PART II: YEAR 3 ALLIANCE AND PRIORITY SCHOOL DISTRICT CONSOLIDATED APPLICATION

1. District Contact Information

Instructions: Using the space provided below, please identify a main point of contact for the Year 3 Alliance and PSD consolidated application, and provide that individual's contact information.

Local Education Agency (LEA):		
New Haven Public Schools		
Contact Person:	Contact Title:	
Imma Canelli	Deputy Superintendent	
Telephone:	Email Address:	
203-691-2686	imma.canelli@new-haven.k12.ct.us	
Street Address:	City:	Zip Code:
New Haven Public Schools 54 Meadow Street	New Haven, CT	06519
Local Board Approval of Plan:	PSD:	
☐ Yes ☐ No	☒ Yes ☐ No	
Name of Superintendent:		
Garth Harries		
Signature of Superintendent:	Date:	
Name of Board Chair:		
Dr. Carlos A. Torre		
Signature of Board Chair:	Date:	

2. Needs Analysis

Instructions: Conduct a needs analysis identifying the district's strengths and growth areas in the following areas:

- **Talent:** Systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff;

- **Academics:** Rigorous and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments;

- **Culture and Climate:** Positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process; and

- **Operations:** Systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

Reflect upon and critically evaluate Alliance District and PSD programming and accomplishments over the past year. Briefly summarize the district's most significant strengths and Year 2 accomplishments, in addition to the district's most critical growth areas. Complete and submit *Appendix A: District Self-Diagnostic Tool*, and use the self-diagnostic tool to inform the needs analysis below.

Strengths/Year 2 Accomplishments:	Explanation and Data to Substantiate:
NHPS has made significant progress on restructuring its hiring and talent development processes.	NHPS has reorganized its HR department to support recruitment and hiring of top talent. Twenty-five new leaders this year came from the leadership pipeline. Of the teachers identified as potentially "Needs Improvement" or "Not on Track to be Effective," 36% improved their practice to "Effective" or were on track to do so. In 2013-14, 89% of NHPS teachers were rated by TEVAL.
NHPS achieved significant curriculum alignment with CCSS.	NHPS began rewriting its Math/ELA programs and curricula to align with CCSS three years ago. The district has mapped practices and standards to CCSS in all grades.
NHPS continues to improve its STEM curricula.	All students are now expected to take Algebra I by the end of the 9th grade, with 50% taking it successfully in the eighth grade. New graduation requirements have been put in place for the 2013-14 school year, with more rigorous math and science requirements.
NHPS completed its implementation of curricular-wide assessments.	NHPS students are now assessed in all subjects, including non-core subjects such as art, music, and physical education.
NHPS reached several milestones in the implementation of SRBI, including a monitoring structure with fidelity.	Half of NHPS schools are now engaged in an SRBI early literacy pilot. NHPS has in place a structure to monitor progress in the pilot schools. A district literacy intervention team now includes representation from regular education, special education and ELL teachers.
NHPS built the foundation for successful implementation of Student Success Plans (SSP).	NHPS fully launched Naviance to parents and students in grades 6 – 12 and created an advisory structure in all high schools to provide space in school day to address various components of SSPs. Behavior Interventionists completed SSP/Naviance scope and sequence for grades 6-12 aligned to Comprehensive School Counseling Program competencies and began work on pacing guides.

NHPS piloted and expanded the use of Universal Screening in K-8 schools.	The district implemented the Review360 screening and professional development tool in one K-8 school, then secured agreement with DCF and Clifford Beers to expand to four other K-8 schools and two high schools, with a focus on trauma interventions.
NHPS launched a District Wellness Plan.	The District produced a comprehensive Wellness Plan that identifies priorities and develops objectives in eight areas of school health, develops school wellness policies and recommendations/initiatives to create healthy learning environments, supports implementation and expansion of Michigan Model, and provides a framework for PAW Associates and Health & Wellness Aides to support school-level work.
NHPS expanded its Parent University.	The district hosted two city-wide events offering 30-40 workshops. Each event had an attendance of 300 and enjoyed the support of 200 volunteers. The district also hosted more than 25 neighborhood workshops/events. 98% of participants reporting that they were satisfied or very satisfied with what they learned at Parent University. Parent University partners with New Haven Promise and United Way of Greater New Haven. In addition, partners with parent groups as Citywide Parent Leadership Team, Title I parents, governmental and community organizations such as the New Haven Family Alliance, Christian Community Action, Parent Leadership Training Institute (PLTI), City of New Haven, New Haven Housing Authority, New Haven's Early Childhood Council, ARTE Inc. and others.
NHPS launched other enhanced parent communication strategies.	The district created a "Welcome Team" to help parents navigate NHPS and ensure they have access to needed information during school enrollment and beyond. The team served approximately 1,700 people over the first four weeks of school and will be active again in April. NHPS also hosted six "Superintendent's Night Out" events across the city to solicit feedback from parents on strengths, areas for growth, and priorities for change. Finally, NHPS launched ParentLink, a smart phone app, in March 2014 to provide parents easier access to district resources and up-to-date school information.
NHPS launched its initiative to provide SBAC-ready wireless technology to all schools.	Funds for this initiative were obtained via the state's Technology Investments grant, and installation of new equipment has begun. Installation is on schedule for SBAC implementation in spring, 2015.
NHPS launched an effort to review and restructure its enrollment processes.	NHPS held one lottery for magnets, charters, and ALL kindergarteners. The district's Inter-district Magnet School Guide has now been replaced by the all-inclusive School Choice Guide, featuring every New Haven Public School.

Growth Areas:	Explanation and Data to Substantiate:
Increase the percentage of teachers rated using the TEVAL system so as to provide comprehensive data for the district's evaluations.	For 2012-13, NHPS rated 89% of teachers. The goal for 2013-14 is 95%.

PEVAL and CEVAL are in revision and require upgrades to align correctly with district goals (including CCSS implementation) and provide essential data.	Current implementation of PEVAL and CEVAL do not provide the level of meaningful data necessary to drive strategies as effectively as envisioned by the district's leadership.
NHPS needs more work on alignment across disciplines in grades 6-12.	The district is working on aligning CCSS ELA standards across disciplines in grades 6-12. Full implementation requires further professional development and monitoring.
NHPS is working to improve fidelity of implementation in ELA and math of CCSS at the classroom level.	The district needs to ensure that teachers understand the goals of CCSS and drive professional development in instruction and lesson plans.
NHPS is aligning district assessments.	NHPS is also aligning district assessments in all areas to SBAC, including use of the SBAC interim/formative assessment suite and aligning district assessments in other subject areas to CCSS. NHPS is developing common writing rubrics and calibration with the use of technology in assessments and inclusion of high quality performance tasks.
NHPS needs to expand SRBI.	The district needs to expand K-12 SRBI, especially in early literacy, to all schools. The district will focus on ensuring that literacy interventions match the needs of students in special populations, including special education and ELL.
NHPS is aligning its curriculum to college and career readiness.	The district is strengthening the alignment of P20 college/career readiness work and working backwards to academic skills in K-12.
NHPS is revising its science curriculum to address multiple needs.	The district is starting to revise its science curriculum to match industry needs as well as Next Gen Science Standards and to include mathematics CCSS.
NHPS is creating a shared understanding of the definition and domains of "wraparound."	The district understands the word "wraparound" has different meanings to different people. NHPS developed a two-page summary that defines what "wraparound" means in New Haven Public Schools and the domains it encompasses. NHPS is now developing a messaging plan to create a district-wide, shared understanding of the term. The district wraparound committee presented the shared definition & current work plans with all school administrators at the Administrators' Welcome Back Luncheon at the start of the 2014-2015 school year, and had 10 administrators express interest in serving on a focus group to guide the work of the district-level team moving forward.

NHPS needs to solidify the infrastructure that supports the monitoring of and response to students in need of wraparound services.	• NHPS will focus on continuing to build capacity and infrastructure at the school level which will be supported by a district-level Wraparound Committee. This work is critical to the sustainability of the wraparound model and, as such, the district will have a particular focus on developing the school level teams and processes (i.e. Comer model) this upcoming year. • In Year 3, the District Level Support Team will guide & monitor development and implementation across the district as well as address goal of improving organization & instructional effectiveness. They will meet with other district teams to update each other & look at system as a whole. • In Year 3, the school-level teams (SSST) will meet on a regular basis to address teachers' concerns about students and the school community at large. The team's purpose is to promote healthy development and prevent problems. In addition, they will determine barriers to learning, developing resources & market the system to school staff as well as intervene early to address problems as soon as feasibly possible while assisting those with chronic & severe problems. • The school-level team will be led by Student Support Facilitators who are responsible for organizing weekly meetings at the school level and building awareness about serving the whole child. Meetings will be bi-monthly and will focus on building connections across the district such as PBIS, Restorative Justice and other programs.
NHPS must integrate non-academic data into the existing data team structure.	The definition of "wraparound" must avoid creating an artificial distinction between academic and non-academic needs. In Year 3, NHPS will begin infusing non-academic data into our existing data team structures both at the school level and the district level. Moving forward, the strong foundation set by the Health Data Committee will inform the other wraparound domains. Furthermore, we are working with United Way & the City of New Haven on a data warehouse and data sharing which will further enhance our ability to look at the child as a whole through data provided through in-school and out-of-school involvement. The district is also working with United Way and the City of New Haven on a youth map.
NHPS is working on providing extended collaborative time.	The district has added 30 minutes per day of collaborative time in its new union contract. Schools are working on ways to implement this time and utilize it most effectively.
NHPS needs to address dropout rates and chronic absenteeism with structured assessments and feedback systems to identify, intervene, support, and monitor students signaling disengagement from school.	The district is aware of research showing the top warning signs are absenteeism, behavioral problems, life events, and academic failure, all indicative of deeper causes of disengagement. The district must provide intensive professional development in dropout prevention for the support staff, ensuring that school personnel have the basic training to effectively support disengaged youth and their families.

