Alliance and Priority School District Consolidated Application

Year 3 Application Amendment | 2014-15

Form Number: ED - 705

Sections 10-262u and 10-266q of the Connecticut General Statutes

Date Issued: January 15, 2014

Connecticut State Department of Education

Stefan Pryor
Commissioner of Education

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Year 3 Alliance and Priority School District Consolidated Application

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PART I: 2014-15 APPLICATION OVERVIEW

1. Application Overview

In response to feedback from districts and in an effort to streamline and align district strategic planning processes, the Connecticut State Department of Education (CSDE) is pleased to provide a consolidated grant application for 2014-15 for Alliance and Priority School Districts (PSDs). The purpose of the consolidated application is to centralize district reform priorities in one overarching plan, as supported and enabled by Alliance and PSD funding. To that end, the application is designed to ease reporting requirements and, more importantly, generate one unifying plan to lead district transformation and school improvement efforts.

2. Alliance District Program Overview

The Alliance District program is a unique and targeted investment in Connecticut's 30 lowest-performing districts. C.G.S. § 10-262u established a process for identifying Alliance Districts and allocating increased Education Cost Sharing (ECS) funding to support district strategies to dramatically increase student outcomes and close achievement gaps by pursuing bold and innovative reforms. In total, Alliance Districts serve over 200,000 students in more than 400 schools.

Pursuant to C.G.S. § 262u, each Alliance District's receipt of its designated ECS funding is conditioned upon district submission and the Commissioner of Education's approval of a plan, district progress and performance relative to that plan, and subsequent annual amendments, in the context of the district's overall strategy to improve academic achievement. The CSDE reviews district plans on an annual basis and approves plans aligned to the goals of the program. Annual plan approval is predicated upon district implementation and performance during the prior year. Proposals for the use of Alliance District funding will be reviewed for the quality of the overall plan, as well as the degree of alignment between the proposed use of funds and the overall district strategy.

3. Priority School District Overview

The PSD grant was established to provide support for school districts with the greatest academic need. During the 2014-15 school year, 14 Alliance Districts also qualify as PSDs, such designation provides for additional funding and also imposes additional responsibilities. As outlined in C.G.S. § 10-266q, the PSD grant provides funds to support districts in the pursuit of all or some of the following eight approved reform areas:

1. Create or expand innovative programs related to dropout prevention.
2. Establish alternative and transitional programs for students having difficulty succeeding in traditional educational programs.
3. Create academic enrichment, tutorial and recreation programs or activities in school buildings during non-school hours and during the summer.
4. Develop or expand extended-day kindergarten programs.
5. Develop or expand early reading intervention programs which include summer and after-school programming.
6. Enhance of the use of technology to support instruction or to improve parent and teacher communication.

7. Strengthen parent involvement in the education of children, and parent and other community involvement in school and school district programs, activities and educational policies.
8. Obtain accreditation for elementary and middle schools from the New England Association of Schools and Colleges.

PSDs must use at least 20 percent of the grant funding to support early reading interventions.

4. 2014-15 List of Alliance and Priority School Districts

The following 30 districts are entering their third year in the Alliance District program. During 2014-15, 14 of these districts also qualify as PSDs and are identified with an asterisk (*).

Ansonia	East Hartford*	Manchester	New London*	Waterbury*
Bloomfield	East Haven	Meriden*	Norwalk*	West Haven
Bridgeport*	East Windsor	Middletown	Norwich*	Winchester
Bristol	Hamden	Naugatuck	Putnam*	Windham*
Danbury*	Hartford*	New Britain*	Stamford*	Windsor
Derby	Killingly	New Haven*	Vernon	Windsor Locks

5. Application Instructions

Review and follow all directions carefully when completing this consolidated district application. Complete all of the required sections. Year 3 consolidated applications must be submitted electronically in Microsoft Word and PDF formats to SDEAllianceDistrict@ct.gov. The deadline for Year 3 applications is 4:00 PM (EST) on Friday, April 11, 2014.

PLEASE NOTE: All applications become the property of the CSDE and are subject to the requirements of the Freedom of Information Act.

6. Timeline Summary

1. CSDE releases the Year 3 consolidated application	January 15, 2014
2. CSDE provides information about Year 3 planning during the winter convening of Alliance Districts	January 16, 2014
3. Districts complete and submit Year 3 Alliance and PSD consolidated applications	April 11, 2014
4. Districts submit 1003(a) and High School Redesign applications, and Review school plans (if applicable)	April 11, 2014

7. Year 3 Reform Priorities

The CSDE's turnaround framework identifies four research-based levers to dramatically improve district and school performance and student achievement. School and district success requires strong systems and performance in each of the following four areas shown in the framework at right:

1. **Talent:** Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.

2. **Academics:** Design and implement a rigorous and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments.

3. **Culture and Climate:** Foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.

4. **Operations:** Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.
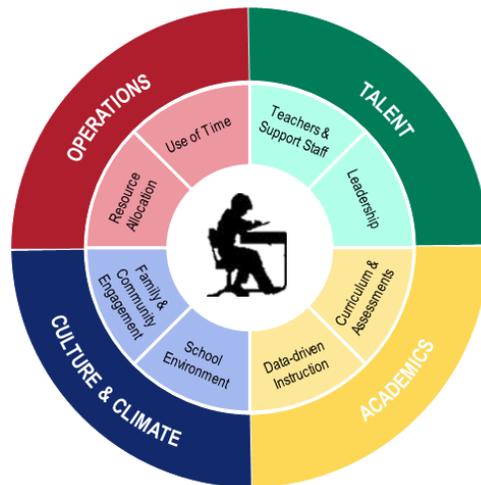
The Alliance and PSD grants allow for investments in each of these critical areas. Districts are encouraged to pursue reforms that align to district-specific needs and long-term strategic plans in these areas. Additionally, the CSDE has prioritized and will ask all districts to include comprehensive strategies in the following areas:

- Educator evaluation and support systems;
- Transition to the Common Core State Standards (CCSS) and next-generation assessments;
- Kindergarten through Grade 3 (K-3) literacy; and
- Interventions in low-performing schools.

