

Connecticut State Department of Education

School Improvement Grants 2011-12

COVER SHEET

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Signature of Superintendent:	Date:
Name of Board Chair: Alvin G. Kinsall	
Signature of Board Chair:	Date:

Part III. SIG Application

Please complete sections A-I.

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

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

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

B. DESCRIPTIVE INFORMATION: Please complete each section below.

1. For each Tier I and Tier II school that the district commits to serve, provide the following:
 - a) an analysis of the needs of each school down to the subgroup level using at least three years of disaggregated achievement data. Include a copy of the needs analysis for each school with a summary of the needs to be addressed at each school.

New London HS is a traditional, 9-12 school, located in the New London district, with an enrollment of 966 students as of April 2011. Roughly 31% of the school population is African American; 42% is Hispanic; and 22% are White.

NLHS is home to a magnet program, the New London Science & Technology Magnet High School. Roughly 330 students attend this ‘school within a school’, although student achievement data is reported as part of the NLHS cohort and students receive a NLHS diploma.

NLHS is classified as a DRG I school by the Connecticut State Board of Education. As of April 2011, statistical indicators of educational need include:

- 81% of students are eligible for free/reduced price meals.
- 20% of students are not fluent in English.

New London HS has been identified as a ‘School in Need of Improvement’, currently in year 7 of this designation. AYP targets for 2008-09 and 2009-10 have been met for white students only, in reading and math, and the overall graduation rate target has been achieved. African American, Hispanic, ELL and Economically Disadvantaged subgroups have missed their targets in both reading and math since the 2007-08 testing.

*AYP Status Data, based on spring CAPT testing – Mathematics
% At or Above Proficient*

	2007-08	2008-09	2009-10
Whole School	54.3	53.6	53.6
African American	55.4	54.4	54.6
Hispanic	47.3	48.6	42.3
White	<40 students	81.4	84.4
Special Education*	44.0	19.0	18.0
English Lang Lrners	<40 students	<40 students	37.8
Economically Disadv.	45.9	53.5	53.3

*AYP Status Data, based on spring CAPT testing – Reading
% At or Above Proficient*

	2007-08	2008-09	2009-10
Whole School	61.4	59.8	60.2
African American	63.0	58.4	61.6
Hispanic	59.0	54.1	54.6
White	<40 students	85.7	82.7
Special Education*	47.0	13.0	21.0
English Lang Lrners	<40 students	<40 students	52.3
Economically Disadv.	52.8	60.3	60.0

*Special education students are not reported as a subgroup (fewer than 40).

AYP Status Data, Graduation Rate (disaggregated data not available)

	2007-08	2008-09	2009-10
Whole School	86.0	81.0	81.1

Achievement data for NLHS indicate unacceptably low rates of proficiency in both reading and mathematics. Staff find limited reading and math skills are impacting the academic experience in all content areas, as well as lowering graduation rates (and maintaining a high level of dropout students). The whole school data, while low, masks a much larger achievement gap, most pronounced among our Hispanic and Limited English Proficient students.

We have identified a number of adult actions (based on best practices) that we need to focus on to be successful with our economically challenged population. Most faculty and staff at NLHS teach and work in a very traditional way – we need to build a more student-centered approach. Our instructional program needs to change in a fundamental, systemic manner – building capacity to effectively model, check for understanding, provide guided practice, independent practice, and build background knowledge for all students. Literacy and numeracy skills are not supported across the curriculum, and we need to build this capacity among our staff.

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

Student achievement goals have been set according to the measurement and monitoring standards for SIG schools. Our transformation plan follows the general theory of action that effective implementation of the coordinated components in our District Improvement Plan, School Improvement Plan, and SIG Plan will bring about positive changes in adult practices. These changes will result in substantial improvement in student academic achievement and other targeted student outcomes.

For the 2011 cohort, we are projecting a 5 percentage point increase in the number of students at or above proficiency on CAPT reading and mathematics each year, as measured by the 2012 and 2013 CAPT. All students who score below proficiency on the CAPT reading and mathematics will be required to retest the following year, beginning with the spring 2011 exams.

Growth targets¹ (goals) based on spring CAPT testing – Mathematics
% At or Above Proficient

	2011-12	2012-13	2013-14
Whole School	58.6	63.6	68.6
African American	59.6	64.6	69.6
Hispanic	47.3	52.3	57.3
White	89.4	94.4	99.4
Special Education	23.0	28.0	32.0
English Lang Lrners	42.8	47.8	52.8
Economically Disadv.	58.3	63.3	68.3

¹ Goals are based on 2009-10 CAPT reporting. 2010-11 baseline scores are not yet available.

*Growth targets (goals) based on spring CAPT testing – Reading
% At or Above Proficient*

	2011-12	2012-13	2013-14
Whole School	65.2	70.2	75.2
African American	66.6	71.6	76.6
Hispanic	59.6	64.6	69.6
White	87.7	92.7	97.7
Special Education	26.0	31.0	36.0
English Lang Lrners	57.3	62.3	67.3
Economically Disadv.	65.0	70.0	75.0

In addition, NLHS has set of a goal of increasing the graduation rate to 91.1% (10 percentage points) by 2012-13; and reducing the percent of students who have received one or more out of school suspensions by 10% during the same time period (there were 99 students receiving OSS in 2009-10; and to date there have been 109).

