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):		
Waterbury School District		
Contact Person:	Contact Title:	
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Street Address:	City:	Zip Code:
236 Grand Street	Waterbury	06702
Local Board Approval of Plan:	PSD:	
☐ Yes ☒ No	☒ Yes ☐ No	
Name of Superintendent:		
Dr. Kathleen M. Ouellette, Waterbury Superintendent of Schools		
Signature of Superintendent:		Date:
Kathleen M. Ouellette		June 19, 2014
Name of Board Chair:		
Charles L. Stango, President, Waterbury Board of Education		
Signature of Board Chair:		Date:

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

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

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

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

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

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

Strengths/Year 2 Accomplishments:	Explanation and Data to Substantiate:
1. Talent *Implement new Teacher and Administrator Evaluation Plans	*Teachers and Administrators have been trained in the new Teacher and Administrator Evaluation Processes and in Bloom Board/Formal Observations
*Provided School Leaders with differentiated training and support to improve instructional leadership skills, including job-embedded PD and out-of-school training for school leaders.	*Training provided on conducting effective post-conference feedback sessions aligned with the Common Core of Leadership Evaluation Rubric. Professional development is monitored through formal evaluations and school site visits. All administrators have been observed and feedback has been provided. In addition, all administrators are adjusting school improvement plans and professional development calendars based on student data and evaluation "heat maps".
*Provide job-embedded support for teachers by Math Coaches	*100% of randomly collected math data team minutes (41) from schools and 310 daily coaching logs show evidence of instructional alignment to CCSSM and SBAC assessments.
*Cultivated internal leadership pipeline through Aspiring Leadership Program (Aspiring Leadership Program)	*The district has 3 participants in the national Aspiring Leadership Program at ACES called Education Policy Fellowship Program. This is the first time Waterbury has sent participants to this national program. The training began in October 2013.

2. Academics	
*Complete Curriculum revision to align district ELA and Math curricula with Common Core State Standards (CCSS) and Smarter Balance Assessments	*Significant progress toward completing curriculum revisions to align with CCSS have been made (as detailed in the Winter/Second Quarterly Report 2013-14, item 2.1)
*Provided updated technology infrastructure and computer devices to facilitate teaching, learning, and test taking	*The Waterbury School District purchased 300 wireless access points that are being used to expand the wireless footprint in the district. This expansion is a critical process of the Districts plan to increase access to the network. Secondly, the increase in wireless access points will allow for the new 1500 laptops and 900 PC's to connect to the network and facilitate online testing for all students.
3. Culture & Climate *Increase capacity of middle and high schools to respond to negative student behavior through hiring and assignment of new Behavior Technicians and Hall Monitors at middle and high schools	*Middle School Behavior Technicians are effectively supporting school climate. An illustration of this is the data that shows that interactions with behavior technicians help in decreasing the percentage of students whose subsequent behavior causes the student to receive ISS or OSS in the same month.
*Enhance school security/emergency management	*Security and School Safety Coordinator hired and began duties 1/2/14; Reviewed, with Police Dep't., all School Security plans submitted by each principal; Review of Plans and corrective actions, in process, with each individual school principals; Conducted at least one or more, on-sight, walkthrough, observations of each school while school in session; Planning unannounced practice of emergency procedures at each facility; Determining priority lists of security needs.

4. Operations	
*Enhance transparency in Budgeting and Spending to demonstrate equity	*Review of resources completed at Data Team meetings. Hired Art and Music teachers to afford and increase Common Planning Time for all teachers
*Establish Turnaround Office— Hire Supervisor of School Turnaround and Empower Him/Her to Lead Turnaround Initiatives at low-performing schools	*Supervisor of School Turnaround was hired. Recommitment Process and Agreement (Opt-in-Opt-out) completed. Twenty-five (25) walkthroughs at Walsh conducted by Turnaround Supervisor. Thirty-five (35) walkthroughs at Crosby conducted by Turnaround Supervisor. Family Resource Coordinators hired at Walsh and Crosby. Fifty-five percent (55%) reduction in OSS at Crosby. Small Learning Communities meetings commenced (9th Grade Academy, STEM, Business Academy, Arts and Humanities). High School course audit Turnaround Partner RFP completed with response and interview Turnaround Partner selection pending. Walsh Principal interview in progress. Benchmark testing completed in Walsh, data being analyzed. Literacy and Numeracy Interventionist hired at Walsh and Crosby.

Growth Areas:	Explanation and Data to Substantiate:

1.	1.
Talent • Recruitment of high-quality administrators and teachers, including teachers for shortage areas (technology education, foreign languages, bilingual, special education, and library-media) • Development of strong school leaders • District capacity to support all low-performing schools, including Turnaround, Focus and Review Schools	Building capacity of school leaders is a key growth area. With a new Supervisor of Talent and Professional Development now in place, the district is poised to move forward with improved talent recruitment that includes more effective marketing of the City's attributes to encourage prospective faculty to sign on to work in Waterbury. While the new Supervisor of Talent and PD implemented a more aggressive recruitment plan involving participation in multiple college and job fairs this year, further recruitment planning and marketing will be a part of the district's efforts to build leadership capacity. Additionally, the district will work to "grow our own" school leaders by implementing an aspiring school leaders program to prepare Waterbury teachers and new administrators to be highly effective educational leaders. The district has hired a new school turnaround officer. While the four ILDs are assigned to support a network of several schools, the Supervisor of School Turnaround is a single central office team member dedicated to coordinating resources and supports for the lowest performing schools. In 2013-14 two Waterbury schools were accepted into the Commissioner's Network of Turnaround Schools. This year, Waterbury's Focus School, Bucks Hill Elementary, is applying for a School Improvement Grant to fund major school reforms. The Turnaround Supervisor will work to assist Turnaround and Focus schools and school staff to implement reform plans. Providing greater central office support for those lower performing schools will be a priority for 2014-15.

2. **Academics** •Student achievement in core content areas •Use of data to inform instruction •Differentiation of PD based on teacher need •SRBI process with consistent implementation •Assessment system and preparedness to transition toward Smarter Balanced Assessments •Student preparedness for electronic assessments •Time and resources to support the implementation of CCSS and the educator evaluation system •Online learning opportunities •Supporting special student populations, including Pre-K classes (ELL support), and Alternative Education programs	2. Analysis of student achievement data demonstrates a trend over the past several years of only limited incremental gains resulting in persistent low academic achievement by most district schools compared to the State overall. Efforts to turnaround these trends have included attempts at hiring/assigning strong school leaders and highly effective teachers. Central Office Transformation will continue as a key strategy to improve teaching and learning in every district school. New central office staff will include a Chief Academic Officer, four Instructional Leadership Directors, and a Supervisor of School Turnaround. To make student achievement gains, Waterbury will focus resources on supporting the implementation of revised ELA and Math curricula that is aligned with Common Core State Standards, and Smarter Balanced Assessments. The new Teacher and Administrator Evaluation Plans, afford the district increased opportunity to assure greater accountability on the part of every educator, at every level, for student learning. Curriculum and instruction coaches will assist teachers in improving teaching and learning. Student achievement gains in Literacy will be a continuing focus. New initiatives in this area include augmenting the district cadre of Literacy Facilitators, and reading tutors. The district will implement recently re-defined roles of reading teachers and other literacy leaders including a Literacy Coach, several Literacy Facilitators, and a number of reading tutors. Teachers and administrators will increase capacity to implement SRBI for students identified in Tier I, II, or III through workshop and job-embedded professional development. The district will move from use of mClass assessments in a limited number of schools toward use of mClass assessments at all schools during 2014-2015. Waterbury has a number of special populations, including, for example, PreK students and Alternative Education students. Prior to the Alliance District plan a limited number of programs for those populations was available. There are more preK aged children in Waterbury than can be accommodated at the district and private preK programs combined. Achievement gaps exist between the general elementary school population, and students living in poverty and unlikely to be able to attend PreK programs for which families have to pay fees. And, Waterbury students for whom alternative education programs are recommended have faced a previous lack of space for them at the district daytime alternative education program, limited access to online learning opportunities, and inflexible scheduling that is inconsistent with the kind of schedule in which we know our teens thrive.

	Further, Waterbury will carry out a new partnership with Naugatuck Valley Community College in which 25 students at the Waterbury Career Academy will earn 18 high school Carnegie Units and 18 college credits simultaneously. Students who complete the program will earn a NVCC Certificate in either Manufacturing or Information Technology.
3. **Culture and Climate** • Variability in family and community engagement and support across school sites • Supports for additional professional staff to support student behavior management efforts • Assisting students with mental health issues • Increased coordination of school security and emergency management • Need for additional disciplinary data	3. Family and community engagement varies from one school to another. Through their ILDs, additional members of the central office leadership team, and the Parent Liaisons at the schools the school principals will be supported this year in improving such engagement to improve student achievement. School Governance Councils (SGCs), for example, are not organized and engaged at the same level at each school. The district will place emphasis on getting all of the SGCs operating efficiently and effectively. School climate teams have been formed at each school and are now ready to work toward making the school environment more welcoming, safe, and secure. To facilitate that work the district has prioritized improving coordination of security and emergency management, and creating a new staffing structure in the middle and high schools for student behavior management including new behavior technicians to handle student disciplinary referrals and potentially to identify district supports for students that can address underlying student mental health issues. Additionally, to address growing student security and safety concerns, and to facilitate compliance with recent State legislation concerning school security and safety, a new cohort of School Social Workers (14) and School Psychologists (7) will be hired to assist students with meeting mental health needs, and to assist at the schools with carrying out the mandated responsibilities of each school's School Climate Committee. The efforts of these new staff are expected to contribute to improved student behavior, and school security and safety. And the district has hired a School Security Supervisor who will work in 2014-15 toward security improvements at each of the schools based upon his 2013-14 identification of security issues specific to each school.

4. **Operations** • Alliance District spending and coordination of resources • Assessing and managing equity and resource allocation • Middle school restructuring	4. Waterbury will continue to coordinate financial resources from local funding and multiple grant sources in order to meet district priorities, all of which are designed to improve teaching and learning. Equity in asset allocation among Waterbury schools continues to be a consideration for the district. The current middle school system funnels students from a majority of Waterbury's twenty (20) elementary schools into just three (3) comprehensive middle schools located around the city, often far from home for students. Waterbury will also engage a committee to investigate middle school restructuring options for the district.

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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:_ Central Office Transformation_

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.

Central Office Transformation

The primary goal for our educational leaders is to develop and sustain the essential skills and effective strategies necessary to assist all Waterbury students in achieving at high levels. Waterbury has identified Central Office Transformation as the innovation that will elevate the district from its current state, to a district marked by excellence in teaching and high achievement by all groups of learners.

Creating entire systems of excellent schools requires the exercise of leadership throughout district systems. Our close examination of central office practice clearly suggests that work at both levels is absolutely essential to the creation of a system of schools that can serve our students....

➢ If Instructional Leadership Directors work with principals individually and in learning networks to strengthen principals' instructional leadership, then all principals will strengthen their instructional leadership skills, encourage and promote high quality teaching in every classroom and significant improvements in teaching and learning district-wide will result....

➢ If all principals become excellent instructional leaders with the capacity to encourage and promote high quality teaching in every classroom, then

high quality teaching in every classroom will result and thus, all students will be achieving at high levels….

➢ If Central Office leaders focus their attention directly on supporting improved principal instructional leadership and classroom practice, then powerful/highly effective instruction for all students will result….

➢ If Central Office creates "learning-focused partnerships" with principals through which all principals receive ongoing, personalized, differentiated supports for their development as instructional leaders from dedicated, executive-level central office staff, then all principals will strengthen their instructional leadership and we will achieve significant improvements in teaching and learning district-wide….