8. Quarterly Monitoring Process

District and CSDE leadership share a commitment to continuously monitoring progress and performance, promoting implementation effectiveness and results. During Year 3, the CSDE will continue a quarterly monitoring process initiated in Year 2. On a quarterly basis, districts will submit a three-part implementation tracker to the CSDE, consisting of:

1. **Data Dashboard:** District aggregate data and data for low-performing schools, including leading and lagging performance indicators;

2. **Quarterly Implementation Trackers:** Progress updates on the district's Alliance and PSD reform initiatives as aligned to quarterly implementation milestones outlined in the consolidated application; and

3. **ED 114 Financial Information:** Quarterly updates on year-to-date spending as aligned to the approved district reform priorities and budgets.

After submitting quarterly self-reflections, district leaders meet with CSDE staff to discuss progress, troubleshoot barriers and challenges, and identify necessary supports and next steps. This quarterly monitoring process is designed to satisfy the annual evaluation requirements as stipulated for PSDs in state statute.

Please note that the Commissioner may withhold funds if the local or regional board of education fails to comply with the provisions of C.G.S. § 10-262u. The Commissioner may renew funding if the local or regional board provides evidence that the district is achieving the objectives and performance targets as stated in the plan and communicated by the CSDE. The Commissioner may require changes in any plan before he approves an application.

9. Questions

Any and all questions regarding the Alliance and PSD programs and consolidated Year 3 application should be directed to:

<div align="center">

Morgan Barth
Turnaround Office Director
Connecticut State Department of Education
Telephone: (860) 713-6705
Email: Morgan.Barth@ct.gov

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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):		
Norwalk Public Schools		
Contact Person:	Contact Title:	
Italia A. Negroni, Ph.D.	Grants Administrator	
Telephone:	Email Address:	
203-854-4000 x45088/cell 203-246-9748	negronii@norwalkps.org	
Street Address:	City:	Zip Code:
125 East Avenue	Norwalk	06852-0001
Local Board Approval of Plan:	PSD:	
☒ Yes ☐ No	☒ Yes ☐ No	
Name of Superintendent:		
Manuel J. Rivera, Ed.D.		
Signature of Superintendent:	Date:	
Name of Board Chair:		
Mike Lyons		
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.

Introduction:

While Norwalk Public Schools has always used it state grant funds to support the instructional needs of its students, this year, under Dr. Rivera's leadership, the focus for the 2014-15 Alliance and PSD funding, as well as its Alliance Carryover, is centered on the newly approved Mission and Vision that has been adopted by the BOE.

Mission: To create a student-focused culture that motivates, challenges, and supports every individual student to reach his or her highest levels of achievement.

Vision: All students will graduate prepared to reach their potential for college, career and life-long success in a globally competitive society.

The primary **"CHANGE LEVERS"** to get there are:

▸ **Create a culture of accountability** where high expectations and standards are known, and undergird our behavior and actions.
▸ **Build the knowledge, skills and capacity** of teachers and school leaders.
▸ Assure that **all students are "on track" to meet or exceed learning expectations by the end of Grade 3**.
▸ Provide the **systems, structures and tools** necessary.
▸ Create a **new PreK through College and Career (Grade 14/16) mindset.**

The **Primary Goal** is "to close the Achievement GAP by 2020 and assure that all students, regardless of race, ethnicity or economic circumstances, are meeting high standards. To achieve this goal, the following objectives have been articulated:
- Children are ready to enter Kindergarten.
- Students will meet the goal level in 3rd Grade reading.
- Children will demonstrate Mastery in CCSS Mathematics.
- Norwalk students will demonstrate Mastery in CCSS ELA.
- ELL students will meet/exceed State Annual Measurable Achievement Objectives.
- Norwalk's schools will reach higher performance.
- Norwalk students will graduate from high-school "College and Career Ready."

As a result, the following **Focus Areas** have been established:

1. Build Greater Accountability against High Expectations and Standards
- Shared Mission, Vision and Values
- Goals, metrics and performance expectations guide our work
- Professional standards aligned with new evaluation systems
- Annual "School Quality" reviews
- Publicly report on progress and recognize our accomplishments
- New school and student "Dashboards"
- Quality control and implementation of all curriculum and instruction

2. Build the Knowledge, Skills and Capacity of Teachers and Leaders
- Common Core State Standards (K-3 Literacy Emphasis)
- Personalized Learning
- ELL
- Special Education
- Cultural Diversity

3. **Improve and/or Transform the Learning Environment for All**
- Library redesign
- Briggs HS turnaround
- NEASC Accreditation for NHS & BMHS
- Middle to High School transition and alignment
- Expanded use of Technology
- Design and development of new programs (Early College HS, Magnet Schools and International Baccalaureate programs)

4. Special Education
- Quality control and PPT decision making
- CREC report analysis and response

5. Improve or Build the Systems and Structures Necessary to Support our New Learning Environment
- Human Resources: Recruitment, selection and hiring of staff, commitment to diversity, operational excellence
- Financial and Resources Management: Advance school-based resource management practices
- Curriculum and Instruction: Quality control and Common Core implementation
- Data Systems: Student information, HR management, and more
- School Master Schedule Enhancements: maximize time for learning
- Facility Utilization Plan
-

6. Build Partnerships and a New Pre-K through Grade 14/16 Mindset for Students and Parents
- Increase access to Pre-K and quality early learning
- Pursue new strategies to engage with parents, especially at Pre-K through Grade 3
- Expand access to after-school and summer learning
- Expand access to mentors
- Assure children's health needs are met

Our **Strategy** is to continue to implement the CC-aligned curriculum from Kindergarten on and to ensure that students who have not have the benefit of the more rigorous CC-aligned curriculum from K on, have available to then the appropriate interventions that will catch them up by graduation.