- c) a detailed description of the intervention model selected for each school and how implementing the model will assist in meeting the identified needs of the school (**NOTE:** SIG funds may be awarded to a district for a Tier I or Tier II school that has implemented, in whole or in part, a turnaround model, restart model or transformation model within the last two years so that the district and school can continue or complete their implementation of the model.);

NLHS will be adopting the *transformation* plan. Principal Thompson was officially hired in the spring of 2010. Our plan is focused on changing *what* we teach, *how* we teach, and integrating literacy skills across all departments – along with the development of systems that monitor and support those changes.

Over the course of the Spring and Summer of 2011, a revised, three year, instructional improvement plan will be developed. This plan will be developed by the School Improvement Team, and the Principal will be supported by an Executive Coach who has expertise in development and implementation of instructional improvement.

To implement this comprehensive instructional improvement plan, all teachers will need support in: (1) improving instructional practices or effective teaching strategies, (2) implementing the written curriculum with rigor, and (3) integrating literacy and mathematics strategies in all classes. All teachers will receive support through professional development and embedded coaching, in developing their skill to implement a student-centered, rigorous program of studies in their classrooms – including the development of skill in addressing students with identified skill deficits in the classroom. In addition tutors will be hired to support small group instruction in the intervention classes.

Our plan will build on the success of AVID already experienced at NLHS and in the district feeder schools. AVID, Advancement Via Individual Determination, is a college readiness system that is designed to increase school-wide learning and performance. The AVID system accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change.

The transformation plan will focus on strengthening the existing 9th grade academy and forming a 10th grade academy. The smaller learning communities, already developed in the 9th grade, have already

shown to have a positive effect on increasing student attendance, reductions in disciplinary referrals, and increased grade point averages. As a result of this success, teachers will be selected and assigned to these academies, and will focus on developing strong teams built around a schedule supporting common planning time. Academies will focus on the development of core academic skills and prepare students for success in the 11th and 12th grade. Guidance counselors will also be assigned to academy teams, remaining with the same cohort of students for four years.

In addition, learning time

NLHS is implementing MAPS, currently being piloted in the 9th grade. Based on the early success of this program, the MAPS assessment will be expanded to all grade levels. MAPS testing will be administered three times per year (fall, winter and spring) by classroom teachers, and the results are used to identify students at risk of failure. NLHS teachers are finding the MAPS exam is predictive of CAPT success, and can form the basis for the development of an effective plan for intervention for each student.

We have identified a need for different, more effective and more problem-based interventions for students who are struggling in reading and/or mathematics. We will accomplish this by using student level data to drive the development of unique interventions that may be classroom based, employing more flexible grouping approaches. This will be accompanied by training and support for *all teachers* in the use of targeted interventions based on student needs.

Although we predict the number will decrease, we will still have students who require more intensive interventions (outside the classroom). We intend to develop a comprehensive model of intervention and remediation, extending our current programs and developing new approaches. NLHS currently schedules 9th grade students who score low on CMT and/or MAPS assessments into an additional intervention class in reading or math, as needed. It is our plan to schedule all 9th and 10th grade students into intervention classes (expanding learning time) based on MAP results. An identified need will be to improve the quality of instruction in all intervention classes. This will include, both, how we teach and what we teach (curriculum and programs). This will require extensive professional development, coaching, and purchasing of resources. Tutors will also be hired to support small group instruction with intervention classes.

In addition, we plan to expand learning time for all students. To accomplish the expanded learning time, we will expand the bell schedule to expand the student day.

NLHS has an existing after-school tutoring program, using NovaNet (online) and is monitored by classroom teachers. This program is not perceived as particularly effective for tutoring as it exists. Moving forward, we plan to implement a more comprehensive program for 9th and 10th graders, using academy teachers, to work with identified students in an afterschool setting. We believe the strong relationships formed within the academy will help ‘persuade’ students to attend for additional help as required.

NLHS is committed to developing a series of supportive interventions for students who are failing in our current program, over-age and under-credit, or otherwise not progressing. The NovaNet program will be offered in a structured setting during the day, as well as afterschool for credit recovery. If needed, we will offer the NovaNet program for credit recovery during the summer months.

Students at NLHS fail in core academics for a number of reasons – attendance, behavior, instruction that does not meet student needs, as well as skill deficits. The academy model will identify developing problems at an early stage and help craft interventions unique to each student’s situation. Administration at NLHS are committed to strengthening and systematizing a system for addressing issues surrounding

students who are chronically truant or are dealing with severe social and emotional problems. The guidance department and support staff will take the lead on these issues, working with classroom teachers as well as students, as needed. The guidance department will be reorganized fit a model which best meets the needs of students. In addition, there is a need for additional personnel to work with students with more significant behavioral concerns that impact academic performance.

Common unit-based benchmark exams tied to grade level expectations for 9th and 10th graders in English and Math will be developed and implemented. These exams will be used to provide summative data to academy and instructional data teams for modifications to instruction. Benchmark exams and grade level expectations will serve as the basis for a committee to focus on standardizing grading policies and systems across the school. An assessment audit will be conducted during the summer (annually).