➢ If we provide embedded professional development for administrators and teachers related to key curriculum and instruction reforms, and design teacher evaluation, educational rounds, and school walk-throughs to identify both understanding and implementation of those key reforms, then teachers will improve their instructional practice and student achievement will increase…

➢ If we organize central office to provide support for principals and teachers, and expect accountability by principals and teachers for the quality of teaching and learning in each classroom, then we will increase district-wide leadership capacity to support continuous improvement in teaching and learning, and ultimately improvement in student achievement…."

At the heart of the work of Central Office Transformation is serving students' learning. Leaders acting to steward the work of central office transformation consistently convey that the work is successful only to the extent that it matters for improving learning for children and young people. All principals, in partnership with their district instructional leadership directors, receive leadership coaching from accomplished instructional leaders to increase their individual skill in guiding and supporting effective teaching for all students.

To ensure that all students who enter Grade 9 graduate on time by Grade 12, prepared to enter the colleges or careers of their choice, Waterbury made high school reform one of its four main priorities in its Alliance District Year 2 application. To that end, in 2013-14, the district: (1) focused attention on building the capacity of school leaders to be highly effective instructional leaders; (2) provided supports for students to identify their pathway to college or career of their choice through Student Success Plan development and implementation; (3) provided digital curriculum and online learning tools to students in the regular and alternative high school programs; (4) conducted a study of the district's middle school program and developed options for middle school reorganization; and (5) created and hired the new Supervisor of School Turnaround (SST). Recognizing that previous policy and operating conditions have limited past improvement efforts, the district aimed to empower its school leaders with increased site-based autonomy in essential areas, such as the daily schedule, staff hiring and placement, academic and nonacademic programs, budget, and professional development. While change is hard, Waterbury remains committed to adopting new conditions to allow for the level of change that will produce the desired results for students.

Building on these initiatives, in 2014-15, the district intends to pursue more targeted reforms in its three largest high schools: Crosby, Kennedy, and Wilby. The district will implement a plan that prioritizes one school at a time in a purposeful high school redesign process, beginning with Crosby High School as a Commissioner's Network school in June 2014. In addition to the Supervisor of School Turnaround, the district will identify and select a new

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Executive Coordinator for High School Redesign and empower him/her with authorities delegated by the Superintendent of Schools. The Executive Coordinator shall work collaboratively with the Superintendent, CSDE, and other stakeholders to implement comprehensive improvement plans for the district's three largest high schools, with the plan for Crosby being the immediate priority. The Executive Coordinator will serve for a term of up to one year. The position of Executive Coordinator will be funded exclusively by the State of Connecticut.

To dramatically improve student achievement at the district's three largest high schools, the Executive Coordinator shall have authorities, as delegated by the Superintendent, including, but not limited to, the following:

- Require instructional and operational audits of the school or specific programs as needed;
- Recommend incentives to attract highly qualified teachers and principals to the school;
- In accordance with existing collective bargaining agreements, recommend the transfer and assignment of teachers and principals from the school;
- Require training and technical assistance for teachers, principals, and central office staff members;
- Support the Chair of the Crosby Turnaround Committee, as the Superintendent's designee to that Committee;
- Require the school to implement model curriculum, including, but not limited to, textbooks, materials, and supplies;
- Advise the school leadership team to develop and implement a plan at the school addressing deficits in achievement and in the learning

Alliance funds will continue to support key personnel engaged in reforming the central office into a structure, or leadership model, that promotes significant improvements in teaching and learning throughout the district, and at Waterbury's lowest-performing schools.

Educator Evaluation:

Waterbury's Teacher Evaluation Plan (hereinafter "Plan"), was approved by the Waterbury Board of Education and by CSDE in 2013. According to the Plan, "Waterbury's Teacher Evaluation Model has been developed in alignment with the Connecticut Guidelines for Educator Evaluation that was approved by the state in June 2012. Much of the plan has been adopted directly from SEED (Connecticut's System for Educator Evaluation and Development), thus drawing on the best practice and research embedded in this model. The purpose of the new evaluation model is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his/her practice to improve student learning. The model applies to all teachers holding and serving under CT teaching licenses, with appropriate adaptations and applications of the model for varying teaching and pupil personnel service assignments."(Plan at p. 5) In 2013-14, Waterbury conducted training regarding the new teacher evaluation model. Waterbury piloted the implementation of the teacher evaluation plan with all teachers district-wide in 2013-14. Waterbury will continue plan implementation in 2014-15.

Waterbury's Administrator Evaluation Plan (hereinafter "Administrator Plan") was approved by the Waterbury Board of Education and CSDE. "The

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Waterbury model draws on the core design principles of the Connecticut SEED model. The model is designed to 1. Focus on what matters most- student learning (45%), administrator practice (40%), stakeholder feedback (10%), and teacher effectiveness (5%). 2. Emphasize growth over time 3. Leave room for judgment 4. Consider implementation at least as much as design. The annual evaluation process includes a goal setting conference, a mid-year conference and an end of the year conference. The purposes of these meetings are to clarify expectations for the evaluation process, provide comprehensive feedback to each administrator on his/her performance, set goals and identify development opportunities…" (Administrator Plan, pp. 5-6) The district has conducted training regarding the new plan and will continue plan implementation in 2014-15.

In addition to providing principals and teachers with professional development that is school-based or network-based, Waterbury's Instructional Leadership Directors (ILDs) will move into an evaluation mode with their network schools. For the first time, instead of the Superintendent evaluating all of the principals, the ILDs will be responsible to formally evaluate the principals in the network of schools assigned to each of them. ILDs will use the new Administrator Evaluation Plan for this purpose.

Professional Learning:
Professional Development in 2014-15 will be informed by the teacher and administrator evaluation processes. With ILDs evaluating principals using the new Administrator Evaluation Plan will identify opportunities for growth among administrators. Teacher evaluations generally conducted by/with Principals, will similarly result in identification of PD needs for teachers. Significant on the job or job-embedded training will be provided by the Instructional Leadership Directors for principals, and for Teachers by Principals whose skills in instructional leadership will be honed through their work with their ILD. Teacher Professional Development will continue to be largely school-based and will reflect growth opportunities identified during teacher evaluations. Additionally, Instructional Leadership Directors (ILDs) will assist in identifying specific professional development needs of staff through their on-site observations at the schools and their frequent interaction with school staff.

PD offered in 2014-15 will build upon trainings offered 2013-14 around Common Core State Standards, Best Practices-Marzano-Non Linguistic Representations and note-taking, Curriculum writing, CCSS in Social Studies, Embedded Mathematical Practices, Ways to support Common Core through World Languages, and Lessons & Best Practices USTA, STEP, Unified Sports, etc. The district will provide teachers and principals with Professional Development (PD) that pertains to the implementation/integration of Common Core State Standards (CCSS) in all content areas in order to develop high quality teachers and principals. The district had an 82 member teacher team of curricula writers working under the direction of Dr. Lois Lanning to align Waterbury curricula to the Common Core State Standards. All ELA curricula K-12 are now aligned to Common Core. The K-5 and 6-8 Math curricula are aligned to CCSS. And the High School Algebra I, Algebra II, and Geometry curricula have been aligned to the CCSS. The Social Studies curriculum is aligned to CCSS. And Science is now being aligned to CCSS. Moving forward, the district will continue to provide professional learning opportunities for teachers and administrators pertaining to the district's CCSS aligned curricula. Such Professional Development sessions will be conducted on district PD days, as well as further training pertaining to new administrator and teacher evaluation plan implementation, and School Climate and Student Behavior, all with an eye toward meeting the Waterbury Blueprint for Change and Alliance District objectives.

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The District Data Team, established by the Superintendent of Schools in 2013-14, will continue to collect and review evidence of student achievement on an ongoing basis. As part of that process team members will scrutinize the relationship between professional development provided for teachers and administrators, and student outcomes. And Instructional Leadership Directors (ILDs), and other district leaders, will observe classroom instruction and principal instructional leadership during walk-throughs to be conducted throughout the school year. All of this information will inform Professional Development priorities for 2014-15.

Professional Development sessions conducted on district PD days will focus again in 2014-15 on Common Core State Standards, Waterbury Curricula aligned to CCSS, new administrator and teacher evaluation plan implementation, School Climate and Student Behavior, all with an eye toward meeting the Blueprint for Change objectives. 2014-15 PD topics for School Administrators will include the continued roll out of the newly aligned K-12 curricula in English Language Arts, Math, and other core content areas like social studies and science; Lesson Planning; School Climate and Behavior; Teacher Evaluation/CT Framework/Student Learning Objectives; SPI/School Plans; Blueprint for Change Objectives; and continued Curriculum Writing.

Professional Development/Coaching AND School Leadership Development:

Waterbury's schools are divided into four networks, each of which is supported by one of the four Instructional Leadership Directors (ILDs) hired as part of the central office transformation that is at the heart of the Superintendent's Theory of Change. ILDs will create "learning-focused partnerships" with all principals through which the principals will receive ongoing, personalized, differentiated supports for their development as instructional leaders. As principals strengthen their instructional leadership skills, Waterbury will be building capacity to achieve significant improvements in teaching and learning district-wide. Each school/school principal has been assigned to one of the four ILDs. In partnership with the principals, the ILDs will identify school specific needs for improvement. The full complement of ILDs were hired and in place 2013-14. The Superintendent of Schools has described the time from January 2013 to June 2013 as a period when the ILDs spent time with the principals at the schools building trust, developing some institutional knowledge of what has occurred historically at the schools and identifying priority items to address when recommending changes designed to result in more effective teaching and learning. Also in 2013, the Center for Educational Learning administered the 5D Assessment to assess instructional leadership proficiency.

The Instructional Leadership Directors (ILDs) have participated in extensive training and coaching themselves; they will continue to be supported and coached themselves through central office and district partner experts. ILD training has been provided by experts at the Connecticut Center for School Change (CCSC). The CCSC team working with the ILDs is focusing their coaching of ILDs on ILDs developing the "knowledge, skills and dispositions to develop principals as instructional leaders and guide large-scale instructional improvement" across the district, specifically within the context of the Waterbury theory of change.   While leadership is a key theme in ILD professional development, ILD training will also focus on ELA and Math curricula, Common Core State Standards, and Teacher Evaluation. Developing ILD knowledge and leadership ability relative to these specific themes is essential in 2014-15 to ILDs meeting district expectations for ILDs' guiding their network schools and school leaders toward improved student achievement.   This training will facilitate improved teaching and learning to accelerate academic gains on the part of Waterbury students.

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In 2014-15, ILDs will intensify their work with principals. Members of the Connecticut Center for School Change team assigned to work with the Waterbury ILDs will coach the ILDs in "creating routines to drive their practice." CCSC staff will assist ILDs in creating calendars, visit protocols, communication plans, and meeting structures. In 2014-15 ILDs, Principals, other Administrators and Aspiring Leaders will participate in professional development conferences selected and approved by the Chief Academic Officer, in order to develop and/or enhance school leadership skills among such staff. Ultimately improving administrator leadership skills, and/or developing leadership skills among aspiring school administrators, will improve the ability of individual administrators, and the capacity of the district, to provide effective school leadership for teachers and students.

The Network of 7-8 schools which each ILD serves will take on additional significance as ILDs continue to heighten their focus on working within and among their assigned cluster of schools. Monthly meetings previously conducted by the Superintendent, the so-called "Administrators' Meetings" with all school administrators have been turned over to the ILDs to conduct meetings of the administrators from their Network of Schools separately. Within clusters, school leaders will identify common professional development needs for administrators and for teachers. They will identify like problem areas and work toward solutions with the support of their ILD in common.

Teacher Professional Development will be largely school-based. Now that there is a clear focus on improving instructional practice, the Superintendent has requested and the Board of Education has approved additional PD half days on which students have an early release day and school-based trainings will occur. The loss of instructional time to such training is recovered in the few more instructional days added to the school calendar in 2013-14 per an agreement with the teachers' union.

Instructional Leadership Directors will assist in identifying school and staff specific professional development needs through their onsite observations at the schools and their interaction with school staff. Significant on the job or job-embedded training will be provided by the Instructional Leadership Directors for principals, and for Teachers by Principals whose skills in instructional leadership will be honed through their work with their ILD.