Strengths/Year 2 Accomplishments:	Explanation and Data to Substantiate:
1. **Talent**: Implemented Year 2 of CSDE SEED Teacher/Administrator Evaluation Plan	100% of all Administrators and Teachers are being evaluated with the CSDE Teacher/Administrator Evaluation Plan through the use of My Learning Plan.

|	
2. Academics: **Math**: Implemented Year 3 K-5 CCSS-aligned *Go Math*. Implemented Year 1 6-8 CCSS-aligned *Big Ideas*. Implemented Year 1 CCSS-aligned Algebra in middle and high schools. **Reading**: BOE approved a new Literacy Policy with a Ten Point Literacy Strategy (see attached Supt. Power Point – pages 13-14). Started to implement the CC-aligned Pearson curriculum materials in grades 6-12. Adopted Houghton-Mifflin K-5 *Journeys* and *Core Knowledge* CCSS-aligned curriculum materials. Implemented Year 3 of CCSS-aligned, curriculum-based Early Literacy Assessment, mClass Reading 3D in 10 out of 12 elementary (funding through a four-year local foundation grant)	**Mathematics**: Over the last 2 ½ years, the mathematics curriculum has been aligned to the CC from K through Geometry. In addition, all students taking Algebra I in middle and high school are using the same materials and taking the same quarterly assessments. On the K-5 level, the goal for the MOY assessment is 50% of students at GOAL. Across the schools, the overall average at GOAL on MOY was 60%, with K, 1, 2, 3 scoring over 50% and 4th and 5th grades scoring just below 50%. While the performance of the students in the lower grades is exceeding the district goal, the students in the upper grades, who have not had the benefit of this more rigorous CC-aligned curriculum from kindergarten, are just below the district Goal. This pattern should change over the next two years as more and more 4th and 5th graders are using the CC-aligned curriculum from kindergarten through 5th grade. **Reading**: The middle and high school CC-aligned reading program began implementation in January 2014. We will be using EOY assessment data as the baseline for measuring growth going forward. The HM Journeys and Core Knowledge materials are on order. Teachers will receive them in June along with introductory professional development. K-3 mClass Reading 3D results indicate that are at or above Amplify's national comparisons of all users across the country. Moreover, there have been improvements from 2012-13 to 2013-14.

Growth in DIBELS Measures 2013-14 BOY-MOY
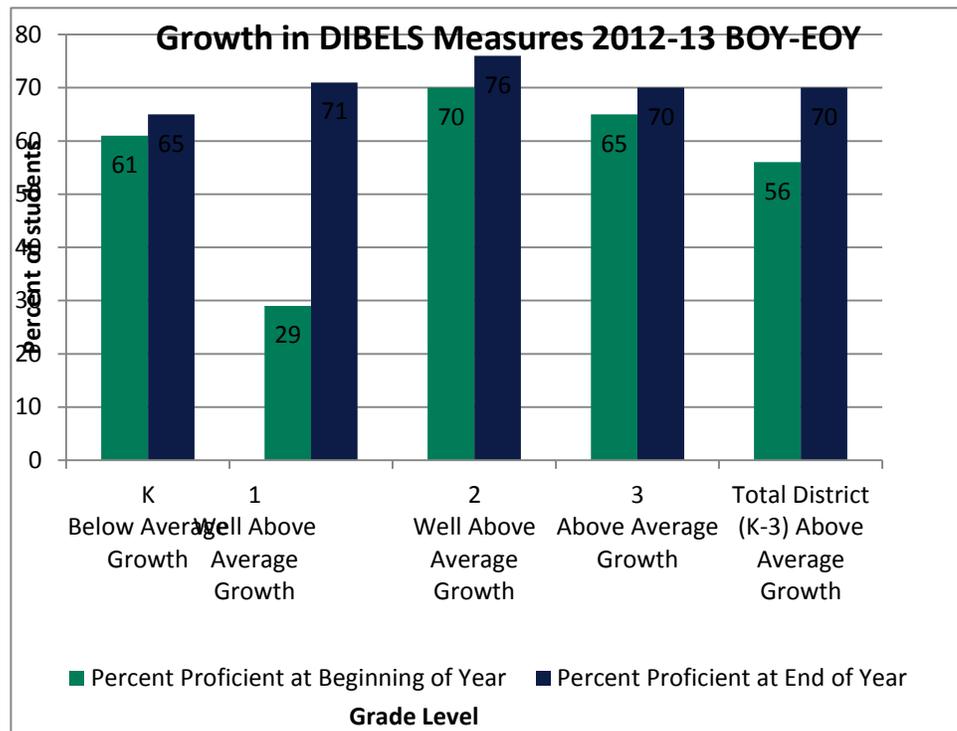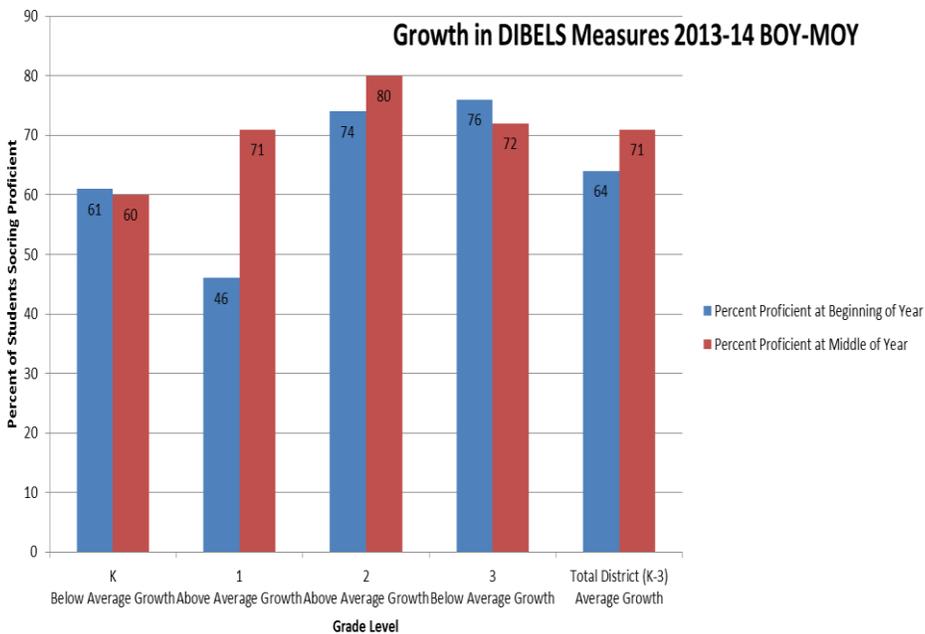
	Culture/Climate	
3.	**Culture/Climate**:	While year-end data are not available yet, all schools are anecdotally reporting improvement in discipline referral s. In addition, Ponus Ridge Middle School has been recognized as a "model implementation site."
	• Continued to implement PBIS in middle and high schools.	
	• Implemented Year 1 PBIS training in 4 elementary schools	
	• Added security guards at middle and high schools to assist housemasters with discipline referral avoidance.	Briggs staff attendance rate has remained steady at 98%, and the student suspension rate declined from 12% in the 1st quarter to 9% in the 2nd quarter.
	• Year 1 of Briggs Turnaround Program is showing improvement.	