Personalizing learning for all students is a high priority. The FYE (freshman year experience) program is in place to support a successful transition into high school for all 9th graders, although students in double blocked reading or math classes may not be able to participate due to schedule constraints. Roughly 60 students currently participate in AVID electives in the 9th and 10th grades. AVID is viewed as a successful program and has made an impact on the content of the FYE class. In order to extend the content and approach of the FYE/AVID model to all freshmen, a developmental guidance model will be developed that integrates seamlessly with FYE and AVID, resulting in an adult focusing on the plans and aspirations of every student over the course of their time in NLHS. Guidance and support staff will also focus (through professional development and support) on addressing the complex social and emotional issues facing our children.

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

The DIP was last revised January 2011, and it is monitored by a state team. The DIP was developed by the district improvement team. The district presents their results to the state annually and receives a written report with feedback and recommendations for improvement. As a result of these discussions with the state, the district improvement team now monitors SIP progress more closely.

The SIP is monitored by the district improvement team – consisting of selected teachers, administrators, the superintendent, assistant superintendent and a state team. While the process is being developed, the SIP plan was presented earlier this spring for feedback. The SIP is by design intended to mirror the DIP, and focuses on the same four major areas: leadership and accountability; curriculum and programs; effective teaching; and data teams. Adult actions are developed in each of these areas. The School Improvement Team develops the SIP, and it was last revised April 2010. NLHS will revise the SIP based on the process outlined in this SIG application.

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

Recent external evaluations have been conducted by Cambridge, NEASC, CAL, and an outside literacy consultant. Findings from the literacy and NEASC evaluations clearly indicated the need for a written curriculum, aligned assessment systems, and improved instructional practices. As a result there has been curriculum and unit development, data teams have been created and implemented, and aligned assessments are being developed. Professional development has been offered around teaching reading.

CAL conducted an evaluation of the programs in place for ELLs in 2010. Recommendations included greater use of SIOP strategies in the classroom, supplemented by overall training for teachers. These are being addressed through professional development and coaching as well.

The comprehensive Cambridge assessment found strengths:

- The principal has provided clear informed leadership to effect changes that have already shown some improvement in the school, such as increased student attendance and reducing the number of students at risk of failure.
- The school has increased its focus on the need to use data to inform decisions and has created data teams to support its analysis.
- A good, well-targeted professional development program is having a positive impact on the needs of the school and its teachers.
- Administrators, department chairs and teachers demonstrate a strong commitment to work collaboratively for the benefit of students and the school.

As well as areas for improvement:

- Attain and communicate clarification regarding the management and leadership expectations that the District holds for the high school principal and the magnet school director.
- Devise mechanisms for sharing data held in different areas of the school by guidance counselors, special education teachers, ELL specialists and others, to increase strategic understanding of the overall progress of students and the school.
- Continue training to strengthen teachers' ability to use data to plan for instruction so that it is differentiated sufficiently to meet the needs of all students.
- Develop the skills of administrators and department chairs further in analyzing data to inform the evaluation of instruction, the effectiveness of new and reconfigured programs and to plan strategically.
- Establish interim benchmarks so the school can track its progress throughout the year towards annual goal attainment.
- Extend the development of standards-based curriculum and pacing guides in order to strengthen the horizontal alignment of the curriculum. Use these to support the capacity of formative assessments to inform instruction and revise the curriculum.

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All these areas are in the process of being addressed. Copies of each evaluation are included as attachments to this document.

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

To date, 84 faculty or administration members at NLHS have completed CALI training, including the SRBI, DDDM, MSW, ETS, CFA

A building level data team exists in the form of the school improvement team.

Instructional data teams are set up by instructional area, around common courses. Time is available during the school day to support meeting – teams meet 4 of 7 days during a cycle. All core content area teachers participate. Academy teams will also function as a data team, meeting regularly.

Although the structure is set up, the implementation is ongoing and NLHS is focused on ramping up the effectiveness of the teams (which varies across the building). Teams struggle with data analysis (what is the data telling you about areas of concern), effective teaching (how will we change our instructional practices as a result of the data), and development of common assessments (how do we know). NLHS

would like to focus embedded support with the teams to help build their skill – provided by department chairs and instructional coaches. SIG grant funds will be used to support the creation of an additional instructional coaching position. SIG grant funds will also be used to support the use of a Data Team Facilitator (through the RESC) who will provide the formal and embedded support to build the capacity of the data teams.

In addition, the district has bi-monthly early release days with the time being used for data team meetings, among other needs.

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

Not applicable.

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

NLHS is committed to Common Formative Assessments, Data Teams, Making Standards Work and Effective Teaching Strategies and all have directly influenced on going work. We have certified CALI trainers (including the principal) in NLHS.

The curriculum development in all content areas is based on the Making Standards Work model. A comprehensive literacy and mathematics curriculum has been developed, which is aligned to the state standards and grade level expectations. The next phases of curriculum development will be to align the current curriculum to the Common Core Standards.

Common course exams have been developed and common unit assessments are also being developed. A review of the exams, for alignment to the curriculum and rigor of tasks, needs to occur.

The greatest need in improving the implementation of CALI is the development and support of Data Teams. This support needs to include analysis of data to determine student concerns, developing effective teaching strategies, and developing common assessments to regularly monitor student progress in skill acquisition.