And, Waterbury's ongoing efforts to deliver an Aspiring Leaders Program will address, in part, the financial challenge of attracting high quality hires from out of district, by cultivating local educators for leadership roles. Professional Development for aspiring leaders will help to build high quality leadership capacity from within the district. Additionally, the district has supported three staff in their participation in the 2013-14 aspiring school administrators leadership development program offered through ACES. The national program is known as the Education Policy Fellowship Program. This is the first time Waterbury has sent participants to this national program. The training began in October 2013. In 2014-15, Waterbury will continue to support district personnel in their participation in administrator development programs such as this one.

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	Progress Metric: Identify progress indicators to monitor the implementation and impact of each	Timeline: Place an "X" indicating when strategies will occur.			
		Summer	Fall	Winter	Spring

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foundation for Year 3 progress monitoring.	strategy.	2014	2014	2015	2015

1. Improve Leadership Effectiveness
  a. Provide School Leaders with differentiated training and support
  b. Conduct informal classroom walkthroughs and identify additional professional development needs (Principals, ILDs, and Chief Academic Officer)
  c. Train administrators on the new teacher evaluation systems and Bloom Board technology
  d. Implement new Administrator Evaluation Plan
  e. Monitor the number and frequency of focused classroom walk-throughs by administrators, and monitor documentation of walk-through feedback from administrators to teachers.
  f. Conduct Administrator Retreat (August)
	- 100% of administrators conduct focused classroom walkthroughs
	- 80% of teachers employ PD strategies during 2014-2015 (surveys, walk-throughs)
	- 95% of administrators meet deadlines established in new Administrator Evaluation Plan
	- 95% of administrators score at proficient level or above on the Administrator Evaluation
	- 100% of administrators demonstrate implementation of CCSS aligned Waterbury curricula (walk-throughs, administrator evaluations)
		X	X	X	X

2. Ensure targeted high school reforms are carried out
  a. Create a one-year work plan with clear performance benchmarks and hold quarterly progress monitoring meetings with district and CSDE representatives.
  b. Develop a revised Commissioner's Network Turnaround Plan for Years 2 and 3, in collaboration with the Crosby Turnaround Committee; the plan shall call for the creation of independent academies within a larger campus of schools.
  c. Review and evaluate the general operating budget for Crosby, and recommend repurpose any federal, state, and local education funds, as necessary and appropriate as approved by the Superintendent of School and/or Chief of Staff.
  d. Implement the Crosby Turnaround Plan in collaboration with an external partner with a successful track record in campus planning, high school redesign,
	-100% of Turnaround Committee members approve the plan.	X	X	X	X

and whole-school management, and a proven ability to work with local stakeholders. e. Implement the Crosby Turnaround Plan in collaboration with an external partner with a successful track record in campus planning, high school redesign, and whole-school management, and a proven ability to work with local stakeholders. f. Design and implement a comprehensive improvement plan for Kennedy and Wilby that establishes small learning communities and/or independent academies within each school.					
3. Improve Teacher Effectiveness a. Design district-wide and school specific professional development (PD) offerings for 2014-15 aligned to teacher evaluation data and PD needs identified by Supervisors, Principals and ILDs, Chief Academic Officer b. Conduct district-, network-, and school-specific professional development to address PD needs identified through walk-throughs c. Implement new Teacher Evaluation Plan	- 85% of school-specific PD opportunities will be offered for teachers during staff meeting time -85% PD teacher satisfaction rate (surveys) - 95% of teachers will meet deadlines established in new Teacher Evaluation Plan - 85% of teachers will score at proficient level or above on the Teacher Performance and Practice Rating - 90% of teachers will maintain their level or move up a level on the Teacher Performance and Practice Rating (by final quarter 2014 to 2015) - 100% of teachers demonstrate implementation of CCSS aligned Waterbury curricula (walk-throughs, teacher evaluations) - Use mCLASS, a new K-5 assessment	X	X	X	X

	system, district-wide to track progress and collect baseline data on growth from the beginning of the year (BOY) to the end of the year (EOY). Our aim, (based on average historical data from our five K-3 pilot schools) will be to show an EOY district-wide average growth of 15% as measured by the composite score. - report baseline data on the % of students in each grade that meet mastery on each benchmark assessment in grades K-12				
4. Add new Director of Teaching, Learning and Assessment position to central office leadership team to enhance central office support to principals and teachers	- Use mCLASS, a new K-5 assessment system, district-wide to track progress and collect baseline data on growth from the beginning of the year (BOY) to the end of the year (EOY). Our aim, (based on average historical data from our five K-3 pilot schools) will be to show an EOY district-wide average growth of 15% as measured by the composite score -Growth in mathematics achievement to be demonstrated on Acuity (LAP) by establishing baseline data in 2014-15 in critical areas as defined by the CCSSM in grades K-12	X	X	X	X
5. Improve Special Populations Services/Management a. Provide SPED training and training in differentiated instruction for all teachers	- 80% teacher satisfaction with training (survey) - 80% of teachers employ SPED	X	X	X	X

b. Provide job-embedded Sheltered Instruction Strategies Training c. Observe teachers using differentiated instruction and using Sheltered Instruction Strategies Training during classroom walkthroughs by Principals, ILDs, Chief Academic Officer, Special Education and Bilingual Supervisors	and/or Sheltered Instruction Strategies Training PD strategies during 2014-2015 (surveys, walk-throughs) - 90 % PD attendance/participation rate for targeted teachers			
6. Cultivate internal leadership pipeline through Aspiring Leadership Program (Aspiring Leadership Program) a. Identify cadre of aspiring school leaders b. Develop a District Aspiring Leadership Program c. Enroll cadre of aspiring school leaders in leadership program(s)	- 50% of those enrolled in the Aspiring Leadership Program(s) will complete the program(s)	X	X	X	X
7. Promote teacher and administrator retention a. Conduct a weeklong induction/orientation for new teachers b. Conduct Administrator Retreat (August) c. Conduct survey of teachers and administrators leaving the district (resignation)	- 85 % of new teachers indicate satisfaction with quality of induction/ orientation program (survey) - 80 % of new teachers implement instructional practices and district policies addressed during new teacher induction/orientation program within first month of school (surveys, walk-throughs) - 92% staff retention of new teachers -10% return rate on survey of staff leaving the district (resignation)	X	X	X	X

3. Academics Section

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

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

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

Common Core Strategy:

Waterbury has been proactive about taking steps to align core curricula with the Common Core State Standards (CCSS). In 2013-14, the district provided teacher training on the revised ELA K-8 Curriculum beginning in August, 2013 on multiple district professional days before the start of school. K-8 teachers began implementation of the new ELA curriculum in the 2013-14 school year. The grade 9-12 ELA curriculum and the K-12 Math curriculum was aligned to the CCSS in 2013-14.

The district has prioritized curriculum alignment with Common Core State Standards and local assessment testing to assure instruction using curricula aligned with CCSS is preparing students to be successful in taking Smarter-Balanced assessments. The district proactively began ELA and Math curriculum revision to align with CCSS in 2012-13. Curricula in the other core content areas such as Social Studies and Science have been under development over the past year. The district has had an 82 member teacher team of curricula writers working under the direction of Dr. Lois Lanning to

align Waterbury curricula to the Common Core State Standards. Continued Curriculum Writing (PD) by Teacher Teams to align curricula with the Common Core State Standards will be supported through Alliance in 2014-15, and Supervisor Training of staff in the Common Core will also continue in 2014-15. Such professional development will facilitate teacher implementation of the CCSS curricula developed in the district. New provisions of the teachers' contract in effect starting in 2013-14 assure that every teacher has grade-level meeting or prep time every day that may also be used on occasion for job-embedded professional development.

In addition to continued PD sessions on district PD days pertaining to the CCSS, the district will further support the implementation of the CCSS aligned curricula by providing job-embedded training, coaching, and modeling from Literacy Coaches and Math Coaches at the schools. A district-wide team has been organized and will continue to meet to evaluate what district assessments we have and what instructional leaders want to be able to glean from district level assessments.

Additionally, the district has contracted with McGraw-Hill for their CCSS and Smarter Balance Assessments-McGraw Hill's "Acuity," a Local Assessment Program (LAP). Acuity will "allow for the creation and implementation of student assessments, data management, and differentiated interventions in grades K-12. The disaggregated data on student performance provided by the components of the LAP will be utilized to inform instructional practices at the school and district levels. Student learning will improve as a result of the ongoing analysis of student outcomes and targeted intervention. In 2013-2014, the Waterbury Public Schools will implement new curricula and assessments aligned with the Connecticut Common Core State Standards….This LAP will provide materials that support the instruction and assessment of students' higher-order thinking skills so that they are afforded better opportunities for academic success. The data collected from the local assessment program will provide educators with constant and timely information they need to differentiate instruction for students, provide targeted classroom instruction, plan curriculum, customize professional development and monitor student progress over time. They will enable educators to analyze student performance relative to high learning expectations that are predicated on the skills embedded in the CCSS." (district LAP rfp)

Acuity includes "customizable assessments (i.e., benchmark, diagnostic) that could be modified to (1) measure specific curriculum specifications at different times in the school year, (2) fit a variety of time constraints and (3) be given in a computer lab or classroom setting….The LAP offers a variety of assessment reports which could be used by teachers and administrators to inform instructional decisions. Question banks that will, be similar to the items students will see when taking the Smarter-Balanced assessment in 2014-2015. These question banks will be available in ELA and Mathematic sin grades K-12. Specifically, question banks will include selected response, constructed response and technology enhanced test items… Performance tasks with scoring rubrics and samples of student work….Technology-enhanced items (e.g., drag and drop, selected response with multiple correct answers, elimination of incorrect answer items) that will be explained along with samples provided. The LAP will also include student tutorials that can be assigned to students based upon their performance on the benchmark or diagnostic assessments. Students will have access to tutorials in ELA And Mathematics in grades K-12. Tutorial components must be able to support differentiated instruction for students at all achievement levels….The online testing option will allow students to answer select response and computer enhanced test items….The paper and pencil option of the LAP will offer printing pre-coded answer sheets and bar-coded labels." (district LAP rfp)

3. Academics Section

The LAP for the district also includes test authoring tools for teachers. It will provide a flexible performance task builder that allows educators to author performance tasks to the CCSS. The LAP will also include a flexible 'custom test' builder feature that will allow users to create a variety of assessments. Educators will be able to create tests by selecting items from the CCSS banks. Reports will be available at student, class, school, and district levels, including reports at the school and district levels for AYP disaggregated groups. Reports for students and classes will be available on the same day of testing for online administrations, and the same day as scanning for paper-based administrations. The LAP provider will provide professional development for Waterbury educators, using a train-the-trainer model.

This new Local Assessment Program replaces the previous splintered district practice of teachers and schools using individually selected assessments. Previously for example, there were 126 ELA assessments being used in the district at the same time, allowing no direct comparison of student achievement and fostering the identification of multiple competing, and sometimes contradictory, directions for focusing instruction. Use of the new Local Assessment Program for ELA and Mathematics by all schools will allow for customized yet comparable assessment results that will help determine instructional foci for teachers at all grade levels.

The District Data Team will collect and review evidence of student achievement on an ongoing basis, including data from the district's new local assessment program. As part of that process team members will scrutinize the relationship between professional development provided for teachers and administrators, and student outcomes. Instructional Leadership Directors (ILDs), and other district leaders, will observe classroom instruction and principal instructional leadership during walk-throughs to be conducted throughout the school year.

Middle School Transformation
-Curricular transformation for Unified Arts Program and the Middle School Accelerated Academy
The district will develop a new computer education and professional application curriculum that will support students' development of academic technology skills that they will need to improve their performance on technology based assessments (i.e. Acuity, SBAC, etc.) and in their core classes. To implement the curriculum, teachers will be hired at each comprehensive middle school and the course will begin in the 2014-15 school year.