4. **Operations**:	• With the addition of the Grossman Family Foundation Grant, a program assistant was added to the Grants Office team. This has made it possible for one person to focus in on this one initiative that has many, many important outcomes that need to be met. As a result we have been successful in meeting the year 1 outcomes of the Grossman Family Foundation Grant. Funding has been approved for the 2nd year.
• Grants Office Staff has been able to effectively manage the usual entitlement grants as well as the new competitive and foundation grants that have been added to the workload.	• Additionally the Grants office has also managed a sizeable grant from the Nellie Mae Education Foundation and was a finalist for the Race to the Top District. We also received a grant from the American Councils' Teachers of Critical Languages Program to bring a teacher from China to teach Mandarin next year in one of our Middle Schools.
• Began the transition of the district's Student Information System and Assessment System to Pearson's Power School and School Net.	• The district has been struggling with its existing Genesis Student Information System. With the appointment of Ralph Valenzisi as Director of Technology, an in depth evaluation of the existing system along with Link It (the district's new assessment system). With and in-depth research effort, the decision was made to migrate the current Genesis student information system and Link IT to Power School and School Net. The transition has already begun so that Power School will be fully functioning by the beginning of the 2014-15 school year.

Growth Areas:	Explanation and Data to Substantiate:
1. **Talent**:	• After a number of budget cuts, the elementary schools currently only have a .5 assistant principal. As a result, leadership on the building level for supporting teachers in the implementation of the CC-aligned programs is minimal.
• Elementary Curriculum & Instruction (C&I) Directors for Elementary Schools	
• Better inter-rater reliability for supervising and evaluating CC-aligned classrooms.	• In addition, implementation of the SEED teacher/administrator evaluation program with integrity to the model is difficult with only a principal and a .5 assistant principal.
• Common understanding of "look fors" in a CC-aligned curricula looks like in the classroom.	• Moreover, training on CCSS for administrators has been minimal. While the district now has CC-aligned curriculum resources in reading and math from K through 12, the administrators have not had the time and resources to understand the changes they should be "looking for" in the classroom during walkthroughs and observations.

2. Academics: • The Early Childhood program coordination across the City of Norwalk	On the academic side, the district **Strategy** is to continue to implement the CC-aligned curriculum from Kindergarten on and to ensure that students who have not have the benefit of the more rigorous CC-aligned curriculum from K on, have available to then the appropriate interventions that will catch them up by graduation.
• More capacity building of K-3 teachers in understanding the Foundations of Early Literacy	• Norwalk has a potpourri of PreK programs throughout the city from CC-aligned district programs to day care and in-home babysitting. The Instructional Specialist for Early Childhood together with the city's Early Childhood Facilitator and the Early Childhood Coach are working together to align these programs and to implement a common literacy assessment and training for staff members in an effort to "level the playing field" across all the preschools in the city.
• Continue funding for 3 mClass Pilot and 1 alliance school.	• Three schools have been funded by the SDE Early Literacy Pilot and one school was funded through Alliance for not meeting goal in all subgroups. These three schools need to be transitioned over to Alliance funding.
• 1st grade instructional assistants to support differentiating reading support	• During the 2013-14 school year, 20 K-3 teachers (2 from each of the 10 schools implementing mClass Reading 3D, were trained in the Foundations of Early Literacy. This coming year, 24 more K-3 teachers will take this training so that they can also provide collegial support in their schools.
• CCSS elementary coach and secretary for Reading Language to support the implementation of the new ELA programs, Journeys/Core Knowledge	• While the DIBELS data above (page 12) indicate we are keeping up with national growth averages, early literacy assessment results from mClass Reading 3D indicate that 1st grade is the point at which students in jeopardy of not meeting goal by 3rd grade MUST be progress monitored with differentiated interventions every two weeks. 1st grade aides will assist classroom teacher with grouping and re-grouping as mClass Reading 3D designates with a particular focus on early literacy phonemic awareness skills.
• ELL support is needed in the high schools for immigrant high school students	• Each high school currently has 10 to 15 ELL students coming from other countries into HS with no foundational skills in mathematics. A full time aide in each high school with assist the ELL teachers with implementing interventions needed to bring their skills up to high school standards.
• CC-aligned curriculum in other content areas, i.e., Algebra II, Social Studies, World Languages	• While the focus has been on aligned reading and mathematics with the CCSS, other content areas need similar attention. This past year, the alignment for both Algebra I and Geometry was completed, while Social Studies and World Languages were drafted. Algebra II needs to be aligned in 2014-15 and Social Studies/World Languages need to be piloted, finalized and resourced.
• Intervention support programs for middle and high school students without the benefit of CC-aligned programs in the earlier grades	• Using Math 180, 63 Briggs students were pre-tested for Algebra I. Only 3 tested ready for Algebra while the rest were in need of remediation. Similar middle school math data indicate that some middle and high students need basic math skills intervention before they can be successful in a regular 9th grade Algebra I course. Thus the district will expand the use of Math 180 (piloted at Briggs this year) to middle and high schools.

