerships for greater impact, which is designed to strengthen parent communication and engagement, expand and deepen community-based programs, and a continued focus on improving enrollment processes, including redistricting of school zones. We are committed to alignment of all funding sources to support district priorities through a strategic budget review to increase transparency, efficiency and equity of resources, implement strategies for targeted saving and pursue new investments and grants from city, state, federal and other resources. Expand and deepen, using general and special funds to support district priorities, pursuing new grants and other resource opportunities, and to develop a capital plan and a school construction designed to focus on responsible stewardship of buildings.

Provide a clear overview of the LEA's capacity and staffing structure to support its lowest performing schools. Specially, describe the supports and technical assistance provided by the LEA to its low-performing schools.

As part of our unique and innovative improvement model, we have established a Portfolio of Schools model in which schools are supported on their own unique paths to success. In this way we provide targeted support to schools with significant needs/challenges as well as expand innovation and teaching models with a focus on personalized learning, real-world connection, and capstone projects. As part of the SIG plan, the district is committed to ensuring that the technology instructional focus at Troup, which is highly innovative and relevant to our increasingly global and digitalized world is a success.

The Deputy Superintendent and the Director of Instruction for Troup will work with the leadership team and staff at the school in the development, monitoring and evaluation of their SIG plan. The Deputy Superintendent for Curriculum and Instruction facilitates the monitoring of instruction and learning at the lowest performing schools. School teams present both student and staff performance data along with plans for improvement. Collaboratively, they review the performance indicators, as well as progress, while they develop plans for improvement. We continue to refine and improve our process as we target support to our lowest performing schools. The Deputy Superintendent and the Director of Instruction, and the IT Department will work closely with the administrative team as they develop procedures, protocols and practices for the planning year cycle of the SIG grant, as well as collaborate with the team throughout the grant cycle to provide central office support to ensure success and sustainability.

Describe the district's readiness and capacity to support school turnaround, identifying organizational strengths and weaknesses.

Strengths:

NHPS has the readiness and the capacity to support school turnaround. We have recognized substantial accomplishments and positive momentum. We have made significant strides in several areas.

*Increased school and student performance: graduation rate (up 17% in past 5 years, to 75%); College Going Rate (up 4% in last 2 years, to 36%);

*Increased student population growing roughly 1700 in past 5 years;

*Balanced budget and high success in securing Special Funds resources;

*We continue to refine and revise our curriculum in alignment with Connecticut Common Standards and Smarter Balance assessments.

Challenges, needs and growth areas include:

**Pursuing Success for all Students:* every student must graduate from high school. (raise rates to 85%); at every stage of K12 Education, students will be prepared for success at the next level

**Deepen Academic Learning Systems to Start and Keep Students on the Right Track:* on-going literacy development: refining and strengthening Tier 1 Interventions, as well as continued audit of Tier 2 and Tier 3 effectiveness; continued expansion of high quality English Language Learning instruction

**Build social, emotional and physical learning systems that address demonstrated challenges for students and schools:* provide greater behavior/engagement supports; establish more effective alternative educational settings

**Maintain talent emphasis to attract, develop and retain the finest possible teams of educators:* continue to strengthen TEVAL, PEVAL and leadership development; increase the percentage of teachers rated using the TEVAL system establish an infrastructure that more effectively supports and monitors students in need of wraparound services; continue to revise assessments with greater technology integration.

Identify external partners supporting turnaround efforts, if applicable

As the Troup team continues to learn and establishes protocols and procedures during their planning year, they will seek appropriate and strategic partners to assist them in their planning and implementation of the initiatives set out in this grant.

Section 2: Conditions for Success

Describe how schools will receive additional autonomy in exchange for increased accountability. Describe additional flexibilities in the areas of staffing, scheduling/calendaring, budgeting, and programming

The principal is given additional autonomy in exchange for increased accountability. The principal will provide oversight to the teams at the school to ensure that all members are accountable through a comprehensive system of monitoring and supporting each aspect of the grant. The principal and a lead team will become part of the first cadre to receive training through the International Educational Technology Leaders Conference in June 2015. At this training, the team will investigate models and programs that are successful in determining high quality

partners as they become a high quality digital learning environment. The plan is to send a new cadre of teachers each year to the institute. Upon return from the training each cadre member will mentor another staff member who will be scheduled to participate in the next round of cadre training. In this way, new cadre members are being mentored and coached before the training.

As part of the School Audit Tool, staff indicated there was a need to improve instructional time. During the summer a leadership team with teacher representation will review the school schedule to determine where increased instructional and planning time can be implemented. The leadership team will also develop protocols and a schedule of internal walkthroughs to ensure consistency and fidelity to implementing district curriculum, instruction and assessments.

The New England Association of Schools and Colleges (NEASC) has been instrumental in developing teaching and learning standards that are aligned to 21st Century skills. The school will work with a consultant, who has expertise in NEASC, to begin the process of establishing the school using NEASC guidelines and principals during the planning year. By frontloading the process, the school will be developing programs, lessons, and procedures that ensure a high quality successful school that meets the needs of all students and staff, as well as is inclusive of positive, meaningful stakeholder engagement.

Within the area of staffing, the administrator and team will develop a comprehensive job description and recruit a high quality specialist in technology and literacy (Content Reading Specialist) They will also seek to hire a School Culture and Climate Specialist, A Digital Media Specialist, and a Family Resource Coordinator. With assistance from the new Safe School Climate and Culture Specialist and the new Parent Coordinator, the principal will develop a comprehensive school-wide plan around social development and aligned parental involvement. It should be noted that the Parent Coordinator will also be very involved with coordinating parental involvement around literacy support and wraparound services.

The principal will oversee the budget and will meet with the Deputy Superintendent on a Quarterly basis to review the budget so as to ensure best use of funds and to ensure funds are targeted to meet the learning and technology needs of the students and the staff, as well as to provide funding for parent involvement.

Explain how the district will modify its practices and policies, if necessary, to allow for full implementation of the interventions outlined in the school and/or district plans.

The district has a strong history of supporting the full interventions outlined by any of the district schools involved with previous SIG initiatives. In the case of Troup, which is eligible for SIG for the first time, the district will modify its practices and

policies by providing support in establishing new job descriptions and roles. A copy of the Labor Management Agreement between the Teacher Union and the district, which adds an additional 30 minutes to the school day, is attached.
(see Attachment 2)

Section 3: Accountability and Monitoring Strategy

Describe the district's systems, tools, and processes to monitor the fidelity of plan implementation, and leading and lagging performance indicators

The Deputy Superintendent for Curriculum and Instruction, Imma Canelli; the Instructional Director, the Interim Principal, and the Teacher's Union President have agreed upon and selected the transformation model as their systemic reform intervention model. They are committed to ensuring that the school successfully completes all the requirements of the Transformation School Model and will meet once a month to determine progress toward meeting the goals of the model. If indicated, they will develop refinement and/or readjustment strategies. They will participate in school monitoring using the observational forms

Explain how the district and school will use data to drive ongoing decision-making and create a culture of shared accountability for results

The district has been implementing a data team model from central office, to school building-based, to grade level or subject area teams, as part of an on-going effort to create a culture of shared accountability for results. This year the district implemented a Quarterly Report on academic and social data at the Central Office. The Deputy Superintendent meets with the Directors of Instruction to review the data and they develop plans for working with individual schools based on the review. They also complete a Risk Assessment Instrument to aid in determining High, Middle and Low performing schools. The Directors meet with the Curriculum Supervisors around schools that are in need of additional support. The Directors meet with the principals of schools in need of support and shares results and recommendations for improvement. The Directors and Curriculum Supervisors also meet with school principals and their leadership team to support the schools in moving forward. The district's Talent Office works to ensure alignment of professional development to district and school goals. The district's IT Department will collaborate on the technology components of the grant to ensure shared accountability for results.

As Troup establishes itself as a Professional Learning Community, it will have a strong data-based decision-making model that is inclusive of creating the culture of shared accountability for results. Part of the plan will be for staff to develop and monitor student portfolios to further inform instructional practice.

As the school site, the School Planning Management Team will oversee the progress of the SIG grant, as well as meet with all stakeholders, inclusive of parent groups, to ensure that all members of the greater Troup community are collaborating on meeting the goals of the SIG proposal.

Identify annual performance goals (subject to CSDE approval) for the school by completing Appendix A

See Appendix A

Section 4: Budget and Budget Narrative

Describe the major expenditures associated with the SIG application. Justify each cost with the likely return on investment and impact on student achievement

As Troup transitions into a digital academy theme, the following major SIG expenditures are needed to support the initiatives and will most likely result in improving staff performance and student achievement.

- Revamping the school library into a Digital Media Center and hiring a Digital Media Specialist. We will be eliminating the current library/media specialist and using these funds to hire the Digital Education Specialist.
- Hiring a Content Literacy Coach to provide content reading instruction to classroom teachers. This person will collaborate with the Digital Media Specialist to integrate technology into the learning process.
- Hiring a School Culture and Climate Specialist to provide coaching and support in full implementation of the PBIS model.
- Hiring a Parent Resource Coordinator to provide workshops for parents and develop systems for meaningful parent engagement, improved school environment, and greater wraparound services
- Purchase of Tablet for students in Kindergarten, Grade 1 and Grade 2
- Purchase of Chrome for students in Grades 3 – 8
- Purchase of laptops for each teacher
- Establishing a portable MAC Lab for student

Provide evidence that the district is thinking proactively about how to sustain reform activities, including by braiding together multiple funding streams

The Deputy Superintendent and the Chief Financial Officer collaborate on ensuring success in reform activities by braiding together multiple funding streams. At Troup special funds also include the Alliance Grant, 1003A and After-School resources.

Sustainability

The Superintendent, the Deputy Superintendent and Central Office teams will support the sustainability initiatives outlined in Troup's SIG proposal. As evidenced in the plan, during the fifth year, we are proposing to have developed capacity and sustainability at Troup. The co-teacher model, which was implemented during Years 1, 2, and 3 of the grant will hopefully provide us with six new teachers that have fully embraced the concepts of the school goals and will be able to help lead the school forward. As the cadre of teachers continues to attend the National Conference for Technology Leaders, it is anticipated they will have the skills and abilities to provide continued support and encouragement around the school initiatives. The Content Literacy Specialist will not be part of the staffing in the sustainability year. It is anticipated that the staff will be fully immersed and trained in effective content reading and technology learning strategies to be exemplary teachers in those areas. We are proposing consultation support for Year 5 for content literacy and technology integration. The School Climate and Culture Specialist will be training the entire staff over the grant period so that, again, in Year 5 we have built capacity and capability within the staff. We are proposing consultation support for social, character and leadership skill development.

The Family Resource Coordinator will continue to be funded during the fifth year of the grant and look toward other funding sources to keep this as a continued full-time staff member the following year. Schools that have an effective Family Resource Coordinator have demonstrated overall improvement in school climate, parental engagement, and targeted wraparound services.

The district's IT Department will ensure that technology is in place to sustain the digital focus of the school. We are confident that we have a solid Transformation Model that is viable, sustainable and replicable.

Ensure that the low-performing school will continue to receive all State and local funds it would receive in the absence of SIG, and that those resources are aligned to the SIG reform plan

The Deputy Superintendent, the Director of Instruction for Troup, and the Chief Financial Officer will be responsible for overseeing the entire SIG project. They will work with the principal of the school to ensure appropriate allocation of resources and funds to effectively support the implementation of initiatives designed to improve our lowest performing schools.

The Deputy Superintendent has demonstrated excellence in overseeing grants, ensuring that there is no supplanting of funds, and works to coordinate and monitor programs at each of the SIG schools to ensure that all state and local funds that would be received in the absence of SIG, continue to receive those resources and ensure all resources are aligned to the SIG reform plan. She will meet with key representatives from central office, the school and the union to monitor and support all aspects of the SIG plan (inclusive of budgets) for Troup.

Appendix B: SIG 1003G Excel Budget Workbook for Troup's five year plan budget

Part II: School Plan

Section I: Needs Analysis

Summarize the school's greatest strengths as identified through the audit process.

Through an analysis of the School Audit Tool, see attachment # 3, the following strengths were identified. Within the area of Talent, evaluation and professional culture, professional development, leadership effectiveness and instructional leadership received a proficient rating indicating strength in these areas. Instructional practice and recruitment and retention strategies were rated as developing. Troup has had two principals within the last five years. Currently, an Interim Principal is participating and leading the development of this proposal. A new principal will be selected by June and will be charged with leading the SIG initiative. The district has a comprehensive professional development model for both teachers and administrators through job-embedded practices and the staff participates in the model.

Within the area of Academics, curriculum and instruction, the staff rated student engagement and assessment system and data culture as proficient. All other areas received a developing rating. It should be noted that new NHPS Language Arts and SRBI Curriculum is aligned to common core standards, contains core instructional and intervention strategies, and includes performance tasks aligned to the state's next generation assessments. Staff has received some training in these areas. Areas to be developed included academic rigor, differentiation, and supports for special populations. However, internal observational data indicates that the district curriculum, recommended instructional strategies and student performance assessments are not implemented with fidelity and consistency. Fall to winter assessments yielded 15% or less growth on SRI and DRP in grades 3 – 5. Student performance results in math are showing a more positive trend (math fact fluency increased an average of 40% or more growth in grades 1 – 4). See attachment # 4, Quarterly School Report.

Within the area of Climate and Culture, school environment and school behavior was perceived as proficient. Student attendance, interpersonal interactions, family engagement and community partners and wraparound strategies were perceived as developing. Student hallway displays consist of the SOAR initiative. Classrooms also display student work and are considered to be attractive and appropriate. The building is kept clean and neat. This fall, 40% of parents attended parent conferences.

Within the area of Operation, use of staff time was perceived as exemplary. Teachers indicate that they have sufficient planning and meeting times. However,

the use of instructional time within the school day and/or within the classroom was perceived as developing and is an area of need. The other categories were proficient.

Most of the categories were perceived as developing, thereby indicating a need for improvement. Although many of the areas in Talent were perceived as proficient, there is a need to move these categories into the exemplary range. A good deal of attention and work will be placed on improving academics, culture and climate as indicated by the School Audit Tool. As we strategically focus on these areas, we have the potential to move all categories to exemplary.

Summary and root cause analysis for the schools' most significant growth areas as identified in the audit.

Each of the categories had most indicators rated as developing or below standard. Although the staff rated most of the Talent areas in the proficient range, and TVAL indicated that the majority of staff lie within the Strong or Exemplary ranges. The reality is that student performance scores are low. In the latest SRI assessments, only 30.4% of grade 3 students were proficient, only 22% of 4th grades, 31.7% of 5th graders, 28% of 6th graders, 34.6% of 7th graders, and only 39% of 8th graders were proficient.

The possible root causes for the rating instructional practice as developing may be indicative of a need for individualized coaching to improve practices, a need for consistency in implementing district curriculum, with fidelity and a lack of a forum for sharing best instructional and intervention strategies. Teachers need to be provided with individualized professional development based on either their needs or the needs of their students. There also needs to be a more effective support system for teachers through an individualized instructional support model. There is a perception that Troup is not a high performing school. Yet, there are indicators that the school has great potential. The school needs to develop a comprehensive campaign around "rebranding" itself in an effort to more effectively recruit and retain best staff.