-Redesign of the Middle School Accelerated Academy
The district will also redesign the Middle School Accelerated Academy (MSAA) curriculum. Related tasks will include development of a new vision, mission, goals, and advantages for MSAA; development of new intake criteria for students entering MSAA in the fall of 2015; and complete redesign of MSAA core courses.

- Grade 6 Reconfiguration Pilot
The district will identify the school that will pilot the reconfiguration of grade 6. The grade 6 students will be put into smaller teams than now in place. This reconfiguration will be implemented in the fall of 2014.

3. Academics Section

- STEM Afterschool Program

In 2014-2015 the district will also provide afterschool programming with a Science, Technology, Engineering, and Math (STEM) focus for middle school students at the Waterbury Career Academy (WCA). The program will operate two hours per day Monday through Thursday, all four marking periods as follows: marking period 1 and 2 for grade 8 students, and marking periods 3 and 4 for grade 7 students. A total of one hundred fifty (150) middle school students will be enrolled each marking period with this breakdown: 40 students from West Side Middle School, 40 students from North End Middle School, 40 students from Wallace Middle School, and 10 students each from Duggan Elementary School (PK-8), Gilmartin Elementary School (PK-8), and Reed Elementary School (PK-8). Staff will include an Administrator, seven teachers (Health, Human Service, Robotics, Manufacturing, Information Technology, Science and Math) and limited clerical staff, and food service staff. Transportation for middle school students to the Waterbury Career Academy and transportation home after the program will be provided. A snack will be provided for students upon arrival at the WCA.

School Improvement Initiative

Two additional Literacy Facilitators will work with teachers to provide ongoing, job-embedded professional development. The goals for the Literacy Facilitators in the coming year include: Assisting teachers with new ELA curriculum; setting up more effective coaching cycles; providing formal/informal PD on best practices in literacy; giving support with assessments and implications for instruction; and facilitating understanding of CCSS. Goals for Title I Reading Teachers in 2014-15 include providing Tier III intervention (including progress monitoring) for students in grades K-5. They will also support CBC ELA; CCSS; provide Professional Development (PD) around Student Learning Objectives (SLOs); and work to instill a love of literacy. Literacy Facilitator assistance for teachers with analyzing and interpreting data and creating instructional plans will be especially important as the district moves to universal use of Mclass assessments in all elementary schools during 2014-15.

Similarly, an additional math coach for middle school is included in this initiative. This math coach, like others similarly assigned in the district, will support teachers by providing job-embedded professional development related to effective math teaching. Assigned specifically to work on the middle school level, this math coach will demonstrate expertise with coaching and modeling for middle school teachers proven teaching strategies and techniques for improved math learning by middle school students.

Additionally, transportation is provided for the Summer School Transition program to support students requiring additional academic support as they transition to the middle school (grade 5 to grade 6), and identified students transitioning to the high schools. Teacher salaries and transportation are provided to provide additional academic support to students during the regular school year for an after school program in the new K-8 schools and the comprehensive middle schools for grade/course retrieval. Grade/course retrieval is a preventative measure for those students in danger of failing core content subjects.

3. Academics Section

Additional Priority School District (PSD) Items

Smarter Balance Prep:
Teacher salaries will be paid to assist students after school in preparation for the Smarter Balance Assessment. Through this program students will be given the additional time they may need to develop on-line testing skills. Students will also have the opportunity to practice navigating computer-based assessments in general.

CPEP:
CPEP PEP Afterschool Program (also referenced below) provides what the program refers to as "relevant and rigorous academic enrichment" and 21st century skills development. Students are challenged with hands-on projects involving the engineering design process. CPEP Summer program (also referenced below) invites students to participate in the Summer program who: are rising 7th and 8th graders; motivated, with academically inclined behavior; and average to above average math proficiency. For the CPEP summer program, students are invited to participate in a 5-week "Summer Gaming Challenge" where they will participate on teams to compete in math and problem-solving challenges which students find both engaging and highly motivating. Math is the primary focus. Teachers use sophisticated videogame software to improve student math skills.

Afterschool Programs:
Alliance/PSD funding will support After School Programs to provide extended learning that includes academic, tutorial, enrichment and recreational activities. Covered expenses will include teacher salaries, transportation, snacks, vendor providers, and instructional supplies. The students may be identified to participate in the programs through DRA or teacher recommendation. Students will receive reinforcement of basic math skills, writing and literacy skills through enrichment activities. The recreational activities integrate games, dance and physical play with academic grade-level appropriate topics. The various vendors involved contribute to the after school programs by incorporating a range of learning opportunities that include hands-on academic activities and activities that promote community awareness. Instructional supplies will be provided for the afterschool programs and for the transition programs for students advancing from elementary to middle school, and middle school to high school.

Students will be identified for afterschool programs primarily through their reading levels, including Mclass results. The goal is to identify all those students that are substantially deficient for the commissioner's network program and to provide them with intervention in both reading and Math. There will also be some students who are teacher recommended including students who need support in math, but not reading. This group would have a 20 min block to complete homework (teachers assist and check) and then two days per week are dedicated to Math instruction and two days to reading instruction. The Extended School Hours group would be students that are stronger academically, as enrichment is built in. Again these students will spend a brief amount of time on homework while they eat snack. After this they will work on academics including some reading, math and science, and social studies.

3. Academics Section

Technology supplies will include computer devices and a language system, both of which are described in detail below under the Instructional Technology and Parent Engagement sections below. Computer devices to be provided includes additional I-Pads/Tablets to facilitate student computer-based assessments, both district and State mandated.   A language interpretation system called Lexicon Interpretation System will be utilized to translate a variety of over forty languages spoken in the Waterbury Public Schools Community. Translation devices allow for seamless, uninterrupted, real time translations in multiple languages. Limited iPADs for administrators will also be provided.

Dropout prevention (PSD)
Waterbury's Alliance and Blueprint goals include ensuring that all students who enter grade 9 graduate on time by grade 12, prepared to enter colleges or careers of their choice. Several components of the district's Alliance Plan, from central office transformation, to specific literacy, curriculum, instruction, and school climate initiatives, are designed to assist the district in meeting this Alliance/Blueprint goal. To promote dropout prevention, PSD funding is allocated to support middle school Prevention Specialists and Truancy Prevention Specialists. Transportation costs for PreK-8 schools and for specified afterschool programs such as the Connecticut Pre-Engineering Program (CPEP) is also provided to advance dropout prevention. CPEP is designed to provide programs to change under-represented students' knowledge and attitudes relating to STEM careers. CPEP is open to Waterbury students. Additionally, some funding is allotted for college preparatory activities for high-school students through the Conn-CAP program. Other limited peripheral costs for CPEP students are also supported.

Customized student planners for high school students will also be funded through PSD. Student planners are designed to optimize time on task and serve as a tool of success for the student during the academic school year. A planner will assist students with managing their time, give them quick study skills, college essay writing suggestions, and will facilitate record keeping of upcoming tests and quizzes. A carefully designed student planner can help to establish strong three-way communication between students, parents and school; and such a planner can also encourage students to take ownership of their education through independent and target orientated learning.

Further, in 2014-15 the district will continue to provide a Coordinator of Student Success Plans (SSPs) for the middle schools and a Coordinator of SSPs for the high schools. These Coordinators will assure that all students have SSPs in place and are being followed to assist students in meeting their academic and career goals. Dedicated management of the SSP implementation at each middle and high school will help to assure that no students "fall through the cracks" as the saying goes, without an educational plan. These coordinators will work to put systems in place at each school to facilitate SSP development for every student and adherence to each student's SSP by school schedulers, counselors, and other school personnel. New Part-Time Career Aides will be hired to assist students at the three comprehensive high schools with use of Naviance and other career exploration and selection activities.

And, Waterbury will pilot a new partnership with Naugatuck Valley Community College (NVCC) in which 25 students at the Waterbury Career Academy will earn 18 high school Carnegie Units and 18 college credits simultaneously. All courses will be co-taught with high school teachers and NVCC instructors. Students who complete the program can earn a NVCC Certificate in either Manufacturing or Information Technology.   In Manufacturing, sophomore, junior, and senior students will have the opportunity to take six courses including: NVCC Blueprint Reading 1 & 2, NVCC CAD, NVCC

Manufacturing Math 2, NVCC Metrology, NVCC Quality Control. Students who complete those 18 credits can earn a Manufacturing Certificate. In Information Technology, sophomore, junior, and senior students will have the opportunity to take seven courses including: NVCC Advanced Application, NVCC LIN, NVCC Quad Functions, NVCC Networking Essentials, NVCC Functions Beyond Quad, NVCC Network Systems, and NVCC Visual Basics. Students who complete those 21 credits can earn a NVCC Certificate in Information Technology.

The district will also offer online learning opportunities for high school students to facilitate high school credit recovery for students who have failed classes required for graduation. Licenses for online learning will be provided through Alliance funds. And teachers (three full time substitutes) will be provided at each of the three comprehensive high schools to facilitate student use of the online learning program and licenses purchased. The district will also provide an afterschool program to support students who fail in Math or English in any one marking period, allowing those students to cover content previously failed and earn credit toward completing the class with a passing grade for the year. Providing this timely, proactive support will reduce the number of students failing core courses for the whole year, thereby reducing the number of classes high school students need to make-up in subsequent years. Online work may be done at the school where teacher supervision is provided or at another location. All assessments however must be completed at school under the supervision of a teacher.

Alternative and transitional educational programs (PSD)
Funding is allocated to support staff costs at the Enlightenment Program, a Waterbury alternative education program. Specifically, staff supported through PSD funding includes an EXCEL teacher, a Literacy teacher, a Prevention Specialist, a Truancy Prevention Specialist, and a clerical support staff person. Also covered is transportation for K-8 students to attend afterschool prep for Smarter Balance testing.

Kindergarten Program (PSD)
Research is clear about the fact that the better prepared students are when they enter Kindergarten, the more able they are to be successful in the early grades in learning, especially in reading/language arts. Given that, through PSD funds, Waterbury will continue to support the uniform implementation of all-day kindergarten classes in the district. In all of the elementary schools, every kindergarten class will be a full-day kindergarten program. PSD funds will fund kindergarten teachers and/or kindergarten aides at five elementary schools.   Implementing Waterbury's full-day curriculum in all of the district's kindergarten classrooms, will promote student success no matter which elementary school students attend.

Early literacy interventions (PSDs must invest at least 20 percent of PSD funding in support of early literacy)
To assure equal access to quality curriculum, the district is also prioritizing access to quality aligned curriculum for special populations including Pre-K aged children and alternative education students. The district will support additional Pre-K classrooms with ELL support. There are insufficient numbers of preschool slots for four year olds in Waterbury even with public school and private provider programs combined. Opening more Pre-K classrooms is a priority for the district; lack of space in the schools for additional programs has been an impediment in the past to opening more classrooms. As research is clear that students who enter school prepared with pre-reading skills and developmental readiness are more successful learners in early grades, Waterbury has made every effort to open additional Pre-K classrooms. In the past year, Waterbury has opened two new classrooms at Sprague

Elementary School and one at the Waterbury Career Academy. Those three new Pre-Ks are funded through the Alliance District grant. In addition, the district has opened two more Pre-Ks at Carrington Elementary School funded through the Waterbury School Readiness grant. An additional Pre-K Coach funded through Alliance funds for 2014-15 will support teachers/staff at these recently opened Pre-K classrooms.