3. Culture/Climate: • Staffing for Briggs Turnaround Plan • Professional Development for Briggs Turnaround Plan	• Turnaround Plan for Briggs will be in its 2nd year. The district will continue to support Briggs Turnaround effort with funding for the building leader and the staff as well as the professional development as part of the agreement with OPP.
4. Operations: • Staff support for the expanding role of the Grants Office	• The district is making a strategic effort to seek out more competitive funding to support the Superintendent's goals. The Grants Office needs to not only manage and evaluate its entitlement grants (Alliance, PSD, Title I, Technology Grant for SBAC Testing) but also coordinate its more recently awarded competitive grants, including Briggs Turnaround Grant, Briggs Bond Request, Grossman Family Foundation, Nellie Mae Education Foundation, Teachers of Critical Languages Grant, etc.
• Implementation of PowerSchool and School Net	• One of the district's most urgent needs is to update it student information system along with a district assessment system so that it can effectively monitor progress on the district, school, teacher and student level. The transition to Power School has already started and the development of the School Net Assessment system will begin in July. This will give every teacher and administrator an integrated data dashboard to evaluate progress and to drive changes in instructional strategies and activities.
• Expanded Summer School	• With the DIBELS data class Reading 3D, more students are being identified in need of summer school for phonemic awareness skills building. This summer, Norwalk is planning to double the # of students attending summer school and will have additional transportation needs.

1. 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.

1. **Educator Evaluation**: NPS participated in the original piloting of the new CSDE Teacher and Administrator Evaluation Plan and will be starting its third year of implementation. CES has provided professional development on a regular basis for all administrators, and My Learning Plan has supported the district on the technology side of the implementation. For the 2014-15 school year, NPS will:

   - Continue to provide professional development/coaching to administrators to develop a common understanding on the teacher evaluation process and what effective implementation looks like in a CCSS-aligned classroom. Focus of the training will be on learning how to use the evaluation instrument to support the district goals and performance targets.
   - Build the leadership capacity of the district to supervise and evaluate the implementation of the CCSS using a common set up of evaluation guides that provide concrete examples of what the Core Actions for implementing the CCSS for English Language Arts and Mathematics in grades K-12.

2. **Professional Learning**: On the building level, administrators are working with teachers to develop their SLOs and IAGDs in alignment with the school and district goals for improving student achievement. For the 2014-15 school year, Norwalk will expand the current use of My Learning Plan for teacher/administrator evaluation to include Professional Development activities so that we will be able to connect evaluation data with

each teacher's training and development experiences.

However, it is particularly difficult on the elementary level to effectively meet the needs of staff with only a principal and a .5 assistant principal. Thus, there are two Talent-Related Priority Areas for 2014-15 to expand Elementary School Leadership and professional development/coaching. through the following key strategies:

- Restructure the elementary assistant principal position into a C&I Curriculum Director to be responsible for 1) implementation of the Journeys/Core Knowledge elementary reading program materials, 2) more effective implementation of the class Reading 3D assessment and 3) more effective and consistent supervision and evaluation.
- Recruit, interview and hire 12 C&I Site Directors (7 funded through Alliance, 5 funded through private foundation) so that each elementary school will have a curriculum and instruction administrator in charge of the effective implementation of the CCSS in reading and mathematics.
- Provide a 2 week summer academy for C&I Elementary Site Directors along with coaching and support throughout the 2014-15 school year.

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
1. **Educator Evaluation**: Continue to provide professional development/coaching to administrators to develop a common understanding on the teacher evaluation process and what effective implementation looks like in a CCSS-aligned classroom. Focus of the training will be on learning how to use the evaluation instrument to support the district goals and performance targets.	**100% of NPS administrators will attend 2 days of teacher evaluation training at the end of June and 2 days of administrator evaluation training at the beginning of the school year focused on developing teacher SLOs and IAGDs in conjunction the district goals and performance targets.**	x	x		
Build the leadership capacity of the district to supervise and evaluate the implementation of the CCSS using a common set of evaluation guides that provide concrete examples of what the Core Actions to look for in classrooms implementing the	**Walkthrough data using Student Achievement Partners CCSS Instructional Practice Guides for ELA and Mathematics will increase by**				

CCSS for English Language Arts and Mathematics in grades K through 12.	30% from BOY to EOY.				
2. Professional Learning: Expand the current use of My Learning Plan for teacher/administrator evaluation to include Professional Development activities so that we will be able to connect evaluation data with each teacher's training and development experiences.	**100% of professional development activities will be recorded in My Learning Plan and connected with teacher and administration evaluation information for the 2014-15 school year.**		x	x	x
• Restructure the elementary assistant principal position into a C&I Curriculum Director to be responsible for 1) implementation of the Journeys/Core Knowledge elementary reading program materials, 2) more effective implementation of the class Reading 3D assessment and 3) more effective and consistent supervision and evaluation.	**The percent of 3rd grade students meeting the benchmark on the EOY DIBELS will increase by 20% from EOY DIBELS 2014 to EOY DIBELS 2015 for the 10 existing schools.**		X		X
	The percent of 3rd grade students meeting the benchmark on the EOY TRC will increase by 20% from EOY TRC 2014 to EOY TRC 2015 for the 10 existing schools.		X		X
	The percent of 4th and 5th graders demonstrating proficiency on the Journeys benchmarks will increase by 10% from BOY 2014 to EOY 2015.		x		x
• Recruit, interview and hire 12 C&I Site Directors (7 funded through Alliance, 5 funded through private foundation) so that each elementary school will have a curriculum and instruction administrator in charge of the effective implementation of the CCSS in reading and mathematics.	**The percentage of elementary teachers that affirm the District has effectively supported their CCSS transition will increase by 30% from Fall 2014 baseline to June 2015.**		x		x
	Walkthrough data using Student Achievement Partners CCSS Instructional Practice Guides for		x		x