2. For each Tier I and Tier II school that the district commits to serve, demonstrate the capacity to use SIG funds to provide adequate resources and related support in order to implement fully and effectively the selected intervention in each of those schools, by stating how:
 - a) funds will be used to support the staffing and organizational structure to implement the selected intervention model in each school. Include an organizational chart outlining district- and school-level support structures;

The organizational chart is attached. This SIG grant proposes no major changes to the organizational structure.

District level transformation efforts will be overseen by Assistant Superintendent Christine Carver as part of her regular duties. Teachers may be reassigned within NLHS to the 9th or 10th grade academies. Additional staff, supported by the SIG grant, will include two instructional coaches, one additional math teacher, one additional reading teacher, 2 climate support specialists, an executive coach for the principal and a data team facilitator.

The instructional coaches will work with the data teams and all teachers to provide additional support for developing and implementing effective instructional best practices based on common formative assessments. The math and reading teachers will allow the introduction of additional intervention-level classes in math and reading. Climate support specialists will provide behavioral support for teachers throughout the school, functioning as a cross between security guards and youth development specialists. The data facilitator will provide coaching to the data team process. The executive coach will support the principal in the development and implementation of the instructional improvement plan.

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

Intervention teachers will be trained during the Spring and Summer of 2011 on more effective instructional practices and implementing curriculum and programs in both literacy and mathematics. Ongoing coaching will then need to be provided by coaches. Formal professional development will continue over the course of the grant.

Once the instructional improvement plan is developed, formal and embedded professional development will be scheduled over a three year period. This three year professional development plan will be developed by August of 2011. This three year plan will address effective teaching (how we teach), the implementation of the written curriculum (what we teach), and embedding literacy and mathematics across the curriculum.

Academy teachers will attend a week-long summer institute (AVID) focused on incorporating student-centered approaches and best practice and developing rigor in instruction into the classroom. The summer institute will also focus on building an effective and cohesive team culture.

Strategies and approaches introduced at the summer institute will be reinforced as they are implemented during the year, during academy common time planning sessions, supported by instructional coaches and department chairs.

To ensure appropriate monitoring of effective teaching practices, administrators, department chairs and instructional coaches will receive on-going training on the implementation of the Teacher Evaluation Plan over the course of the implementation of the grant, including the structured assistance process.

Teachers who are not meeting standards, based on progress in the formal evaluation plan, will receive support through formal training and coaching support. The structured assistance process, as outlined in the evaluation plan, will also be implemented.

Guidance and support staff will identify, attend and implement professional development focused on developing interventions for complex social and emotional issues. This training will include developing a larger repertoire of strategies for students that struggle behaviorally.

CALI training events will be incorporated as available during the school year. This embedded and formal training will start with an assessment by the data facilitator of instructional data teams (September, 2011). As a result of the assessment, which will be presented to the school improvement team, a comprehensive plan will be developed to address concerns identified within the assessment. The plan will be embedded into the three year professional development plan.

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

District level transformation efforts will be overseen by Assistant Superintendent Christine Carver as part of her regular duties.

In order to ensure forward progress of the transformation plan, NLHS will partner with the UCLA School Management Program to conduct an ongoing formative, external evaluation of the plan. This evaluation will focus on the collection and analysis of implementation data, leading indicator data, and outcome data. Evaluators will collect data at a minimum of three points during the year, and report findings to the district and school level teams following each site visit (a minimum of three times each project year). The NLHS Transformation Team believes this evaluation component will be effective and informative for district and school staff – ensuring the project is implemented as described and allowing for needed adjustments if leading and early indicators indicate a need for the same.

The UCLA School Management Program has been chosen as a partner in this work because of their long-standing relationship with New London schools, as well as their experience in evaluating SIG projects in Connecticut and beyond.

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

Assistant Superintendent Christine Carver (the Transformation Officer) will meet bi-monthly with Principal Thompson to review all aspects of the grant. Carver will attend the SIG meetings, the state monitoring sessions, and meet with the outside evaluators periodically. SIG grant funds will be disbursed following the standard purchasing and accounting procedures used in the district.

- e) funds will be used for pre-implementation activities, if applicable, and how these activities align to the intervention model

The School Improvement Team (SIT) will begin to meet to identify and develop the systems needed to successfully implement this SIG process. The process began in the Spring of 2011, but three half-days will be devoted to this activity with the support of an executive coach.

Job descriptions for the behavior specialists will be developed and submitted to the Board of Education for the June, 2011 meeting.

An instructional coach, additional reading and mathematics teachers, and behavioral specialists will be hired during the Spring and Summer of 2011.

The SIT will develop the three year instructional improvement plan.

The principal and his or her designee, with the support of the executive coach, will develop a three year professional development plan.

Conduct audit of common exams and unit assessments.

The academy teams (9th and 10th grades) will attend AVID training this summer (15 participants).

The guidance and support staff (6 participants) will attend summer professional development.

3. Describe actions the district has taken, or will take, to:
 - a) design and implement interventions consistent with the federal requirements of the SIG

(see <http://www2.ed.gov/programs/sif/index.html> for guidance on federal requirements);

Staff from New London and NLHS have worked diligently with CSDE consultants and others to examine, understand, and design an intervention that fully aligns and complies with the federal requirements of the SIG program.