Academics are a significant growth need area. DRP scores in grades 7 and 8 indicated negative or no growth. Results of inconsistent implementation have alarming results for the grade 8 Reading Step Assessment, which measures college and career readiness, 0% scored proficient. There is a lack of academic rigor in classroom instruction, staff needs training in project-based learning strategies, and a system needs to be put into place to monitor fidelity of implementation of district curriculum, instruction and assessment instruments.

The possible root causes for Academics include the following: There is a culture of low expectations for the students, especially students with special needs; Lack of a focused vision on improving student performance; Students are disengaged as lessons are not challenging or rigorous; Teachers lack skill and/or are unwilling to embrace new strategies; Use of data is limited; Supports are insufficient

to meet individual teacher learning needs. Students who leave Troup are not prepared to handle the academic or social components of high school. Students lack the organizational, time-management, and resourcefulness they need for success.

Culture and Climate is another significant area that indicates a need for improvement. At Troup one out of every three students is absent 5 or more days per academic quarter. Chronic absenteeism has risen in grades Kindergarten, through grade 3 and in grades 6 – 8. There is a need to establish a pro-active campaign around increasing attendance. It is hopeful that the addition of a family resource person will assist in working with teacher teams to improve attendance. Suspension data indicates a trend in the right direction. However, we need to put into place some systematic approaches to ensuring continuation of this trend. Student attendance is one of the components that received a below standard rating.

Although family and community engagement are ranked as developing, most staff and parent interactions are limited to arrival and dismissal times. The environment is not welcoming for parents and generally do not come to the school unless invited. There is little evidence of parent volunteers. Parents wait to be invited to the school. Most home calls revolve around student behavior problems. There are limited opportunities for parent involvement. There is no formal parent group. There is a perceived reluctance to embrace the idea of providing “customer service” to students and parents. Each of these variables adds to possible root causes.

With the area of climate and culture, the following possible root causes include: Lack of respect and appreciation for differences in cultures, as well as family and student needs; Lack of a culture that supports positive behaviors. Staff fails to take ownership for improving student behaviors; Transportation and/or childcare may be an issue for some parents; Past personal experience with school has been negative. There are also inconsistencies among how different teachers and administrators communicate with parents.

Operations received mostly ratings in the proficient category. With respect to adequate instructional time, the primary areas of growth includes a need for improving the schedule to increase instructional time, collaboration time for planning, and the need for greater opportunities for whole school and individualized professional development. As evidenced by TEVAL, many staff members struggle with facilitating smooth routines and transitions also leading to less instructional time. Additionally, there is inconsistency relative to lesson design and focus of lessons. Most staff do not post objectives and it is sometimes unclear of the direction of the lesson with respect to initiation, sequence and closure.

Within the area of operations, the needs analysis and root causes include the following: Ineffective current daily instructional schedule and ineffective collaborative planning and professional development time schedule. Currently, the

additional 30 minutes of time in the teacher contract is used for before school planning. There is little focus at these meetings around strategically analyzing student performance and implementation of effective instructional strategies to meet individual student needs. The plan will include structuring the additional 30 minutes into a more meaningful, strategic format. There is a need for additional funding to realize successful growth for staff, students, and families.

Appendix G: is included

Section 2: Reform Model and Rationale

We are recommending a Transformational Model at Troup that develops and increases teacher and school leadership effectiveness through the following mechanisms.

1. Currently, there is an Interim Principal, Michelle Bonora, who was assigned when the principal left the district for a central office position in another district. She is taking a lead role in supporting the development of the SIG grant and has applied to be the principal at Troup. Interviews are being held and a new principal will be selected in June. The principal will be charged with administering, monitoring and supporting all the components of this SIG initiative.
2. We currently use an evaluation system (TEVAL for teachers and PEVAL for administrators) that is rigorous, transparent and equitable. Both instruments take into account data on student growth as a significant factor, as well as other factors, such as multiple observations-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased promotion rates. Both instruments were also developed with teacher and administrator input. However, at Troup there is a need for greater consistency and fidelity in administration, implementation and analysis of TEVAL data. It also should be noted that many of the evaluations were not formally completed and/or documented over through our Talent Ed – on-line system. In addition to formal evaluation, our vision to grow and develop excellent instruction should include a differentiated coaching model.
3. The plan for identifying and rewarding school leaders, teachers and other staff, who in implementing the new model have increased student achievement is to be developed during the planning year. Current thinking is around rewarding the building of capacity. As each cadre of teachers participates in technology integration training, they will have opportunities to mentor and coach other teachers. Stipends will be put into place for coaching.

4. As required by the guidelines for Transformation, there is a need for ongoing, high quality professional development that is aligned to the school's comprehensive instructional plan. We will begin the process by having the first cadre of staff members, including the administrative leadership team, attend the Technology Educators Conference this summer. Over the summer we will assemble teams to work on a new school schedule that maximizes instructional time, leadership development for the new team, training for 7th and 8th grade teachers on Google *Chrome books* for greater technology integrating, and beginning the process of using NEASC principles to guide their work. As part of the planning year, we will work to establish an effective Professional Learning Community. We will add a School Culture and Climate Specialist, a Content Literacy Coach with expertise in integrating reading strategies across the content areas and a Digital Media Specialist, who will be responsible for training teachers in the integration of technology. We will be revamping the current library/media center into a digital library and project-based learning center. We will begin to plan for targeted professional development and community involvement initiatives for implementation during Year 1. Systems will be put into place for implementing, monitoring, and assessing progress in planning and in all following years of implementation to ensure movement in the right direction. Teams will meet quarterly with the Deputy Superintendent and the Director of Instruction for Troup to review district quarterly audits and progress on SIG goals.

5. There will be opportunities for staff to network and share best practices around integration of technology through project-based instruction as yearly "Digital Fairs," whereby excellent lessons, student work, and data reflecting increased achievement will be highlighted. There will also be opportunities for other teachers in the district to observe classrooms in which technology integration has been successfully implemented. As we enter the planning year, dialogue around flexible working conditions will be highlighted as we work to best meet the needs of students and staff. Staff, who attend the International Society of Technology Educators National Conference each summer will be assigned to the next cadre to attend and will be paid a stipend to work with them and share best practices learned before the next cadre is trained. Each year we will identify expertise among the staff and "groom" experts to take on coaching roles. As we develop our sustainability plan, we are cognizant of the need to develop capacity. In the 5th year of the project, there will no longer be a School Culture and Climate Specialist nor a Content Literacy Specialist. There may continue to be a need in the 5th year to hire part-time consultants to support the social and literacy initiatives. The plan, however, is to develop internal capacity so that exemplary teachers coach others in best practices around social and academic development. A stipend will be paid to staff members as part of a career growth incentive.

Implement comprehensive instructional reform strategies by..

6. Student and staff performance data will be used to identify and implement instructional programs that are research-based and vertically aligned from one grade to the next as well as aligned to State academic standards. There is a plan to refocus morning staff planning times and after school staff meetings to be more aligned to ensuring cross grade level and vertical grade level coordination. Protocols will be developed to ensure fidelity to the meeting purpose.
7. Data teams will promote the continuous use of data to inform instruction by analyzing formative, interim and summative assessments, as well as analyzing student work projects, research, writing portfolios, etc.) so that decisions for instruction and intervention are based on multiple measures. These procedures will guide our Response to Intervention protocols by ensuring that students are provided with targeted and strategic Tier I, Tier II and Tier III instruction.

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

8. We will assemble a representative team to work over the summer to establish schedules to promote increased learning time. As we look at the current schedule, we note there is need for improvement. The school audit also indicated a need for improving instructional time. As part of the process, we will establish monitoring teams within the school to ensure and support best use of instructional time. At the end of each year, we will determine effectiveness and refine the schedule if necessary. We are working to revise and maximize literacy instruction to include greater differentiation in Tier I instruction within the classroom, as well as providing more targeted Tier II reading interventions. Through individualized teacher coaching, we will enhance the learning environment to improve instruction and increase student performance.
9. During the planning year a Family Resource Coordinator will be hired to assist in developing mechanisms for increased family and community engagement. This person will serve on the administrative leadership team at the school. The goal is to spend the first year designing and implementing a series of parent events, honing in on improving student attendance, making the environment community friendly, and in establishing a strong parent/community group, and to create a Family Resource Room at the school. Incentives will be provided for parents and during the third year of the grant, we will launch "Chrome for Home," whereby students and parents can earn Chrome Books for their home. The Parent Resource Coordinator will be invited to attend the same training as the staff around technology integration.

Provide operational flexibility and sustained support

- 10.** Sufficient operating flexibility will be granted to the school. However, as part of the collaborative model, the administrative team at the school will meet with the Deputy Superintendent and their Director of Instruction to share practices that will enable the school to be successful. Central office will provide sustained support throughout the model.

- 11.** As Troup progresses through the proposed technology and digital model, Troup will receive ongoing, intensive technical assistance and related support services from the LEA. The Curriculum Supervisors for each academic area will prioritize their schedules to ensure targeted and visible support at Troup throughout the duration of the grant period. The district's team of technology supporters will assist in providing direction and support to ensure effective and timely implementation of technology throughout the school. The district's Assessment Department will ensure that Troup receives state and district assessment data in a timely manner and will offer assistance in analysis of the data. The Deputy Superintendent and the Director of Instruction will provide support to each area of the grant's initiative.

The proposed Transformation Model, once fully established, will assist in creating an environment where every staff members know the needs, interests, aspirations of each child, builds positive relationships, provides research-based instruction, monitors student progress, and provides the academic, social and/or other supports needed for each student to succeed. We believe that this new model will meet the talent, academic, climate and culture and operational components of SIG.

Explain why the other models are not feasible or likely to generate the desired level of impact

- Turnaround would not work because staff has the ability and potential to move forward. TEVAL indicates that most of the staff is proficient. We will be hiring a new principal who will have the skills and abilities to move the Transformational Model forward. We maintain that together, the new principal and the dedicated, committed staff at Troup will be able to move the school forward through the Transitional Model.

- The Early Learning Model focuses on pre-K and kindergarten primarily, and since the needs of Troup are K-8, and since there is a need to better prepare

students for high school, the Transitional Model is recommended. Additionally, Troup already has a full-day kindergarten program.

- Whole School Reform is not recommended, as we believe we have the internal capacity to implement a Transitional Model with success. Furthermore, we have had excellent success with other schools who have implemented a Transitional Model.
- Restart would require an external partner to take greater control of the school. We will be providing additional internal supports (administrative coach) at the school site to assist the principal in leading the school. We maintain that we have the internal capacities and supports in-house.
- Closure is not an option. The school is in the process of transforming from a PreK-8 model to PreK-4 and has increased the capacity to create a professional learning community going from an organizational structure from one class per grade to the phasing in of two or more classes at each grade level. Based on enrollment, which will be increasing as we add the grades, there is no reason for closing the school.

Section 3: Overarching SMART Goals.

Goal 1 – Academics/Operations: We will increase literacy achievement for all K-8 students, by 30 % each academic year through 2019, as measured by meeting district literacy benchmark and Scholastic Reading Inventory assessments. This will be accomplished by increasing the fidelity to and training for the Readers and Writers Workshop model per NHPS curriculum, implementing best instructional strategies with fidelity, individualized coaching, inclusion of technology for increased learning, project-based instruction, and increasing the length of instructional time and refining Tier I, II and III interventions to better meet student learning needs.

Goal 2 - Culture and Climate/Stakeholder Engagement: Parent, Student and Staff satisfaction will increase by 20% each year through 2019, as measured by the NHPS School Learning Environment Survey. This will be accomplished by creating a comprehensive approach to engaging families, providing greater wraparound services, and improving the school environment so that it is welcoming and better represents the demographics of the school community. PBIS will be fully implemented throughout all aspects of the school. The staff will participate in professional development and become proficient in implementing the core principles of PBIS.

Goal 3 – Talent/Academics: The percentage of teachers demonstrating exemplary ratings, as measured by the NHPS Teacher evaluation rubric will increase by 30% each year through 2019, as measured by the NHPS teacher evaluation model

(TEVAL). This will be accomplished by staff developing a common understanding of best practices based on TEVAL rubric, implementing strategies from professional development, and engaging in leadership development. We will also be promoting collective responsibility to prepare students to be college and career ready as indicated by increasing PSAT Grade 8 scores by 10% per year. Scores will increase by 10% every year for the next 5 years off the baseline data.

Section 4: Talent

How the district and school will cultivate a professional learning environment to attract, support, develop and retain high-quality teachers.

The Deputy Superintendent for Curriculum and Instruction, Instructional Director assigned to Troup School, and the district talent office will work closely with the principal and the leadership team to ensure that the current staff understands and is committed to the vision and goals of the new model. Troup is committed to establishing a Professional Learning Community; one that is supportive of teachers, provides them with opportunities to develop and enhance their craft, uses data effectively to inform instructional decisions, and collaborates with parents and partners to create an exceptional learning environment.

As part of the planning year of this grant, Troup will revisit their mission, core values and beliefs that manifest themselves in age appropriate, research-based, school-wide 21st Century learning expectations that are infused in curriculum, instruction and assessments. To that end, Troup is committed to building a new school through the New England Association of Schools and Colleges Standards for Accreditation for Elementary and Middle Schools development process.

During the planning year, staff will participate in training on 21st Century skills, project-based learning that infuses technology, and digital citizenship training. They will also receive training on how to use wireless Tablets and Chrome for instruction as they transition into a 1 to 1 technology model, whereby every student has access to technology.

An administrative team and a first cadre of teachers will attend the International Society of Technology Educators in Philadelphia this June to begin the process of becoming the district's first group of technology leaders. During each year of the grant, additional cadres will be sent to the conference to ensure all staff have the latest, state-of-the-art training in digital learning.

Recruitment and retentions efforts will be enhanced and improved as current and new staff will have a clear understanding of the school's mission and goals. Additionally, in an era of increased dependency on technology, Troup will develop a high quality staff that is immersed in connecting learning and technology. Staff will be trained in 21st Century skill development and best instructional practices to

ensure students acquire skills in communication, critical thinking, creativity, and collaboration. Troup staff will be technology leaders and our students will have the aptitudes, skills and abilities to compete in our increasingly global society.

ATTRACT:

We anticipate the staff at Troup to be a model school for technology education for the district and the state at the Kindergarten through grade 8 levels. We believe that by developing a comprehensive model, our students will be best prepared for high school, post-education and the greater global society. Technology is the wave of the future and educators need to step up to the plate, embrace it, and set the stage for success for our future citizens. We further maintain, that with this focus, we will be able to attract and retain high-quality educators who want to be part of the educational transformation into greater use of technology for learning.