NHPS must develop better embedding of technology into instruction.	The district is substantially increasing its technology assets but must support teachers in finding innovative and effective methods of working the technology into daily instruction.
NHPS needs to streamline its enrollment process.	The district is examining several options for constructing a seamless enrollment process that serves all schools and captures parents' choices.

2. Talent Section

Year 3 Reform Priorities: Place an "X" beside the district's Year 3 talent-related reform priorities. Please note that in Year 3, all Alliance Districts will pursue strategies to advance educator evaluation and support systems. Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
☒ Educator evaluation and support systems	N/A – PSD funds cannot be used to support talent-related initiatives.	☒ Recruitment and human capital pipelines ☒ Hiring and placement processes ☒ Professional development/coaching ☒ School leadership development ☒ Retention of top talent ☐ Other:_____

Summary: Briefly describe the district's talent-related reform priorities, as indicated above.
- **Educator Evaluation:** Describe how the district is working to successfully implement educator evaluations district-wide, resulting in improved instruction and professional practice that are aligned to the CCSS.
- **Professional Learning:** Describe how evaluation processes inform professional development. Explain the district's approach to providing meaningful and impactful professional learning opportunities that are aligned to the CCSS.

NHPS works to successfully implement educator evaluations district-wide through its TEVAL system, which is in its fourth year. TEVAL rates teachers' performance on a scale of 1 to 5, based on a set of measures of student growth and professional growth. In 2012-13, 89% of teachers were rated by TEVAL. The district's use of TEVAL results in improved instruction and professional practice because the systems measures and criteria are strongly aligned with CCSS. Thus, a TEVAL rating is indicative not only of overall performance but also of instructional practice within the framework of CCSS.

The TEVAL evaluation process directly informs professional development. This year, with funding from the Gates Foundation, NHPS is piloting *Empowered Effective Educators*, a program of embedded professional learning in small groups guided by Teacher Facilitators. The goals of group members must align with their TEVAL goals, and thus must align with the CCSS-related professional learning objectives. This year 52 teacher facilitators are working with 246 teachers around the district in these groups. A committee of NHPS teachers and administrators is creating a set of other teacher leadership roles under the district's Teacher Incentive Fund grant. We would like to build upon this model, identifying 27 new teacher ambassadors, who will be specifically trained to act as exemplar teachers implementing common core curriculum. These teachers differ from facilitators in the respect that they will be identified as exemplar teachers in the area of Common Core implementations. Teachers and classrooms can then be used as a means of support for other teachers in the district. NHPS is strengthening teacher evaluation and professional learning by adding roles that allow teachers to grow professionally while remaining in the classroom and by aligning its evaluations and professional development activities with CCSS. All of these

2. Talent Section

roles serve as an effort to both develop leadership in the building, and try to retain top teaching talent in the district. In conjunction with this work, NHPS maintains a leadership pipeline to help train and develop leadership talent in the district. This system has four tiers, beginning with teachers exploring leadership, and ending with a development program for administrators who wish to improve their practice.

Additionally, NHPS is continuing to implement, refine and strengthen the PEVAL system, which rates principals' performance on a scale of 1 to 5, based on a set of measures of student growth goals for the school and professional growth aligned to the PEVAL leadership competencies.

In addition, NHPS is streamlining its HR functions to encourage earlier hiring/contract signing to improve its talent development pipeline. NHPS has designated a point person recruiting new teachers, expanded its hiring focus to include non-certified staff and an updated vacancy list. This restructuring focuses the NHPS Human Resources Department on talent development.

Aligned Strategies: Identify a core set of actionable strategies to implement talent-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	**Progress Metric:** Identify progress indicators to monitor the implementation and impact of each strategy.	**Timeline:** Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
NHPS will continue full implementation of TEVAL/PEVAL/CEVAL by increasing the percentage of NHPS /administrators rated within the system.	The percentage of rated teachers/administrators will rise from 89% to 95%.		X	X	X
NHPS will improve recruitment procedures by recruiting and hiring teachers earlier.	The percentage of hires (contracts signed) by July 1 will increase by 10%.	X			
NHPS will embed a variety of professional learning opportunities in the school day, including targeted and differentiated coaching, along with support and evaluation from school and district leaders. NHPS will rely on Teacher Facilitators & Teacher Ambassadors, effective teachers leading year-long professional learning in small groups.	The number of trained teacher facilitators in the district will increase from 52 to 100, and the number of teachers served by these groups from 250 to 500 teachers. Identify and develop 27 teacher ambassadors in schools.		X	X	X
NHPS will expand career roles for teachers and leaders to retain and advance talented staff. New career roles will include Teacher Facilitators, Super Tutors, and Curriculum Facilitators.	The number of teachers serving in newly defined roles will increase by at least 300 during the 2014-15 school year.		X	X	X

3. Academics Section

Year 3 Reform Priorities: Place an "X" beside the district's Year 3 academic-related reform priorities. Please note that in Year 3, all Alliance Districts will pursue strategies to advance Common Core implementation. Districts may choose, but are not required, to pursue additional strategies to strengthen academics. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
☒ Transition to the CCSS and next-generation assessments	☐ Dropout prevention ☐ Alternative and transitional educational programs ☒ Kindergarten program ☒ Early literacy interventions (PSDs must invest at least 20 percent of PSD funding in support of early literacy) ☐ Instructional technology	☒ Supports for special populations ☒ SRBI and academic interventions ☒ High school redesign ☐ Other:_____

Summary: Briefly describe the district's academic-related reform priorities, as indicated above.
- **Common Core Strategy:** Describe how the district is working to implement Common Core-aligned curricula, instruction, and assessments; describe the methods for determining that the district's curricula are aligned to the CCSS. If you use Common Core curricular programs, specifically on-line or technology-related programs, how does the district determine alignment to the CCSS? Explain the district's approach and parameters, if any, to interim and formative assessments aligned to the CCSS. Explain how the district is monitoring implementation and providing necessary professional development that is aligned to the CCSS.
- **K-3 Literacy:** Describe the district's K-3 literacy strategy, including the use of universal screening assessments and targeted interventions.

Common Core Strategy:

NHPS has been working to implement CCSS-aligned curricula, instruction and assessments since the 2010 school year. The district implemented systematic training across grades, including all administrators, and implementation of the ELA and math curricula across all grades will be complete in 2014-2015. Teachers working in grade-level groups wrote the ELA and Math curricula. To ensure that they are aligned to the CCSS, the district worked with a consultant to identify required shifts in instruction. Supervisors have continued to work with a consultant to evaluate the existing curriculum-embedded performance tasks, make revisions, and, where necessary, create new ones aligned to Common Core State Standards. For school years 2013-14 and 2014-15, NHPS is working to align ELA Common Core State Standards across the disciplines 6-12, including science, social studies/history, world languages, the arts, physical education/health, and technology. The curriculum supervisors have been and will continue to work with a consultant to create common professional development modules organized around instructional strategies that support the shifts in instruction with CCSS.

3. Academics Section

CCSS-aligned instruction varies by subject and grade level. Language Arts (K-8) is based on Reading and Writing Workshop, emphasizing writing journals, reading journals, and required core texts. In grades 9-10, units of study build on essential questions to identify what students need to know to be college and career ready. Mathematics (K-5) uses a district-written curriculum aligned with the national curriculum of Singapore. This curriculum develops conceptual understanding through movement from concrete to pictorial to abstract stages of learning. In grades 6-12, blended learning emphasizes problem-solving and conceptual understanding. Common, research-based strategies, such as Cornell note-taking and the Frayer Model for developing academic vocabulary, support instructional shifts.

CCSS-aligned interim and formative assessment is based on assessments and rubrics created within the district to align with CCSS. In ELA grades K-10, required quarterly performance tasks in writing and reading are aligned with the CCSS. In the upcoming year, content area supervisors will collaborate to create rubrics for writing, speaking & listening and research & inquiry skills that are aligned with ELA Common Core standards. In mathematics, pre and post assessments determine which students have achieved a full year of growth in mathematics. In addition, students in grades 2 -12 take interim formative assessments in order for the district to assess content mastery. Data from the assessments are used to inform curricular changes and interventions. In grades K-5 students take fact fluency assessments. The expectation is that 100% of students will be fluent in the required facts for that grade. For students who are not, a summer program is provided to parents.

The district uses multiple approaches to monitoring implementation of CCSS. NHPS's Content Supervisors monitor the implementation of Common Core strategy implementation through regular, frequent learning observations in classrooms.   The model for classroom visits was designed in collaboration with Cambridge Education and provides a consistent structure for teacher and administrator feedback. District Directors monitor the implementation of the Common Core strategies and the impact on student learning through the Quality Review Program designed and implemented with Cambridge. ELA and Math coaches monitor the fidelity of curriculum implementation. They monitor execution of district assessments, collect data, and make presentations on it. For Turnaround, Review and Focus schools, NHPS will designate "Teacher Ambassadors." The Teacher Ambassadors will be Teacher Leaders who serve as resources for the implementation of CCSS in their schools.