1. Talent Section

	Elementary ELA and Mathematics will increase by 30% from BOY to EOY.				
• Provide a 2 week summer academy for C&I Elementary Site Directors along with coaching and support throughout the 2014-15 school year.	**Summer pre-assessment, MOY and EOY data on role definition, Administrator Knowledge Survey data on CCSS and Foundations of Early Literacy Knowledge Survey will increase by 30% from Summer 2014 to June 2015.**		x		x

2. 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.

3. **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.

4. **K-3 Literacy:** Describe the district's K-3 literacy strategy, including the use of universal screening assessments and targeted interventions.

Common Core:
- The first strategy for Norwalk is to align its PreK programs to CCSS so that children come to K "ready to read."
- Then the district has been implementing the online mClass Reading 3D CC-aligned Early Literary assessment to determine student needs in grades K-3. However, all K-3 teachers do not have the early literacy foundation skills knowledge to effective provide intervention support where needed.
- Based on the mClass data, the district focus for K-1 is on ensuring all students have the phonemic awareness skills to move on to fluency and comprehension. 1St grade aides will work with classroom teachers to assist with progress monitoring and grouping/regrouping of students to improve these skills.
- As result after a two-year study, the district selected the CCSS-aligned Journeys and Core Knowledge as the reading programs that will best fit the needs of its elementary population.
- The district also launched the Pearson's Reading Language Arts Program in grades 6 through 12.

2. Academics Section

- This proposal will put a C&I Site director in each elementary school responsible for CCSS implementation and staff professional development.
- In Mathematics the district is in its 3rd year of implementing the CC-aligned Go Math program in the elementary schools, Big Ideas in the middle schools and uses the online Think Central for collecting and disseminating data.
- Alegbra I and Geometry curricula and assessments have been rewritten and aligned with the CCSS; Algebra II needs to be done.
- There is urgent need to support students coming into high school without the foundational skills to succeed in Algebra. Therefore, the district will be expanding the use of Math 180.
- Other subject areas need to be aligned with the CCSS, i.e., Social Studies and World Languages. These two projects have been jumpstarted in 2013-14 and will continue to be developed in 2014-15.
-

K-3 Literacy: Three Norwalk schools participated in the state's pilot of the mClass Reading 3D assessment and another elementary school that did not meet its subgroup benchmarks has been funded out of Alliance. Through funding from a local private foundation, 7 more schools have been added with the 2 remaining starting in September. This assessment has opened up a whole new awareness around early literacy development from Birth to 8 year olds. The impact has been an all-out effort to unify PreK experience across the city, an increase in teacher capacity around understanding early literacy development, a two-year effort to find a CCSS-aligned reading program, and an urgent need to provide interventions before/after school and during the summer. For this coming year, funding for the 3 pilot schools will need to5% from BOY transition over to Alliance funding along with the one school that did not meet subgroup benchmarks. Next year and the year after, the district will need to start transitioning over the schools that are being funded by the Grossman Family Foundation.

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
1. Coordinate PreK programs and assessments throughout the city under the leadership of the Instructional Specialist for Early Literacy.	**Continue to pilot and align the PELI (PreK Early Literacy Instrument) data with the BOY mClass DIBELS for incoming Kindergartners.** **The percent of Kindergarten students meeting benchmark on the BOY DIBELS will increase by 5% from fall 2014 BOY to spring EOY 2015.** **The percent of students**		x		x

	demonstrating Kindergarten readiness (Level 3) will increase by 20% from Fall 2014 to Fall 2015.				
2. Build the capacity of 24 early literacy teachers through Foundations of Early Literacy Seminars.	**The percent of early literacy teachers scoring at or above the average score on the Foundations of Early Literacy Knowledge Survey will increase by 25% from Fall 2014 to June 2015.**		x		x
3. Train 1st grade aides to assist classroom teachers in the mClass Reading 3D progress monitoring.	**The percent of 1st grade students meeting the benchmark on the EOY DIBELS will increase by 20% from EOY DIBELS 2014 to EOY DIBELS 2015 for the 10 existing schools.** **The percent of 1st grade students meeting the benchmark on the EOY TRC will increase by 20% from EOY TRC 2014 to EOY TRC 2015 for the 10 existing schools.** **The percent of 4th and 5th graders demonstrating proficiency on the Journeys benchmarks will increase by 10% from BOY 2014 to EOY 2015.**		x		x
4. Fund mClass Reading 3D for 4 elementary schools.	**For BOY, MOY and EOY, all elementary teachers in all 12 elementary schools will assess their students' Early Literacy Skills using BOY, MOY and EOY mClass Reading**		x		x

2. Academics Section

			x		x
	3D. The percent of K-3 students scoring at benchmark will increase by 10% on the DIBELS and TRC from BOY to EOY in the two schools new to mClass.				
5. Designate an elementary CCSS ELA coach and secretary to assist the C&I Site Directors in the successful implementation of the new Journeys/Core Knowledge Programs.	**The percent of 4th and 5th graders demonstrating proficiency on the Journeys benchmarks will increase by 10% from BOY 2014 to EOY 2015.** **The percentage of elementary teachers that affirm the District has effectively supported their CCSS transition will increase by 30% from Fall 2014 baseline to June 2015.**		x		x
6. Assign an ELL instructional assistant to each high school to assist the ELL teacher in the implementation of math interventions using Math 180.	**The percent of students performing at proficiency on the LAS Links, will increase by 5% from 2014 to 2015.**		x		x
7. Pilot, rewrite and implement common CCSS-aligned assessments in Algebra II, Social Studies-Civics, US History and World History and World Languages-Level (Spanish, French, Italian).	**100% of students taking Algebra II, Civics, US History, World History and Level I Spanish, French and Italian will take the same mid and end term. Data from these assessments will be used to establish a benchmark for going forward in 2015.**				x

3. 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:
	☒ 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.