Our model proposes the hiring of 2 co-teachers per year from the first year of program implementation to the third year. In this model, we will be pairing a beginning teacher with a recognized, exemplary teacher. The team will be provided with professional development on how to co-teach effectively and how to provide maximum support to students at-risk. The goal is to attract and “groom” our own cohort of future teachers. It is hoped that each year the new co-teacher will be hired at Troup the following year. Co-teachers have the status as a first year teacher and will be included in all training. Stipends for master teachers will be provided.

Career growth opportunities will be planned so that staff can become coaches and/or mentors around technology integration for existing staff in need of support, as well as for new teachers. Staff will have opportunities to become coaches and mentors to current and new staff needing individualized support and training around technology integration. Professional development opportunities to improve instruction and technology integration will be provided and each year a new cadre of teachers will have an opportunity to attend the International Society of Technology Educators as they develop their skill and craft as Technology Leaders. We will “rebrand” our school and promote our new theme to attract teachers interested in making technology the centerpiece of our work. It should be noted that the new name for the school will be accomplished during the planning year and will include input from staff, parents and students in the establishment of the “new” school. Students will be creating videos, graphics and electronic phenomenon to help in marketing the school as a viable school of choice. There will be incentives for promoting technology integration (such as stipends for facilitating workshops, media and technology clubs, and parent workshops). Samples of student work will be collected and analyzed to establish exemplars.

SUPPORT:

All teachers will be provided with a high level of support from the leadership team. In the early grades a district literacy coach will provide direct modeling and

coaching support. A new Content Literacy Specialist will provide support to teachers in grades 4 – 8 with an emphasis on content reading skills development and the integration of technology to enhance learning. For example, teachers will be trained to use NEWSELA, a web-based program that provides students reading material at different levels around the same topic. In this way, content is individualized based on student reading skills. A new Digital Media Specialist will collaborate with staff on developing high quality project-based activities that have a technology component. Each year a cadre will be sent to the International Society of Technology Educators Conference and will be part of the digital support plan at the school. The Troup Digital After School program will further support students by offering additional opportunities to develop 21st century skills with digital art and digital music course.

DEVELOP: Strong and exemplary teachers will be provided with opportunities to develop and share their talent and expertise through opportunities provided within the school and throughout the district. At the school level, exemplary teachers will serve as mentors and coaches. Teachers will be given laptops and training to develop skills in digital communication, and how to effectively use technology as the teaching and learning tool. Each teacher will receive training in digital citizenship, integrating technology within project-based assignments, how to use technology as a teaching tool, and what are the best practices around academic and social skill development. As we look toward developing the “trainer-of-trainers” model, we are looking to have an exemplary staff by the end of the five years of this grant. As we transition into a highly effective Professional Learning Community teachers will be developing skills in analyzing and planning from student and staff performance data.

RETAIN: New teachers will be teamed with veteran teachers as part of a mentoring support model. They will schedule visits into each other’s classrooms to observe and coach. To that end, we will provide coaching and team support training. As indicated in marketing for recruitment, we will provide incentives and other opportunities for growth and development, a co-teacher model designed to retain new teachers, and the establishment of a Professional Learning Communities model as our approach to retaining staff.

As part of our plan for retaining the best teachers, we will cultivate a professional learning environment by offering many opportunities for personal growth. The district offers a Teacher Incentive Fund to support leadership development of teachers and administrators. Participants will be able to apply for school-based, pre-established positions, or submit a proposal of their own design. Stipends for such positions are provided. We are asking for an administrative intern from the district to serve at the school in an attempt to provide greater support and assistance to the administrator and the staff. Through building capacity from within our existing talent pool we will be able to take our school to higher levels of success and create a growth mindset that permeates throughout the school.

The school will begin participating in developing their model around NEASC principles during the planning year and will refine these principles each year of the grant. In the 4th year, Troup will volunteer to participate in a formal NEASC visit. It is anticipated that they will have developed a model NEASC school by having built the school around the NEASC standards.

We believe that such a climate will provide the setting for retaining the best staff. Job embedded professional growth opportunities will lead to increased teacher satisfaction and build the inherent desire to remain on staff at our school. Personal satisfaction will be gained from facilitating the academic growth and social emotional success of our students. As the first K-8 school with a very strong emphasis on 21st Century skill development and the integration of technology on a daily basis, we are confident we will attract and retain the best staff.

Explain how administrators will have the ability to staff the school based exclusively on student and programmatic needs.

Based on the results and analysis of the audit, the building principal, the Deputy Superintendent, the Director of Instruction, and the Teachers' Union President met to discuss staffing as it relates to student and programmatic needs. They have agreed to give the principal autonomy in selecting the best staff for meeting student and programmatic needs. With respect to the new technology focus, the administrator is seeking individuals who have expertise in reading and technology and can provide the best instruction for meeting individual student needs at the school.

With the establishment of the Executive Literacy Leadership Team, which is a partnership between central office, the union and the principal, data and progress will be reviewed on a monthly basis to determine staffing, student and programmatic needs. The priority will be to support the school in whatever it takes to make the Turnaround model a success.

Describe how teachers will be evaluated on an annual basis to inform professional development offerings and staffing decisions.

As part of the TEVAL process, during the goal setting conference, each staff member will complete a professional development needs assessment survey. Based on this information, the Instructional Leadership Team will develop a professional development plan based on the needs of the staff. The Instructional Leadership Team will conduct a minimum of 1 weekly walkthrough with feedback and the Instructional Managers will conduct bi-monthly formal observations. In addition, the staff will be evaluated on their ability and willingness to adhere to the new work rules. A major component of each teacher's professional portfolio will be contingent upon the teacher's ability to speak to their individual and collective data for their classroom and justify the instructional strategies and behavior techniques they have

implemented for the success of all students. Teachers will align their professional goals with student outcomes and family involvement. The increased flexibility of scheduled through new work rules will provide additional time to meet with Instructional Managers and coaches more closely monitor instructional practice with supportive feedback. These mechanisms will assist in informing professional development offerings and staffing decisions.

Describe the process to secure an exceptional school principal with a track record of success, preferably in school turnaround and/or an urban school environment.

The principal, Dr. Connor, left the school mid-year to secure a position in another district. Mrs. Bonora was assigned as Interim Principal based on excellent past performance. The principal's job was posted and interviews are currently being held. The NHPS has a very stringent and comprehensive process designed to select the best candidate. Ms. Bonora has applied and been interviewed along with a group of selected candidates. A decision will be made in June and the selected individual will preferably have experience with Turnaround and NEASC and have a record of success in an urban school environment.

Explain how administrators will be evaluated on an annual basis to inform leadership staffing decisions. Describe on-going supports and coaching opportunities for school leadership.

The New Haven Public School's Principal and AP Evaluation and Development Process (PEVAL) provides a rubric for leadership competencies including vision leadership, culture leadership, instructional leadership, people leadership and organizational management. Principals are evaluated three times a year with monthly walkthroughs as the school to determine growth and progress. Based on on-going monitoring and rating on PEVAL the principal will be provided with additional on-going supports if indicated. The central office goal is to ensure success for this leader. The principal will also be evaluated on effective implementation of the SIG grant.

Principals receive on-going support from the Director of Instruction assigned to the school. We are seeking to have an administrative coach assigned to the school to provide more direct guidance and support to the principal. This individual will collaborate on the evaluation of the principal, as well as collaborate with the district's leadership initiative to assist in grooming future leaders.

Section 5: Academics

Describe the school's academic program and instructional philosophy, including the process to align the curricula and academic program to the Common Core Standards and transition to next-generation assessments.

Collaborative teams, consisting of the Reading Supervisor literacy coaches and exemplary classroom teachers, revised the district curriculum to ensure alignment with common core state standards. The new NHPS Literacy Curriculum supports a balanced literacy classroom and allows students to engage in learning that is based on the construction of ideas, building meaning from text and engaging students in shared inquiry. The NHPS academic program for literacy includes the following: the gradual release of responsibility model, independent reading, small group instruction, the Reading and Writing Workshop model, vocabulary development, spelling/phonics instruction, use of performance tasks and on-going assessment and evaluation of students. As we transition into the next-generation assessments, the NHPS curriculum provides for instructional strategies and opportunities related to the four claims of the new state assessment; reading, writing, speaking, listening, research and inquiry. Additionally, there are performance tasks embedded in the curriculum that provide opportunities for students to demonstrate knowledge and application of the standards. The staff will be supported in implementing the curriculum with fidelity.

Troup school will be renamed by the end of the Planning Year with a focus on its digital theme. As indicated in the Transformation Model, our vision for our academic program and instructional philosophy has a “no excuses” platform with a mission ensuring that all students are provided with a school experience that is embedded in promoting college and career readiness. To accomplish this, the school community commits to doing “whatever it takes” to ensure that students receive a rigorous education in a warm and respectful learning environment.

The school environment and culture will revolve around making the school a digital/technology center, where student and staff work will be highlighted and shared. Classrooms will have extensive collections of digital fiction and non-fiction text based primarily upon genre, social studies, and science content as recommended in the curriculum for these disciplines. Each grade level will select technology- based projects (2 per quarter) in which their students will participate. These projects will have established rubrics that include 21st Century components and will be evaluated by teams of teachers as they develop a digital portfolio of exemplars. Exemplars will be saved for a Digital Fair, which will be offered in the spring of each year.

A digital Mac Lab will be established and emphasis will be placed on research and inquiry skill development. Students will also participate in a variety of experiences including visits to other schools and universities that have high expectations and programs around technology of the future. Partnership will be formed with area universities in an attempt to attract student teachers and to create a platform for university students to share expertise in technology and communication with our students.

Teachers will receive training in Digital Citizenship, project-based instruction inclusive of a technology component, social and cooperative skill instruction, and

how to effectively use technology as a viable learning tool in the classroom through both internal and external experts in the field. On-site training with the new Digital Learning Specialist in the new Digital Library Center will be significant in helping teachers design digital lessons that enhance learning in all academic areas.

Staff will continue to receive training by the reading department of Readers and Writers Workshop, as well as on best literacy practices. The Content Literacy Specialist will participate in training from the district reading department and will focus energies on content reading instruction and integration of technology for literacy learning. Staff will also continue to receive training from the math department, as well as continue to attend training designed by the social studies and science departments. One of the initiatives will be to develop cross-disciplinary units of study to ensure greater connectivity and relevance in student learning.

Staff will be trained to effectively implement Tier I, Tier II and Tier III interventions. We also realize the need to put our best staff with our most needy students. To that end, we will be revising the Tier I differentiation model so that that the classroom teacher takes on a more significant role in providing differentiation. the intervention. Internal and university tutors will be trained in effective support strategies.

We are also very cognizant of the fact that a majority of our students are in Tier II interventions. Each grade level has a high concentration of Tier II students. As part of the plan teachers will receive Tier I instructional strategies to implement within the classroom, as well a receive training around Tier II interventions. The greatest caseloads of Tier II students will be in grades two and four next year.

The staff will participate in collaborative planning meetings on a daily basis to ensure meeting the needs of the curriculum, planning for best instructional strategies designed to meet individual student learning needs, and for reflection and sharing of best practices. Data teams will meet on a weekly basis to review student work and progress, as well as to develop strategic differentiation and targeted interventions. This approach should yield better results for students.

Describe the school's early literacy strategy including targeted interventions.

The school's current early literacy strategy including targeted interventions includes Leveled Literacy Interventions for specific students in grades 3 and 4. We will be planning to extend interventions next year to instruct more students in grades 1 -4. A process is in place for reviewing data and researching various interventions in order to meet the individual needs of our students and to meet the demands of the high amount of students that require interventions to ensure all students will be reading on grade level. There are too many students in Tier II and Tier III and there is a need to dramatically change the process for targeted interventions supports as well as improving our Tier I instruction. Much of Tier II instruction is program-based rather than individually student based. We will look

to modify and improve the Tier II intervention process. We receive MORRI Tutors and are recommending we include these tutors along with university and high school students who can also provide tutoring. In the upper grades, we want to expand our Read 180 model into 5th grade. As part of our planning year, we will look to establish a 90 minutes literacy block and the addition of a 30 minute intervention block. Again, during this summer's work, a team will create a more comprehensive schedule to ensure greater targeted instruction. In addition to the school day, we will expand our after school program which will now be offered 4 days per week. The after school program will include opportunities for students to engage in digital arts, music and literacy. We are also looking at more closely monitoring after-school supports to ensure we have hired vetted providers and will work with them to ensure seamless instruction and intervention support to our most needy students. Our early literacy strategy, as well as our intermediate grades literacy strategy will focus on utilizing technology to support literacy development.

Describe how the staff will be using data to inform lesson plans, differentiate instruction, and provide remedial support to meet the needs of all students.

Currently the staff participates in weekly grade level meetings and monthly SRBI meetings to discuss students' strengths and weaknesses and ways to provide support to meet the needs of students. Data teams meet inconsistently. The data that is reviewed may not be thoroughly analyzed and is not necessarily used to inform instruction. When we analyze plans, there is little evidence of differentiation. Programs are used for Tier II interventions, rather than targeting individualized student needs. The staff has limited knowledge and training on how to use the collaborative planning time efficiently and how to effectively analyze student data to inform lesson plans and differentiate instruction. As a result, there is limited documentation of student progress through the intervention model as well as limited student growth in the interventions provided. The data on student performance indicates that students are not making progress, therefore the need to refine the current data team format. As part of the planning year, we will retrain staff in the data team process and work toward establishing highly effective data teams to provide remedial support to meet the needs of at-risk students, as well as to provide enrichment support to meet the needs of high functioning students.

In order to improve the staff's use of student data to better inform lesson planning, differentiated instruction and how to provide remedial support to meet the needs of all students, the following collaborative planning structures will be put into effect for staff:

- Establish norms and meeting protocols for all collaborative planning sessions to ensure that the use of time is focused on student data, improvement instructional practice and the school's vision/mission
- Plan for Weekly RTI/SRBI meetings to monitor and plan for the remedial/enrichment support to meet the needs of all students

- Create student portfolio protocols inclusive of samples of digital work
- Meeting after each district assessment period has concluded and/or during TEVAL conferences on student portfolios and classroom data binder that include initial goal setting, mid-year conferences and end of the year conferences
- Utilize an effective monitoring and/or assessment tool to ensure the fidelity and implementation of the interventions/strategies put into place for students

In order to ensure that parents are informed of current student progress, teachers will be responsible for presenting updated parent contact logs during TEVAL conferences. The traditional parent/teacher event will evolve to student led conference, which includes viewing digital work and reviewing on-line academic records via the Power School system.

As we reschedule the teaching and learning day, we will plan to make greater use of the extra 30 minutes that was added to the school day and will revise the format of staff meetings so that there is a genuine focus on improving student and staff performance. We are committed to the increasing horizontal and vertical communication to ensure K-8 coherence and alignment. Additionally, our new schedule will provide us flexibility to embed professional development during the day as opposed to pulling teachers from instructional time.

Describe on-going professional development opportunities to build staff capacity around the collection, analysis and use of data to drive and deliver differentiated instruction.