As outlined in this proposal, New London's plan includes three-year student achievement goals in reading and mathematics for all students and subgroups. As required, we agree to report annually on:

- The intervention model;
- The number of minutes within the school year;
- Discipline incidents;
- Truants;
- Dropout rates;
- Student attendance rate;
- Average scale scores on CAPT in reading and in mathematics, by grade, for all students, for each achievement quartile, and for each subgroup;
- Number and percentage of students completing advanced coursework (ie, AP) or dual enrollment courses; and
- Teacher attendance rate.

NLHS and district staff agree to work cooperatively with the CSDE technical assistance team assigned to this project, and will provide any information requested in a timely manner. We agree to fully cooperate with any fiscal and programmatic compliance review conducted by CSDE.

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

Not applicable.

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

The district will allocate scheduled PD days at the high school (5) for the use of this SIG program; and Request For Services days will be partially allocated to the high school. The PSD (Priority School District) supports the salaries of some AVID elective teachers who are also academy teachers. Title II supports the services of our district literacy supervisor (Grace Conti) who provides support to the high school. IDEA supports the special education teachers and materials, who offer intervention courses for regular and identified students; as well as the school psychologist. Education Cost Sharing funds support salaries of teachers at the high school. The Extended School Hours Grant supports the after-school tutoring program. All other local, state and federal funding streams will be aligned to support the SIG initiatives in general.

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

The teacher evaluation plan (see attached) was developed in the 2009-2010 school year. It was

implemented during the 2010-2011 school year. This plan links teacher evaluation to student outcomes. During the 2011-2012 school year, the administrative evaluation plan will be revised. Currently, there are no modifications to teacher or administrative contracts to implement this plan.

- e) sustain the reforms after the funding period ends.

Grant resources are in part devoted to professional development and support for improved practice that will continue after the end of the grant period. Likewise, structures put into place (academies) will not require funding beyond the start-up period.

NLHS, and the district, will build support among the Board of Education for funding for staff positions, built on demonstrated success, beyond the life of the grant.

4. Include a timeline delineating the steps the district will take to implement the selected intervention in each Tier I and Tier II schools the district commits to serve including pre-implementation activities, if applicable.

Dates	Action Steps	Outcomes/Benchmarks
Spring - Summer 2011	Conduct Retreats of the SIT to develop the instructional improvement plan.	Plan is developed.
August, 2011	Instructional plan is presented to staff.	All staff have a common understanding of instructional improvement plan as evidenced by practice.
Summer, 2011	Develop a system for supporting and retaining new teachers.	Increase retention of new teachers.
Summer, 2011	Expand and implement bell schedule	Increased student time.
Spring - Summer 2011	Using MAP data, identify and schedule all students in need of intervention classes.	All students will receive intervention classes.
August, 2011	Provide training to teachers teaching intervention courses. Identify and select instructional resources for these classes.	Formal observations by literacy and mathematics consultants results in improved practice.
Sept., 2011 – June, 2012	Provide professional development for intervention teachers.	Formal observations by literacy and mathematics consultants results in improved practice.
Spring, 2011	Conduct teacher elections for School Governance Councils (SGC)	Teachers will be elected to SGC.
September – October, 2011	Conduct parent and student elections for SGC.	Parents and Students will be elected to SGC.
November, 2011	Train SGC. Recommend community members.	SGC will be implemented.
Summer, 2011	Develop three year professional development plan.	Plan is developed.
September, 2011 – June, 2012	Implement year one of the three year professional development plan.	Teachers will be standards based on evaluation plan.
Summer, 2011	Conduct audit of unit assessments and common exams.	Assessments are revised based on audit.
Fall, 2011	Exams are revised based on audit.	Revised assessments.

June, 2011	Develop job description for behavior specialists. Send to New London Board of Education for approval.	Hired specialists. Building administrators have time to focus on instructional improvements.
Spring and Summer, 2011	Interview and hire all positions identified within the grant.	All staff is in place.
Summer, 2011	Attend AVID Training.	AVID strategies are implemented in classes.
Summer, 2011	Guidance training	Contracts/plans for students provide a wide variety of strategies for students.
September, 2011	Conduct assessment of instructional data teams. Implement recommendations into professional development plan.	Revised professional development plan.
September, 2011	Conduct climate survey.	Provide baseline data on climate.
September 2011 to 2012	Provide professional development in effective teaching strategies to all teachers.	Percentage of teachers meeting 8/10 standards increases to 100%
September 2011 to 2012	Provide professional development to administrators and department chairs on supervision and evaluation.	Percentage of teachers meeting 8/10 standards increases to 100%
September and October of 2011	Every teacher in school will have a formal observation.	Percentage of teachers meeting 8/10 standards increases to 100%
September and October of 2011	Identify teachers in need of structured assistance. Place teachers within the process.	Teacher not meeting 8/10 standards will be placed on structured assistance.
Sept. – Dec. 2011	Focus on 9 th and 10 th grade academy teams and implementation of AVID instructional strategies.	Academy teams function effectively and meet frequently to discuss student data and work
Jan. – June 2012	Based on developing experience with academies, implement plan for intervention classes after school hours and summer programming.	Students in need of intervention receive a targeted plan that is checked frequently for effectiveness
Summer 2012	AVID training, assessment audit, SIT meets to refocus SIG grant strategies and actions.	A revitalized, targeted plan for improvement for year 2 is prepared and implemented
Summer, 2012 & 2013	Provide summer programming for students that are academically behind based on MAP scores.	Improved student achievement outcomes based on SIG grant targets.
Sept. – Dec. 2012	Re-focus on 9 th and 10 th grade academy teams and implementation of additional instructional strategies	Academy teams function effectively and meet frequently to discuss student data and work
Jan. – June 2013	Based on developing experience with	Students in need of