NHPS is significantly improving its capacity to offer professional development aligned to CCSS. Beginning in April of this year, over 150 new Curriculum Facilitators (covering all of the subject areas) will supplement the efforts of Teacher Facilitators and instructional coaches. They will work with the curriculum supervisors to update curriculum, model instruction, work on assessments, and provide professional development. Teacher Facilitators and instructional coaches will continue to work with the ELA and Math supervisors to implement Common Core-related curriculum PD at the district school levels on a daily basis.

New Haven has a high transient population in many non-magnet schools. We have a new Director of Enrollment and School Choice. Our goal is to have a more efficient registration and enrollment process. We do recognize that even with new processes in place there will continue to me high mobility in some schools. The curriculum that has been developed is being implemented in all schools. So if students move from school to school, we can ensure

3. Academics Section

that the academic needs of all students are being met equitably. We also have a District Assessment Calendar and all schools follow the assessment calendar so we have consistency across the district.

K-3 Literacy:

The District K-3 Curriculum is written with the pedagogical practices of Reading and Writing Workshop. This curriculum includes:
•   Revised spiraling cross curricular K-8 Reading and Writing Workshop curriculum
•   Foundational skills in speaking, listening, language are incorporated
•   Units of study that provide time working within the CCSS structure for non-fiction/fiction text
•   Writing is aligned with opinion, narrative and informational
•   Student move up levels of text complexity in a systematic way
•   Opportunities provided to read a wide range and very deep volume of text
•   Focus on higher order thinking skills assessed through our formative and summative tasks
•   Time and expanded strategies will be implemented to increase student achievement in K-1

NHPS determines mastery of skills through quarterly required performance tasks aligned to end-of year, grade-level expectations defined by CCSS. NHPS currently uses the universal screening tools listed below:
- Early Literacy Screening (Phoneme Segmentation Fluency, Concepts about Print, Letter Identification, Letter Sound and Oral Language Acquisition
- Oral Reading Fluency, Developmental Spelling Assessment
- LAS Links
- Scholastic Reading Inventory (Lexile Based)
- Degrees of Reading Power (DRP)

All schools have a clear process for monitoring students who fall below the grade level benchmarks through the targeted interventions: MoRRI(Modified Reading Recovery, Leveled Literacy Intervention, Lexia Core 5, strategic small group instruction, and SLI (Spanish Language Intervention).
•   School leadership, trainers from the Literacy, Special Education and Bilingual Departments provide training in Scientifically Researched Based Interventions
•   Student data is analyzed through a clear process defined by SRBI Leadership to coordinate interventions to student need
•   Progress of students receiving interventions are monitored bimonthly by School Leadership Team
•   SRBI Committee will revisit intervention criteria monthly

3. Academics Section

Aligned Strategies: Identify a core set of actionable strategies to implement academic-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
NHPS will have a laser like focus on K – 1literacy skills. Intensive teacher training on early literacy skills will be delivered to all Kindergarten and First grade teachers monthly. Progress monitoring of all Kindergarten and First grade students will begin in the fall. Monthly running records will be administered to all Kindergarten and first grade students. Monitoring of student progress on monthly running records will be implemented in the Fall. Teachers will be trained monthly to analyze running records administered and identify strategies to improve the area of deficiency for all students.	80% of students will show growth quarterly on their Monthly Running Record		X	X	X
NHPS will integrate Common Core Standards into the curriculum implemented and monitor it with fidelity	90% of schools will move students to proficiency on performance tasks as measured by content specific common core aligned rubric		X	X	X
NHPS will implement a comprehensive Scientific Research Based Intervention (SRBI) process in all K-3 classes.	85% of students identified within the SRBI process will demonstrate growth in the following assessments: PSF, ORF and DRP (or SRI)		X	X	X
NHPS will recommit to a system to measure college readiness among students. This system is NHPS's High School Tracker. Multiple measures will be used to identify if students are on track each marking period.	85% of students who are off track will participate in remedial courses aligned to higher ed institutions such as Gateway and SCSU		X	X	X
NHPS will implement as system in which students complete a sequence of career readiness courses. NHPS will align a series of courses to Naviance reports on task completion	The percentage of students completing career readiness tasks will increase to 50% for 11th grade and		X	X	X

	75% in 12th grade.				

75% in 12th grade.

4. Culture and Climate Section

Year 3 Reform Priorities: Place an "X" beside the district's Year 3 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school culture and climate. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
N/A	☒ Dropout prevention ☒ Alternative and transitional programs ☐ Instructional technology ☐ Family engagement	☒ Positive behavior management ☒ Wraparound strategy ☒ Attendance ☒ Graduation and dropout prevention ☐ Other:_____

Summary: Briefly describe the district's climate-related reform priorities, as indicated above.

NHPS is committed to providing a safe, supportive environment for all students to develop the skills necessary to rise to success in college, career and life. Creating this environment requires a student- and relationship-centered approach, where students' personal development is nurtured concurrently with their academic development. NHPS has identified the following four domains related to wraparound services and student development for which the district takes collective responsibility: (1) Physical health and wellness, (2) Social-emotional and behavioral wellbeing, (3) Student engagement, (4) Family and community engagement. These four domains comprise the district's wraparound strategy. These four domains also often have an impact on a student's attendance, which is a clear priority for NHPS.

NHPS will be able to positively impact students' attendance and ultimately their achievement by focusing on three priorities:

1. **Creating a shared understanding of the definition and domains of "wraparound" district-wide**. The district understands the word "wraparound" has different meanings to different people. The district-level wraparound support team developed a two-page summary that defines what "wraparound" means in New Haven Public Schools and the domains it encompasses. NHPS is now developing a messaging plan to create a district-wide, shared understanding of the term. The first step in that plan was sharing the summary document with all school administrators at the Administrators' Welcome Back Luncheon at the start of the 2014-2015 school year. As a result of that presentation, the district-level team has identified ~10 administrators who are interested in serving on a focus group to guide the work of the district-level team moving forward.

2. **Solidifying the infrastructure that supports the monitoring of and response to students in need of wraparound services**. First, the role of Behavior Interventionists and the Student Success Plan will continue to evolve among school-level and district-level Wraparound Support Teams. Second, Parent University and the district's other parent communication strategies will ensure that parents and the community are partners with NHPS in the process. They will also provide a platform for offering student development trainings.

4. Culture and Climate Section

    a. Behavior interventionists provide all students with a program that specifically addresses every student's academic, personal/social, and career planning needs in a safe and supportive environment. Behavior interventionists comprise the New Haven School Counseling Delivery System which focuses on curriculum, individual student planning, responsive services and collaboration and community involvement. The individuals lead academic advisement, career/college readiness, advisory, crisis counseling, attendance monitoring, family contact, planning and placement of students in addition to other tasks to support student growth and development. To continue supporting Behavior Interventionists, personal development trainings will be available starting in September 2014. Behavior Interventionalists will attend trainings on topics such as School Counselor Evaluation Tool, DCF training, Suicide Prevention, Counseling Students in Modern Day Urban America, Mental Health and Trauma as well as other topics needed to better serve our students and community.

    b. NHPS will focus on continuing to build capacity and infrastructure at the school level which will be supported by a district-level Wraparound Committee. This work is critical to the sustainability of the wraparound model and, as such, the district will have a particular focus on developing the school level teams and processes (i.e. Comer model) this upcoming year. In Year 3, the District Level Support Team will guide & monitor development and implementation across the district as well as address goal of improving organization & instructional effectiveness. They will meet with other district teams to update each other & look at system as a whole. The school-level teams will meet on a regular basis to address teachers' concerns about students and the school community at large. The team's purpose is to promote healthy development and prevent problems. In addition, they will determine barriers to learning, developing resources & market the system to school staff as well as intervene early to address problems as soon as feasibly possible while assisting those with chronic & severe problems. The school-level team will be led by Student Support Facilitators who are responsible for organizing weekly meetings at the school level and building awareness about serving the whole child. Meetings will be bi-monthly and will focus on building connections across the district such as PBIS, Restorative Justice and other programs.

3. **Integrating non-academic data into the existing data team structure**. The Universal Screening tool and other domain-specific metrics identified by best practice research will serve as the foundation for the non-academic data to be integrated into existing data team structures, The data warehouse being developed in conjunction with United Way and the City of New Haven will serve as a vehicle for breaking down artificial barriers between data sources, including both the academic and non-academic divide as well as the in-school and out-of-school divide.