The district's climate-related reform priorities are focused on:
1. Continued support for PBIS training in the elementary, middle and high schools (paid for out of Title IIA)
2. Providing security guards in the middle and high schools to assist housemasters in discipline referral avoidance
3. Continued support for the Briggs Turnaround Plan in collaboration with OPP

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
1. Continue PBIS training Year 2 for current 4 elementary schools and begin Year 1 training for 4 more schools. 2.	**Discipline referrals in the elementary schools implementing the PBIS model will decrease by 10% from 2014 to 2015.**	x			x
3. Assign a security guard to each middle and high school.	**Discipline referrals in middle and high schools will decrease by 10% from 2014 to 2015.**	x			x
4. Provide leadership and academic staffing for Briggs High School.	**Briggs Turnaround School Data Dashboard will be monitored for attendance, suspensions, academic achievement measures, etc.**		x	x	x

4. 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:_____

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

Operations-Reform priorities include:
- Expanding the Grants Office to manage the additional responsibilities for accountability for entitlement grants and the additional competitive grants that the district has received and/or is applying for.

- In order to create more data-driven instructional programs for teachers and administrators, the district is transitioning its Genesis Student Information System over to Power School aligned with a district assessment system called School Net. These two systems will provide the one-stop central data dashboard for monitoring student/school/district progress as well a resource to support teachers in the development of their SLOs and IAGDs aligned with student achievement data.

- The district is expanding its summer school program transportation to address the additional need for support for K-1 reading skills development.

4. Operations Section

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
1. Assign Grants Office staff to manage all grant applications, financials, accountability reports, etc. and create a district dashboard in School Net to monitor all data required for existing grants	**100% of all grant progress metrics will be monitored through School Net three times a year, BOY, MOY, EOY.**		x	x	x
2. Complete the transition to PowerSchool by August 2014 and School Net data dashboard design in place by September 2014 and completed by spring 2015.	**100% of student information data will be set up and in use in PowerSchool for the 2014-15 school year.**		X	x	X
	100% of initial design of School Net Data Dashboard design will be set up and in use by Spring 2015.		x		x
3. Expand Summer School transportation for K-3 students.	**The percent of students participating in K-3 Summer School will increase by a minimum of 50%.**		x	x	x
	The percent of students scoring well below benchmark on DIBELS will decrease from the EOY 2014 to September BOY.	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.

School:	Classification:	Funding Source/Competitive Grants Sought:
School A	Turnaround Briggs High School	☒ Commissioner's Network ☐ School Improvement Grant (SIG) ☐ 1003(a) Competition ☐ High School Redesign Competition ☐ Alliance District Funding ☐ PSD Grant
School B	Focus	☐ Commissioner's Network ☐ School Improvement Grant (SIG) ☐ 1003(a) Competition ☐ High School Redesign Competition ☐ Alliance District Funding ☐ PSD Grant
School C	Review	☐ Commissioner's Network ☐ High School Redesign Competition ☐ Alliance District Funding ☐ 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.

The process for building stakeholder engagement started with:

1. The Central Office Leadership Team work with principals to create the Mission, Vision and Budget Focus areas for improving student achievement and closing the gap by 2020.
2. The outcomes from these sessions were then taken out to the Community in the form of focus group meetings at each of the middle schools, the public library and community centers.
3. Then presentations were made to the BOE and posted on the district website, as well as communicated to the bargaining units, School Governance Councils, Parent Advisory Councils, etc.
4. The Superintendent's budget presentation to the BOE, the Common Council, etc., was presented as what will be needed to achieve this mission, vision, etc.
5. In addition, the Superintendent presented a new Policy for English Language Arts to the BOE which was approved on March 18, 2014 (see attached).
6. This policy lays out a 10 point Literacy Strategy that has been adopted by the entire community. This strategy includes:
   - Define a clearly articulated vision, beliefs and approach to literacy
   - Establish clear expectations about student engagement, building positive student-teacher relationships and creating a school and classroom culture for learning
   - Implement an explicit professional development plan for our teachers, teacher assistants/paraprofessionals, school leaders, and others
   - Develop more effective district & school structures and systems to provide guidance, proper monitoring and a "roadmap" that assures effective implementation
   - Generate an unprecedented level of parent support and engagement
   - Engage Norwalk's Public Libraries and community partners
   - Create "assessments" that are common to all schools and grade levels
   - Increase student access to quality after-school, Saturday and summer programs
   - Make available the most appropriate literacy resources and materials that meet Norwalk's student, staff and parent needs
   - Develop opportunities for innovation, learning and sharing success and best practices

There has been widespread community support for Dr. Rivera's goal for improving student achievement and closing the gap and has been endorsed by Norwalk ACTS (Achievement/Collaboration/Teams/Success) Community Collaborative whose mission is take collaborative action to achieve the "collective impact" required "to enrich and improve the lives and futures of Norwalk children and youth from cradle to career."

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	☐	☒	☐	☐	Medium
1.2. Hiring and placement processes	☐	☒	☐	☐	Medium
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	☐	☒	☐	☐	High

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	☐	☐	☒	☐	Medium
2.6. SRBI and academic interventions	☐	☐	☒	☐	Medium
Culture and Climate:					
3.1. Positive behavior management	☐	☒	☐	☐	High
3.2. Family engagement	☐	☐	☒	☐	Medium
3.3. Wraparound strategy	☐	☐	☒	☐	Medium
3.4. Attendance	☐	☐	☒	☐	Medium
3.5. Graduation and dropout prevention	☐	☐	☒	☐	Medium
Operations:					
a. Budgeting and financial management	☐	☒	☐	☐	High
b. School operations (e.g., facilities, transportation, food services)	☐	☒	☐	☐	High
c. Scheduling and extended learning time	☐	☐	☒	☐	Medium
d. Collaborative staff planning time	☐	☐	☒	☐	Medium
e. Technology integration	☐	☒	☐	☐	High
f. Student enrollment and registration	☐	☐	☒	☐	Medium

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: **Norwalk Public Schools** HEREBY ASSURES THAT:

(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)*　　　　　　Manuel J. Rivera, Ed.D._____

Title: *(typed)*　　　　　　Superintendent of Schools_____

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.