	academies, implement refined plan for intervention classes during and after school hours and other intervention approaches	intervention receive a targeted plan that is checked frequently for effectiveness
Summer 2013	AVID training, Guidance training, assessment audit, SIT meets to refocus SIG grant strategies and actions	A revitalized, targeted plan for improvement for year 3 is prepared and implemented
Sept. – June 2014	Focus on developing plans for support for 11 th and 12 th grade teachers	AVID strategies and a team approach spread throughout the school

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

The decision to apply for the SIG grant has been discussed and vetted by the district office, board, and high school staff. The plan has been designed by the school leadership team at NLHS.

Plans are in place to present the SIG plan publicly at the May Board of Education meeting. The plan will be introduced to the full faculty at the end of April. CEA has been involved in the discussion, and brought the plan to the full membership for discussion. At least one meeting with the community will be scheduled in May or June to gather further feedback and comments before the implementation phase begins.

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

Not applicable.

7. If the district is not applying to serve each Tier I school, explain in detail why it lacks capacity to serve each Tier I school. Include in your explanation specific reasons for not applying such as documentation of unsuccessful attempts to recruit a sufficient number of new principals to implement the turnaround or transformational model, qualified staff to implement the turnaround model or to find a qualified CMO or EMO to implement the restart model.

Not applicable.

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

School Name: **New London High School**

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

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

Principal William (Tommy) Thompson joined NLHS during the 2009-10 school year. No additional replacement or change is required or anticipated.

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

NLHS has already designed and implemented a new evaluation plan (see attached) that aligns with the state guidelines, including alignment with the common core. An updated teacher evaluation plan has been implemented this year, that links teacher performance to student outcomes and growth. The plan defines what good teaching looks like. The plan will be revisited at the end of this year for further refinements. Feedback from teachers and administrators is ongoing.

Plans are in place to address and revamp the administrator evaluation system and will be addressed in the coming year (2011-12).

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

NLHS will develop a formal recognition plan to recognize and reward teachers and administrators. This plan will be developed in consultation with union leaders. In conjunction with this, we will explore and plan a parallel program for student recognition.

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

Intervention teachers will be trained during the Spring and Summer of 2011 on more effective instructional practices and implementing curriculum and programs in both literacy and mathematics. Ongoing coaching will then need to be provided by coaches. Formal professional development will continue over the course of the grant.

Once the instructional improvement plan is developed, formal and embedded professional development will be scheduled over a three year period. This three year professional development plan will be

developed by August of 2011. This three year plan will address effective teaching (how we teach), the implementation of the written curriculum (what we teach), and embedding literacy and mathematics across the curriculum.

Academy teachers will attend a week-long summer institute (AVID) focused on incorporating student-centered approaches and best practice and developing rigor in instruction into the classroom. The summer institute will also focus on building an effective and cohesive team culture.

Strategies and approaches introduced at the summer institute will be reinforced as they are implemented during the year, during academy common time planning sessions, supported by instructional coaches and department chairs.

To ensure appropriate monitoring of effective teaching practices, administrators, department chairs and instructional coaches will receive on-going training on the implementation of the Teacher Evaluation Plan over the course of the implementation of the grant, including the structured assistance process.

Teachers who are not meeting standard based on progress in the formal evaluation plan will receive support through formal training and coaching support. The structured assistance process, as outlined in the evaluation plan, will also be implemented.

Guidance and support staff will identify, attend and implement professional development focused on developing interventions for complex social and emotional issues. This training will include developing a larger repertoire of strategies for students that struggle behaviorally.

CALI training events will be incorporated as available during the school year. This embedded and formal training will start with an assessment by the data facilitator of instructional data teams (September, 2011). As a result of the assessment, which will be presented to the school improvement team, a comprehensive plan will be developed to address concerns identified within the assessment. The plan will be embedded into the three year professional development plan.

Guidance and support staff will identify, attend and implement professional development focused on developing interventions for complex social and emotional issues.

CALI training events will be incorporated as available during the school year.

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

The academy model itself, along with the highly valued AVID training, will provide incentives for teachers who wish to improve their skill as promoters and practitioners of student-centered learning. Immersion in this process will allow teacher leaders to emerge as models for other staff.

Partial tuition reimbursement is also provided through the district for teachers motivated to pursue graduate studies.

An orientation for new teachers will be provided along with a comprehensive plan for support. This will include a more thoughtful approach to mentoring our new teachers, pairing them with emerging teacher leaders and allowing them time to meet and work together. The district will explore stipends for data team leaders and for teachers that have showed leadership in the process.

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

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

The school improvement team functions as the building data team at NLHS, and their work is supplemented by the work of instructional data teams.