Aligned Strategies: Identify a core set of actionable strategies to implement climate-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
NHPS will pilot School-level Wraparound Support Teams at schools currently using Universal Screening Tool.	100% of students brought to the Wraparound Support Team will be provided with services and/or strategies to meet their needs		X	X	X

4. Culture and Climate Section

NHPS will continue and improve upon use of Student Success Plans by students, families, Behavior Interventionists & other related school personnel. The Student Success Plan will be a guiding tool for the School-level Wraparound Support Teams.	95% of schools will have an SSP/Naviance task ompletion rates and parent access rates of at least 80%		X	X	X
NHPS will maintain a referral system based on 5 distinct warning signs: Attendance (chronic absenteeism), Behavior (suspensions, expulsions, referrals, criminal activities via juvenile detention notifications) , Academic failure (D's and F's particularly Math and English Language Arts), Life Events: (loss/death in family, trauma, not fitting in, feeling not mattering, overlooked talent and interests), Overage-Undercredited (OU) Students	95% of targeted schools will reduce chronic absenteeism and suspensions among students served quarterly		X	X	X
NHPS will expand YouthStat: Build upon city's 2014 roll-out of YouthStat BOE/City of New Haven collaborative to focus on school-based and community wide systems of support to students. Strengthen citywide collaborative that tightly monitor students' progress and respond to students' essential needs. Implement a real-time data sharing and communications system to track effectiveness of student supports.	90% of targeted students will show an increase in the NHPS "on track" academic performance " measure quarterly		X	X	X
Kindergarten Attendance: focus on prevention by providing immediate outreach to absent students No wait time ie 4 days and 10 days	100% of targeted schools will reduce chronic absenteeism among students served		X	X	
NHPS will coordinate & expand **parent engagement strategies** in partnership with community groups focused on increasing student attendance	95% of schools will show a reduction in chronic absenteeism quarterly		X	X	X
NHPS will continue roll-out and full Implementation of new K-12 **Comprehensive Health Education Curriculum**: *Michigan Model for Health,* with roll-out of 7th /8th grade Health Education Curriculum	95% of schools will show a reduction in chronic absenteeism quarterly		X	X	X
NHPS will strengthen the integration and expansion of **school health centers**, through a number of means including providing school health assistants(SHA) to support school nurses and school health centers & launching a new student health data management system for School Health Centers	95% of schools will show a reduction in chronic absenteeism quarterly		X	X	X

5. Operations Section

Year 3 Reform Priorities: Place an "X" beside the district's Year 3 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
N/A	☐ Extended learning time ☐ Use of technology ☒ NEASC accreditation	☒ Budgeting and financial management ☒ School operations ☒ Technology integration ☒ Student enrollment and registration ☒ Other: Portfolio of Schools____

Summary: Briefly describe the district's operations-related reform priorities, as indicated above.

NHPS's approach to managing operations is based on its Portfolio of Schools approach to School Change. The district operates out of the conviction that, if each school is organized and supported on its own unique path to success, it will be best positioned to support each student's academic achievement. Such an approach requires a central office that is able to adapt to various school models and that can customize its level of support based on school needs. The operational components to Portfolio of Schools include key works streams that are delivered by the offices Finance, Information Technology, Talent Development, and School Choice.

With regard to budgeting and financial management, there are three key initiatives. First, Education Resource Strategies, Inc. is working with the district to revise the budgeting protocols. This will happen in three phases, and Phase I will be complete in the summer of 2014. Second, the district is hiring a Chief Financial Officer, separating the budget process from operations. Third, NHPS continues to move toward a school-based budgeting system for financial management that ensures real cost savings and aligns resources to proven school improvement strategies.

The district's major technology initiative over the last two years has been to significantly upgrade its technology (especially wireless technology) in order to provide district-wide access to the necessary bandwidth and hardware in accordance with Smarter Balanced standards to support CCSS and assessment. With such technology in place, we are not evolving to a school support technology infrastructure that allows us to be more digital and accountable. Such initiatives during 14-15' school year include the integration of additional financial and human resource management modules from our current system (MUNIS), and the piloting of business workflow automation (such as Adobe LifeCycle or Google Apps).

Talent Development plays a crucial role in two key ways: as a provider of training and capacity-building within our employee base, and as the strategic core of human capital management. Supporting a Portfolio of Schools reform effort requires that staff constantly learn about school's needs and can

5. Operations Section

adapt – often times by learning new and lower-cost technologies – to school-centered methods of support. On the strategy front, NHPS must find ways to create career paths for non-certified personnel that support schools. Presently, we employ many part-time positions that provide flexibility to schools, but such an approach is likely unsustainable.

Finally, School Choice at NHPS is ripe for evolution. In order to evolve to a robust Choice system, NHPS intends to streamline enrollment processes and make school choice more transparent. NHPS will make the enrollment process for 2014-2015 more parent-friendly. The district is currently examining its application structure for non-magnet neighborhood schools, grades other than kindergarten (with neighborhood and sibling preference), how best to utilize wait lists, and how to streamline the pre-kindergarten choice and enrollment process with the K-12 choice and enrollment process. NHPS is also examining the potential for creating several zones in the city as part of a redistricting effort. The district will also encourage more applications to be made online and through smart phone applications.

NHPS intends to streamline enrollment processes and make school choice more transparent.

Aligned Strategies: Identify a core set of actionable strategies to implement operations-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
NHPS is hiring a CFO and budget Resident to separate financial and operating functions and is continuing to implement school-based budgeting.	The CFO and budget Resident will be hired in summer, 2014. The site-based budgeting process will continue throughout the year.	X	X	X	X
Streamline enrollment: NHPS will make the enrollment process for 2014-2015 more parent-friendly. The district is currently examining its application structure for non-magnet neighborhood schools, grades other than kindergarten (with neighborhood and sibling preference), how best to utilize wait lists, and how to streamline the pre-kindergarten choice and enrollment process with the K-12 choice and enrollment process. NHPS is also examining the potential for creating several zones in the city as part of a redistricting effort. The district will also encourage more applications to be made online and through smart phone applications.	Completion of recommendations to the Superintendent on the application/enrollment issues listed. Based on the recommendations, NHPS will develop more quantitative metrics once for the enrollment structure adopted for 2015-16. Launch of Smart phone enrollment process.	X	X	X	X
NHPS will increase its adoption of available modules within the existing MUNIS financial and human resource system. These implementations	Three specific modules: Position Control, Employee Self-Service, and	X	X	X	X

will add capacity to the system, while providing much-needed training to staff on existing capabilities.	Tyler Content Management will be fully implemented in FY2015.				
Paper-reduction and process automation will be prioritized in FY15, and key workflows will be created for Finance and HR.	Identification of 10 key processes and creation of automated (i.e. online and digital) approvals by June 2016	X	X	X	X

6. School Turnaround Strategy

Instructions: Your district will receive a prepopulated chart (similar to the chart shown below), listing the district's Turnaround, Focus, and Review schools. Districts must work in collaboration with school communities to dramatically improve student achievement in these schools. Alliance Districts must invest Alliance and/or PSD (if applicable) funds to support school turnaround efforts. Using the chart provided, describe how the district plans to intervene in its Turnaround, Focus, and Review schools and pursue resources on behalf of such schools. By placing an "X" beside a competitive grant, the district expresses its intent to apply for that grant on behalf of the school. The CSDE will award funds competitively based on the quality of each district's submissions and the grant specifications. Please note that when awarding 1003(a) and High School Redesign funds, the CSDE will give preference to schools not receiving Commissioner's Network funding or School Improvement Grants during 2014-15. 1003(a) funds are established by Section 1003(a) of Title I of the Elementary and Secondary Education Act of 1965. Comprehensive Turnaround and Focus high schools may submit applications for both 1003(a) and High School Redesign.

Competitive school-level grants, such as the School Improvement Grant, 1003(a), and High School Redesign are not included in this consolidated application and require separate school-level applications, which can be accessed at: http://www.ct.gov/sde/AllianceDistricts. Districts are strongly encouraged to submit grants on behalf of only those schools that present strong and transformative plans.

In 2013, districts submitted school improvement plans for at least half of their Review schools. No later than April 11, 2014, districts must submit plans for their remaining Review schools and any newly-identified Focus or Review schools, using the template at: http://www.ct.gov/sde/AllianceDistricts.

NEW HAVEN SCHOOL DISTRICT		
School:	Classification:	Funding Source/Competitive Grants Sought:
Barnard Environmental Magnet School	Review	☐ Commissioner's Network X Alliance District Funding X PSD Grant
Beecher School	Focus	☐ Commissioner's Network ☐ School Improvement Grant (SIG) X 1003(a) Competition X Alliance District Funding X PSD Grant
Clinton Avenue School	Review	☐ Commissioner's Network X Alliance District Funding X PSD Grant
Hill Central Music Academy	Turnaround	☐ Commissioner's Network X 1003(a) Competition X Alliance District Funding X PSD Grant
John S. Martinez School	Focus	☐ Commissioner's Network ☐ School Improvement Grant (SIG) X 1003(a) Competition X Alliance District Funding