Student achievement gains in Literacy will be a continuing focus in 2014-15. The overall plan is to address the needs of the struggling learners while increasing the capacity of the classroom teachers to avoid such struggles and close the gap from the start. The district K-3 literacy plan for next year includes using mCLASS as a universal screener and for progress monitoring. Students who are identified as "at risk" will receive an Individual Reading Plan and Scientific Research-Based Interventions including strengthening Tier I instruction; implementing 45-60 minute staggered, non-overlapping intervention blocks K-5; classroom teachers instructing Tier II students; Integrating training on diagnosis and remediation to build capacity; considering forming an ELA PD team in each school building that consists of reading, sped, and ELL teachers to collaborate and present on assessments and resources/materials for intervention; switching with grade level partners to address overages and to keep numbers (workload) equitable and focus areas of intervention similar; Reading and Title I teachers instructing Tier III students, particularly in grades K-3; continuing training on diagnosis and remediation to build capacity; and use tutors, well-trained by facilitators, to address overages. Reading Interventionists (some that are paid from Priority funds) service the students in need of Tier II and Tier III intervention. The teachers also work to provide professional development to the staff during collaboration days. The literacy facilitators work with the adults (teachers) to provide ongoing, job-embedded professional development. Together the literacy teams work with the administrators and teachers to analyze and interpret data and plan for instruction.

New initiatives in this area include augmenting the district cadre of Literacy Facilitators, and reading tutors. The district will implement recently re-defined roles of reading teachers and other literacy leaders including a Literacy Coach, several Literacy Facilitators, and a number of reading tutors. Teachers and administrators will increase capacity to implement SRBI for students identified in Tier I, II, or III through workshop and job-embedded professional development. The district will move from use of mClass assessments in a limited number of schools toward use of mClass assessments at all schools during 2014-2015.

The goals for Literacy Facilitators in the coming year include: Assisting teachers with new ELA curriculum; setting up more effective coaching cycles; providing formal/informal PD on best practices in literacy; giving support with assessments and implications for instruction; and facilitating understanding of CCSS. Goals for Title I Reading Teachers in 2014-15 include providing Tier III intervention (including progress monitoring) for students in grades K-5. They will also support CBC ELA; CCSS; provide Professional Development (PD) around Student Learning Objectives (SLOs); and work to instill a love of literacy.

Priority funds are also used to contract with Literacy How. In 2014-15 the two schools receiving mentor support from Literacy How this year, Sprague and Driggs, will continue to receive support. Beginning this spring, Literacy How is also training the entire ELA department, bilingual reading/title I teachers, and about 80% of elementary school administrators on best practice in literacy instruction. The district is focusing on Phonemic Awareness and Phonics this spring and all next year. Based on a pre and post teacher knowledge survey given by Literacy How, the average score on a test of

phonemic awareness increased from 52% to 82% as a result of the workshops given by Literacy How on Feb 26 and April 2. The information and training will be passed on to the teachers throughout the next school year via workshops and job-embedded coaching by the facilitators will follow to support all material learned in workshops. Waterbury will also offer after-school workshops next year. Teachers will take pre and post teacher knowledge surveys to measure the effect the training has had on teacher knowledge. SLOs (goals) will focus on phonemic awareness and phonics to measure the effect of training and coaching on student achievement.

And as of Fall 2013, four Waterbury schools (Chase, Bunker Hill, Carrington, and Sprague) were part of the state assessment pilot on mCLASS. Kingsbury has joined the K-3 expansion plan and will use mCLASS as a universal screener this spring. The district is moving toward the purchase of mCLASS for the other 15 schools and implementing it in the 2014-15 school year.

Instructional Technology (PSD)
The PSD grant will support a computer technician at Chase School, Bibliomation for the comprehensive Middle and High Schools, purchases of additional I-Pads/Tablets, a language interpretation system and supplies to enhance district initiatives. Bibliomation is a State of the art, open source library system.   It is a shared integrated library system with a web catalog and the ability for materials to be easily moved between the public library and schools, for instance, during the summer months. Students need to learn just one system, a system which has staff to quickly make software modifications providing improvements to the ILS modules. Bibliomation provides integration of community resources establishing connections between member libraries, schools and networks, and it provides centralized original cataloging service.

Parent Engagement
In an effort to support and increase parental involvement, Lexicon Interpretation System will be utilized to translate a variety of over forty languages spoken in the Waterbury Public Schools Community. Translation devices allow for seamless, uninterrupted, real time translations in multiple languages. This is extremely beneficial during longer events such as presentations, meetings, and workshop activities such as the Annual Title I Meeting, where stopping to translate in various languages may potentially decrease the engagement of participants. In a collaborative district-wide initiative, the translation devices will support and encourage parents to play an enhanced role in the process of educating their children as well as remain informed of new initiatives such as Smarter Balance, the Common Core and new curricula.

Support for Special Populations
Waterbury's designation of funding for the following initiatives (which are detailed above) constitutes support for special populations:
--Night School Program for high school students
--New Pre-K classrooms with ELL supports
--Prevention and Truancy Prevention Specialists for middle school youth
--Coordinators for Student Success Plans (SSPs) for middle and high school youth
--New Career Aides at comprehensive High Schools

3. Academics Section

--Middle School Transformation

--Online learning opportunities, including credit retrieval programs for at-risk high school students

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. Align district curricula with Common Core State Standards (CCSS)
   a. Continue curriculum revision in ELA and Math curricula with Common Core State Standards (CCSS) and Smarter Balance Assessments
   b. Provide professional development around CCSS aligned curricula
   c. Monitor implementation of revised CCSS aligned ELA and Math curricula
	- 90% of teachers and administrators demonstrate implementation of CCSS aligned Waterbury curricula as evidenced by administrator walk-through data and data team minutes
	- Use mCLASS, a new K-5 assessment system, district-wide to track progress and collect baseline data on growth from the beginning of the year (BOY) to the end of the year (EOY). Our aim, (based on average historical data from our five K-3 pilot schools) will be to show an EOY district-wide average growth of 15% as measured by the composite score
	– report baseline data on the % of students in each grade that meet mastery on each benchmark assessment in grades K-12
		X	X	X	X

2. Implement and uniformly utilize a K-12 comprehensive assessment plan aligned to CCSS
   a. Customize Local Assessment Plan (LAP) to meet student, school, and district needs
   b. Mandate use of Acuity ELA (grades 6-12) and Math (K-12) assessments for grades 2-12 at least two times during 2014-2015
   c. Mandate use of mCLASS (grades K-5) at all schools
	- 95% of teachers administer Acuity assessments on district calendar
	- 90 % of teachers and Data Teams develop Action Plans/Next Steps based upon data analysis from student assessment results (as evidenced in data team minutes and next steps)
		X	X	X	X

d. Establish schedule & protocol to use LAP at all schools e. Analyze student results from LAP at grade-level, school, and district Data Team meetings and use results to drive instruction f. Prioritize common planning time, and time for data analysis by teachers.	- 100% of principals will submit monthly School Wide and grade level data team minutes to ILDs				
3. Provide targeted supports and programs for special student populations, including PreK (New PreK classrooms) a. Evaluate space availability with a priority to open additional PreK classrooms	-Increase number of PreK classrooms in district by 1 (total 4 new PreK classes) -Increase number of PreK classrooms in district with ELL support by 1 (total 4 new PreK classes) -Increase number of PreK classrooms in district with SPED support by 1 (total 4 new PreK classes)	X	X	X	X
4. Implement new Pilot high school credit/college credit program a. Initiate Naugatuck Valley Community College (NVCC)/Waterbury Career Academy (WCA) partnership pilot b. Enroll WCA students in pilot high school/college credit program c. Establish baseline number of students enrolled in pilot high school/college credit program d. Establish baseline number of students working toward earning high school diploma and NVCC Certificate simultaneously as part of pilot NVCC/WCA partnership	- Offer 7 classes during 2014-15 that are co-taught by high school teachers and NVCC instructors in pilot - 70 % pilot students demonstrate growth on Acuity ELA and Math assessments from first to next administration of Acuity assessments during 2014-2015	X	X	X	X

			X	X	X
5. Continue one Middle School Student Success Plan (SSP) Coordinator, and one High School Student Success Plan (SSP) Coordinator, Part-time Career Aides (3 comp. high schools)	- 100 % of middle and high school students complete SSPs with assistance of SSP Coordinator		X	X	X

6. Implementation of Middle School Transformation
 	
  a. Curricular transformation for Unified Arts Program and the Middle School Accelerated Academy
  b. Develop new computer education and professional application curriculum for all 6, 7, and 8 graders
  c. Redesign of the Middle School Accelerated Academy
  d. Grade 6 Reconfiguration Pilot
  e. Provide Science, Technology, Engineering, & Math (STEM) Afterschool Program for Middle School students
	- 100% of students in grades 6, 7, and 8 at the comprehensive middle schools will be assigned to the new computer education and professional application course
	- 80% of students in grade 6, 7 and 8 who attend the comprehensive middle schools will meet the proficiency requirements of the course by earning a "B" or higher in the course
	- 80% of students in the comprehensive middle schools who are in the MSAA program will be on track for college and careers in math and reading as demonstrated by their performance on the 2016 SBAC assessment.
	- Decrease by 15% in the number of grade 6 students receiving ISS or OSS by May 31, 2015, compared to 2013-14 pilot school
	- 70% of grade 6 students in the pilot school will receive a "B" or better in 3 of 4 core subject areas (Math, Science, Social Studies, ELA)
	-50% of middle school students participating in the STEM Afterschool Program will indicate increased interest in further STEM education & STEM careers (survey)				

			X	X	X

7. Provide online learning opportunities
    a. Purchase/continue digital curriculum licenses
    b. Maintain staff in place to support student use of digital curriculum including staff for credit retrieval and afterschool credit retrieval programs
    c. Register high school students to utilize digital curriculum
    d. Facilitate student use of online learning
    e. Provide web and accurate catalog service (Bibliomation) at the comprehensive high schools
    f. Provide updated technology to facilitate teaching, learning and test taking to accommodate online test taking
	- 100% of high school students will have access digital/online curriculum toward meeting high school academic requirements
	- 50 % of high school students using online learning will earn high school credits toward graduation by virtue of online learning
	- 50 % of high school students using online learning will graduate from high school on time by virtue of participation in online learning opportunities
	- 100 % of students at the comprehensive high schools will be able to access library and web resources by virtue of Bibliomation
	-100 % of students eligible to participate in computer-based State and local tests/assessments will have access (SBAC)
			X	X	X

8. Refine roles of Literacy Facilitators to provide job-embedded literacy support for teachers to improve Reading instruction	- 80% teacher satisfaction with coaching (survey) -80% proficiency on elementary EOY teacher knowledge survey - 80% of teachers employ strategies from coaching during 2014-2015 (surveys)		X	X	X

9. Improve Math Instruction
    a. Provide job-embedded support for teachers by Math Coaches
    b. Offer PD for teachers and administrators on the Standards for Mathematical Practice
    c. Observe and document teacher use of Math content
	-80% teacher satisfaction with math coaching (survey)
	- 80% of teachers employ PD strategies during 2014-2015 (surveys)
			X	X	X

and instructional strategies addressed in PD provided (walk-throughs by Supervisors, Principals and ILDs, and Chief Academic Officer) d. New benchmark assessments will be established to collect baseline data on critical areas as defined by the Common Core State Standards for Math (CCSSM).					
10. Extended Day Kindergarten	-100% of WPS Kindergarten classes will provide full-day kindergarten	X	X	X	X
11. Dropout Prevention - a. Increase communication and positive behavior support with customized planners to be implemented and monitored for all high school students b. Increase capacity of middle and high schools to respond to negative student behavior with additional Prevention and Truancy prevention Specialists, Behavior Technicians and Hall Monitors	- 95% of high school students use customized planners to support academics - 5% decrease in number of schools reported behavior incidents at middle schools by school (SWIS data) compared to prior year - 5% decrease in number of schools reported behavior incidents at high schools by school (SWIS data) compared to prior year	X	X	X	X

4. Culture and Climate Section

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

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

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

Positive Behavior Management

Through the Waterbury Blueprint for Change (2012), the district's improvement plan, and through the daily conduct of the central office leadership team and school leaders, the district is cultivating a culture of high expectations. The district's core beliefs, (that all students can learn and achieve at high levels; that students and families deserve a safe, secure, and inviting learning environment at school; that student achievement is facilitated when schools and families forge partnerships to help children and youth to succeed; that engaging partners from the community at large in the educational process will benefit student learning; and that low-performing schools can turnaround with a strong plan and district support) set the stage for stakeholders to buy-in to a new culture of high expectations for all students, including high expectations for student behavior. One of Waterbury's key district Alliance initiatives, and Blueprint goals, is to provide all students a positive school climate, creating safe, respectful and welcoming schools that actively engage all families.