We will build staff capacity around the collection, analysis and use of data to drive and deliver differentiated instruction. Our model will include a Teacher Centered Data Team approach. We will continue on our journey to improve our data teams by practicing more collaboration and shared practices. We will hire external consultants to provide training in best practices around what teachers need to do in teams around professional learning and collaboration. There will be on-going professional development embedded in teachers' contexts and focused on the content to be taught. We will coordinate with the district's talent office to provide relevant and meaningful trainings for our teachers and leaders. Teachers will share, refine and assess the impact of lessons and strategies continuously to help increase numbers of students learning at higher levels. The Content Literacy Specialist, the Digital Media Specialist and School Culture and Climate Specialist will receive additional coaching training to be able to then in turn, coach teachers in best methods for collecting, analyzing and using data to inform planning and instruction. They will assist teachers in developing lessons, as well as monitor interventions to ensure targeted instruction yielding improved student performance.

Our goal is to infuse literacy and technology throughout the school day so that students have multiple daily opportunities to practice and refine reading and

writing skills, as well as have daily practice in speaking and listening skill development. They will be provided with weekly opportunities to conduct research and inquiry in the new digital library and MAC – Lab. Student digital portfolios will be established from Kindergarten through grade 8. This will become part of the data collected and analyzed at the school.

Section 6: Culture and Climate: *Describe the school's behavior management system and strategies to shape a positive school culture.*

In order to shape a positive school culture, the school has been involved with SERC training over the past seven years. However, we continue to have inconsistency in school-wide implementation. We personalized PBIS to include the acronym SOAR for our school. SOAR stands for Safety, Organization, Attitude and Responsibility. We currently have monthly celebrations and selection of Students of the Month that demonstrate these traits. We want to move to a model in which teachers and students select the Student of the Month. Although SOAR is posted throughout the building, it is not being implemented consistently. It is realized that there is a need to provide greater on-site support to staff in improving the culture and climate so that there is a positive behavior management system. A School Culture and Climate Specialist would help in coaching of teachers to implement PBIS and SOAR with fidelity. As the instructional schedule is revised over the summer there will be a focus on including time for building positive behavioral learning each day. A greater focus will also be placed on student leadership by establishing a student council, creating student opportunities to assist younger children, and student led academic conferences.

Just as there are concerns over the current Tier I, Tier II, and Tier III model, for academics, we have concerns over the Tiered model for social behavior. The School Culture and Climate Specialist will collaborate with the principal and teachers to develop differentiation strategies for Tier I instruction in PBIS, alternative strategies for Tier II and a plan for Tier III interventions. Additionally, we will be seeking college students from SCSU, who are enrolled in the social work studies program, to provide support students under the tutelage of the Safe School Culture and Climate Specialist. A job description for the School Culture and Climate Specialist is in the appendix.

Explain how the school will promote strong family and community connections to support academic achievement.

The research clearly indicates that parental support is critical to student achievement. We are proposing to hire a Family Resource Coordinator who will assist in providing needed support for any of our students from pre-school through grade four. This person will assist families in gaining access to the early intervention services for their eligible children and other resources that can assist the child's family with developmental concerns, delays or disabilities to ensure a positive start for their child's education. The Coordinator will be instrumental in promoting family

school connections in the areas of attendance, social and emotional needs, and academics. The focus will be on acceptance, access and achievement. We will strive for acceptance through the creation of a parent friendly school environment in which parents are visible at the school each day. We will strive for access by creating a learning environment, which focuses on the importance of college and career readiness. We will focus on achievement by providing workshops for parents around how they can best support learning at home, how they can volunteer at the school, and how they can be more engaged in their child's education.

This individual will work closely with the School Culture and Climate Specialist to identify student and family needs with special attention to ensuring students come to school and are ready to learn. The Family Resource Coordinator will serve on the SPMT and the SSST team to oversee the school's improvement plan, assist in determining progress on SIG goals, and help to coordinate parental support and involvement as indicated by either team. He/she will be visible throughout the building and will collaborate with administrators, teachers and students around developing plans for improving school/home relationships.

This individual will coordinate efforts with the leadership team to establish a comprehensive parent workshop model that provides parents with information about the school, resources, and centers in the community that could offer assistance and support for those in need. This person will also be trained to provide consultation support to teachers around developing positive relationships between school and home.

Section 7: Operations

Propose the length of the school day and year for students, and describe how the proposed schedule will maximize instructional time on task.

A representative team will work over the summer to propose a schedule that maximizes instructional time and time on task. We realize that literacy needs to take on a greater focus in all our grades and will be proposing a schedule that puts time for literacy development in all academic areas at the forefront. Professional collaboration time will be embedded into the schedule to avoid pulling teachers from instructional time. Additionally, we will seek to schedule daily time to improve the climate and culture of the school through a strong emphasis on character development and leadership through a systematic approach to teaching PBIS. Technology and digital learning will also be part of the daily culture at Troup. There are many soft-ware programs and web sites from which teachers and students can use to enhance and enrich learning through maximizing instruction during the school day.

During the day and after school tutorial support will be provided to students by students from Southern Connecticut State University. Our after school program

will also provide additional opportunities to engage with digital arts, music and literacy. We will look to restart our MORRI tutors program. We will also partner with NHPS high schools to seek students with digital skills to provide additional support and enrichment for our students. There is a proposal to include Digital Music and Digital Art as electives, as well as offering Digital Learning as a club during the school day and after school.

With the creation of the Digital Library, coordinated by the Digital Media Specialist, students and staff will use the library space as a new hub for our technology focus. Students will be given group and individualized opportunities as they gain skills in accessing, interpreting, and applying research through project-based learning. The focus will be to implement a Depth of Understanding (DOK) platform within the center as the model from which classrooms can develop their content area focus. Students and staff will collaboratively create digital portfolios as finished products in various multi-media formats for a wide variety of audiences.

Propose the length of the school day and year for staff, including additional time before and during the school year for professional development and/or common planning time.

In addition to the New Haven Public School Calendar, the school day and year of teachers, certified staff and students in the transformational school will change in the following manner. We will review how the additional 30 minutes is being used as we prepare and plan to make more effective use of this time.

Section 8: Stakeholder Engagement

There has been sufficient stakeholder engagement in the drafting of this plan. A school team assisted to create the plan and then it was presented to the entire staff. Future information sessions for parents, community members, students and staff are being scheduled. Parents have received information about the SIG proposal at the latest SPMT meeting. The culture of Troup school did not include parents and other community stakeholders in much of its operation. The goal is to change this culture and mindset over the next five years to truly develop a comprehensive, collaborative stakeholder engagement model. The new Parent Resource person will become part of the school's leadership team and be instrumental in helping our school community participate in both district and school-based initiatives. As we develop a family resource room at the school, we are anticipating greater attendance, volunteerism, and support for our Troup school community.

Section 9: Implementation Timeline: See Appendix C Attached.



APPENDIX A: ACCOUNTABILITY METRICS AND PERFORMANCE TARGETS

SIG school progress is measured against the leading and lagging indicators identified in the chart below. Under the "Baseline and Historic Data" columns, please enter school data for each of the past three years. Please note that "Performance Targets" are subject to approval by the CSDE.

Performance Indicators	Baseline and Historic Data			Performance Targets		
	2012-13	2013-14	2014-15 YTD	2015-16	2016-17	2017-18
Student enrollment	513	487	490	490	490	490
Number of minutes in the school year			944 hours/year	944	944	944
Average daily attendance rate	93.6	93.5	91.3	92.5	94.0	95.5
Chronic absenteeism rate	17.7	20.8	28.0	24.0	20.0	16
Number of in-school suspensions	1	0	3	3	2	1
Number of out-of-school suspensions	46	68	48	45	35	25
Number of expulsions	3	1	2	1	1	0
Dropout rate						
School Performance Index (SPI)	47.0	36.5 (Sci)				
Number of students completing advanced coursework (e.g., AP, IB), early-college high schools, or dual enrollment classes (HS only)						
Teacher attendance rate	NA	98.2%	92.5%	94%	96%	98%
Percent of teachers rated "Exemplary" as a proportion of the total numbers of teachers employed at the school	0	6	NA	10	15	20
Percent of teachers rated "Proficient" as a proportion of the total numbers of teachers employed at the school	75	80	NA	84	80	77
Percent of teachers rated "Developing" as a proportion of the total numbers of teachers employed at the school	11	6	NA	6	5	3
Percent of teachers rated "Below Standard" as a proportion of the total numbers of teachers employed at the school	0	0	NA	0	0	0

SIG 1003(g) BUDGET PROPOSAL WORKBOOK

School: _____

District: _____

SIG 1003(g) 3-5 Year Budget Proposal							
ED 114 Cost Categories		Planning Year (Optional)	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation	Year 4 (Optional)	Year 5 (Optional)
100	Personnel Services - Salaries	180,000	327,900	337,737	347,869	45,020	-
200	Personnel Services - Employee Benefits	89,730	163,458	168,362	173,413	18,008	-
300	Purchased Professional and Technical Services	25,900	25,900	25,900	25,900	3,000	-
400	Purchased Property Services	-	-	-	-	-	-
500	Other Purchased Services	82,500	197,500	161,500	161,500	38,000	-
600	Supplies	50,500	130,500	136,500	111,500	16,000	-
700	Property	-	-	-	-	-	-
800	Other Objects	-	-	-	-	-	-
Total SIG 1003(g) Proposal:		428,630	845,258	829,999	820,182	120,028	-

Part II: FY 16 Low-Performing Schools Bond Request (Optional)	
Total Bond Request:	\$ -

Planning Year Budget Proposal (Optional)

School Year (if applicable): 2015-2016

Cost:	Description:	1003(g) Proposal:	Other Funding Source(s):	Other Sources:
100: Personnel Services - Salaries				
Culture & Climate Specialist	Implement PBIS initiative and develop a positive school culture and climate.	\$ 70,000.00		\$ -
Content Literacy Specialist	Provide instructional support and training with integrating language arts across all content areas	\$ 70,000.00		\$ -
Parent Resource Specialist	Create parent and community partnerships through a variety of initiatives	\$ 40,000.00		\$ -
100: Personnel Services - Salaries Subtotal:		\$ 180,000.00		\$ -
200: Personnel Services - Benefits				
Culture & Climate Specialist	Implement PBIS initiative and develop a positive school culture and	\$ 34,895.00		\$ -
Content Literacy Specialist	Provide instructional support and training with integrating language arts	\$ 34,895.00		\$ -
Parent Resource Specialist	Create parent and community partnerships through a variety of initiatives	\$ 19,940.00		\$ -
200: Personnel Services - Benefits Subtotal:		\$ 89,730.00		\$ -
300: Purchased Professional and Technical Services				
Summer Tech Institute	Provide staff with professional development to effectively implement technology in the classroom	\$ 7,200.00		\$ -
Leadership Training	Provide leadership team with opportunities to enhance their leadership skills and knowledge	\$ 3,600.00		\$ -
Technology Training	Provide teachers with training on how to integrate Chrome Books, Google Software, etc. in daily instruction.	\$ 3,600.00		\$ -
NEASC	On-Site Consultation to align all practices to NEASC standards	\$ 6,000.00		
Fall Conference	Provide staff with professional development in technology and best classroom practices	\$ 2,500.00		
Field Trips to UCONN - Stamford Campus	Provide students experience outside of their normal daily lives. Increasing background knowledge to support authentic student outcomes in a variety of formats.	\$ 600.00		
Field Trip to IBM Visit	Provide students experience outside of their normal daily lives. Increasing background knowledge to support authentic student outcomes in a variety of formats.	\$ 600.00		
Field Trip to Academy of Technology	Provide students experience outside of their normal daily lives. Increasing background knowledge to support authentic student outcomes in a variety of formats.	\$ 600.00		
Field Trip to SCSU	Provide students experience outside of their normal daily lives. Increasing background knowledge to support authentic student outcomes in a variety of formats.	\$ 600.00		
Field Trip to Quinnipiac	Provide students experience outside of their normal daily lives. Increasing background knowledge to support authentic student outcomes in a variety of formats.	\$ 600.00		
Other Professional Technical Services	Partnerships to assist in staff capacity to advocate community-wide responsibility for realizing the learning potential of children		\$ 30,500.00	
300: Purchased Professional and Technical Services Subtotal:		\$ 25,900.00	\$ 30,500.00	\$ -
400: Purchased Property Services				
Amplify Data Management System	Helps teachers create formative assessments and assists with data analysis to inform instruction		\$ 5,000.00	\$ -
				\$ -
				\$ -
400: Purchased Property Services Subtotal:		\$ -	\$ 5,000.00	\$ -
500: Other Purchased Services				
Travel for Summer Conference	Provide staff with professional development to effectively implement technology in the classroom	\$ 5,000.00		\$ -
Travel to Fall Conference	Provide staff with professional development in technology and best classroom practices	\$ 6,000.00		\$ -
Tablets	Provide all Kindergarten students with a tablet to be used as a support and learning tool throughout each content area.	\$ 15,000.00		\$ -
Digital Portfolio's & Web Hosting	On-line storage and website development costs to show case student work in a digital format	\$ 500.00		
Student Chrome Books	Provide students with Chrome Books for daily use		\$ 30,000.00	
Teacher & Staff Laptops	Provide each staff member with a laptop to be used throughout every aspect of daily professional responsibilities	\$ 56,000.00	\$ 34,500.00	
500: Other Purchased Services Subtotal:		\$ 82,500.00	\$ 64,500.00	\$ -
600: Supplies				
Student Incentives	Students receive incentives to promote excitement and involvement.	\$ 500.00		\$ -
Stipends for Teachers to write curriculum	Necessary professional development for staff to write thematic units of study to support digital theme and project-based learning.	\$ 20,000.00		\$ -
SRBI Supplemental Reading Materials Digital Text	Provide additional support materials for the SRBI model	\$ 20,000.00		\$ -
Reading 180 Site License and materials	Provide additional Tier II instruction for grade 5. Currently the program is only offered to 6th, 7th, and 8th graders	\$ 10,000.00		
600: Supplies Subtotal:		\$ 50,500.00		\$ -
700: Property				
		\$ -		\$ -

		\$ -	\$ -
		\$ -	\$ -
	700: Property Subtotal:	\$ -	\$ -
800: Other Objects			
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	800: Other Objects Subtotal:	\$ -	\$ -