		☒ PSD Grant
Augusta Lewis Troup School	Focus	☐ Commissioner's Network ☐ School Improvement Grant (SIG) Ⅹ 1003(a) Competition Ⅹ Alliance District Funding Ⅹ PSD Grant
Fair Haven School	Review	☐ Commissioner's Network Ⅹ Alliance District Funding Ⅹ PSD Grant
Benjamin Jepson Magnet School	Review	☐ Commissioner's Network Ⅹ Alliance District Funding Ⅹ PSD Grant
Lincoln-Bassett School	Review	☒ Commissioner's Network Ⅹ Alliance District Funding ☐ PSD Grant
Katherine Brennan/Clarence Rogers School	Turnaround	☐ Commissioner's Network Ⅹ 1003(a) Competition Ⅹ Alliance District Funding Ⅹ PSD Grant
Strong School KG	Review	☐ Commissioner's Network Ⅹ Alliance District Funding Ⅹ PSD Grant
Truman School	Focus	☐ Commissioner's Network ☐ School Improvement Grant (SIG) Ⅹ 1003(a) Competition Ⅹ Alliance District Funding Ⅹ PSD Grant
King/Robinson Magnet School	Review	☐ Commissioner's Network Ⅹ Alliance District Funding Ⅹ PSD Grant
Conte/West Hills Magnet School	Review	☐ Commissioner's Network Ⅹ Alliance District Funding Ⅹ PSD Grant
Wexler/Grant Community School	Focus	☐ Commissioner's Network ☐ School Improvement Grant (SIG) Ⅹ 1003(a) Competition Ⅹ Alliance District Funding Ⅹ PSD Grant
Quinnipiac School	Review	☐ Commissioner's Network Ⅹ Alliance District Funding Ⅹ PSD Grant
Christopher Columbus Academy	Review	☐ Commissioner's Network Ⅹ Alliance District Funding Ⅹ PSD Grant

Clemente Leadership Academy	Turnaround	☐ Commissioner's Network Ⅹ 1003(a) Competition Ⅹ Alliance District Funding Ⅹ PSD Grant
Bishop Woods School	Review	☐ Commissioner's Network Ⅹ Alliance District Funding Ⅹ PSD Grant
East Rock Community Magnet School	Review	☐ Commissioner's Network Ⅹ Alliance District Funding Ⅹ PSD Grant
Celentano School	Review	☐ Commissioner's Network Ⅹ Alliance District Funding Ⅹ PSD Grant
Microsociety Magnet School	Focus	☐ Commissioner's Network Ⅹ School Improvement Grant (SIG) ☐ 1003(a) Competition Ⅹ Alliance District Funding Ⅹ PSD Grant
Metropolitan Business High School	Review	☐ Commissioner's Network Ⅹ Alliance District Funding Ⅹ PSD Grant
Wilbur Cross High School	Turnaround	☒ Commissioner's Network ☐ 1003(a) Competition ☐ High School Redesign Competition Ⅹ Alliance District Funding Ⅹ PSD Grant
James Hillhouse High School	Turnaround	☐ Commissioner's Network Ⅹ 1003(a) Competition Ⅹ High School Redesign Competition Ⅹ Alliance District Funding Ⅹ PSD Grant
High School In The Community	Review	☒ Commissioner's Network Ⅹ Alliance District Funding Ⅹ PSD Grant
Hyde Leadership School	Review	☐ Commissioner's Network Ⅹ Alliance District Funding Ⅹ PSD Grant
New Haven Academy	Review	☐ Commissioner's Network Ⅹ Alliance District Funding Ⅹ PSD Grant

Instructions: Please complete and submit the Excel budget workbook as a part of the Year 3 consolidated application. Follow the instructions outlined below.

1. **Budget Cover Page:** Using Tab #1, please enter the district's name and total 2014-15 Alliance District and PSD, if applicable, allocation amounts. Do not add data in the remaining cells; these total amounts will be auto-generated as you enter budget information on the remaining tabs. Please note that the total Alliance District and PSD budget amounts should match the district's 2014-15 allocations exactly.

2. **Budgets for Reform Funding (for new priorities and the expansion of existing priorities):** Using Tabs #2-5, summarize reform expenditures as aligned in the Year 3 consolidated application, including strategies for talent, academics, culture and climate, and operations. Please provide a line-by-line budget that details the use of 2014-15 grant funding, as well as the use of other funds. Separate expenditures by the ED 114 cost categories, adding rows as necessary. Provide the following information for each line item:

   - Cost, position, or service;
   - Detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units);
   - Total use of Alliance District funding for the particular cost;
   - Total use of PSD funding for the particular cost;
   - Total use of other district funding for the particular cost; and
   - Indication as to whether the investment supports a new or expanded reform initiative.

3. **Investments in Low-Performing Schools:** All Alliance Districts with Turnaround, Review, and Focus schools must outline investments in each of the district's low-performing schools. Using Tab #6, itemize investments in each of the district's Turnaround, Review, and Focus schools. Please ensure that the district is using Alliance and/or PSD funds to properly resource reform efforts in the district's lowest-performing schools. If the investment/position will be divided across low-performing schools, please explain the allocation across schools in the cost and FTE columns.

4. **Budget for Alliance District Funding for Other Purposes:** In the event that your budget proposes using Alliance District funds for purposes other than new or expanded reforms, summarize such investments in the final tab. Provide detailed budget information for proposed non-reform expenditures. Separate expenditures by the ED 114 cost categories.

8. Stakeholder Engagement

Instructions: Please describe stakeholder engagement throughout the planning process. Provide evidence that collective bargaining units, school and district personnel, School Governance Councils, Parent Advisory Councils, parents, students, and community members were engaged in the planning process and/or are aware the contents of this plan. Also, provide information regarding opportunities for engagement during and involvement in the implementation of this plan.

NHPS has, throughout the School Change Initiative, consulted extensively with community stakeholders from the Mayor's Office to parent organizations to nonprofit agencies serving New Haven. The four components of the district's Alliance District application grow out of the School Change Initiative. Specific sources of input were:
•   Parents, with feedback gathered from open meetings throughout the district
•   Teachers, including union stewards and members, also through open meetings
•   Administrators, through the SAA Executive Board and principals' meetings
•   Students, through Student Council Meetings
•   Nonprofits, via meetings and networking coordinated through the Community Foundation for Greater New Haven

The district also worked with several committees to develop the School Change Initiative and make recommendations during the process:
•   Reform Committee: required by the AFT contract, this committee recommends student performance metrics and provides input on overall reform
•   Teacher Evaluation Committee: makes recommendations regarding the teacher evaluation system and metrics
•   Survey Committee: develops annual School Climate Surveys
•   Principal Evaluation and Development Committee: defines the principal evaluation system by adjusting the NHPS leadership competency rubric as related to student achievement, school climate and principal's goals.
Community groups which monitor and provide ongoing consultation to the School Change Initiative include the Board's Reform Committee and the Citywide Parent Leadership Team (CLPT). The district maintains regular engagement with its administrators, the union's stewards, and the student councils.

NHPS therefore receives regular feedback on an array of topics related to its ongoing School Change Initiative. The district implements new strategies and adjusts existing ones, based on the input from these sources. The most recent strategies/programs based on response from these stakeholders include:
•   Establishment of Parent University to promote greater involvement from parents
•   An increased emphasis on wellbeing and behavior to ensure that students enter the classroom ready to learn.

This year, the Superintendent conducted a "Listening Tour" at which parents and community members discussed topics related to students (needs of youth, life beyond the classroom), educators (recruitment, retention, evaluation, and development), schools (equity, the lottery system), wraparound services (community collaboration, transparency, access), and other district operational matters. These community based discussion directly influenced the district's priorities for the near future and how Alliance and PSD funds were allocated in this application.

PART III: APPENDIX SECTION

A. District Self-Diagnostic Tool

Instructions: Complete the district self-diagnostic tool below as part of the Year 3 needs analysis process. Reflect upon district system, processes, and performance in each of the categories outlined below. Rate the district as "1 - Needs Improvement, 2 - Developing, 3 - Proficient, 4 – Exemplary" using the rating key shown at right. After completing the self-diagnostic, prioritize each area as a low, medium, or high reform priority for the 2014-15 academic year. Please complete the self-diagnostic as accurately and honestly as possible.

Rating Key	
1 - Needs Improvement	Weak or nonexistent district systems and practices; poor and minimal implementation.
2 - Developing	Some district systems and some institutionalized practices; inconsistent and moderate implementation.
3 - Proficient	Solid district systems and largely universal practices; strong and consistent implementation across sites.
4 - Exemplary	Excellent district systems with universal practices; excellent implementation and commitment to continuous improvement.

Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
Talent:					
1.1. Recruitment and human capital pipelines	☐	☒	☐	☐	High
1.2. Hiring and placement processes	☐	☐	☒	☐	High
1.3. Educator evaluation	☐	☐	☒	☐	Medium
1.4. Professional development/coaching	☐	☒	☐	☐	High
1.5. School leadership development	☐	☐	☒	☐	High
1.6. Retention of top talent	☐	☐	☒	☐	Medium
Academics:					
2.1. Common Core-aligned curriculum and academic rigor	☐	☐	☒	☐	Medium

Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
2.2. Fidelity in curriculum implementation	☐	☒	☐	☐	High
2.3. Comprehensive assessment system	☐	☒	☐	☐	High
2.4. Data-driven instruction	☐	☐	☒	☐	Medium
2.5. Support for special populations	☐	☒	☐	☐	High
2.6. SRBI and academic interventions	☐	☒	☐	☐	High
Culture and Climate:					
3.1. Positive behavior management	☐	☒	☐	☐	High
3.2. Family engagement	☐	☐	☒	☐	Medium
3.3. Wraparound strategy	☐	☒	☐	☐	High
3.4. Attendance	☒	☐	☐	☐	High
3.5. Graduation and dropout prevention	☐	☒	☐	☐	High
Operations:					
1.1. Budgeting and financial management	☐	☒	☐	☐	High
1.2. School operations (e.g., facilities, transportation, food services)	☐	☐	☒	☐	Medium
1.3. Scheduling and extended learning time	☐	☒	☐	☐	High
1.4. Collaborative staff planning time	☐	☐	☒	☐	Medium
1.5. Technology integration	☐	☒	☐	☐	High
1.6. Student enrollment and registration	☐	☒	☐	☐	High

B. Statement of Assurances

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES | GRANT PROGRAMS

PROJECT TITLE: **Alliance and Priority School District Consolidated Application**

THE APPLICANT: **New Haven Public Schools**   HEREBY ASSURES THAT:

New Haven Public Schools

(insert Agency/School/CBO Name)

A. The applicant has the necessary legal authority to apply for and receive the proposed grant;

B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;

C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;

D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;

E. Grant funds shall not be used to supplant funds normally budgeted by the agency;

F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;

G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;

H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;

I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;

J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;

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

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

For the purposes of this section "minority business enterprise" means any small contractor or supplier of materials fifty-one 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 section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. "Good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements.

2) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the state of Connecticut. The contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation, or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved; (b) the contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (c) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (d) the contractor agrees to comply with each provision of this section and sections 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to sections 46a-56, 46a-68e and 46a-68f; (e) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor as relate to the provisions of this section and section 46a-56.

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

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

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

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

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

8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

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: _____

Name: *(typed)*   Garth Harries _____

Title: *(typed)*   Superintendent _____

Date: _____

C. PSD Extended School Hours Grant

Purpose of the Grant:

Section 10-266t of the C.G.S. establishes grants for Extended School Hours (ESH) programs for academic enrichment, support and recreation programs in PSDs. Each PSD shall solicit applications for individual school programs, on a competitive basis, from town and non-profit agencies, prioritize the application, and select applications for funding with the total grant amount allocated to the district.

Districts' decisions to fund individual school programs shall be based on specific criteria including:
- Total hours of operation;
- Number of students served;
- Total student hours of service;
- Total program cost;
- Estimate of volunteer hours, or other sources of support;
- Community involvement, commitment, and support;
- Non-duplication of existing services;
- Needs of student body of the school;
- Unique qualities of the proposal; and
- Responsiveness to the requirements of Section 10-266u.

Each PSD must submit all proposals received as part of its grant application and documentation of the review and ranking process for such proposals. Each district application shall:
- Demonstrate that a district-wide and school building needs assessment was conducted, including an inventory of existing academic enrichment and support, and recreational opportunities available during non-school hours both within and outside of school buildings;
- Ensure equal program access for all students and necessary accommodations and support for students with disabilities;
- Provide a summer component, unless it is able to document that sufficient summer opportunities already exists;
- Include a schedule and total number of hours determined to be reasonable and sufficient for individual school programs;
- Support no less than 10 percent of the cost of the total district-wide ESH program and provide documentation of local funding or in-kind contributions, or both; and
- Contract for the direct operation of the program, if the district is able to document that no providers are interested or able to provide a cost efficient program.

Program Design Questions:

Briefly describe the district's proposed approach to extend school hours. Please answer the questions below explaining how the district would leverage the ESH grant to advance district goals and student achievement.

1. Description of the type of academic supports and enrichment offered.

   > Programs are designed to enhance and expand educational experiences of socially and disadvantaged students. The programs include grade/age appropriate academic and enrichment support for all participants. Activities are designed to enforce instructional objectives and to align with district goals for curriculum implementation. Test-taking strategies and literacy skills are included in all academic programming regardless of curriculum focus. The same professional development, materials and

supplies and instructional implementation, plus those provided by the State Department of Education are also utilized during the regular instructional day as well as for after-school in order to ensure consistency in learning. After school programs may include additional or alternative activities and strategies that help to reinforce school-day instruction.

With the implementation of common core, these efforts will align with common core standards and curricular changes, so that community partners' efforts are consistent with the curriculum, the standards and the District's Literacy expectations. Additional district alignment efforts include math, science and technology instructional initiatives.

2. Description of the type of health and recreational activities offered.

Recreational activities are offered for competitive, social and physical instruction during the afterschool hours. These programs offer students the opportunity to learn the fundamentals of various sports and physical skills. Students are also offered literature and vocabulary building skills that reinforce what they are learning about their sport/activity. Recreational programs teach physical skills, strategies, score-keeping, language and sportsmanship. Recreational camps include but are not limited to: basketball, running, swimming, tennis, golf, boating, football, lacrosse, volleyball, rugby and health and fitness. The District's athletics department offers additional programming for students who choose to be involved in organized sports. The District has a PAW (Physical Health and Wellness) Program in 17 schools, which provides additional instruction around health as well as physical activities, both during and after the school day. It also includes outreach and activities on nutrition to students' families. There are ten school gardens and student-focused activities around those gardens, with more schools (and parents within those schools) seeking gardens; the District has a partnership with Common Ground School on school gardens. There are salad bars in every school and several cafeterias have been transformed into learning labs through a Health4Achievement program, which covers a variety of health activities in 12 schools. In addition, six schools have Health Heroes, a program that provides health-related activities and recognition for students and their families. Some of the Boost! schools also include joint student/family activities, such as Zumba and Cooking Matters.

3. Description of the criteria for student participation (e.g., days, hours of operation).

Students are identified and recruited based on data collected from assessments, teacher and parent recommendations and interest in extra-curricular activities. At risk/intervention students have an indication for the need to attend afterschool literacy programs in their IRP (Individual Reading Plan). All students are eligible and encouraged to participate. There is no official 'criteria' to participate; if a student attends a New Haven Public School, that student is entitled to take advantage of the afterschool opportunities available. Students are not discriminated against participation based on grades, academic performance or special learning needs.

Activities are interest-based, but schools are encouraged to specifically identify and encourage at-risk students to participate, through teachers and a review of data.

It is anticipated that school sites will run programs three days a week for two hours a day. The selection of the sites is predicated upon the availability of funding through this grant as well as the State After-School grant. The sites will be selected to supplement the 21st Century program, any State After-School programs that may be funded, and activities in Boost! schools. The asset maps completed by individual schools will also be utilized in selecting sites. Therefore, the services will be targeted to specific schools as much as possible.

4. Description of how the district will ensure the program supports the regular school curriculum.

Communication with the teacher's students exists via several mediums. Staff meetings include an opportunity for after-school staff and school day staff to communicate regarding student participation and progress. Professional development provided for the instructional staff ensures that program teachers provide instruction that aligns with district directives for curriculum delivery and assessment preparation. Surveys are distributed to classroom teachers that provide feedback and data regarding participant performance in their daytime classes. Data team meetings, grade level meeting, and other site-based committee common planning sessions provide the opportunity for ESH staff to collaborate with individual student's teachers and to coordinate the instructional initiatives that pertain to those identified students to then be applied in afterschool.

With the implementation of common core, these efforts will align with common core standards and curricular changes, so that community partners' efforts are consistent with the curriculum, the standards and the District's Literacy expectations.

5. Description of how the program provides for community involvement (40% of funding must support community partners).

The program provides for community involvement by selecting and partnering with local agencies/organizations that have been identified as community partners in education. Once community partners are identified and approved for partnership, their contractual agreement will include the services they will provide which may include but are not limited to:
• Staffing – agencies train and provide instructional and other staff appropriate for youth programs
• Programming- agencies typically offer subject specific programming that offers academics accompanied with another discipline (science, math, technology, arts, recreation, literacy, social development, cultural exposure, etc.)
• Assessment – Each partner will assess their student's participation and performance and submit collected and analyzed data to appropriate district staff
• Materials – Partners provide and/or utilize educational materials as related to the focus of their instructional objective(s)
• Field trips- Some partners offer educational field trips to locations that are resourcefully related to their curriculum
• Special Events/Activities- Partners may provide single occurrence events or activity series that provide for parent and family inclusion as well as other community members to be involved with ESH initiatives at the schools. Examples include: Family Bingo nights, Town Meetings, artistic performances, open houses, drop-in centers, cultural cuisine interactive expos, teen summits, program newsletters, etc…
Community partners are required to attend meetings with central office coordinators, are also invited to participate in professional development opportunities, and will be working with Boost!, a partnership among the City of New Haven, New Haven Public Schools, and United Way of Greater New Haven, described in greater detail in the response to #6, below. Boost! providers will complement the programs utilizing this grant.

6. Description of how the program coordinates operations and activities with existing programs and the agencies in the school (if applicable).

NHPS program directors collaborate with area agencies in order to ensure program consistency and productivity. ESH department managers belong to several committees and advisory boards including CT State Afterschool Advisory and CT Afterschool Network. Additionally, we partner with the City's Department of Parks and Recreation, Youth Services Department and Police Department, as well as other community agencies to provide programs that are safe and available. Operations include a full-spectrum

effort in regards to preparing food delivery, safety, building use, transportation, communication distribution and recruitment. NHPS and other agencies work together to ensure functionality.

In addition, some schools have either recently concluded five-year 21st Century programs or have them in place, and others have participated in past State after-school grant programs, ESH and EDA. Where there is a nexus, there will be coordination with the schools and past providers. New Haven also has a Boost! program, which is a partnership among the City of New Haven, New Haven Public Schools, and United Way of Greater New Haven to improve the quality of wraparound supports and services for youth and families. Boost! coordinates with a number of community providers to bring services and programs into the schools, including after-school programs; they participate after completing a Request for Information (RFI) so they can be matched with the appropriate school based upon a needs assessment and mutual interest. Boost! schools have a Boost! coordinator from the school staff, who is assisted by a Vista/Service Corps member (from AmeriCorps, Public Allies or the Episcopal Service Corps). Other community coordination efforts are taking place through wraparound services, including Parent University New Haven, its diverse community-based steering committee, regular meetings with youth serving organizations, juvenile justice groups, mental health providers and with New Haven Promise.