The district has put key structures in place to monitor, support, and promote positive school climate. Those structures include School Climate Teams, and new personnel who will be dedicated to handling student disciplinary referrals. The new "Behavior Technicians" are working to establish a safe and secure environment by managing consequences for student infractions equitably and with an eye toward identifying and addressing root causes of disciplinary referrals in order to reduce negative behaviors by students in the school environment. The "Behavior Technicians" will work at the middle and high schools to implement a positive behavior management system to improve student behavior and increase student academic skills. They will collaborate with the building administrator in the early intervention of behavioral issues and de-escalation of students in crisis. They will provide students with strategies and skills to meet expected behavioral and academic requirements at the schools. They will serve as 'first responders' to assist staff members with students' displaying inappropriate behavior. They will communicate policies and protocols to families and staff, and incorporate PBIS standards into classroom and individual behavioral management strategies and recommendations. Importantly, the "Behavior Technicians" will collect and track data pertaining to students' and school wide patterns of behavior, train staff in de-escalation strategies, and implement positive behavior plans/climate plans. ("Behavior Technician" job specification.)

4. Culture and Climate Section

To measure effectiveness of the new Behavior Technicians and additional Hall Monitors to be put in place for the first time in 2013-14, the district will collect baseline data and subsequent data concerning the number and nature of student behavior incidents, hallway fights, discipline referrals, the number of in and out of school suspension, student arrests, and student attendance rates. Comparison data will be collected and analyzed each year by school and district data teams.

Additionally, in compliance with recent State legislation, all of Waterbury's schools have established School Security and Safety Committee Committees called School Climate Committees. As in all school districts in recent times, Waterbury district leaders cognizant of the substantial risks to students and school communities related to student mental health issues have become increasing concerned for student security and safety. District leaders share the concern expressed by the State through recent legislative mandates to be more vigilant in the area of school security and safety.

Therefore, central to the Waterbury's Year 3 focus on school culture and climate is the district's plan to provide additional staff essential to the effective functioning of each school's School Climate Committee and to meeting the requirements of recent related State legislation. Waterbury will hire a new cohort of School Social Workers and School Psychologists to assist students in the area of mental health. The efforts of these new staff are expected to contribute to improved student behavior, and school security and safety.

Specifically, the district will hire seven new School Psychologists who will address mental health, clinical, and emotional needs of students. Mental health service will include counseling (individual/group); social skills groups; crisis intervention; Functional Behavioral Assessments; Scientific Research Based Interventions/Early Intervention Process (interventions and strategies); consultation/collaboration with families, staff, outside agencies; behavior support plans; case history and medical review; and cognitive evaluations.

And the district will hire a total of fourteen (14) new School Social Workers. Nine new Social Workers will complement elementary school pupil personnel; and there will be five new Social Workers for the middle and high schools. The social workers will address and emotional needs of students including conducting home visits; developmental histories; referrals to outside agencies such as the Worth Program and to community outreach programs through the Waterbury Bridge to Success. The Social Workers will provide classroom social skills lessons; counseling (individual/group); social skills groups; crisis intervention; Functional Behavioral Assessments; Scientific Research Based Interventions/Early Intervention Process (interventions and strategies); behavior support plans; and consultation/collaboration with families, staff, outside agencies. The social workers will address student mental health issues and the root problems of negative student behavior and facilitate student linkages to community-based services.

Further, providing these new mental health professionals at the schools will facilitate the district's compliance with the State legislative mandate to have a mental health professional among the members of each school's Security and Safety Committee (Waterbury's School Climate Committees). In addition to implementing School Climate/Security and Safety Plans, said State legislation requires the Committees to collect, evaluate, and report information about disturbing or threatening student behavior, even if it falls outside the definition of bullying. These new mental health professionals will assist the School Climate Committees with complying with that mandate.

And, Positive Behavior Intervention Support (PBIS) is a district wide initiative and additional character development programs are also provided in a number of schools in the district. Each school establishes conduct expectations for each setting in the building. The expectations are taught by teachers. Then, students are coached and rewarded to meet the expectations. In 2014-15, School Climate Teams will use PBIS as a tool to make climate improvements. Prior inconsistent use of PBIS at some schools will be remedied through repeated training opportunities for school personnel by the district PBIS coaches. Waterbury will implement PBIS district wide, conduct a school wide review of PBIS implementation using the School Evaluation Tool (SET), and collect and analyze trends using SWIS (School Wide Information System) data. Implementation of the Check In Check Out program will continue for students who can benefit. And, the district will continue its developmental guidance program in all of the elementary schools. Developmental Guidance Counselors work with classes of students, small groups, and individual students, to promote pro-social behaviors that contribute to a positive school climate.

School safety will be enhanced throughout the district in 2014-15 through the efforts of the new Coordinator of Security and Emergency Management. The Coordinator will oversee district security and coordinate emergency preparedness at the schools. Natural and man-made disasters have been on the rise in school districts in recent years. Having a staff member dedicated to ongoing security assessment and improvement, and to facilitating emergency planning and drills with local first responders will enhance the readiness of the district to manage crises that occur without notice or reason. In 2014-15 the Coordinator will follow up on safety assessments conducted in the schools during 2013-14.

Graduation and Dropout Prevention

Early reports from the Waterbury Public Schools Night School program which was initiated in the second half of the 2012-13 school year, indicate that the program is responsible for both graduating seniors involved in the program this year with passing grades for all required courses, and for allowing other students in grades 9-11 to get on track to graduate on time by retrieving credits needed to earn a high school diploma. The district will continue the Night School Program during 2014-15 for high school eleventh and twelfth graders. In 2014-15 the district will consolidate the former three program sites into a single location to be identified by the district. The Night School will continue to serve at-risk special needs students who have been unsuccessful in the regular daytime high school programs. Consolidating the program into one site will allow the district to more effectively and consistently deliver services to participating students. The Night School will operate for the entire year; an extended year program component is planned for the summer.

Instructional Technology (PSD)
Waterbury has continuously and incrementally improved Technology infrastructure and computer technology for student use in recent years. Most recent technology updates and upgrades will allow the district to increase the wireless footprint at the schools in order to continue to facilitate learning with the use of technology, and online student testing using computers.

4. Culture and Climate Section

Family Engagement (PSD)

In an effort to support and increase parental involvement, a Lexicon Interpretation System will be purchased and utilized to translate a variety of over forty languages spoken in the Waterbury Public Schools Community. Translation devices allow for seamless, uninterrupted, real time translations in multiple languages. This is extremely beneficial during longer events such as presentations, meetings, and workshop activities such as the Annual Title I Meeting, where stopping to translate in various languages may potentially decrease the engagement of participants. In a collaborative district-wide initiative, the translation devices will support and encourage parents to play an enhanced role in the process of educating their children as well as remain informed of new initiatives such as Smarter Balance, the Common Core and new curricula. PSD will also continue to support parent liaisons, supplies for parent activities, and parent activities.

Dropout Prevention (PSD)

To promote dropout prevention, PSD funding is allocated to support middle school Prevention Specialists and Truancy Prevention Specialists.

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. Increase capacity of elementary, middle, and high schools to respond to negative student behavior through
  a. new Behavior Technicians and Hall Monitors at middle and high schools
  b. hiring and utilization of several new school social workers, and new school psychologists at elementary schools
  c. providing Fall and Spring PBIS professional development sessions
  d. enhancing school security/emergency management, e.g., by tasking Coordinator of School Security and Emergency management with addressing identified safety/security concerns, and with guiding school emergency procedures exercises
	- 5 % decrease in number of reported behavior incidents by school compared to prior year (SWIS data)
	- 5% decrease in number of disciplinary referrals for violent behavior
	- 5% decrease in number of in- and out-of-school suspensions at the middle schools
	- 5% decrease in number of in- and out-of-school suspensions at the high schools
			X	X	X

2. Provide Fall and Spring PBIS professional development sessions	- 90 % PBIS training attendance rate for targeted teachers - 85% of teachers employ PBIS PD strategies during 2014-2015		X		X

	(surveys, walk-throughs) - 5% decrease in number of reported behavior incidents by school compared to prior year (SWIS data)				
3. Reduce Chronic Absenteeism a. Reorganize Attendance Counselors to focus on students at risk of becoming chronically absent b. Focus on importance of Attendance at Kindergarten orientation c. Provide monthly reports on chronically absent students to Principals	- 3% decrease in chronic absenteeism at elementary, middle, and high schools in 2014-15				
4. Promote Graduation and Dropout Prevention a. Provide targeted supports and programs for special student populations, including Alternative Education School students (Night School) b. Offer extended time opportunities for students to earn high school course credit	-70 % of Night School students in grades 9-11 are able to stay on track to graduate by virtue of their participation in Night School Program - 70% of Night School students in the twelfth grade graduate high school in 2014-15	X	X	X	X
5. Drop Out Prevention (PSD) - Increase capacity of middle schools to respond to negative student behavior by providing Prevention and Truancy Prevention Specialists at middle Schools to work with Behavior Technicians and Hall Monitors	- 5 % decrease in number of reported behavior incidents by school compared to prior year (SWIS data) at middle schools - 5% decrease in number of reported high school behavior incidents by school compared to prior year (SWIS data) at high schools - 5 % decrease in chronic absenteeism at middle schools -5 % decrease in chronic absenteeism at high schools		X	X	X
6. Technology and Parent Involvement (PSD) – a. Provide learning opportunities for families to attend	- 100% of schools designated as Bilingual Centers will have translator	X	X	X	X

4. Culture and Climate Section

educational workshops through translator tools, transportation and materials b. Establish baseline for use of translator tools	tools available for parent/family use at meetings and workshops				

5. Operations Section

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

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

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

School Operations –

In order to dramatically improve achievement in the district's most struggling schools, Waterbury will dedicate district central office capacity and resources to this work. Central to this approach is the formation of a new District Turnaround Office and the hiring of a Supervisor of School Turnaround. The District Turnaround Office will serve as an autonomous unit within the central office that will drive, oversee, and coordinate the district's interventions in its chronically underperforming schools. The District Turnaround Office, as led by the Supervisor of School Turnaround, will have several core objectives:

- Provide direct coaching and capacity-building support for school teachers and leaders;
- Offer implementation support relative to school reform plans;
- Hold school and district staff accountable for implementation and results;
- Support external relations and manage any potential contracts with partners; and
- Coordinate central office support services.

The Supervisor of School Turnaround was hired in 2013-14, reports to the Superintendent of Schools, and works closely with both the Superintendent and the Chief Academic Officer. The District Turnaround Office will serve as the turnaround schools' single point of contact at the central office, ensuring that the district's low-performing schools receive timely support that is customized to meet the unique needs of the school, students, and staff.

5. Operations Section

This case management approach builds off of the district's recent adoption of the ILD structure, which assigns clusters of schools to central office administrators. This new structure decreased the proximity between schools and resources, and allows central office staff to provide more nuanced support services to their schools. The new District Turnaround Office creates a sustainable district structure to lead the district's improvement efforts.

The Supervisor of Turnaround will be responsible for developing a case management approach for turnaround and focus schools. This will involve identifying school strength and growth areas and an action plan to advance performance levels at each school. The Supervisor of School Turnaround, will serve as the broker for increased flexibility in the areas of staffing, scheduling, programming, and resources. Increased site-based decision-making authority will be offset by heightened accountability in these schools.

In summary, the new District Turnaround Office and the Supervisor of School Turnaround will serve as schools' main point of contact within the district and coordinate all central office services for the school by streamlining supports from multiple offices instead of creating additional bureaucracy. The new central office structure is designed to improve student outcomes by concentrating efforts and customizing supports in the district's chronically underperforming schools. This strategy uses the Commissioner's Network, Alliance District program, and identification of Review and Turnaround schools as the catalyst for systemic reform.