YR 1 Implementation Budget Proposal

School Year: 2016-2017

Cost:	Description:	1003(g) Proposal:	Other Funding Source(s):	Other Sources:
100: Personnel Services - Salaries				
Culture & Climate Specialist	Implement PBIS initiative and develop a positive school culture and	\$ 72,100.00		\$ -
Content Literacy Specialist	Provide instructional support and training with integrating language arts	\$ 72,100.00		\$ -
Parent Resource Specialist	Create parent and community partnerships through a variety of	\$ 41,200.00		\$ -
Co-Teachers (3)	Utilize a co-teaching model to develop teacher capacity. (New teacher is paried with exemplary teacher.)	\$ 142,500.00		
100: Personnel Services - Salaries Subtotal:		\$ 327,900.00		\$ -
200: Personnel Services - Benefits				
Culture & Climate Specialist	Implement PBIS initiative and develop a positive school culture and	\$ 35,941.85		\$ -
Content Literacy Specialist	Provide instructional support and training with integrating language arts across all content areas	\$ 35,941.85		\$ -
Parent Resource Specialist	Create parent and community partnerships through a variety of initiatives	\$ 20,538.20		\$ -
Co-Teachers (3)	Utilize a co-teaching model to develop teacher capacity. (New teacher is paried with exemplary teacher.)	\$ 71,036.25		
200: Personnel Services - Benefits Subtotal:		\$ 163,458.15		\$ -
300: Purchased Professional and Technical Services				
Summer Tech Institute	Provide staff with professional development to effectively implement technology in the classroom	\$ 7,200.00		\$ -
Leadership Training	Provide leadership team with opportunities to enhance their leadership skills and knowledge	\$ 3,600.00		
Technology Training	Provide teachers with training on how to integrate Chrome Books, Google Software, etc. in daily instruction.	\$ 3,600.00		
NEASC	On-Site Consultation to align all practices to NEASC standards	\$ 6,000.00		\$ -
Fall Conference	Provide staff with professional development in technology and best classroom practices	\$ 2,500.00		\$ -
Field Trips to UCONN - Stamford Campus	Provide students experience outside of their normal daily lives. Increasing background knowledge to support authentic student outcomes in a variety of formats.	\$ 600.00		
Field Trip to IBM Visit	Provide students experience outside of their normal daily lives. Increasing background knowledge to support authentic student outcomes in a variety of formats.	\$ 600.00		
Field Trip to Academy of Technology	Provide students experience outside of their normal daily lives. Increasing background knowledge to support authentic student outcomes in a variety of formats.	\$ 600.00		
Field Trip to SCSU	Provide students experience outside of their normal daily lives. Increasing background knowledge to support authentic student outcomes in a variety of formats.	\$ 600.00		
Field Trip to Quinnipiac	Provide students experience outside of their normal daily lives. Increasing background knowledge to support authentic student outcomes in a variety of formats.	\$ 600.00		
300: Purchased Professional and Technical Services Subtotal:		\$ 25,900.00		\$ -
400: Purchased Property Services				
				\$ -
				\$ -
				\$ -
				\$ -
400: Purchased Property Services Subtotal:		\$ -		\$ -
500: Other Purchased Services				
Travel for Summer Conference	Provide staff with professional development to effectively implement	\$ 5,000.00		
Travel to Fall Conference	Provide staff with professional development in technology and best	\$ 6,000.00		
Tablets	Provide all Kindergarten students with a tablet to be used as a support	\$ 15,000.00		
Digital Portfolio's & Web	On-line storage and website development costs to show case student	\$ 500.00		
Student Chrome Books	Provide all 7th and 8th Grade Students with Chrome Books	\$ 56,000.00		
After School Digital Program	Provide stduents with extended learning opportunities that will revolve around digital technolgy within the arts, science, music, etc.	\$ 15,000.00		\$ -
Technology Training	Provide teachers with training on how to integrate Chrome Books, Google Software, etc. in daily instruction.	\$ 12,000.00		
Teacher Stipends for Cadre Coaching	Teachers who are sent to conferences and/or trainings will partner with another teacher to share and extend the knowledge and/or skills	\$ 49,000.00		
Digital Fair	An annual digital fair will be held at Troup School to showcase student capstone projects. Community members and parents will attend.	\$ 3,000.00		\$ -

Mac Cart	An Apple Air Book cart with 30 laptop computers will be used to support and enhance our digital project-based learning. Projects include videos, music, podcasts, photo design, etc.	\$ 36,000.00	\$ -
500: Other Purchased Services Subtotal:		\$ 197,500.00	\$ -
600: Supplies			
Student Incentives	Students receive incentives to promote excitement and involvement.	\$ 500.00	\$ -
Stipends for Teachers to write	Necessary professional development for staff to write thematic units of	\$ 20,000.00	\$ -
SRBI Supplemental Reading	Provide additional support materials for the SRBI model	\$ 20,000.00	
Reading 180 Site License and Parent Center	Provide additional Tier II instruction for grade 5. Currently the program Provide materials and resources to create a parent center to promote and build parent/community partnerships	\$ 10,000.00	
Units of Study	Necessary professional development for staff to write thematic units of	\$ 25,000.00	
High School Mentors	Creating a partnership with New Haven High Schools to have students mentor and support our digital learning capstone projects.	\$ 40,000.00	\$ -
Incentives - "Chrome for Home"	Will be purchased as an incentive to build school and home involvement.	\$ 5,000.00	
		\$ 10,000.00	
600: Supplies Subtotal:		\$ 130,500.00	\$ -
700: Property			
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
700: Property Subtotal:		\$ -	\$ -
800: Other Objects			
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
800: Other Objects Subtotal:		\$ -	\$ -

YR 2 Implementation Budget Proposal

School Year: 2017-2018

Cost:	Description:	1003(g) Proposal:	Other Funding Source(s):	Other Sources:
100: Personnel Services - Salaries				
Culture & Climate Specialist	Implement PBIS initiative and develop a positive school culture and climate.	\$ 74,263.00		\$ -
Content Literacy Specialist	Provide instructional support and training with integrating language arts across all content areas	\$ 74,263.00		\$ -
Parent Resource Specialist	Create parent and community partnerships through a variety of initiatives	\$ 42,436.00		\$ -
Co-Teachers (3)	Utilize a co-teaching model to develop teacher capacity. (New teacher is paired with exemplary teacher.)	\$ 146,775.00		
100: Personnel Services - Salaries Subtotal:		\$ 337,737.00		\$ -
200: Personnel Services - Benefits				
Culture & Climate Specialist	Implement PBIS initiative and develop a positive school culture and climate.	\$ 37,020.11		\$ -
Content Literacy Specialist	Provide instructional support and training with integrating language arts across all content areas	\$ 37,020.11		\$ -
Parent Resource Specialist	Create parent and community partnerships through a variety of initiatives	\$ 21,154.35		\$ -
Co-Teachers (3)	Utilize a co-teaching model to develop teacher capacity. (New teacher is paired with exemplary teacher.)	\$ 73,167.34		
200: Personnel Services - Benefits Subtotal:		\$ 168,361.89		\$ -
300: Purchased Professional and Technical Services				
Summer Tech Institute	Provide staff with professional development to effectively implement technology in the classroom	\$ 7,200.00		\$ -
Leadership Training	Provide leadership team with opportunities to enhance their leadership skills and knowledge	\$ 3,600.00		\$ -
Technology Training	Provide teachers with training on how to integrate Chrome Books, Google Software, etc. in daily instruction.	\$ 3,600.00		\$ -
NEASC	On-Site Consultation to align all practices to NEASC standards	\$ 6,000.00		
Fall Conference	Provide staff with professional development in technology and best classroom practices	\$ 2,500.00		
Field Trips to UCONN - Stamford Campus	Provide students experience outside of their normal daily lives. Increasing background knowledge to support authentic student outcomes in a variety of formats.	\$ 600.00		
Field Trip to IBM Visit	Provide students experience outside of their normal daily lives. Increasing background knowledge to support authentic student outcomes in a variety of formats.	\$ 600.00		
Field Trip to Academy of Technology	Provide students experience outside of their normal daily lives. Increasing background knowledge to support authentic student outcomes in a variety of formats.	\$ 600.00		
Field Trip to SCSU	Provide students experience outside of their normal daily lives. Increasing background knowledge to support authentic student outcomes in a variety of formats.	\$ 600.00		
Field Trip to Quinnipiac	Provide students experience outside of their normal daily lives. Increasing background knowledge to support authentic student outcomes in a variety of formats.	\$ 600.00		
300: Purchased Professional and Technical Services Subtotal:		\$ 25,900.00		\$ -
400: Purchased Property Services				
				\$ -
				\$ -
				\$ -
400: Purchased Property Services Subtotal:		\$ -		\$ -
500: Other Purchased Services				
Travel for Summer Conference	Provide staff with professional development to effectively implement technology in the classroom	\$ 5,000.00		\$ -
Travel to Fall Conference	Provide staff with professional development in technology and best classroom practices	\$ 6,000.00		
Tablets	Provide all 1st grade students with a tablet to be used as a support and learning tool throughout each content area.	\$ 15,000.00		
Digital Portfolio's & Web Hosting	On-line storage and website development costs to show case student work in a digital format	\$ 500.00		
Student Chrome Books	Provide all 7th and 8th Grade Students with Chrome Books	\$ 56,000.00		
After School Digital Program	Provide students with extended learning opportunities that will revolve around digital technology within the arts, science, music, etc.	\$ 15,000.00		
Technology Training	Provide teachers with training on how to integrate Chrome Books, Google Software, etc. in daily instruction.	\$ 12,000.00		
Teacher Stipends for Cadre Coaching	Teachers who are sent to conferences and/or trainings will partner with another teacher to share and extend the knowledge and/or skills learned.	\$ 49,000.00		\$ -
Digital Fair	An annual digital fair will be held at Troup School to showcase student capstone projects. Community members and parents will attend.	\$ 3,000.00		\$ -
500: Other Purchased Services Subtotal:		\$ 161,500.00		\$ -
600: Supplies				
Student Incentives	Students receive incentives to promote excitement and involvement.	\$ 500.00		\$ -

Stipends for Teachers to write curriculum	Necessary professional development for staff to write thematic units of study to support t digital theme and project-based learning.	\$ 20,000.00		
SRBI Supplemental Reading	Provide additional support materials for the SRBI model	\$ 20,000.00		
Reading 180 Site License and materials	Provide additional Tier II instruction for grade 5. Currently the program is only offered to 6th,7th, and 8th graders	\$ 10,000.00		
Parent Center	Provide materials and resources to create a parent center to promote and build parent/community partnerships	\$ 25,000.00		
Units of Study	Necessary professional development for staff to write thematic units of study to support t digital theme and project-based learning.	\$ 40,000.00		
High School Mentors	Creating a partnership with New Haven High Schools to have students mentor and support our digital learning capstone projects.	\$ 5,000.00		
Incentives - "Chrome for Home"	Will be purchased as an incentive to build school and home involvement.	\$ 10,000.00		\$ -
Parent Activities	Host 6-8 Parent activites per year.	\$ 6,000.00		\$ -
600: Supplies Subtotal:		\$ 136,500.00		\$ -
700: Property				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
700: Property Subtotal:		\$ -		\$ -
800: Other Objects				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
800: Other Objects Subtotal:		\$ -		\$ -

YR 3 Implementation Budget Proposal

School Year: 2018-2019

Cost:	Description:	1003(g) Proposal:	Other Funding Source(s):	Other Sources:
100: Personnel Services - Salaries				
Culture & Climate Specialist	Implement PBIS initiative and develop a positive school culture and	\$ 76,490.89		\$ -
Content Literacy Specialist	Provide instructional support and training with integrating language arts	\$ 76,490.89		
Parent Resource Specialist	Create parent and community partnerships through a variety of	\$ 43,709.08		
Co-Teachers (3)	Utilize a co-teaching model to develop teacher capacity. (New teacher	\$ 151,178.25		
100: Personnel Services - Salaries Subtotal:		\$ 347,869.11		\$ -
200: Personnel Services - Benefits				
Culture & Climate Specialist	Implement PBIS initiative and develop a positive school culture and climate.	\$ 38,130.71		\$ -
Content Literacy Specialist	Provide instructional support and training with integrating language arts across all content areas	\$ 38,130.71		
Parent Resource Specialist	Create parent and community partnerships through a variety of initiatives	\$ 21,788.98		
Co-Teachers (3)	Utilize a co-teaching model to develop teacher capacity. (New teacher is paried with exemplary teacher.)	\$ 75,362.36		
200: Personnel Services - Benefits Subtotal:		\$ 173,412.75		\$ -
300: Purchased Professional and Technical Services				
Summer Tech Institute	Provide staff with professional development to effectively implement	\$ 7,200.00		\$ -
Leadership Training	Provide leadership team with opportunities to enhance their leadership skills and knowledge	\$ 3,600.00		
Technology Training	Provide teachers with training on how to integrate Chrome Books, Google Software, etc. in daily instruction.	\$ 3,600.00		
NEASC	On-Site Consultation to align all practices to NEASC standards	\$ 6,000.00		
Fall Conference	Provide staff with professional development in technology and best classroom practices	\$ 2,500.00		
Field Trips to UCONN - Stamford Campus	Provide students experience outside of their normal daily lives. Increasing background knowledge to support authentic student outcomes in a variety of formats.	\$ 600.00		
Field Trip to IBM Visit	Provide students experience outside of their normal daily lives. Increasing background knowledge to support authentic student outcomes in a variety of formats.	\$ 600.00		
Field Trip to Academy of Technology	Provide students experience outside of their normal daily lives. Increasing background knowledge to support authentic student outcomes in a variety of formats.	\$ 600.00		
Field Trip to SCSU	Provide students experience outside of their normal daily lives. Increasing background knowledge to support authentic student outcomes in a variety of formats.	\$ 600.00		
Field Trip to Quinnipiac	Provide students experience outside of their normal daily lives. Increasing background knowledge to support authentic student outcomes in a variety of formats.	\$ 600.00		
300: Purchased Professional and Technical Services Subtotal:		\$ 25,900.00		\$ -
400: Purchased Property Services				
				\$ -
400: Purchased Property Services Subtotal:		\$ -		\$ -
500: Other Purchased Services				
Travel for Summer Conference	Provide staff with professional development to effectively implement technology in the classroom	\$ 5,000.00		\$ -
Travel to Fall Conference	Provide staff with professional development in technology and best classroom practices	\$ 6,000.00		
Tablets	Provide all 2nd grade students with a tablet to be used as a support and learning tool throughout each content area.	\$ 15,000.00		
Digital Portfolio's & Web Hosting	On-line storage and website development costs to show case student work in a digital format	\$ 500.00		
Student Chrome Books	Provide all 3rd and 4th Grade Students with Chrome Books	\$ 56,000.00		
After School Digital Program	Provide students with extended learning opportunities that will revolve around digital technology within the arts, science, music, etc.	\$ 15,000.00		
Technology Training	Provide teachers with training on how to integrate Chrome Books, Google Software, etc. in daily instruction.	\$ 12,000.00		
Teacher Stipends for Cadre Coaching	Teachers who are sent to conferences and/or trainings will partner with another teacher to share and extend the knowledge and/or skills learned.	\$ 49,000.00		\$ -
Digital Fair	An annual digital fair will be held at Troup School to showcase student capstone projects. Community members and parents will attend.	\$ 3,000.00		\$ -
500: Other Purchased Services Subtotal:		\$ 161,500.00		\$ -
600: Supplies				
Student Incentives	Students receive incentives to promote excitement and involvement.	\$ 500.00		\$ -