7. Description of the plan for involving parents in program planning and using parents as advisers and volunteers.

Site-based coordinators seek active parents to participate in program activities for single events as well as regularly scheduled programs. Parents are invited to family night events including dinners, performances, meetings, alpha-bingo and informative sessions. Parents may be hired as program employees or utilized as volunteers.

The District has embarked on parent involvement in a variety of ways: 12 schools have parents who are health advocates, working on the school level on a variety of activities. Schools have Parent Leadership Teams and Councils and Parent Teacher Organizations; parents are engaged in school management through School Planning Management Teams (SPMT) and School Governance Councils (SGC). There are citywide parent organizations, including the Citywide Parent Leadership Team, the Title I District-wide Parent Advisory Council, the District-wide Parent Involvement Team, the Parent Partnership Council, Grandparents on the Move; and there is Boost!, a partnership among the City of New Haven, New Haven Public Schools, and United Way of Greater New Haven to improve the quality wraparound supports and services for youth and families. Many NHPS schools have salaried Parent Liaisons that support the Home-School Connection. In addition, in the last school year the District implemented Parent University New Haven (PUNH), which had two citywide events and several neighborhood workshops, with two citywide events and many more neighborhood workshops this school year. These involved parents as advisors, volunteers, presenters and attendees, with representation from many schools – and will continue to grow each year, on a school, neighborhood and city level. Parents are surveyed for the offerings they would like to see.

School parents have even more specific efforts, with some seeking to develop or expand school gardens, others working on further development of after-school programs, and others participating in task forces on such issues as school nurses and zero tolerance. Title I offers parents a two-week training each summer as parent ambassadors, who are active in reaching out to other parents. The advent of Boost!, discussed elsewhere, has also meant more activities that engage parents in school-specific activities as well as engagement at home.

8. Description of the plan for the superintendent and school principal to work collaboratively with the community-based organization(s) for access to the school's facilities and equipment.

Programs that operate in the school are granted full access to the areas within the building in which they have applied and been approved. District programs allow student access to the entire school in order to maximize utilization of classrooms, gymnasiums, libraries, auditoriums, science labs, and computer centers. Agencies and organizations who utilize school space as an in-kind service are restricted to the space they request (i.e. a basketball camp will have access to the gymnasium). The use of building resources such as copiers, computers, phone lines and general supplies are provided to program coordinators as needed. The partnership with the Parks Department is expanding as the District seeks to broaden the offerings for students.

The District – and providers – work closely with BOE staff, Chief of Wraparound Services and the Coordinator of Transportation Services to ensure transportation to and from buildings and the use of school building facilities work well for students, providers, and the District.

Projected School and Student Participation:

Instructions: Pursuant to Section 10-266u, each district shall prepare an annual report describing program operations, student participation, and other student indicators of success. Please use the following format to report the information about the district's proposed ESH program for 2014-15. Districts are strongly encouraged to consider targeting this work in Turnaround, Focus, and Review schools.

Schools offering summer program	Grade level(s) offered	Days/times of week offered	Number of weeks offered
Roberto Clemente School	Grades k* -5 Mandatory and Optional	Mon – Friday 8:00-12:00 Half-day Parks option after school	4 weeks July 7 – Aug. 1
Fair Haven School	Grades k* -8 Mandatory and Optional	Mon – Friday 9:00-1:00	4 weeks July 7 – Aug. 1
Hill Central School	Grades k* -5 Mandatory and Optional	Mon – Friday 8:00-12:00 Half-day Parks option after school	4 weeks July 7 – Aug. 1
Clinton Avenue School	Grades k* -5 Mandatory and Optional	Mon – Friday 9:00-11:00 Half-day Parks option after school	4 weeks July 7 – Aug. 1
Beecher School	Grades k* -5 Mandatory and Optional	Mon – Friday 8:00-12:00 Half-day Parks option after school	4 weeks July 7 – Aug. 1
Augusta Lewis Troup School	Grades k* -5 Mandatory and Optional	Mon – Friday 8:00-12:00 Half-day Parks option after school	4 weeks July 7 – Aug. 1

	Grades k* -5 Mandatory and Optional	Mon – Friday 9:00-1:00 Half-day camp option after school	4 weeks July 7 – Aug. 1
King Robinson School	Grades k* -5 Mandatory and Optional	Mon – Friday 9:00-1:00 Half-day camp option after school	4 weeks July 7 – Aug. 1
East Rock School	Grades k* -5 Mandatory and Optional	Mon – Friday 9:00-1:00 Half-day camp option after school	4 weeks July 7 – Aug. 1

Program Evaluation:

On or before August 15 of each year, ESH program grant recipients must submit an annual program evaluation and fact sheet. The evaluation will include data that reflect the impact of program initiatives on student achievement. The evaluation may also require other relevant data related to program implementation. Such data may include student enrollment in programs, teacher and personnel hired using grant funds, programs and materials used, and performance benchmarks used for measuring student progress such as interim assessments, CMT, attendance, or any other data that demonstrated student progress as a result of the grant.

Indicators of Success: Describe how student performance (progress) will be assessed as a result of attending the ESH program, including type(s) of measures and timeline for assessments:

Pre and Post assessments are given to students in the Extended School Building programs. These assessments are analyzed and discussed during the grade level data team meetings and also Star Reviews. These assessments are designed by the District's Literacy and Mathematic departments.   Students also take 6 week exams that are designed, scored by the District. This information is used by the school administration, school management team, mental health and as mentioned grade level teams. Afterschool coordinators participate when possible.

Describe how student performance (progress) will be tracked during the next school year, including type(s) of measures and timeline for assessments:

Assessments are entered in to the student's data file source and the APlus Data System required by the State Department of Education. Schoolnet and PowerSchool may provide additional information including but not limited to attendance rates, discipline data, assessments, grades, and demographic information.

Budget Narrative:

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. Staff 2 FTE = $ 61,176 + 50,460 = 111,636 Part-time employees.= $ 28,256	$139,832
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. Health Benefits = $ 43,354 Workman's Comp = $ 1,053 FICA/Medicare = $ 10,694 Pension = $ 3,252	$ 58,353
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. **UNALLOWABLE USAGE OF FUNDS**: **PSD and Extended School Hours cannot be used for Audits.**	$
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. **Summer School funding cannot be used for Tuition and Travel.** • Contract for the direct operation of the program, if the district is able to document that no providers are interested or able to provide a cost efficient program. $ 31,248 allocated to Community Partners of the 21st Century After School	$151,268

CODE	OBJECT	Amount
	Grant $115,020 available of other Community Organizations $5,000 covers the cost of after school and Saturday field trips.	
560	**TUITION**	
580	**TRAVEL**	
600	**SUPPLIES.** Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. Consumable program materials	$ 500
700	**PROPERTY.** Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	$
890	**OTHER OBJECTS.** (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes. **UNALLOWABLE USAGE OF FUNDS** **PSD funding cannot be used for Other Objects.**	$
940	**INDIRECT COSTS.** Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs. **UNALLOWABLE USAGE OF FUNDS:** **Summer School grant funds cannot be used for Indirect Costs.**	$
	TOTAL	$349,953

D. PSD Summer School Grant

Purpose of the Grant:

C.G.S. § 10-265m establishes grants for summer school programs in PSDs. C.G.S. §§ 10-265g and 10-265l, relating to summer reading programs and student promotion, require PSDs to:

- Offer a summer reading program to children enrolled in kindergarten who are determined by their school to be substantially deficient in reading; Evaluate students in Grades 1 through 3 in October, January and May using an approved assessment. For each student who is determined to be substantially deficient in reading on the January or May assessment, the district must notify the student's parent or guardian of the assessment results and the school must develop a personal reading plan for the student;
- Develop personal reading plans that shall include additional instruction, within available appropriations, such as tutoring, an after-school program, school vacation, weekend program or summer program, as described in Section 10-265f of the C.G.S. Personal reading plans must be reviewed and revised as appropriate and shall be monitored by school literacy teams. Each evaluation or statewide examination must be discussed with the provider of additional instruction and given to the student's parent or guardian with recommendations for reading strategies that can be used at home. For the purposes of providing additional instruction, preference must be given first to elementary schools and then to middle schools with the highest number of students who are substantially deficient in reading;
- Promote students with personal reading plans from Grades 1-3, based on documented progress in achieving the goals of the personal reading plan or demonstrated reading proficiency. If a decision is made to promote a student who is substantially deficient in reading, the school principal shall provide written justification for such promotion to the superintendent of schools. A personal reading plan, that incorporates competencies required for early reading success and effective reading instruction, must be maintained for a student who is substantially deficient in reading until the student achieves a satisfactory grade level proficiency, as determined by a reading evaluation or statewide examination;
- Require students in Grades 1-3 who are determined to be substantially deficient in reading based on the May administration of the another approved assessment to attend summer school. The superintendent of schools may exempt an individual student from such requirement, upon the recommendation of the school principal, based on the student's progress with the personal reading plan. If a student does not receive such an exemption and has been offered the opportunity to attend summer school and fails to attend, the PSD shall not promote the student to the next grade;
- Submit to the CSDE approved assessment data two times per year for all students using an electronic reporting system provided by CSDE to monitor student progress;
- Submit to the CSDE the number of students who are substantially deficient in reading and are promoted from first, second or third grade to the next grade. The CSDE will prepare and publish this report annually;
- Require within available appropriations the development and implementation of personal reading plans for each student who scores below basic level on the Grades 3-5 CMT, unless the principal determines that such additional instruction is not necessary based on the recommendation of the student's teacher; and
- May require, within available appropriations, students in Grades 4 through 6 who fail to make progress with additional instruction provided in their personal reading plans, to attend summer school. The superintendent of schools may exempt an individual student from such requirement upon the recommendation of the school principal.