Extended Learning Time (PSD)

Waterbury will offer an extended school hours after school program at several district schools, the details of which are presented in the ESH section of the application (below). Academic support through small group instruction will focus on literacy and will include additional reading, language arts and writing activities that align with the Blueprint and School Improvement plans. In the area of math and science, the students will learn with more hands-on activities which will be also be in small group setting. Recreation and enrichment will be part of the ESH afterschool programs. Local vendors, members of the community and the certified teaching staff of Physical Education teachers will provide the enrichment activities. The students will participate in various new endeavors and enhance their own physical abilities based upon instruction by adults. Instruction in new skills will be integrated into the academics in a fun atmosphere using a hands-on approach that includes materials purchased to highlight creative learning.

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. Continue/Expand Turnaround Office—Continue position of Supervisor of School Turnaround to lead turnaround initiatives at low-performing schools, including Turnaround and Focus schools	- 75% of students at Turnaround Schools will demonstrate growth in Reading and Math as measured by Mclass or Acuity(LAP) from first	X	X	X	X

5. Operations Section

	administration to the next Administration in 2014-15 - 50% increase in parent /family involvement (survey, school data)				

2. Extended School Hours (ESH) (PSD)- Schools conduct afterschool program focused on literacy, and including recreation and enrichment (including math and science)
   a. School leaders participate in internal application process for ESH funds to conduct ESH afterschool programs
   b. ESH staff are selected, students are enrolled, and programs are conducted
   c. Establish baseline data for mCLASS and Acuity benchmark assessments taken by students participating in ESH programs
   d. Provide a Summer Extended School Hours program
	-85% of ESH students will have a 90% attendance rate at ESH programs, including Summer ESH	X	X	X	X

6. School Turnaround Strategy

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

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

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

WATERBURY SCHOOL DISTRICT		
School:	Classification:	Funding Source/Competitive Grants Sought:
Bucks Hill School	Focus	☐ Commissioner's Network ☒ School Improvement Grant (SIG) ☒ 1003(a) Competition ☒ Alliance District Funding ☒ PSD Grant
Bunker Hill School	Review	☐ Commissioner's Network ☒ Alliance District Funding ☒ PSD Grant
H. S. Chase School	Review	☐ Commissioner's Network ☒ Alliance District Funding ☒ PSD Grant
Driggs School	Review	☐ Commissioner's Network ☒ Alliance District Funding ☒ PSD Grant
Hopeville School	Review	☐ Commissioner's Network ☒ Alliance District Funding ☒ PSD Grant
Duggan School	Review	☐ Commissioner's Network ☒ Alliance District Funding ☒ PSD Grant

Sprague School	Review	☐ Commissioner's Network ☒ Alliance District Funding ☒ PSD Grant
Walsh School	Turnaround	☒ Commissioner's Network ☐ School Improvement Grant (SIG) ☐ 1003(a) Competition ☒ Alliance District Funding ☒ PSD Grant
Washington School	Review	☐ Commissioner's Network ☒ Alliance District Funding ☒ PSD Grant
Gilmartin School	Review	☐ Commissioner's Network ☒ Alliance District Funding ☒ PSD Grant
Carrington School	Review	☐ Commissioner's Network ☒ Alliance District Funding ☒ PSD Grant
Woodrow Wilson School	Review	☐ Commissioner's Network ☒ Alliance District Funding ☐ PSD Grant
Reed School	Review	☐ Commissioner's Network ☒ Alliance District Funding ☒ PSD Grant
Michael F. Wallace Middle School	Review	☐ Commissioner's Network ☒ Alliance District Funding ☒ PSD Grant
West Side Middle School	Review	☐ Commissioner's Network ☒ Alliance District Funding ☒ PSD Grant
North End Middle School	Review	☐ Commissioner's Network ☒ Alliance District Funding ☒ PSD Grant
Crosby High School	Turnaround	☒ Commissioner's Network ☐ High School Redesign Competition ☒ Alliance District Funding ☒ PSD Grant
Wilby High School	Review	☐ Commissioner's Network ☐ High School Redesign Competition ☒ Alliance District Funding ☒ PSD Grant
John F. Kennedy High School	Review	☐ Commissioner's Network ☐ High School Redesign Competition ☒ Alliance District Funding ☒ PSD Grant

7. Budget Instructions

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 Superintendent of Schools, other members of the central office leadership team, and school principals have taken every opportunity to engage stakeholders in planning and ongoing updates about the reforms now underway in the district. The Superintendent of Schools has shared information about district reform efforts at most Board of Education meetings which are held once per week. The meetings are not only open to the public with an opportunity for the public to address the board about anything including school reform, but the meetings are also recorded and played on the local educational cable TV channel 16. Channel 16 viewership is widespread. Additionally, the Superintendent, ILDs, the Chief Academic Officer, and other central office staff routinely share reform news and seek input about proposed or ongoing reforms at staff meetings, parent/family meetings, School Governance Council meetings, parent association meetings, school open houses and other scheduled events, and meetings of committees that include representatives of the collective bargaining units for teachers and administrators.

The Superintendent of Schools, Dr. Kathleen M. Ouellette, has shared reform updates and gathered feedback and input about school reform at regular Mayor's Cabinet Meetings of city department heads. She has also participated in two-way communication opportunities at meetings and events which have included the following:

July 2, 2013	Scheduled meeting with Walsh School parents and staff regarding status of Walsh Principal, Turnaround, etc.
July 2, 2013	Scheduled meeting with Crosby Staff regarding the status of Crosby Principal, Turnaround, etc.
July 12, 2013	Met with Commissioner Pryor and Michael Cain, prospective Principal of Crosby High School.
July 14, 2013	Attended mass at Our Lady of Mt Carmel Church and marched in procession through Town Plot for the Feast of Mt. Carmel
July 15, 2013	Attended State Board of Education Meeting for discussion on Crosby Turnaround
July 18, 2013	Attended staff meet and greet with new principal at Crosby High School
July 18, 2013	Attended New Opportunities 28th Annual Scholarship Reception
July 24, 2013	Met with Commissioner Pryor and Crosby Team in Hartford
August 12, 2013	Met with Interim Police Chief Vernon Riddick regarding Police Startup meeting for school opening
August 16, 2013	Met with all Waterbury Public Schools Administrators and Supervisors
August 19, 2013	Addressed all new teachers at orientation.
August 20, 2013	WATR Radio - Talk of the Town
August 21, 2013	New Waterbury Career Academy Ribbon Cutting with Community
August 22, 2013	New Carrington School Ribbon Cutting with Community
August 20, 2013	Walsh School - Ice Cream social with parents
August 28, 2013	Attended Zion Baptist Church for Martin Luther King Bell Ringing
August 29, 2013	Visited Walsh School with Morgan Barth, Chief Turnaround Officer for State Dept of Ed

August 30,2013	Met with Crosby Turnaround Committee for planning
September 3, 2013	Met with SAW Advisory Committee (Administrators Union)
September 6, 2016	Naugatuck Valley Community College regarding their Strategic Plan
September 10, 2013	United Way Leadership Breakfast
September 12, 2013	Attended Ribbon Cutting for new Senior Center
September 12, 2013	Attended Funeral Service with community for "Fortune" (A black slave who's skeletal remains were on display at Mattatuck Museum for many years.
September 15, 2013	Waterbury Career Academy Open House
September 25, 2013	Met with Walsh and Crosby Principals and Central Office Staff regarding turnaround discussion
September 27, 2013	Met with Commissioner Pryor and Interim Walsh Principal Gina Calabrese
September 30, 2013	Educational Transformation Project Implementation Advisory Committee @ CAPSS
October 1, 2013	Met with SAW Advisory Committee (Administrators Union)
October 4, 2013	Grace Baptist Church and Palace Theater for Swearing in of new Police Chief Vernon Riddick
October 6, 2013	Carrington School Open House and Dedication
October 7, 2013	Met with State Officials at Walsh School
October 9, 2013	Conference call with State regarding turnaround
October 9, 2013	Addressed parents and Title I annual meeting
October 16, 2013	Conducted interviews for Turnaround Supervisor
October 17, 2013	Attended Alliance Convening at ITBD New Britain
October 25, 2013	Attended Hispanic Heritage Day with Students and families at Howland Hughes
October 26, 2013	Met with WTA President
November 14, 2013	Met with SAW Advisory Committee (Administrators Union)
November 19, 2013	Teacher of the Year Ceremony at Bushnell
November 21, 2013	STEM Expo with Chamber of Commerce with Middle and High Schools
November 21, 2013	Met with WTA President
November 21, 2013	Conf Call with Morgan Barth, Chief Turnaround Officer, ST Dept. of Ed
November 23, 2013	Retirement party with Community for Reverend Green at Aqua Turf
November 27, 2013	Interviewed candidates for School Safety Coordinator under Alliance Grant
December 1, 2013	Attended Inauguration of Mayor Neil O'Leary at Immaculate Conception Church and City Hall
December 2, 2013	Participated in Roundtable discussion with Congresswoman Elizabeth Esty on STEM
December 3, 2013	Crosby Turnaround Meeting
December 6, 2013	Quarterly Alliance Progress with State
December 11, 2013	Early Childhood Advisory Committee Mtg at CAPSS
December 13, 2013	Educational Transformation Project Implementation Advisory Committee @ CAPSS
January 7, 2014	Met with SAW Advisory Committee (Administrators Union)
January 9, 2014	Visit to Walsh and Crosby from State Dept of Education
January 14, 2014	Met with WTA President
January 16, 2014	NEASC Advisory Committee Mtg at CAPSS
January 22, 2014	Walsh Turnaround Meeting
January 29, 2014	Hosted Legislative Breakfast
January 29, 2014	Met regarding RFP's for Walsh Turnaround Partner
January 31, 2014	Response to SDE on Walsh School Governance Council Recommendations
February 3, 2014	Conference call with State Department of Education
February 4, 2014	Met with SAW Advisory Committee (Administrators Union)

February 11, 2014   Met with State Department of Education (Michelle Rosado)
February 19, 2014   Attended Black Mayor for the Day Ceremony
February 20, 2014   Met with all Waterbury Public Schools Administrators and Supervisors
February 21, 2014   Crosby Mid-Year Evaluation with State Dept of Education
February 24, 2014   Skype with Astronaut Rick Mastracchio and over 2,000 students at Palace Theater
March 4, 2014   WATR Radio - Talk of the Town
March 4, 2014   Met with SAW Advisory Committee (Administrators Union)
March 4, 2014   Crosby Turnaround Meeting
March 4, 2014   Addressed Public Hearing - New East End School
March 10, 2014   Met with WTA President
March 10, 2014   Walsh Mid-Year Evaluation with State
March 13, 2014   Alliance meeting at State Department of Education
March 18, 2014   Participated in Slema Frohn Television Show
March 19, 2014   Addressed students at Kennedy High School regarding the role of Government
March 20, 2014   Quarterly Alliance Progress with State
March 25, 2014   Educational Transformation Project Implementation Advisory Committee @ CAPSS
March 26, 2014   Walsh Visit from State Dept of Education
March 26, 2014   Exchange Club Annual Meeting
April 1, 2014   Met with SAW Advisory Committee (Administrators Union)
April 2, 2014   Chamber of Commerce Annual Meeting
April 2, 2014   Conference call with State Turnaround Officer
April 3, 2014   Met with Parents enrolled in PSEE (Parents Supporting Education Excellence)

Additionally, 2013-2014 Summary of Parent Events Where Alliance District, Waterbury Blueprint or Common Core was Presented/Discussed –

- Introduction to Common Core State Standards presented as part of Open House by Principals and Staff (Elementary and High Schools, September 19, 2013, and Middle Schools, September 26, 2013).
- Title I District Parent Advisory Council Annual Meeting, October 9, 2013. Presentations on Common Core: Dena Mortensen, Supervisor of English/Language Arts K-5; Nicholas Albini, Supervisor of English/Language Arts 6-12; and Janet Frenis, Supervisor of Math, elementary. Superintendent Dr. Kathleen Ouellette also spoke briefly, as did Linda Riddick-Barron, Supervisor of Educational Grants. Translators were available for Spanish and Albanian speaking parents. The meeting was videotaped and televised on the local education access channel.
- Parent Liaison Community Meetings – Common Core was discussed at each meeting. Parents were invited to ask questions and comment.
  - October 2, 2013. River Baldwin Recreation Center, W. Cross School, Chase School, Wallace Middle School, Washington School, Hopeville School, Crosby High School, Generali School. Presentations by Crosby Principal, Chase School's Literacy Coach, and the Supervisor of Math (elementary).
  - March 6, 2014. Wilson School. Wilson staff discussed SBAC, CMT and DRA.
  - April 5, 2014. Community Meeting for Bucks Hill, Kingsbury, Reed, North End, and Wilby. PAL. Presenters to discuss Common Core and Smarter Balance.
- Parent Events at various schools, including Family Math Nights and Family Reading Nights allowed school staff to discuss Common Core and provided an opportunity for parents to ask questions about education reforms specific to their child's school.
- Test Prep Workshop for Parents and Guardians at WAMS. December 5, 2013. Presenters included Supervisors of Reading/LA 6-12, Elementary Math, and Secondary Math. Parents had an opportunity to

ask questions.