Data teams are set up by instructional area, around common courses. Time is available during the school day to support meeting – teams meet 4 of 7 days during a cycle. All core content area teachers participate. Academy teams will also function as a data team, meeting regularly. With the additional guidance provided by instructional coaches, this will ensure vertical alignment as well as the incorporation of best instructional practices based on student needs.

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

NLHS is implementing MAPS, currently being piloted in the 9th grade. Based on the early success of this program, the MAPS assessment will be expanded to all grade levels. MAPS testing will be administered three times per year (fall, winter and spring) by classroom teachers, and the results are used to identify students at risk of failure. We are finding the MAPS exam is predictive of CAPT success, and forms the basis for the development of a plan for intervention for each student. This also meets the requirements for SRBI.

Common benchmark assessments are also being developed – and the annual assessment audit will identify other useful indicators of student academic need.

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

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

Increased learning time will be provided through the introduction of intervention classes in reading and math, as well as additional after-school tutoring time. The student day will be increased by expanding the bell schedule. Summer school options will be developed to be implemented in the Summer of 2012.

2. Providing ongoing mechanisms for family and community engagement.

New London is in the process of establishing a School Governance Council, designed to enable parents, staff, students and community leaders to work together to improve student achievement. The SGC will serve as an advisory board to assist the school administration.

As designed, the SGC is likely to focus on:

- the analysis of school achievement data and needs;
- fiscal objectives of the draft budget;
- participating in the administrator hiring process;
- assisting administrators with programmatic and operational changes;
- developing policies to promote parental involvement;
- assisting in the development of the SIP;
- developing and conducting an annual survey related to school climate and conditions; and

- providing advice to the principal on major policy matters.

Teacher elections will be held this spring (2011), followed by parent, community and student recruitment and elections in the fall of 2011. The SGC is expected to be fully operational and meeting by November 2011 – and will be scheduled to meet a minimum of six times during the school year.

In addition, a College Advisory Committee which includes representatives from Connecticut College, Mitchell College, and the U.S. Coast Guard Academy is being implemented. The mission of the group is to create partnership to support NLHS and improve outcomes so all students can attend college.

The STMHS has an advisory committee which includes members from the business community, local colleges, community members and parents.

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

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

Assistant Superintendent Christine Carver (the Transformation Officer) will meet bi-monthly with Principal Thompson to review all aspects of the grant. Carver will attend the SIG meetings, the state monitoring sessions, and meet with the outside evaluators periodically. This frequent, on-going communication will allow sufficient time to surface and discuss any needs for flexibility related to the project. The principal will have direct authority over all aspects of the high school and STMHS.

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

Assistant Superintendent Christine Carver (the Transformation Officer) will meet bi-monthly with Principal Thompson to review all aspects of the grant. Carver will attend the SIG meetings, the state monitoring sessions, and meet with the outside evaluators periodically. This frequent, on-going communication will allow sufficient time to surface and discuss any needs for flexibility related to the project.

There is no designated external lead partner organization.

Note: SIG funds may be awarded to a district for a Tier I or Tier II school that has implemented, in whole or in part, a turnaround model, restart model or transformation model no later than school year 2009-10 so that the district and school can continue or complete their implementation of the model.

D. BUDGET: Please complete the following budget information.

Each applicant must complete the following for School year 2011-12, School year 2012-13 and School year 2013-14:

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

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

- implement the selected model (turnaround, restart, closure or transformation) in each Tier I and Tier II school the district commits to serve;
- conduct district-level activities designed to support implementation of the selected school intervention models in the Tier I and Tier II schools;
- conduct pre-implementation activities during the 2011-12 school year; and
- support school improvement activities, at the school or district level, for each Tier III school the district commits to serve over the three-year period.

The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. Any funding for activities during the pre-implementation period may be included in the first year of the budget. First-year budgets (school year 2011-12) may be higher than in subsequent years due to pre-implementation activities. A district may request funds for district-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.

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

SIG funds may not be used to supplant non-Federal funds, but only to supplement non-Federal funding provided to SIG schools. In particular, a district must continue to provide all non-Federal funds that would have been provided to the school in the absence of SIG funds. This requirement applies to all funding related to full implementation, including pre-implementation activities.

Please see Appendix D for more information as well as examples related to pre-implementation activities.

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

CODE	OBJECT	FUND 12060 SPID 22223 FY 2012 (School Year 2011-12) Program 82071 Chartfield 1: 170002		FUND 12060 SPID 22223 FY 2013 (School Year 2012-13) Program 82071 Chartfield 1: 170002		FUND 12060 SPID 22223 FY 2014 (School Year 2013-14) Program 82071 Chartfield 1: 170002	
		Pre- implementation	Year 1- Full Implementation				
100	Personal Services/ Salaries	\$20,000	\$383,000	\$490,760		\$504,472	
200	Personal Services/ Employee Benefits		\$122,600	\$123,852		\$130,014	
300	Purchased Professional & Technical Services	\$30,000	\$147,500	\$116,250		\$116,250	
400	Purchased Property Services						
500	Other Purchased Services						
600	Supplies		\$75,000	\$48,538		\$28,664	
700	Property						
890	Other Objects		\$20,000	\$20,600		\$20,600	
	TOTALS	\$50,000	\$748,100	\$800,000		\$800,000	

Expenses and activities remain the same across three years, assume a 3% annual increase in costs across the board.