Stipends for Teachers to write curriculum	Necessary professional development for staff to write thematic units of study to support t digital theme and project-based learning.	\$ 20,000.00		
SRBI Supplemental Reading	Provide additional support materials for the SRBI model	\$ 20,000.00		
Reading 180 Site License and materials	Provide additional Tier II instruction for grade 5. Currently the program is only offered to 6th,7th, and 8th graders	\$ 10,000.00		
Parent Activities	Host 6-8 Parent activites per year.	\$ 6,000.00		
Units of Study	Necessary professional development for staff to write thematic units of study to support t digital theme and project-based learning.	\$ 40,000.00		
High School Mentors	Creating a partnerhsip with New Haven High Schools to have students mentor and support our digital learning capstone projects.	\$ 5,000.00		
Incentives - "Chrome for Home"	Will be purchased as an incentive to build school and home involvement.	\$ 10,000.00		\$ -
		\$ -		\$ -
600: Supplies Subtotal:		\$ 111,500.00		\$ -
700: Property				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
700: Property Subtotal:		\$ -		\$ -
800: Other Objects				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
800: Other Objects Subtotal:		\$ -		\$ -

YR 4 Implementation Budget Proposal (Optional)

School Year: 2019-2020

Cost:	Description:	1003(g) Proposal:	Other Funding Source(s):	Other Sources:
100: Personnel Services - Salaries				
Parent Resource Specialist	Create parent and community partnerships.	\$ 45,020.35		\$ -
		\$ -		\$ -
		\$ -		\$ -
100: Personnel Services - Salaries Subtotal:		\$ 45,020.35		\$ -
200: Personnel Services - Benefits				
Parent Resource Specialist	Create parent and community partnerships.	\$ 18,008.14		\$ -
		\$ -		\$ -
		\$ -		\$ -
200: Personnel Services - Benefits Subtotal:		\$ 18,008.14		\$ -
300: Purchased Professional and Technical Services				
Field Trips to UCONN - Stamford Campus	Provide students experience outside of their normal daily lives. Increasing background knowledge to support authentic student outcomes in a variety of formats.	\$ 600.00		\$ -
Field Trip to IBM Visit	Provide students experience outside of their normal daily lives. Increasing background knowledge to support authentic student outcomes in a variety of formats.	\$ 600.00		
Field Trip to Academy of Technology	Provide students experience outside of their normal daily lives. Increasing background knowledge to support authentic student outcomes in a variety of formats.	\$ 600.00		
Field Trip to SCSU	Provide students experience outside of their normal daily lives. Increasing background knowledge to support authentic student outcomes in a variety of formats.	\$ 600.00		
Field Trip to Quinnipiac	Provide students experience outside of their normal daily lives. Increasing background knowledge to support authentic student outcomes in a variety of formats.	\$ 600.00		
300: Purchased Professional and Technical Services Subtotal:		\$ 3,000.00		\$ -
400: Purchased Property Services				
				\$ -
		\$ -		\$ -
		\$ -		\$ -
400: Purchased Property Services Subtotal:		\$ -		\$ -
500: Other Purchased Services				
Digital Fair	An annual digital fair will be held at Troup School to showcase student	\$ 3,000.00		\$ -
Tablets	Replacement Tablets	\$ 15,000.00		\$ -
Student Chrome Books	Replacement Chrome Books	\$ 20,000.00		
		\$ -		\$ -
500: Other Purchased Services Subtotal:		\$ 38,000.00		\$ -
600: Supplies				
Parent Activities	Host 6-8 Parent activities per year.	\$ 6,000.00		\$ -
Incentives for Chrome for	Purchase Chrome Books for students to use at home.	\$ 10,000.00		\$ -
		\$ -		\$ -
600: Supplies Subtotal:		\$ 16,000.00		\$ -
700: Property				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
700: Property Subtotal:		\$ -		\$ -
800: Other Objects				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
800: Other Objects Subtotal:		\$ -		\$ -



APPENDIX C: IMPLEMENTATION TIMELINE

Planning/Pre-Implementation Year (Optional)	
Strategies:	Progress Metrics:
1. Hire School Culture & Climate Specialist	# of Applicants and new hire
2. Hire Digital Media Specialist	# of Applicants and new hire
3. Hire Content Literacy Specialist	# of Applicants and new hire
4. Hire Parent Resource Specialist	# of Applicants and new hire
5. Attend Summer Tech Institute Conference	Attendance by at least 4 teachers/leadership team members.
6. Attend Leadership Training	Contract consult and attend leadership training by August 30 th 2015
7. Train 7 th & 8 th Grade Teachers on Chrome Books	Evidenced by instructional rounds walk-throughs looking for student usage, project based learning, and integration into all aspects of the classroom.
8. Train Kindergarten Teachers on tablets	Evidenced by instructional rounds walk-throughs looking for student usage, project based learning, and integration into all aspects of the classroom.
9. Review and design a new schedule that maximizes literacy instruction.	Evidenced by new schedules for each grade level, classroom walk throughs, more time on task.
10. Draft and adopt a new Mission and Core values that are aligned to our theme.	Evidenced by posters and branding throughout the school and students, staff, and parents articulating our mission and core values.
11. Working with SPMT to adopt a new name	Evidenced by collaboration among all stake holders and finalizing a name for the school.
12. Attend Career and Technical Education National Conference – Vision 2015	Attended by 5-6 staff members. Staff members return and present new skills and information to colleagues at training sessions.
13. Build NEASC Practice and Standards into Curriculum, Instruction and Assessment	All actions and decisions are aligned with the NEASC standards for elementary and middle schools.
14. 8 th Grade Class participates in 4 offsite field trips.	Evidenced by attendance at field trips and reflection forms
15. Teachers are trained on how to use their laptop.	Evidence by all communications are sent and received via email. All appointments and meetings are set via MS Outlook. Teachers are using their laptop at staff meetings to review data, plan lessons, or work collaboratively with peers.
16. Students create digital portfolio's	Evidenced by looking at student work and classroom walk-throughs.
17. Teachers begin to write curriculum.	Teachers who attended a conference or training work together to produce thematic units of study to support project based learning.
18. Implement SRBI process with fidelity.	Evidenced by attending meetings and reviewing



	student data.
19. Implement Reading 180 as a 5 th grade intervention	Evidenced by scheduling 5 th graders to take the reading 180 class and classroom observations.
20. Stage 1 implementation for PBIS system. – Creating a common system of expectations.	Evidenced by a developing a book of common behavior expectations, rules and routines for Troup School.
21. Stage 2 implementation for PBIS – Communicating and training staff on PBIS standards and protocols.	Evidenced by training dates, instructional walk-throughs, reduced disciplinary referrals.
22. Establish partnerships with key community members	Evidenced by attendance and participation during monthly SPMT meetings.
23. Increase parent involvement through recruitment and activities.	Evidenced by number of parent contacts via phone, in person, text, email, etc.
24. Design, plan and communicate the 8th Grade Capstone project and/or Troup School Digital Fair	Evidence by creating a guide for teachers, students and parents that includes expectations, incentives, suggestions, grading rubrics, etc.
25. Design, plan, communicate and train staff for the after school digital program.	Evidenced by creating a system with clear expectations and outcomes for the after school program. Evidenced by the training dates and teacher increasing skills.
26. Content Literacy Coach – Develop and implement differentiated professional development on project-based learning and how to teach reading in the content areas.	Evidenced by professional development sessions, classroom walk-through data, and improved student achievement through project based learning.
27. All Staff will receive a professional development on 21 st Century Skills	Evidenced by instructional units and student work that includes students 21 st century skills such as collaboration, creativity, critical thinking, and communication.
28. Develop and pilot an individualized coaching model for all teaching staff (teachers and para's)	Evidenced by weekly meetings with coaches and staff, improved instruction, and increased TEVAL ratings.

Year 1 Implementation	
Strategies:	Progress Metrics:
1. Hire Co-Teachers	# of applicants and new hires.
2. Implement the Digital Fair – Spring 2016	# of participates, student work, # of community and parent attendees
3. Implement After School Digital Programs	# of staff and student participating, student work, academic improvements in core subjects.
4. Attend Summer Tech Institute Conference	Attendance by at least 4 teachers and leadership team members. Staff members return and present new skills and information to colleagues at training sessions. Staff members begin to create curriculum units for various grade levels.
5. Attend Leadership Training	Contract consult and attend leadership training by August 30 th 2015



6. Continue specific training and development for 7 th & 8 th Grade Teachers on Chrome Books	Evidenced by instructional rounds walk-throughs looking for student usage, project based learning, and integration into all aspects of the classroom.
7. Continue specific training and development for Kindergarten Teachers on Tablets	Evidenced by instructional rounds walk-throughs looking for student usage, project based learning, and integration into all aspects of the classroom.
8. Attend Career and Technical Education National Conference – Vision 2016	Attended by 5-6 staff members. Staff members return and present new skills and information to colleagues at training sessions.
9. Build NEASC Practice and Standards into Curriculum, Instruction and Assessment	All actions and decisions are aligned with the NEASC standards for elementary and middle schools.
10. 8 th Grade Class participates in 4 offsite field trips.	Evidenced by attendance at field trips and reflection forms
11. Training on Mac Cart	Evidenced by 5 or more teachers participating in training sessions offered by Apple.
12. Students create digital portfolio's	Evidenced by looking at student work, classroom walk-throughs, digital fair.
13. Teachers write curriculum.	Teachers who attended a conference or training work together to produce thematic units of study to support project based learning. Evidenced by classroom walk-throughs and student work.
14. Implement SRBI process with fidelity.	Evidenced by attending meetings and reviewing student data.
15. Implement Reading 180 as a 5 th grade intervention	Evidenced by improved reading scores in 5 th grades. .
16. Implementation of the PBIS common system of expectations.	Evidenced by consistency across all classrooms and in common areas.
17. Implementation for PBIS – Consistent and relevant discipline strategies.	Evidenced by training dates, instructional walk-throughs, reduced disciplinary referrals.
18. Interact with key community members	Evidenced by attendance and participation during monthly SPMT meetings, family nights, guest speakers, or mentoring.
19. Increase parent involvement through recruitment and activities.	Evidenced by attendance at parent events and activities.
20. Partner with New Haven High Schools for Digital Mentors	Evidenced by # of high school students participating and mentoring our students.
21. Implement student, staff, and parent incentives	Evidenced by teachers, students, and parents participating in events, trainings, or activities.
22. Implement project based learning in all grades levels at least 6 times per year.	Evidenced by lesson plans, classroom walk-through, and student work.
23. Individualized Coaching Model	Evidenced by improved instructional rating via TEVAL and improved student outcomes in across content areas.
24. Create a parent resource center	Evidenced by parent utilization of the center and participation in related events.



<p>25. Physical space of the school and classrooms include references to PBIS and 21st century skills</p>	<p>Evidenced by culture walk-throughs, students' can name the 21st Century Skills they are learning and using as well as articulate specifics about how the PBIS system works.</p>
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Year 2 Implementation	
Strategies:	Progress Metrics:
<p>1. Hire Co-Teachers</p>	<p># of applicants and new hires.</p>
<p>2. Transition co-teachers to individual classrooms</p>	<p>Evidenced by</p>
<p>3. Host the Digital Fair – Spring 2016</p>	<p># of participates, student work, # of community and parent attendees</p>
<p>4. Continue After School Digital Programs</p>	<p># of staff and student participating, student work, academic improvements in core subjects.</p>
<p>5. Attend Summer Tech Institute Conference</p>	<p>Attendance by at least 4 teachers and leadership team members. Staff members return and present new skills and information to colleagues at training sessions. Staff members begin to create curriculum units for various grade levels.</p>
<p>6. Attend Leadership Training</p>	<p>Contract consult and attend leadership training by August 30th 2015</p>
<p>7. Train 5th & 6th Grade Teachers on Chrome Books</p>	<p>Evidenced by instructional rounds walk-throughs looking for student usage, project based learning, and integration into all aspects of the classroom.</p>
<p>8. Train 1st Grade Teachers on tablets</p>	<p>Evidenced by instructional rounds walk-throughs looking for student usage, project based learning, and integration into all aspects of the classroom.</p>
<p>9. Attend Career and Technical Education National Conference – Vision 2016</p>	<p>Attended by 5-6 staff members. Staff members return and present new skills and information to colleagues at training sessions.</p>
<p>10. Build NEASC Practice and Standards into Curriculum, Instruction and Assessment</p>	<p>All actions and decisions are aligned with the NEASC standards for elementary and middle schools.</p>
<p>11. 8th Grade Class participates in 4 offsite field trips.</p>	<p>Evidenced by attendance at field trips and reflection forms</p>
<p>12. Training on Mac Cart</p>	<p>Evidenced by 5 or more teachers participating in training sessions offered by Apple.</p>
<p>13. Students create digital portfolio's</p>	<p>Evidenced by looking at student work, classroom walk-throughs, digital fair.</p>
<p>14. Teachers write curriculum.</p>	<p>Teachers who attended a conference or training work together to produce thematic units of study to support project based learning. Evidenced by classroom walk-throughs and student work.</p>
<p>15. Maintain the SRBI process with fidelity.</p>	<p>Evidenced by attending meetings and reviewing student data.</p>
<p>16. Maintain Reading 180 as a 5th grade intervention</p>	<p>Evidenced by improved reading scores in 5th</p>



	grades. .
17. Review and revise the PBIS common system of expectations.	Evidenced by consistency across all classrooms and in common areas.
18. Review and Revise PBIS – Consistent and relevant discipline strategies.	Evidenced by training dates, instructional walk-throughs, reduced disciplinary referrals.
19. Interact with key community members	Evidenced by attendance and participation during monthly SPMT meetings, family nights, guest speakers, or mentoring.
20. Increase parent involvement through recruitment and activities.	Evidenced by attendance at parent events and activities.
21. Partner with New Haven High Schools for Digital Mentors	Evidenced by # of high school students participating and mentoring our students.
22. Continue student, staff, and parent incentives	Evidenced by teachers, students, and parents participating in events, trainings, or activities.
23. Increase project based learning in all grades levels to at least 6 times per year.	Evidenced by lesson plans, classroom walk-through, and student work.
24. Review and revise Individualized Coaching Model	Evidenced by improved instructional rating via TEVAL and improved student outcomes in across content areas.
25. Physical space of the school and classrooms include references to PBIS and 21 st century skills	Evidenced by culture walk-throughs, students' can name the 21 st Century Skills they are learning and using as well as articulate specifics about how the PBIS system works.
26. Maintain a parent resource center	Evidenced by parent utilization of the center and participation in related events.