> The Extended School Hours Programs of Norwalk Public Schools have evolved into a blend of academic, enrichment and recreational activities providing K-8 students with extensive and varied learning opportunities during the after school hours. Each program is supported by staff and volunteers from the school as well as from the community agencies.

The diversified educational, cultural and recreational opportunities are designed to motivate and meet the needs of the student participants. Provided across the sites are the following: intensive tutoring, homework and study skills, coping and communications skills, conflict resolution, discipline skills building for parents, self-concept and confidence improvement, family outreach, health services, enrichment and remediation, motivational field trips, test-taking and thinking skills building, and multicultural group interaction.

For the 2013-2014 school year, there will be a specific academic focus on building math skills and competencies so that students will be prepared to successfully complete high school algebra by the end of 8th grade. This is in alignment with the district and school improvement plans for ensuring that all students are college and career ready by the end of 12th grade.

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

Students participate in team building exercises and work on team projects including arts and crafts and computer-related activities. They also participate in recreational sports activities and field trips.

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

Students are referred to the various programs by their teachers and principals. Free and Reduced Lunch designations and district benchmark results are also part of the selection criteria.

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

The curriculum for the Extended School Hours Grants is created collaboratively by the community agencies, the school principals and the district instructional specialists. All academic activities are aligned with the district's improvement plan goals for improved student achievement in reading and math as measured by the district benchmarks.

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

Each school with an Extended School Hours Program has a community partner that serves Norwalk families. These include the Carver Center, the Norwalk Housing Authority, the school-based community centers, the school PTOs and the Norwalk Education Foundation.

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

Each program is uniquely designed by the school and community partner agency. The administrative/teaching school team identifies students for the program works with community partner agency to ensure that all activities and operations are coordinated with other existing programs.

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

> Parents are involved in the planning of program activities and serve as volunteers in the after school programs. They also participate in family activities that are designed to train them in how to give academic support to their children.

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.

> Norwalk has a district procedure for using school facilities and equipment during non-school hours. Each community partner agency completes the application process on an annual basis.

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 extended school building hours program	Grade level(s) offered	Projected # of students by grade level	Days/Times of week offered	Number of weeks offered
4 Middle Schools (Nathan Hale, Pones, Orton, West Rocks)-Algebra-ready after school support	6-8	30 students in each school	1.5 hrs./day 2 days/wk.	30 weeks
2 High Schools (BMHS, NHS)-ELL support	9-12	20 to 30 students in each high school	1.5 hrs./day 2 days/wk.	30 weeks
12 Elementary Schools-support for 3rd, 4th and 5th graders in need of support to meet the grade level reading goal	3-5	20 to 25 students in each elementary school	1.5 hrs./day 2 days/wk.	30 weeks
4 Middle Schools (Nathan Hale, Pones, Orton, West Rocks)-Algebra-ready after school support	6-8	30 students in each school	1.5 hrs./day 2 days/wk.	30 weeks

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:

Each program will administer pre-assessments and report results to the Grants Office at the beginning of each session. Regular dip-stick assessments will be performed throughout each program, with post assessments at the end of each session reported to the Grants Office.

The types of measures and timeline for assessments:
Middle Schools will use Intensified Algebra measures 3 times during the school year for math.
High Schools will use LAS measures 3 times during the school year for its ELL programs.
Elementary schools will use pre/post Reading 3D and DRA pre and post measures 3 times a year.

Finally each program will report attendance data to the Grants Office on a bi-weekly basis.

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

Student progress will be tracked in an excel database that will include ESH pre/interim/post assessments, pre/post CMT scores, pre/post Intensified Algebra scores, and pre/post Reading 3D.

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.	$ 110,000
200	**PERSONAL SERVICES – EMPLOYEE BENEFITS.** Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	$ 6,000
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.**	$ 90,000
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.	$ 9,078
700	**PROPERTY.** Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	$

CODE	OBJECT	Amount
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	213,655

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 that 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)

   Criteria for student participation are based on the end-of-the-year (EOY) Reading 3D/DRA assessments. Students in the substantially deficient range on the May 2014 test administration in grades K-3 are eligible to attend. As funding permits, 4th and 5th grade students will be selected based on their previous CMT scores, district language arts assessments and teacher/principal recommendations.

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

   Teachers are selected from the pool of summer school applicants, most of who teach in Norwalk Public Schools during the regular school year. A critical mass of teachers selected for summer school will be required to have a working knowledge of the Reading 3D Early Literacy Assessment so that they can continue to use the progress monitoring and the "what now" tools in summer school to ensure that they are meeting the differentiated needs of each students.

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

   The criteria for establishing the curriculum will be based on the EOY Reading 3D assessments. Summer School teachers will be trained to analyze the EOY data and develop instructional interventions based on individual students' differentiated needs.

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
All 12 Elementary Schools-approximately 500 students who are below proficient on the EOY assessments	K-3	4 hours/day	4 weeks

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.

Student progress will be assessed and tracked during the next school year through the Reading 3D Early Literacy Assessment system three times during the school year, i.e., BOY, MOY and EOY. All data will be collated and sent to the Grants Office for reporting purposes.

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.	$ 199,700
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.	$ 6,491
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.**	$ 29,913
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.	$ 10,563
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.	$

CODE	OBJECT	Amount
	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	246,667