DISTRICT SUMMARY GRANT BUDGET NARRATIVE

DISTRICT: New London

TOWN CODE: 095

FY 2012

CODE	OBJECT	Amount
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$388,000
	Instructional coaches \$80,000 each; Reading Teacher \$80,000; Math Teacher \$80,000; Two Behavior Specialists (\$50,000 each); 1 Literacy Tutor and 1 Math Tutor (\$14,000 each) \$20,000 for staff to attend summer training, development of instructional plan, and SIT team. *Estimated top step salaries	
200	PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$122,600
	Instructional coaches \$20,000 each; Reading Teacher \$20,000; Math Teacher \$20,000; Two Climate Specialists (\$20,000 each); 1 Literacy Tutor and 1 Math Tutor (\$1,300 each) (Benefits estimated at \$20,000 per person for family benefits)	
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc.	\$177,500
	AVID training \$30,000 Guidance Professional Development \$5,000 Executive Coaching \$30,000 (to include pre-implementation) Data Team Facilitator \$22,500 Evaluation Services \$50,000	

CODE	OBJECT	Amount
	<p>Consultant services – Embedding literacy across content areas and enhancing literacy intervention classes \$20,000</p> <p>Consultant services – Enhancing mathematic intervention classes. \$20,000</p>	
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$0
500	OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$0
600	SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$75,000
	<p>Books and materials for intervention classes \$50,000</p> <p>Software for development/implementation of benchmarks \$10,000</p>	
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$0
890	OTHER OBJECTS. (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.	\$20,000
	Stipends for professional development, curriculum development and assessment audit \$20,000	
	TOTAL	\$798,100

DISTRICT SUMMARY GRANT BUDGET NARRATIVE

DISTRICT: New London

TOWN CODE: 095

FY 2013

CODE	OBJECT	Amount
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$490,760
	Instructional coaches \$82,400 each; Reading Teacher \$82,400; Math Teacher \$82,400; Two Climate Specialists (\$56,300 each); 1 Literacy Tutor and 1 Math Tutor (\$14,280 each) \$20,000 to pay staff for summer school program. \$10,000 to pay staff for summer professional development. *Estimated top step salaries	
200	PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$123,852
	Instructional coaches \$20,000 each; Reading Teacher \$20,000; Math Teacher \$20,000; Two Climate Specialists (\$20,600 each); 1 Literacy Tutor and 1 Math Tutor (\$1,326 each) (Benefits estimated at \$20,600 per person for family benefits)	
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc.	\$116,250
	Executive Coaching \$15,000 (to include pre-implementation) Data Team Facilitator \$11,250 Evaluation Services \$50,000 Consultant services – Embedding literacy across content areas and enhancing literacy	

CODE	OBJECT	Amount
	intervention classes \$20,000 Consultant services – Enhancing mathematic intervention classes. \$20,000	
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$0
500	OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$0
600	SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$48,538
	Books and materials for intervention classes \$51,500 Software for development/implementation of benchmarks \$10,300	
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$0
890	OTHER OBJECTS. (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.	\$20,600
	Stipends for professional development, curriculum development and assessment audit \$20,600	
	TOTAL	\$800,000

DISTRICT SUMMARY GRANT BUDGET NARRATIVE

DISTRICT: New London

TOWN CODE: 095

FY 2014

CODE	OBJECT	Amount
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$504,472
	Instructional coaches \$84,872 each; Reading Teacher \$84,872; Math Teacher \$84,872; Two Climate Specialists (\$52,626 each); 1 Literacy Tutor and 1 Math Tutor (\$14,566 each) \$20,400 to pay staff for summer school program. \$10,200 to pay staff for summer professional development. *Estimated top step salaries	
200	PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$130,014
	Instructional coaches \$21,218 each; Reading Teacher \$21,218; Math Teacher \$21,218; Two Climate Specialists (\$21,218 each); 1 Literacy Tutor and 1 Math Tutor (\$1,353 each) (Benefits estimated at \$21,218 per person for family benefits)	
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc.	\$116,250
	Executive Coaching \$15,000 (to include pre-implementation) Data Team Facilitator \$11,250 Evaluation Services \$50,000 Consultant services – Embedding literacy across content areas and enhancing literacy intervention classes \$20,000	

CODE	OBJECT	Amount
	Consultant services – Enhancing mathematic intervention classes. \$20,000	
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$0
500	OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$0
600	SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$28,664
	Books and materials for intervention classes \$51,500 Software for development/implementation of benchmarks \$10,300	
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$0
890	OTHER OBJECTS. (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.	\$20,600
	Stipends for professional development, curriculum development and assessment audit \$20,600	
	TOTAL	\$800,000

E. WAIVERS

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

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

_____ All Tier I schools

_____ The following Tier I schools: _____

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

_____ All Tier I schools

_____ The following Tier I schools: _____

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

2. Promote the continuous use of student data (such as from formative, interim and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.	✓
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C. Increase learning time and create community-oriented schools:	
1. Establish schedules and strategies that provide increased learning time.	✓
2. Provide ongoing mechanisms for family and community engagement.	✓
D. Provide operational flexibility and sustained support:	
1. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	✓
2. Ensure that the school receives ongoing, intensive technical assistance and related support from the district, the CSDE or a designated external lead partner organization.	✓