Year 3 Implementation	
Strategies:	Progress Metrics:
1. Hire Co-Teachers	# of applicants and new hires.
2. Transition co-teachers to individual classrooms	Evidenced by
3. Host the Digital Fair – Spring 2016	# of participates, student work, # of community and parent attendees
4. Maintain After School Digital Programs	# of staff and student participating, student work, academic improvements in core subjects.
5. Attend Summer Tech Institute Conference	Attendance by at least 4 teachers and leadership team members. Staff members return and present new skills and information to colleagues at training sessions. Staff members begin to create curriculum units for various grade levels.
6. Attend Leadership Training	Contract consult and attend leadership training by August 30 th 2015
7. Train 3 rd & 4 th Grade Teachers on Chrome Books	Evidenced by instructional rounds walk-throughs looking for student usage, project based learning, and integration into all aspects of the classroom.
8. Train 2nd Grade Teachers on tablets	Evidenced by instructional rounds walk-throughs



	looking for student usage, project based learning, and integration into all aspects of the classroom.
9. Attend Career and Technical Education National Conference – Vision 2016	Attended by 5-6 staff members. Staff members return and present new skills and information to colleagues at training sessions.
10. Build NEASC Practice and Standards into Curriculum, Instruction and Assessment	All actions and decisions are aligned with the NEASC standards for elementary and middle schools.
11. 8 th Grade Class participates in 4 offsite field trips.	Evidenced by attendance at field trips and reflection forms
12. Training on Mac Cart	Evidenced by 5 or more teachers participating in training sessions offered by Apple.
13. Students create digital portfolio's	Evidenced by looking at student work, classroom walk-throughs, digital fair.
14. Teachers write curriculum.	Teachers who attended a conference or training work together to produce thematic units of study to support project based learning. Evidenced by classroom walk-throughs and student work.
15. Maintain SRBI process with fidelity.	Evidenced by attending meetings and reviewing student data.
16. Maintain Reading 180 as a 5 th grade intervention	Evidenced by improved reading scores in 5 th grades. .
17. Maintain PBIS common system of expectations.	Evidenced by consistency across all classrooms and in common areas.
18. Maintain PBIS – Consistent and relevant discipline strategies.	Evidenced by training dates, instructional walk-throughs, reduced disciplinary referrals.
19. Interact with key community members	Evidenced by attendance and participation during monthly SPMT meetings, family nights, guest speakers, or mentoring.
20. Increase parent involvement through recruitment and activities.	Evidenced by attendance at parent events and activities.
21. Maintain Partnership with New Haven High Schools for Digital Mentors	Evidenced by # of high school students participating and mentoring our students.
22. Maintain student, staff, and parent incentives	Evidenced by teachers, students, and parents participating in events, trainings, or activities.
23. Maintain project based learning in all grades levels at least 6 times per year.	Evidenced by lesson plans, classroom walk-through, and student work.
24. Maintain Individualized Coaching Model	Evidenced by improved instructional rating via TEVAL and improved student outcomes in across content areas.
25. Physical space of the school and classrooms include references to PBIS and 21 st century skills	Evidenced by culture walk-throughs, students' can name the 21 st Century Skills they are learning and using as well as articulate specifics about how the PBIS system works.
27. Maintain a parent resource center	Evidenced by parent utilization of the center and participation in related events.



28. Create a PBIS committee of internal staff who have been trained by the former climate specialist.	Evidenced by meeting minutes, transitions notes, and knowledge of committee members.
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Sustainment Year 1 (Optional)	
Strategies:	Progress Metrics:
1. 8 th Grade Class participates in 4 offsite field trips.	Evidenced by attendance at field trips and reflection forms
26. Host the Digital Fair – Spring 2016	# of participates, student work, # of community and parent attendees
2. Host 6-8 Parent Activities for the year	# of participates at each event
3.	
4.	

Sustainment Year 2 (Optional)	
Strategies:	Progress Metrics:
1.	
2.	
3.	
4.	
5.	



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

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

References in this section to "contract" shall mean this grant agreement and to "contractor" shall mean the Grantee.

(a) For purposes of this Section, the following terms are defined as follows:

- i. "Commission" means the Commission on Human Rights and Opportunities;
- ii. "Contract" and "contract" include any extension or modification of the Contract or contract;
- iii. "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
- iv. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;
- v. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- vi. "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;
- vii. "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- viii. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- ix. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and
- x. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.



For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

- (b) (1) 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, gender identity or expression, mental retardation, mental disability 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; and 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, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) 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; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the 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; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) 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 Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.
- (c) 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.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.



- (e) The Contractor shall include the provisions of subsection (b) of this Section 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 Connecticut General Statutes §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.
 - (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
 - (g) (1) 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 the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) 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; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) 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 Connecticut General Statutes § 46a-56.
 - (h) The Contractor shall include the provisions of the foregoing paragraph 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 Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.
- N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the



Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

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

Superintendent Signature: *Garth Harries*
Name: *(typed)* GARTH HARRIES
Title: *(typed)* SUPERINTENDENT
Date: MAY 14, 2015

ATTACHMENT 1 - TEVAL

Teacher - Instructional Practice Framework and Performance Continuum

INSTRUCTIONAL PRACTICE FRAMEWORK – COMPONENTS OF INSTRUCTION

Area	#	Planning and Preparation...	#	Classroom Practice...	#	Reflection and Use of Data...
Purposeful	1	Assesses students' prior knowledge and skills	1	Communicates objectives and lesson content clearly and accurately	1	Uses results from ongoing assessments to evaluate student learning and identify areas for further instruction and planning
	2	Establishes clearly defined student learning goals and objectives for all students	2	Employs activities aligned with student knowledge and skills, differentiating as appropriate		
	3	Designs and sequences lessons and activities aligned with student goals and objectives	3	Offers students multiple methods to approach material and to demonstrate learning		
	4	Prepares assessments which align with student learning goals and objectives	4	Monitors and assesses student understanding by selecting appropriate assessment strategies and adjusts as necessary		
Supportive	5	Incorporates and addresses the social, emotional and academic needs of individual students	5	Develops and maintains standards of conduct that are clear to all students and responds to student needs	2	Reflects on group and individual dynamics and interactions and identifies areas for adjustment or refinement
			6	Engages and includes all students in classroom activities		
			7	Provides opportunities for meaningful student choice		
Meaningful	6	Develops lessons and units that engage students and are challenging, relevant and promote inquiry	8	Promotes in-depth knowledge, understanding of significant concepts, and higher order thinking skills	3	Evaluates the effectiveness of curriculum and instructional strategies in encouraging meaningful and higher-order learning
			9	Engages students in substantive conversations with purposeful questions to promote inquiry and learning		
			10	Makes connections to increase relevancy for students, including to different lessons, to different content areas, and to each student's world outside of the classroom		

INSTRUCTIONAL PRACTICE PERFORMANCE CONTINUUM – INDICATORS OF PERFORMANCE

Note: Throughout this document, “consistently” indicates frequency of at least 90% of the time, “often” indicates at least 75% of the time, “typically” indicates at least 60% of the time, and “generally” indicates at least 50% of the time. (Note: for very small classes, these percentages may need to be reinterpreted)

DOMAIN I: PLANNING AND PREPARATION (CCT Domain 2)		
<i>P1: Assesses students' prior knowledge and skills (CCT 2a)</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Teacher consistently identifies and prioritizes the current skill base of all students, including both gaps and assets in academic development, by utilizing a variety of artifacts (including standardized and classroom specific assessments) and anecdotal evidence. Teacher systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills. Teacher plans for students to identify their own learning needs based on their own individual data 	<ul style="list-style-type: none"> Teacher often identifies and prioritizes the current skill base of all students, including both gaps and assets in academic development, by utilizing a variety of artifacts (including standardized and classroom specific assessments) and anecdotal evidence. Uses multiple sources of assessment data to guide planning, as appropriate. Teacher uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students 	<ul style="list-style-type: none"> Teacher rarely identifies and prioritizes the current skill base of all students, including both gaps and assets in academic development, by utilizing a variety of artifacts (including standardized and classroom specific assessments) and anecdotal evidence. Teacher displays little understanding of students' varied approaches to learning, knowledge and skills. Teacher uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs
<i>P2: Establishes clearly defined student learning goals and objectives for all students (CCT 2a)</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Class and subgroup goals for lessons, units, and annual learning are consistently clear, aligned with standards, and target substantial growth for all students. All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment Outcomes are differentiated, in whatever way is needed, for individual students Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance 	<ul style="list-style-type: none"> Individual, class and subgroup goals for lesson, unit, and annual learning are often differentiated, rigorous, clear, aligned with Common Core State Standards and/or other appropriate CT content standards, and target appropriate growth. Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment 	<ul style="list-style-type: none"> Teacher does not generally set class and subgroup goals that are aligned with standards AND/OR goals do not reflect appropriate growth for students Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate CT content standards The outcomes represent low expectations for students and lack of rigor The objectives are stated as student activities, rather than as outcomes for student learning

P3: Designs and sequences lessons and activities aligned with student goals and objectives (CCT 2a)		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Activities and tasks in lesson, unit, and long-term plans are clearly and consistently sequenced to facilitate student progress toward learning goals and objectives. The learning activities follow a coherent sequence, are aligned to instructional goals, and are designed to engage students in high-level cognitive activities. The learning activities are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice. 	<ul style="list-style-type: none"> Activities and tasks in lesson, unit, and long-term plans are often sequenced to facilitate student progress toward learning goals and objectives and aligned with CCSS. Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. Instructional groups are suitable to the activities and offer some variety 	<ul style="list-style-type: none"> Activities and tasks in lesson, unit, and long-term plans are rarely sequenced to facilitate student progress toward learning goals and objectives. Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations Instructional groups are not suitable to the activities and offer no variety
P4: Prepares assessments which align with student learning goals and objectives (CCT 2c)		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Assessments consistently and clearly challenge students to demonstrate mastery of learning objectives. All instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work Plans to include students in developing criteria for monitoring their own success Plans strategies to engage students in assessment criteria to self-monitor and reflect upon their own progress 	<ul style="list-style-type: none"> Selects or designs assessments aligned with instructional goals which often challenge students to demonstrate mastery of learning objectives. Multiple types of assessments are used to develop a clear and detailed understanding of students' level of knowledge. Plans specific criteria for student success and plans opportunities for students to self-assess using the criteria Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson 	<ul style="list-style-type: none"> Assessments rarely challenge students to demonstrate mastery of learning objectives. Does not plan criteria for student success and/or does not plan for students to self-assess Plans assessment strategies that are limited or not aligned to intended instructional outcomes
P5: Incorporates and addresses the social, emotional and academic needs of individual students		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Teacher planning consistently addresses social and emotional needs of all students, and reflects strategies to address those needs. Teacher systematically acquires knowledge about individual students' special needs, interests and cultural heritage and incorporates this information when planning instruction 	<ul style="list-style-type: none"> Teacher planning often addresses social and emotional needs of all students, and generally reflects strategies to address those needs. Teacher purposely acquires knowledge about groups of students' special needs, interests, and cultural heritage and incorporates this information when planning instruction 	<ul style="list-style-type: none"> Teacher planning rarely addresses social and emotional needs of all students, and rarely reflects strategies to address those needs. The teacher displays minimal understanding of how students learn – and little knowledge of their special needs, and interests and cultural heritages – and does not indicate that such knowledge is valuable.

P6: Develops lessons and units that engage students and are challenging, relevant and promote inquiry (CCT 2b)

Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Lesson and unit strategies are consistently designed to challenge students to develop higher order thinking and to take intellectual risks in asking and responding to questions (including student to student questions), providing examples and demonstrating, and/or making connections outside the immediate context of current course work. Lessons and units consistently challenge students to develop and respond to questions, provide examples, and make connections outside the immediate course work. (Include reference to student to student questions and teacher to student interactions) Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and application to other situations Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning Planning consistently includes explicit strategies for teaching of literacy through the content area that supports students' content knowledge Designs opportunities to allow students to independently select literacy strategies that support their learning for the task 	<ul style="list-style-type: none"> Lesson and unit strategies are often designed to challenge students to develop higher order thinking and to take intellectual risks in asking and responding to questions (including student to student questions), providing examples and demonstrating, and/or making connections outside the immediate context of current course work. Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and application to other situations Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning Planning includes explicit strategies for teaching of literacy through the content area that supports students' content knowledge. Plans instruction that integrates literacy strategies and academic vocabulary 	<ul style="list-style-type: none"> Lessons and units rarely challenge students to ask and respond to questions (including student to student questions), provide examples and demonstrate, and/or make connections outside the immediate course work. Plans instructional tasks that limit opportunities for students' cognitive development Selects or designs resources and/or groupings that do not cognitively engage students or support new learning Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary

DOMAIN II: CLASSROOM PRACTICE (CCT Domains 1 and 3)

C1: Communicates objectives and lesson content clearly and accurately (CCT 3a)

Exemplary	Effective	Needs Improvement
<p><i>In addition to the characteristics of Effective including one or more of the following:</i></p> <ul style="list-style-type: none"> • Students are encouraged to explain how the learning is situated within the broader learning context/ curriculum • Provides opportunities for students to independently select literacy strategies that support their learning. 	<ul style="list-style-type: none"> • Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students see how the learning is aligned with Common Core State Standards and/or other appropriate CT content standards, so that students are generally able to articulate what learning the class has accomplished for the day, demonstrating mastery of objectives and/or recognizing when additional learning or practice is required for mastery. • During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. • Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary • Invites students to explain the content and their thinking to classmates • Teacher makes no content errors 	<ul style="list-style-type: none"> • Does not clearly communicate learning expectations to students • Teacher rarely presents lesson material accurately and clearly, so that most students are unable to master or articulate the objectives. • The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. • Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary • Makes multiple content errors

C2: Employs activities aligned with student knowledge and skills, differentiating as appropriate (CCT 3b)

Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Students consistently participate in scaffolded activities that capitalize on prior learning, knowledge, and skills in order to support and challenge all students to progress toward mastery of new material. • Nearly all students are engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. • Teacher includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information 	<ul style="list-style-type: none"> • Students often participate in scaffolded activities that reference prior learning, knowledge and skills in order to support and challenge students to progress toward mastery of new material. • Teacher employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times students take the lead and develop their own questions and problem solving strategies 	<ul style="list-style-type: none"> • Students rarely participate in scaffolded activities that reference prior learning, knowledge and skills in order to support and challenge students to progress toward mastery of new material. • The learning tasks/activities are poorly aligned with the instructional outcomes, or require only rote responses.