Program Design Questions:

Each applicant must include a project plan outlining the design and implementation of the district's summer school program which shall include, but not be limited to, an explanation of goals, objectives, evaluation strategies, and budget identifying local funding and other resource contributions.

The project plan shall include:
- Criteria for student participation in the program, including provisions for priority for students who are determined to be substantially deficient in reading.
- Criteria for teacher selection that emphasize the skills needed for teaching the summer program and criteria for establishment of the curriculum for the summer program.
- A system for reporting, by school and grade, on the number of students who attend the program and for assessing the performance of such students in the program and for tracking their performance during the school year.

1. **Criteria for student participation** (including provisions for priority students who are determined to be substantially deficient in reading)

   Students in Grades 1,2,3 who do not meet the state and/or district standards for reading on grade level are required to attend a mandatory summer reading program and eligible to receive additional instruction/assistance during the school year. Mandatory status is determined by assessment results from the Winter and Spring DRA. Students who do not attend or meet the program requirements are retained.

2. **Criteria for teacher selection** (emphasizing the instructional skills needed for summer school)

   All students are taught by highly qualified staff. All teachers are certified, all paraprofessionals has passed the Paraprofessional Assessment or have completed at least two years of college according to NCLB guidelines. Teachers selected to teach in the summer school programs must have a TEVAL rating of Effective, Strong, or Exemplary.

3. **Criteria for establishing the curricula for the summer program**

   The Mandatory Summer Program Curriculum is designed to assist students having difficulty mastering literacy skills. Students receive individual and small group instruction in strategies and skills necessary to enable them to become independent readers during extended time throughout the school year, culminating in the Summer Program. Curriculum and instruction in summer is designed to align with school year instructional initiatives and approved by the appropriate curriculum supervisors.

Program Evaluation:

Please provide projections for the coming school year. Districts must serve all students in Grades 1-3 who are determined to be substantially deficient on the approved assessment. Districts are strongly encouraged to consider targeting this work in Turnaround, Focus, and Review schools.

Schools offering summer program	Grade level(s) offered	Days/times of week offered	Number of weeks offered
Conte/West Hills School	Grades k* -3 Mandatory	Mon – Friday 8:00-12:00	4 weeks July 1-26
Fair Haven School	Grades k* -3 Mandatory	Mon – Friday 8:00-12:00	4 weeks July 1-26
Hill Central School	Grades k* -3 Mandatory	Mon – Friday 8:00-12:00	4 weeks July 1-26
Roberto Clemente School	Grades k* -3 Mandatory	Mon – Friday 8:00-12:00	4 weeks July 1-26
Ross Woodward School	Grades k* -3 Mandatory	Mon – Friday 9:00-1:00	4 weeks July 1-26
K.Brennan School	Grades k* -3 Mandatory	Mon – Friday 9:00-1:00	4 weeks July 1-26
King Robinson School	Grades k*-3 Mandatory	Mon – Friday 9:00-1:00	4 weeks July 1-26
Augusta Troup School	Grades k* -3 Mandatory	Mon – Friday 9:00-1:00	4 weeks July 1-26

System for Monitoring Results: Describe how student progress will be assessed and tracked during the next school year as a result of attending the summer school program, including type(s) of measures and timeline for assessments.

All students who are deficient in reading have an IRP (Individual Pre-reading Plan) which is updated as needed through the data team meeting process established in all schools. Students receive additional literacy intervention instruction in Grades 1 and 2 through our MoRRi program (Modified Reading Recovery Intervention). SLI (Spanish Literacy Intervention) is offered for all ELL students in Grades 1 and 2. Students in Grade 3 receive additional literacy support though our IBD (Intervention by Design Program). In addition to these in school programs, academic support in given through before and after school programming.

Student attendance and participation trends are tracked via the Powerschool's internal database and analyzed to determine retention/promotion status. Other indicators such as test scores and classroom performance are also considered in identifying student recruitment.

Budget Narrative:

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. 160 PT Staff teachers/paras (Approx) Part-Time payroll for staff of mandatory Grades 1-3 program	$382,264
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. Fica/Medicare 28,217 Workers' Comp. 2,157	$30,374
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. **UNALLOWABLE USAGE OF FUNDS**: **PSD and Extended School Hours cannot be used for Audits.**	$
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.	$
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. **Summer School funding cannot be used for Tuition and Travel.**	$
560	**TUITION**	

CODE	OBJECT	Amount
580	**TRAVEL**	
600	**SUPPLIES.** Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	$
700	**PROPERTY.** Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	$
890	**OTHER OBJECTS.** (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes. **UNALLOWABLE USAGE OF FUNDS** **PSD funding cannot be used for Other Objects.**	$
940	**INDIRECT COSTS.** Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs. **UNALLOWABLE USAGE OF FUNDS:** **Summer School grant funds cannot be used for Indirect Costs.**	$
	TOTAL	412,638

Attachment: Portfolio of Schools

One of NHPS's four key initiatives in the previous two years of the Alliance grant was its Portfolio of Schools approach to school management. NHPS believes that every student deserves a great school. As part of the school improvement process, New Haven places all of its schools into three tiers based on student achievement and growth and the quality of the learning environment. Annual evaluation of schools allows the district to track progress toward improvement goals and intervene when a school falls behind or heads in the wrong direction. The district operates out of the conviction that, if each school is organized and supported on its own unique path to success, it will be best positioned to support each student's academic achievement.

Since the Portfolio of Schools does not directly correlate with the topics listed in the Operations section of the application for Alliance Year 3, NHPS submits this update to its Portfolio-based initiatives.

Data-Driven School Management

- NHPS has instituted Central Office surveys and utilizes the results to determine data needs of the schools.
- The district monitors and supports school-level data practices to ensure that decision-making relates directly to improving outcomes for students.
- The district provides technical assistance to schools in the development and implementation of their School Improvement Plans. Each element of the plan must have at its core improving student achievement.
- NHPS conducts Portfolio Management meetings monthly. The focus of these meetings is reviewing school-level data to identify effective practices and policies as well as to identify areas in which a specific school requires additional assistance.

District Processes to Support School Success

- NHPS utilizes the school tiering process to drive school autonomy and accountability, including school turnaround decisions.
- NHPS provides intensive support to schools In Need of Improvement (Tier 3 schools).
- The district has strengthened articulation between and coordination of Pre-K programs. There has been an emphasis on academic and social development standards across the district. The Central Office works with schools to encourage autonomy in meeting those standards.
- The district is examining redistricting to clarify and strengthen articulation and students' ability to transfer successfully among NHPS schools.

District Processes to Support Student Success

- The Directors meet regularly to identify professional development needs in each building, based on student data and alignment with district goals. Directors are then responsible for ensuring that appropriate professional development is delivered in a timely and effective manner.
- The district conducts ten Director Reviews per year in each school to monitor practice and ensure that student learning is high quality and grounded in a rigorous, relevant, standards-based curriculum. Directors, along with invited Administrators and Supervisors, assess the quality of teaching and learning in every classroom. The Team analyzes the culture, climate, and student personal development as well as the leadership quality through observations, focus groups, and analysis of student achievement data. The intensive school review can encompass from 1-3 days, depending on the size of the school. Oral feedback and a written comprehensive report are provided to the school leadership team.

- NHPS is identifying "Red Zone Schools" that feed into high schools. The district is aligning practices to ensure student preparation for the high schools into which the "Red Zone Schools" feed. This "Red Zone" designation reflects the methodologies described in the next two bullet points.
- NHPS recognizes the importance of pursuing systems reforms and school-level improvements, particularly in the district's lowest-performing schools. To that end, NHPS will strategically integrate and align Alliance and Priority School District initiatives with targeted improvements at the building level, including through participation in the Commissioner's Network and applications for 1003(a) funds, the 1003(g) School Improvement Grant (SIG), and high school redesign bond funds. NHPS will use Alliance and Priority funds to support systemic and structural improvements, allowing for large-scale impact and creating alignment across high school campuses and K-12 feeder patterns. School-level grants and investments at the building level will support more nuanced campus-specific reforms.
- NHPS will adopt a community-driven reform methodology. New Haven has two comprehensive high schools, serving roughly half of the district's high school-aged population. The remaining high school students attend higher-performing magnet schools. In order to dramatically improve student achievement at scale, NHPS will reposition and treat Wilbur Cross High School and James Hillhouse High School as anchors for community-based K-12 reform. NHPS will identify, zone, and cluster schools that feed into the comprehensive high schools. The district will support aligned programs and improvement efforts in zone schools. NHPS will work with all internal and external stakeholders to establish the zone structure and supports and accountability within the zone. The district is aligning practices to ensure student preparation for the high schools into which the zone schools feed.