- School Governance Council Training – Module #2 – offered to all SGC members throughout district. January 7, 2014. Blueprint for Change/Academic Achievement Presented by Instructional Leadership Directors. Understanding Student Achievement Data presented by Supervisor of Research, Development and Testing. Participants (staff, parents and community members) had an opportunity to comment and ask questions. Presentations were videotaped and broadcast for the general community over the local education access channel.
- Parent Workshop on New Common Core, West Side Middle School, March 13, 2014 - Principal and school staff.
- Workshop on Common Core, Tinker School, October 15, 2013 - School staff.
- Workshop for Parents on Common Core, Hopeville School, November 25, 2013 - School staff, Parent Liaison translated for Spanish-speaking parents.
- Parent Information Workshops, Walsh School, March 12, 2014 - Attendance, Progress Book and SBAC presented by school staff.
- Family and Housing Expo. - Presentations on Common Core by subject supervisors, May 10, 2014.

In addition, schools provided information to parents on state-sponsored events, such as: "Common Core Standards: Look Closer, Understand More" presented on Saturday, January 25, 2014 in Cromwell; and "School and District Performance Reports" presented on January 22, 2014 in Middletown.

As the district moves ahead with school and district reform marked by central office transformation to a service oriented support system for the development of highly effective schools and rapid turnaround of low-performing schools, both central office and school leaders will be mindful of the importance of continued stakeholder engagement in the reform process. As a result, they will embrace opportunities within the school communities and the community at large to both share improvement plans and work to continuously improve those plans based upon stakeholder input. Board of Education meetings (including public speaking portion of meetings), School Governance Council meetings, Parent organization meetings, school open house meetings, community meetings and forums, and local events, are examples of these opportunities.

PART III: APPENDIX SECTION

A. District Self-Diagnostic Tool

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

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

Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
Talent:					
1.1. Recruitment and human capital pipelines	☐	☒	☐	☐	High
1.2. Hiring and placement processes	☐	☒	☐	☐	Medium
1.3. Educator evaluation	☐	☐	☒	☐	Medium
1.4. Professional development/coaching	☐	☒	☐	☐	High
1.5. School leadership development	☒	☐	☐	☐	High
1.6. Retention of top talent	☐	☒	☐	☐	High
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	☐	☒	☐	☐	High
2.5. Support for special populations	☐	☒	☒	☐	High
2.6. SRBI and academic interventions	☐	☒	☐	☐	High
Culture and Climate:					
3.1. Positive behavior management	☐	☒	☒	☐	Medium
3.2. Family engagement	☐	☒	☐	☐	Medium
3.3. Wraparound strategy	☐	☐	☒	☐	High/need more
3.4. Attendance	☐	☒	☐	☐	High
3.5. Graduation and dropout prevention	☐	☒	☐	☐	High
Operations:					
c. Budgeting and financial management	☐	☐	☒	☐	High
d. School operations (e.g., facilities, transportation, food services)	☐	☐	☒	☐	Medium
e. Scheduling and extended learning time	☐	☒	☐	☐	High
f. Collaborative staff planning time	☐	☐	☒	☐	High
g. Technology integration	☐	☒	☐	☐	High
h. 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: **Waterbury School District**   HEREBY ASSURES THAT:

Waterbury School District

(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)*   Dr. Kathleen M. Ouellette

Title: *(typed)*   Superintendent of Schools

Date: _____

C. PSD Extended School Hours 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 opportunity already exists;
- Include a schedule and total number of hours that it determines 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.

<u>**Program Design Questions:**</u>

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.

> Academic support through small group instruction will focus on literacy and will include additional reading, language arts and writing activities that align with the Blueprint and School Improvement plans. In the area of math and science, the student will learn with more hands-on activities which will be also be in small group setting.
>
> Local vendors, members of the community and the certified teaching staff of Physical Education teachers will provide the enrichment activities. The students will participate in various new endeavors and

enhance their own physical abilities from instruction by adults. Instruction in new skills will be integrated into the academics in a fun atmosphere using a hands-on approach that includes materials purchased to highlight creative learning.

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

Recreational activities include physical education games, exercise programs and lessons. Vendors with specific skills such as, High Touch High Tech, will visit schools with diverse recreational and enrichment activities.

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

Most programs operate three days per week, Tuesday through Thursday for two hours, immediately after the regular school day ends.
Students are selected based on assessment data from the DRA scores and teacher recommendations. Students selected based on teacher recommendation may be identified using data from report cards, parent conferences and areas needing improvement, including behavior and self-esteem.

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

Each program is housed at the school the students currently attend which allows for increased methods and frequency of communication to support the regular school curriculum. Data team meetings, common planning time, common formative assessments and staff meetings are all opportunities for the ESH program staff to reinforce the alignment of the program to the curriculum.

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

Local vendors and community agencies are annually invited to update a description of their services. Recommendations by program staff and administrators for new vendors to be included on the roster are also included throughout the school year. The service vendors provide is on an individual basis and vendors work with the schools by providing the requested service based on the operation and design of their program.

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

A principal or teacher may select students for ESH program after the student completes another after-school program in the building. The Turn- Around and Focus school programs allow for an extended ESH program beyond the scope and operation allowed under PSD which allows for coordination with other federal and state after-school programs. Other after school programs such as the 21st Century programs and Truancy Clinics in the Review schools coordinate operations and activities as well. Each program will interface with the Blueprint for Change and focus on outlined initiatives in the Alliance District plans.

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

Parents are encouraged to participate in enrichment activities and to volunteer as their time permits. Parents who currently serve on School Governance Councils, Family School Partnership, Title I DPAC, and the PTA/ PTO organization may serve as volunteers or be included in the parent involvement planning and participation of certain activities in the ESH program.

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.

The ESH program is located in the individual schools and the staff and students in the program have access to the facilities, playground, media centers/ libraries, computer labs, smart boards, and gymnasiums as needed. The Superintendent has recommended ESH for approval at the BOE meetings and supports after school programs. Community based organizations are welcomed to access school facilities and the equipment.

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
Bucks Hill, Bunker Hill, Chase, Driggs, Generali, Hopeville,	Kdg. – 5	50 per grade level	Tuesday – Thursday	6-20 weeks
Kingsbury, Regan, Sprague, Washington, Wilson, Walsh,	Kdg. - 5	50 per grade level	Tuesday – Thursday	6-20 weeks
W. Cross, Tinker	Kdg. - 5	50 per grade level	Tuesday – Thursday	6-20 weeks
Carrington, Duggan, Gilmartin, Reed	Kdg. – 8	50 per grade level	Tuesday – Thursday	6-20 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:

Student performance and progress will be assessed through daily attendance, student success plans and report card data. As this is a transition year for assessment information, the timeline for assessments will be based on timelines within the Blueprint and the Alliance District assessments as they align within the scope of the after school programs.

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

Student performance will be tracked during the next school year based on the DRA and potentially also by Acuity data. "Acuity" is the district's Local Assessment Program. The timeline for assessment will be based on the sixteen week timeline of the program. Principals and staff will have access to the student data from the district's data warehouse.

Budget

Narrative:_____

CODE	OBJECT	Amount
100	**PERSONAL SERVICES – SALARIES.** Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees. **After school employees** **administrators,** **teachers,** **clerical, and** **custodial for fourteen elementary schools**	**$164,203**
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.	$
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**: **Priority School District 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. **Transportation** **Community agency and vendors**	**$132,105**
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. **Instructional and enrichment supplies** **After –school snacks and end-of the year refreshments**	**$41,779**
700	**PROPERTY.** Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	$
890	**OTHER OBJECTS.** (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes. **UNALLOWABLE USAGE OF FUNDS** **Priority School District 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.	$
	TOTAL	**$338,087**

D. PSD Summer School Grant

Purpose of the Grant:

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

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

Program Design Questions:

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

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

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

Kindergarten: Does not meet Exit Criteria or Substantially Deficient on DRA2 Winter Level A or lower or MClass Assessment Winter level RB or lower

Grade 1: Identified as Substantially Deficient on the DRA2, Below Level 12 or MClass level F or lower during winter assessment. Failing 2 out of 3 areas (Reading, L.A, Math)

Grade 2: Identified as Substantially Deficient on the DRA2, Below Level 20 or MClass below level J. Failing 2 out of 3 areas (Reading, L.A, Math)

Grade 3: Identified.as Substantially Deficient on the DRA2, Below Level 30 or Below Level M on MClass

All 4th grade students who have a Individual Reading Plan

Siblings of Substantially Deficient Students

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

- Knowledge of balanced/Comprehensive Literacy, Writing Process, DRP, Running Records, Holistic Scoring, Language Arts and Math Curriculum, CMT, Portfolio Assessment.
- Current experience teaching at the grade level requested
- All summer school teachers are required to attend professional development training.
- Appropriate Certification

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

--DRA2 Continuum-Focus of Instruction, MClass

--The curriculum is centered on the district's Concept Based Curriculum and the Unit 1 criteria for the Fall 2014-2015 school year.

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
Carrington , Bunker Hill, Kingsbury, Sprague	Current K-4 students	Monday through Thursday 8:30-2:30	4
Duggan, Tinker, Chase	Current K-4 students	Monday through Thursday 8:30-2:30	4
Gilmartin, Hopeville, Washington, W. Cross, Generali	Current K-4 students	Monday through Thursday 8:30-2:30	4
Reed, Driggs, Regan, Wilson	Current K-4 students	Monday through Thursday 8:30-2:30	4
Bucks Hill (Focus)	Current K-4 students	Monday through Friday 8:30-2:30	5
Walsh (Turnaround)	Current K-4 students	Monday through Friday 8:30 – 2:30	5

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.

- Individual Reading Plans will be maintained for all students documenting interventions and common formative assessments
- Literacy Portfolios will be reviewed monthly
- DIBELS administered K-1, fall, winter and spring
- DRA 2 administered winter and spring, grades K — 3
- DRA2 administered spring, Kindergarten
- DRA 2 administered fall and spring
- Kindergarten Exit Criteria administered Sept., Nov., Feb., May
- District Writing Prompts administered 4 times a year, K-4
- For MClass Schools MClass for grades K-3 and IRP for grade 4 students
- Student attendance

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. Soar to Success Summer School for Grades K-4 Administrators, Teachers, Clerical and Stipends	**$249,622**
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.	$
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.** **Transportation to selected sites**	**$136,453**
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. **Instructional Supplies for Soar to Success** **Snacks for Soar to Success**	**$8,119**
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	**$394,194**