C3: Offers students multiple methods to approach material and to demonstrate learning		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Students interact with a variety of materials and approaches to lessons and content, so that they engage with the lesson content and demonstrate knowledge in a variety of ways/modalities throughout the lesson and/or unit 	<ul style="list-style-type: none"> Teacher offers more than one approach to lesson materials and content and employs flexible grouping, so that students can engage with lesson content and demonstrate knowledge in multiple ways/modalities 	<ul style="list-style-type: none"> Teacher offers limited or unproductive approaches to lesson materials and content.
C4: Monitors and assesses student understanding by selecting appropriate assessment strategies and adjusts as necessary (CCT 3c)		
Exemplary	Effective	Needs Improvement
<p><i>In addition to the characteristics of Effective including one or more of the following:</i></p> <ul style="list-style-type: none"> Students consistently produce work or reflections, which convey their understanding of learning, providing teacher with information to adjust instruction as necessary. Teacher integrates student input in generating specific criteria for assignments Teacher encourages peer feedback that is specific and focuses on advancing student learning Teacher asks students to identify ways to adjust instruction that will be effective for them as individuals and result in quality work 	<ul style="list-style-type: none"> Students' work or reflections often convey their information to adjust instruction as necessary. Teacher monitoring focuses on student achievement of lesson objectives Teacher communicates specific criteria for success and provides multiple opportunities for students to apply criteria to self-assess work and assume responsibility for own learning. Teacher provides individualized and descriptive feedback that is accurate, actionable and helps students advance their learning Teacher adjusts content, strategies or assessments during and between lessons is targeted to group and individual needs. 	<ul style="list-style-type: none"> Students rarely produce work or reflections that convey their understanding of learning, and/or teacher rarely adjust instruction to reflect student understanding. Teacher monitoring focuses on task completion rather than student achievement of lesson purpose/objectives Teacher does not communicate criteria for success and/or opportunities for students to self-assess are rare Teacher provides limited feedback or feedback frequently does not help students improve learning, lacks specificity or is inaccurate Teacher Adjustments are frequently not based on effective monitoring of students achievement of learning objectives

C5. Develops and maintains standards of conduct that are clear to all students and respond to student needs (CCT 1b)

Exemplary	Effective	Needs Improvement
<p><i>In addition to the characteristics of Effective including one or more of the following:</i></p> <ul style="list-style-type: none"> • Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions • Student behavior is completely appropriate OR • Teacher seamlessly responds to misbehavior without any loss of instructional time • Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct OR • Students are encouraged to independently use proactive strategies and social skills and take responsibility for their actions 	<ul style="list-style-type: none"> • Routines and transitions are established and managed effectively. • Teacher generally creates an environment that fosters and supports respectful interaction between and amongst the members of the classroom • Teacher establishes high standards of behavior, which are consistently reinforced • Intervention is provided when necessary to reinforce the standard of conduct • Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective • Explicitly teaching and modeling social skills, building student capacity to self-regulate and to take responsibility for their actions, positively reinforce growth in social competence. • Cultural and developmental differences are respected • Inclusion is supported with differentiated materials and assessments as indicated by relevant IEPs, if any 	<ul style="list-style-type: none"> • Teacher does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time • Demonstrates little or no evidence that standards of behavior have been established, and/or minimally enforces expectations resulting in interference with student learning • There is little or no teacher monitoring of student behavior, and response to students' misbehavior is inconsistent, disproportionate, repressive or disrespectful of student dignity • Teacher provides little or no instruction and/or opportunities for students to develop social skills and responsible behavior

C6: Engages and includes all students in classroom activities (CCT 1a)		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Students are consistently engaged in ways that all or nearly all students listen and respond actively to each other, contribute comments, ideas or questions that improve their own and their classmates' understanding, and/or pursue independent class work And/or -teacher uses a variety of techniques and strategies to challenge and reengage all or nearly all students as necessary. 	<ul style="list-style-type: none"> Students are often engaged in ways that that most students listen and respond actively to each other, contribute comments, ideas or questions that improve their own and their classmates' understanding, and/or pursue independent class work. And/or-teacher uses techniques and strategies to challenge and reengage most students as necessary. Teacher involves students in developing their own questions and problem-solving strategies Use of resources, technology and groupings supports student collaboration and engagement with tasks and questions and maximizes construction or use of learning in multiple ways 	<ul style="list-style-type: none"> Students are rarely engaged in ways that promote student learning. Teacher ignores opportunities to challenge and reengage students as necessary.
C7: Provides opportunities for meaningful student choice		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Lessons and units often include opportunities for students to make choices regarding classroom materials, topics of exploration, methods of demonstrating understanding, or learning activities. Teacher promotes student ownership, self-direction and choice of resources and/or flexible groups to develop their learning 	<ul style="list-style-type: none"> Lessons and units generally include opportunities for students to make choices about some aspect of the lesson topics of exploration, methods of demonstrating understanding, and/or activities 	<ul style="list-style-type: none"> Lessons and units rarely include opportunities for students to make meaningful choices.
C8: Promotes in-depth knowledge, understanding of significant concepts, and higher order thinking skills (CCT)		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Students consistently engage significant concepts and use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems. Teacher challenges students to explain their thinking. 	<ul style="list-style-type: none"> Students generally engage with significant concepts and use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems, using a balance of support and challenge to help students advance their learning. Learning tasks and activities are designed to challenge student thinking, inviting students to make their thinking visible. 	<ul style="list-style-type: none"> Students rarely engage with significant concepts or do not use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems. Learning tasks and activities require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant

C9: Engages students in substantive conversations with purposeful questions to promote inquiry and learning (CCT 1a)

Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Students often participate in meaningful discussions occurring between and among members of the class, constructively responding to each other's comments, and/or initiating their own questions and inquiry. Teacher encourages students to question or challenge ideas presented by the teacher or other students Teacher uses a variety of series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions 	<ul style="list-style-type: none"> Students generally participate in meaningful discussions occurring between and among members of the class, constructively responding to each other's comments with facilitation from the teacher, encouraging intellectual risk and shared responsibility for learning. While the teacher may use some low-level questions, s/he poses questions designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. 	<ul style="list-style-type: none"> Students rarely have opportunities to engage in sustained conversations with each other Teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Teacher creates a learning environment in which students are reluctant to take intellectual risks or interact with teacher and other students.

C10: Makes connections to increase relevancy for students, including to different lessons, to different content areas, and to each student's world outside of the classroom (CCT 3b)

Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Students often apply new learning and make connections to other activities that relate their learning to prior knowledge, different content areas, career, and/or the world outside of the classroom 	<ul style="list-style-type: none"> Students generally apply new learning and make connections to other activities that extend their thinking and understanding of concepts and skills by relating them to prior knowledge, different content areas, career, and/or the world outside of the classroom. Teacher uses resources that cognitively engage students in applying new learning to make interdisciplinary, real world, career or global connections 	<ul style="list-style-type: none"> Students rarely apply new learning and make connections to other activities that extend their thinking and understanding of concepts and skills by relating them to prior knowledge, different content areas, career, and/or the world outside of the classroom.

DOMAIN III: REFLECTION

R1: Uses results from ongoing assessments to evaluate student learning and identify areas for further instruction and planning (CCT 2a & c)

Exemplary		Effective	Needs Improvement
<ul style="list-style-type: none"> Teacher consistently and effectively analyzes available data from assessments to monitor progress of all students, at a point in time and over time, individually and as a group. Teacher uses the analysis to identify areas of need and plan future instruction, revising lesson plans on an ongoing basis. Teacher has a consistent system for collecting and responding to student feedback. 	<ul style="list-style-type: none"> Teacher often and effectively analyzes available data from assessments to monitor progress of all students, at a point in time and over time, individually and as a group. Teacher often uses the analysis to identify areas of need and plan future instruction, revising lesson plans on an ongoing basis. Teacher makes connections between the assessment results in alignment with content standards, including CCSS where appropriate, and the achievement of broader curricular standards to inform planning and instruction. Teacher generally seeks student feedback 	<ul style="list-style-type: none"> Teacher rarely analyzes available data from assessments to monitor progress of all students, at a point in time and over time, individually and as a group. Teacher rarely uses the analysis to identify areas of need and plan future instruction, revising lesson plans on an ongoing basis. Teacher has no consistent system for collecting student feedback. 	

R2: Reflects on group and individual dynamics and interactions and identifies areas for adjustment or refinement

Exemplary		Effective	Needs Improvement
<ul style="list-style-type: none"> Teacher consistently analyzes and evaluates classroom interactions, identifying potential areas for improvement and adjusting classroom strategies as a result. 	<ul style="list-style-type: none"> Teacher often analyzes and evaluates classroom interactions, identifying potential areas for improvement and adjusting classroom strategies as a result. 	<ul style="list-style-type: none"> Teacher rarely analyzes and evaluates classroom interactions, identifying potential areas for improvement and adjusting classroom strategies as a result. 	

R3: Evaluates the effectiveness of curriculum and instructional strategies in encouraging meaningful and higher-order learning (CCT 3c)

Exemplary		Effective	Needs Improvement
<ul style="list-style-type: none"> Teacher consistently assesses the evidence of relevance, engagement, and connections demonstrated by students, and adjusts instruction accordingly 	<ul style="list-style-type: none"> Teacher generally assesses the evidence of relevance, engagement, and connections demonstrated by students, and adjusts instruction accordingly 	<ul style="list-style-type: none"> Teacher focuses largely on coverage of content or material, and only rarely assesses the evidence of relevance, engagement, and connections demonstrated by students 	

ATTACHMENT 2 – Labor Management Documentation

To: All Teachers and Administrators

May 20, 2014

From: David Cicarella, NHFT President and Michael Crocco, Talent Director

Re: 30-minute time plan

Thank you for all of the time and energy that you have spent with teachers in your schools to identify ways to allocate the time they agreed to in the NHFT contract that will begin in 2014-15. We have a team gathering information on your plans all of whom have reported robust conversations, along with opportunities and challenges. (The team is composed of NHFT leaders (Dave Cicarella, Tom Burns, Pat DeLucia, Dave Low and Justin Boucher), in addition to district-level leaders (Mike Crocco, Michele Sherban, and Jen Kramer-Wine).

As you know, the new NHFT contract (2014-2017) emphasizes teacher professionalism and enables each individual school to create an additional half hour of planned teacher time beyond the 6 hour and 15 minute student school day, thereby bringing the teacher work day to 6 hours and 45 minutes. The NHFT contract calls for teams of teachers and administrators at each respective school to collaboratively develop a plan which will best serve their needs. Each school will determine the mechanism whereby both teachers and administrators have an opportunity to provide input and offer suggestions as to the design of this 30 minute block of time. Possible uses that your school team could consider is planning time for various teacher meetings (such as grade level , data teams , departmental, school wide or any combination of these types of meetings based on need), arrival/dismissal support , and embedded professional learning . The collaboration and ultimate agreement at the school level will align with the NHFT contract utilizing the protocols for Work Rule Votes.

Several schools have completed this process and their plans have been finalized and submitted. Thanks for your hard work and collaborative efforts. Other schools are still in the midst of the process and many have conveyed questions as to either the procedure or voting protocols, or both.

1. Teachers and administrators arrive at **one** collaboratively

developed plan. The details of the plan are put in writing and sent to all teachers and administrators for review over the next 5 days. This 5 day period allows for clarifying questions, concerns, etc to be properly addressed.

2. After the 5 day review period the NHFT representative and building principal will arrange for a ballot vote at a meeting of all teachers. The ballots will be counted in full view of all present immediately upon collection of the ballots.
3. The plan must be approved by both the administration and the teachers (by a 75%vote). Neither party (administrators nor teachers) can unilaterally impose a plan.
4. In the unlikely event a school cannot arrive at a plan agreed upon by the administration and the teachers, then the school will adopt the default plan from central office (still being developed as of this date).
5. Many schools have asked about an extension beyond the May 19th deadline. **The Superintendent has agreed to allow for additional time and has extended the deadline for completion of these plans to Friday, May 30.**

Please contact us if you have any questions or need any assistance.

If you have not sent your school's plan for 2014-15, please send the plans to Dave Cicarella (david.cicarella@new-haven.k12.ct.us) and Jen Kramer-Wine (jennifer.kramer-wine@new-haven.k12.ct.us) - we will work to compile the plans in order to brief Garth.

Michael E. Crocco
Talent Director
New Haven Public Schools
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ATTACHMENT 3 – Troup School Audit

School Improvement Plan Template and School Audit

Appendix A: School Audit Tool

Directions: Using the rubrics that follow, evaluate school systems and performance in each of the following domain areas: (1) talent; (2) academics; (3) culture and climate; and (4) operations. Use longitudinal quantitative and qualitative data to inform evaluations in each category. Diagnostic findings should inform the school improvement planning process, helping school and district leaders to prioritize specific growth areas and design aligned interventions.

1. Talent: Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.				
Sub-Indicators:	1	2	3	4
1.1. Instructional practice		x		
1.2. Evaluation and professional culture			X	
1.3. Recruitment and retention strategies		x		
1.4. Professional development			X	
1.5. Leadership effectiveness			X	
1.6. Instructional leadership			X	
2. Academics: Design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.				
1.1. Academic rigor		x		
1.2. Student engagement			X	
1.3. Differentiation		x		
1.4. Curriculum and instruction aligned to CCSS		x		
1.5. Supports for special populations		x		
1.6. Assessment system and data culture			X	
3. Culture and Climate: Foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.				
1.1. School environment			X	
1.2. Student attendance		x		
1.3. Student behavior			X	
1.4. Interpersonal interactions		x		
1.5. Family engagement		x		
1.6. Community partners and wraparound strategy		x		
4. Operations: Create systems and processes that promote organizational efficiency and				

effectiveness, including through the use of time and financial resources.			
1.1. Adequate instructional time		X	
1.2. Use of instructional time	x		
1.3. Use of staff time			x
1.4. Routines and transitions		X	
1.5. Financial management		X	

1	Below Standard
2	Developing
3	Proficient
4	Exemplary

AL TROUP

STUDENT NON-ACADEMIC INDICATORS

Performance Component	Performance Indicator	Performance Measure	'13-14				'14-15			
			Full Year	Q1	Q2 (cum.)	Q3 (cum.)	Q4 (cum.)	Q1	Q2 (cum.)	Q3 (cum.)
Attendance (Chronically)	Kindergarten		36.1%	24.1%	32.1%	42.9%				
	Grade 1		29.1%	22.9%	28.0%	30.4%				
	Grade 2		22.2%	23.7%	30.9%	33.9%				
	Grade 3		23.2%	24.1%	25.5%	29.1%				
	Grade 4		9.1%	25.9%	42.9%	44.8%				
	Grade 5		20.0%	17.0%	23.1%	20.4%				
	Grade 6		27.5%	6.7%	14.3%	10.4%				
	Grade 7		21.5%	25.9%	33.3%	42.1%				
	Grade 8		14.6%	27.3%	22.2%	25.0%				
	TOTAL K-8		20.8%	22.4%	28.4%	28.0%				
Suspensions (Total #OSS)	Kindergarten		0	0	0	0				
	Grade 1		0	0	1	1				
	Grade 2		18	0	3	11				
	Grade 3		5	0	0	5				
	Grade 4		3	0	2	3				
	Grade 5		5	0	2	3				
	Grade 6		9	0	1	3				
	Grade 7		12	4	7	12				
	Grade 8		16	7	8	8				
	TOTAL		87	11	23	55				
Suspensions (% with 1+ OSS)	Kindergarten - Students		0%	0%	0%	0%				
	Grade 1		0%	0%	1.1%	1.3%				
	Grade 2		11.1%	0%	4.9%	10.7%				
	Grade 3		3.6%	0%	0%	7.3%				
	Grade 4		5.5%	0%	3.3%	5.2%				
	Grade 5		12.5%	0%	3.6%	3.7%				
	Grade 6		15.7%	0%	2.1%	6.3%				
	Grade 7		13.8%	7.4%	13.0%	15.8%				
	Grade 8		15.9%	12.7%	12.7%	12.5%				
	TOTAL		100%	100%	100%	100%				